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## ABSTRACT

This teacher's guide and student workbook are part of a series of supplementary curriculum packages presenting alternative methods and activities designed to meet the needs of Florida secondary students with mild disabilities or other special learning needs. The Life Management Skills PASS (Parallel Alternative Strategies for Students) teacher's guide presents 10 units concerned with various life management skills including three units dealing with sexual material which are not presented in the student workbook. Most units include a "Ready" activity to use as a pre-test and preview, "Remember" vocabulary words, and "Record," "Review," "Replay," and "Reflect" activities to encourage practice, thinking, and discussion. Also provided in the teacher's guide are unit objectives, suggestions for teaching, quizzes, and answer keys. Units included in the guide and workbook are: (1) "Self-Esteem: Caring for Yourself"; (2) "Connections: Living Well with Others"; (3) "Stress: Finding the Balance"; (4) "Nutrition: Food for Life"; (5) "Drugs: Uses and Misuses"; (6) "First Aid: Emergency Care"; (7) "Consumerism: Using Money Wisely"; (8) "Puberty: Maturing into Adulthood"; (9) The Reproductive System: Producing Life"; and (10) "Sexually Transmitted Diseases". Appendices in the teacher's guide include correlations to Florida

student performance standards, lists of multimedia sources, and a list of federal and Florida help agencies. The student workbook contains vocabulary, an explanation of the content, and practice exercises designed to evaluate comprehension. (Contains 32 references.) (DB)

# Life Management Skills Teacher's Guide [and Student Workbook] Parallel Alternative Strategies for Students (PASS)

**Jeren Goldstein  
Sylvia Walford**

**Reprint Edition**

**Florida State Department of Education**

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# Life Management Skills

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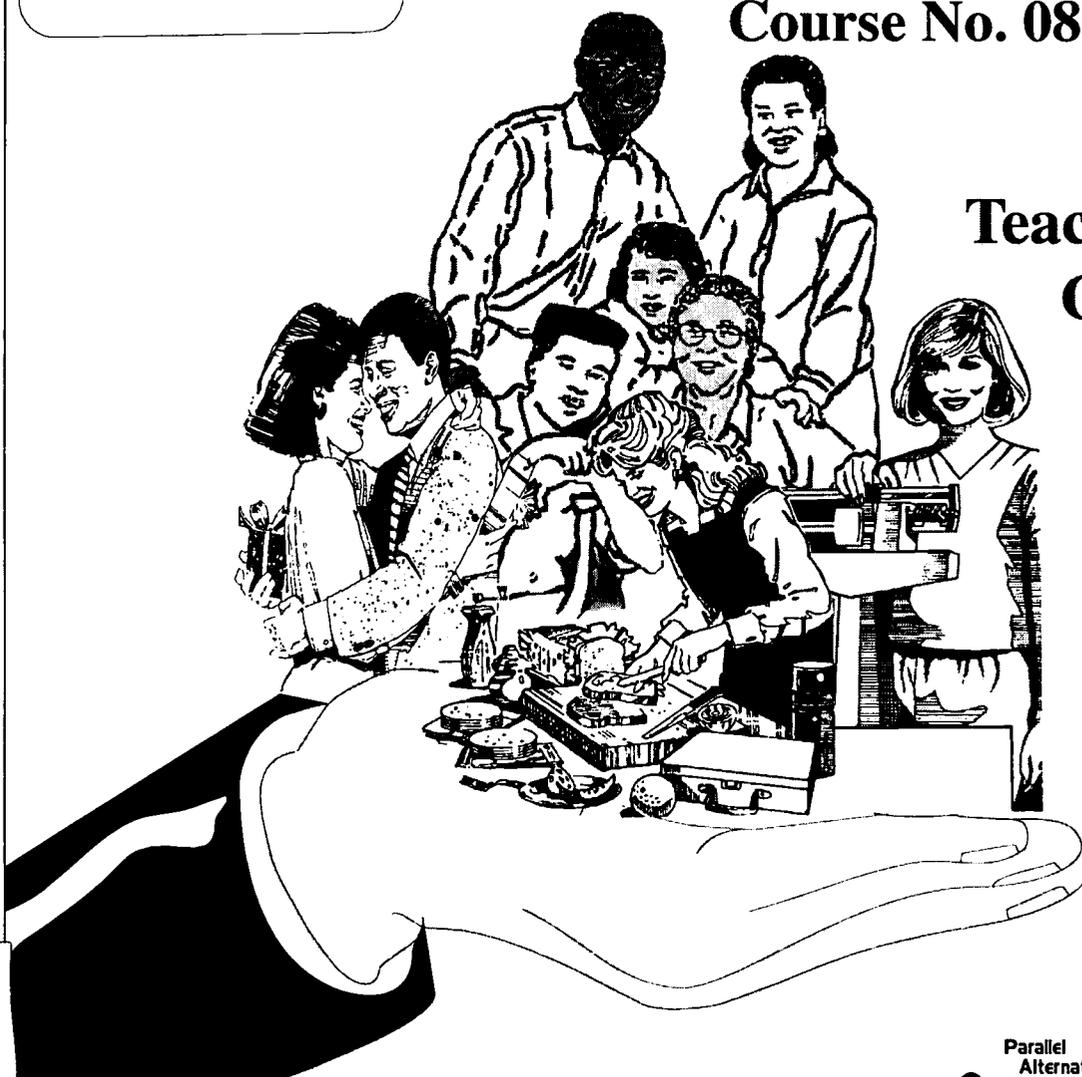
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Course No. 0800300

Teacher's Guide



Parallel  
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Students

Bureau of Instructional Support and Community Services • Division of Public Schools and Community Education  
Florida Department of Education • 1995

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# Life Management Skills

## Teacher's Guide

**Bureau of Instructional Support and Community Services  
Division of Public Schools and Community Education  
Florida Department of Education**

Reprinted 1998

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# Life Management Skills

## Teacher's Guide

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## **Acknowledgments**

The *Parallel Alternative Strategies for Students (PASS)* volume *Life Management Skills* was developed in 1994. High school teachers outlined the content for the student book and provided suggestions for the Teacher's Guide. These high school teachers also served as content reviewers.

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## Foreword

*Parallel Alternative Strategies for Students (PASS)* books are content-centered packages of alternative materials and activities designed to assist secondary teachers to meet the needs of students of various achievement levels in the basic education content courses. Each *PASS* offers teachers supplementary activities and strategies to assist certain exceptional students and low-achieving students in the attainment of the intended outcomes of a specific course.

The alternative methods and activities found in the *PASS* materials have been adapted to meet the needs of students who have mild disabilities and are mainstreamed in content classes. The *PASS* materials provide basic education teachers with a modified approach for presenting the course content that may be useful with these students and other students who have learning or behavior problems. The *PASS* materials also provide the exceptional education teacher who is teaching subject area courses with curriculum materials designed for these exceptional education students.

Students with learning or behavior problems often require alternative methods of presentation and evaluation of important content. The content in *PASS* differs from the standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; shorter reading assignments; clearer and more concise directions; less cluttered format; and the presentation of skills in small, sequential steps.

As material to augment the curriculum for exceptional students and other low-achieving students, *PASS* may be used in a variety of ways. For example, some infusion strategies for incorporating this text into the existing program are as follows:

- additional resource to the basic text
- pre-teaching tool (advance organizer)
- post-teaching tool (review)
- alternative homework assignment
- alternate to a book report
- extra credit
- make-up work
- outside assignment
- individual contract
- self-help modules
- independent activity for drill and practice
- general resource material for small or large groups
- assessment of student learning.

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified content materials called *Parallel Alternate Curriculum (PAC)* were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students (IMPRESS)*. Project IMPRESS patterned the *PACs* after the curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of nineteen *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students. This project was funded by the Florida Department of Education, Bureau of Student Services and Exceptional Education, to Leon County Schools during the 1984 through 1988 school years. Basic education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Continuation efforts have been maintained through the Curriculum Improvement Project. Beginning in 1989, the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the nineteen *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the sixty-seven school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature.

Neither the content nor the activities are intended to be a comprehensive presentation of any course. These *PASS* materials, designed to supplement textbooks and other instructional materials, should *not* be used alone. Instead, they should serve as a stimulus for the teacher to design alternative strategies for teaching the student performance standards to the mastery level to the diverse population in a high school class.

*PASS* provides some of the print modifications necessary for students with special needs to have successful classroom experiences. To increase student learning, these materials must be supplemented with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

## User's Guide

The *Life Management Skills PASS* is designed as a combination supplementary text and workbook for course number 0800300. This *PASS* is divided into 10 units of study. Three of the student units are included in this Teacher's Guide, rather than the student book, because of the sexual or sensitive nature of the content. Florida districts differ in their approach to sex education—within the guidelines of Florida Statute (F.S.) 233.067—and choose their curriculum based on local values and school board policy. The student book can be used even when parents elect to exempt their student from the human sexuality education subject matter. An example of a form for the parents' written request is given on page xvii.

Each student unit begins with a Ready activity to use as a pretest and a preview for the students. An alphabetized list of important terms, entitled Remember, follows Ready at the beginning of each unit. The vocabulary terms may be pre-taught or introduced concurrent with the introduction of the concepts. For emphasis and quick recognition, each vocabulary term appears in boldfaced type the first time it is used in the unit text. The terms are reinforced through the Record, Review, and Replay practice activities. The Reflect practice activity asks students to use terms and concepts to solve problems applicable to their own experiences.

The content information is presented in the student book in sections entitled Read. Practice pages at the end of each unit provide opportunities for reinforcement of concepts and recall of facts and special terms. These student materials may be reproduced for classroom use.

Concept-oriented graphics have been used extensively to assist the students. These visual cues are motivational and create interest and promote learning. Consistent formatting and easy-to-follow directions build student confidence and promote success.

This separate Teacher's Guide contains an overview, unit objectives, student performance standards, suggestions for teaching, a unit quiz—Recall—and answer keys for all written activities. A suggested scope and sequence chart for instruction appears on the following page.

This *PASS* has been correlated to the intended outcomes adopted by the State Board of Education for the life management skills course. (See Appendix A.) All of the intended outcomes for the course are addressed. Seventy-five of the 77 student performance standards have been at least partially covered in this text. Other resources must be used to teach standards not covered in this text.

No one text can adequately meet all the needs of all students. This *PASS* is no exception. The reading level will be too high for some students and too low for others. The concepts presented will be too complex for some students and too simple for others. It is recommended that teachers use *PASS* with other instructional strategies to aid comprehension and provide reinforcement.

It is expected that the curriculum will be enriched with films, videotapes, computer activities, and, possibly, field trips. A Multimedia Bibliography of resources is provided in Appendix B. The sources for ordering these materials are included in Appendix C. Appendix D is the index for the vocabulary terms in Units 8, 9, and 10. Help Agencies are given with addresses and telephone numbers in Appendix E. The references used in the development of this *PASS* are listed in Appendix F.

The teacher-developed materials contained herein combined with other carefully selected resources and effective teaching strategies provide a good foundation for teaching the life management skills course to exceptional students and other students with learning problems.

## Scope and Sequence

1. Introduce the unit.	Determine students' prior knowledge. Give advance organizers to <i>preview</i> concepts. Use <i>Ready</i> as a pretest.
2. Present concepts.	State and clarify the concepts to be learned. Assign the content pages in <i>Read</i> in sections by headings.
3. Create interest or motivation.	Make the new concepts relevant to the students' experiences.
4. Introduce the vocabulary.	Assign the unit vocabulary for the students to study. At the end of the unit use <i>Review</i> and <i>Replay</i> to assess retention.
5. Provide practice.	Assign <i>Record</i> —Short Answer, Fill in the Blanks, Identification, True or False, Matching, Multiple Choice, and Completion—activities.
6. Reinforce.	Promote individual performance within a group, such as independent thinking and goal-setting.
7. Enrich.	Use the <i>Suggestions for Teaching</i> and your own activities for enrichment. Exs.—computer, laser videodisc, current events, films, etc.
8. Summarize and review.	Provide discussion opportunities and question/answer sessions on the content material. Read <i>Recap</i> and complete <i>Reflect</i> .
9. Evaluate.	Assign <i>Recall</i> found in the <i>Teacher's Guide</i> .

## Sample Parent Information Letter

**Dear Parent or Guardian:**

The students in the life management course will be studying human growth and development and the locally adopted sex education curriculum. This study will include the structure and function of the male and female reproductive organs, stages of growth and development in males and females, the importance of preventative health self-exams, consequences of teen pregnancy and sexual activity, sexually transmitted diseases, acquired immune deficiency syndrome (AIDS), and contraception. The method of study will include lectures, student readings, and worksheets, film/video presentations, and discussion emphasizing factual information, decision-making, and abstinence. The classroom procedures and other instructional materials that will be used during this unit of study are available in the school office, and you are encouraged to review them.

Your student may be excused from any or all of the units of the curriculum at your request. In order for your child to be excused from the sex education curriculum, you *must* send the form below to your child's teacher. Return the form to the school office or teacher by \_\_\_\_\_. If you have your child excused from the class, your child will be doing appropriate alternative assignments and will be under the supervision of another teacher in a study hall.

Sincerely,

\_\_\_\_\_

-----  
*My son/daughter may NOT participate in the sex education curriculum.*

Student's full name \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature



## Unit 1 Self-Esteem: Caring for Yourself

### Overview

*Self-esteem* is the value we attach to ourselves. If we have high self-esteem, we see our life as *worthy* and productive. We like ourselves for who we are, and we do not *condemn* ourselves for our *imperfections*. If we have low self-esteem, we do not appreciate our efforts and work. We have trouble liking ourselves and may not be able to tolerate our imperfections. Almost all people who feel good about themselves have high self-esteem.

Our self-esteem often is influenced first by our families. Supportive families make us feel good about ourselves. Unsupportive families may condemn our imperfections and mock our efforts. This can lead to a *distorted* image of ourselves. As we grow older, we become able to shape and raise our self-esteem.

Enemies of high self-esteem include an unsupportive family, an *undemanding* self, pressure from peer groups and *cliques*, and the confusing messages conveyed by the media. If our self-esteem is low, we may use food or drugs as a way to make ourselves feel better. Unfortunately, these addictions will, in the long run, only make us feel worse.

We can build self-esteem by examining ourselves and noting just how many skills and talents we have. We can accept ourselves for who we are—imperfections and all. We can learn to fail without condemning ourselves. And we can risk failure so we can succeed and feel good about ourselves. When those around us hurt us, we can answer with the best kind of revenge: Live a worthy life and take control of our future.



## Unit Objectives

*After successfully completing this unit, students will master the intended outcomes and student performance standards listed below.*

<b>Intended Student Outcome #1:</b> Practice skills for self-awareness, self-acceptance, and self-improvement that build positive emotional development.				
	1.01	1.02	1.03	
<b>Intended Student Outcome #2:</b> Practice skills to facilitate interpersonal communication.				
	2.01	2.02		
<b>Intended Student Outcome #3:</b> Practice skills to enhance interpersonal relationships.				
	3.01	3.02	3.03	3.04
<b>Intended Student Outcome #4:</b> Practice coping skills in time and stress management.				
	4.01	4.02	4.06	4.07
<b>Intended Student Outcome #6:</b> Implement a program for personal health promotion and wellness based on an individual health behavior assessment, including breast self-examination and testicular self-examination for cancer detection.				
	6.01			
<b>Intended Student Outcome #8:</b> Understand the physical, mental, emotional, social, economic, and legal consequences of use, misuse, and abuse of drugs, alcohol and tobacco on the individual, family, and community.				
	8.08			
<b>Intended Student Outcome #14:</b> Understand the physical, mental, social, economic, and legal aspects of human sexuality, including teenage pregnancy and the value of abstinence.				
	14.03	14.04		



### Students will

- explain the meaning of self-esteem
- explain the role self-esteem plays in our lives
- identify the ways to build and maintain high self-esteem
- identify the causes of low self-esteem.

### Suggestions for Teaching

*Use one or more of the following selections to capture the students' interest and involve them in applying the concepts. Many of these activities may require further reading and research.*

- Have the students listen to guest speakers such as the school counselor, crisis intervention counselor, or a police officer.
- Divide the students into groups with each group taking a topic such as unhappiness at home, disappointment in love, failure to achieve, or worry over health. Have groups list ways to cope, and then share the ways with the class.
- Have groups write a one-page narrative that differentiates between being *alone* and being *lonely*.
- Have the students list mental and behavioral signs and symptoms that indicate someone may need help.
- Have the students research self-help groups in the community. Have the students contact these groups and report findings to the class.
- Have the students prepare a chart defining and illustrating phobias (*example: neophobia—fear of anything new*).
- Have the students clip informational articles from newspapers or magazines describing techniques for coping with loss, adversity, anger, conflict, and other problems.
- Have the students listen to the school media specialist report on books and other resources in the school library on pertinent topics.



## Recall

### Multiple Choice

Circle the letter of the correct answer.

1. An example of verbal abuse is \_\_\_\_\_ .
  - a. being told how awful and useless you are
  - b. being beaten as a child
  - c. being told how good and valuable you are
  - d. all of the above
  
2. A person who is *vulnerable* is \_\_\_\_\_ .
  - a. not easily hurt or wounded
  - b. easily hurt or wounded
  - c. carrying a sexually transmitted disease
  - d. very strong and determined
  
3. Self-esteem is \_\_\_\_\_ .
  - a. how we feel about ourselves
  - b. how we feel about others
  - c. how we feel about our parents
  - d. none of the above
  
4. If we have a positive attitude towards ourselves we will most likely \_\_\_\_\_ .
  - a. have low self-esteem
  - b. have alcohol or drug-related problems
  - c. have high self-esteem
  - d. have very wealthy friends
  
5. To *internalize* is to \_\_\_\_\_ .
  - a. have a serious medical problem
  - b. have low self-esteem
  - c. be verbally abusive
  - d. take something inside of yourself



6. Conformity means \_\_\_\_\_ .
- a. to fulfill your needs and desires
  - b. to make yourself follow other people's rules and practices
  - c. to find fault with or to judge
  - d. all of the above
7. An example of a distorted self-image would be \_\_\_\_\_ .
- a. a boy who feels violence is the way to settle his problems
  - b. a girl who is 10 pounds underweight but who still feels she is too heavy
  - c. someone with poor decision-making skills
  - d. none of the above
8. A clique is a \_\_\_\_\_ .
- a. religious organization that you cannot leave once you join
  - b. group of young people who are addicted to drugs
  - c. peer group that we choose to spend time with
  - d. group of students in your math class
9. Imperfections are \_\_\_\_\_ .
- a. skills or traits we have that are not ideal
  - b. unnatural and should be cured by counseling
  - c. usually only found in people from lower incomes
  - d. all of the above

### Fill in the Blanks

*Use the terms below to complete each statement that follows. Write the correct term on each line.*

**Know thyself**  
**peer pressure**  
**abusive**

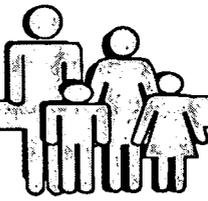
**undemanding**  
**revenge**  
**imperfections**

**distorted**  
**worthy**  
**fictions**

10. A Greek philosopher said that the first rule to good health was to \_\_\_\_\_ .



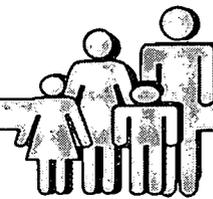
11. A clique uses \_\_\_\_\_ to persuade its members to act or think alike.
12. The \_\_\_\_\_ self does not try very hard to succeed.
13. If our self-esteem is low, we may develop a false and \_\_\_\_\_ image of ourselves.
14. The negative comments of verbally \_\_\_\_\_ parents can cause their child to have low self-esteem.
15. Everyone has \_\_\_\_\_—no one is perfect.
16. When we can't accept the truth about ourselves, we often tell ourselves \_\_\_\_\_, or lies.
17. A \_\_\_\_\_ life is one that is deserving of respect and honor.
18. The best kind of \_\_\_\_\_ against people who have hurt us is to live a good life.



## True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 19. A person cannot learn to change his body language.
- \_\_\_\_\_ 20. If you fail at one skill or effort, then you are someone who is a failure.
- \_\_\_\_\_ 21. We are not responsible for our own self-esteem.
- \_\_\_\_\_ 22. Cliques can satisfy our need to belong to a group.
- \_\_\_\_\_ 23. To act according to your own beliefs and values is to conform.
- \_\_\_\_\_ 24. A person who doesn't ask much of himself is called *undemanding*.
- \_\_\_\_\_ 25. A characteristic of someone with high self-esteem would be criticizing others to make herself seem perfect to others.



## Keys

### True or False (pp. 3-4)

1. False
2. False
3. True
4. True
5. False
6. True
7. True
8. True
9. False
10. True
11. True
12. True
13. True
14. True
15. True
16. True
17. True
18. False
19. True
20. False
21. True

### Fill in the Blanks (pp. 19-20)

1. fictions
2. self-satisfaction
3. conformity
4. self-esteem
5. abusive
6. worthy
7. clique
8. criticism
9. undemanding
10. imperfections
11. distorted
12. vulnerable
13. internalize
14. condemn

### Matching (p. 21)

1. C.
2. E.
3. A.
4. B.
5. D.

### Short Answer (pp. 22-23)

1. You have shown that you can be good at school. Each year your grades have improved because of your hard work. You should take pride in your hard work and in having raised your grades. You can take even greater pride in your grades than someone to whom high grades come easily. After all, you have been willing to give much of your time to educate yourself well and prepare yourself for a successful future. You just need to step back and see all that you have accomplished rather than focus only on what you haven't yet accomplished.
2. Rod is in a vicious cycle. One experience—either at home or at school—makes him unhappy and then that creates another problem. On and on it goes, and will continue to go, unless Rod can find a way to stop the cycle. Rod has a supportive friend in you, but the work he needs to do has to come from inside himself. It's going to be hard for Rod to ignore the negative comments in his day, but he needs to begin focusing on his own skills and talents. If he can get beyond his anger, then he'll begin to have some success in his daily life. As he begins to focus his efforts, those around him will probably begin to respond supportively and positively to him. It may not be fair but Rod needs to make the first move in turning his situation around.



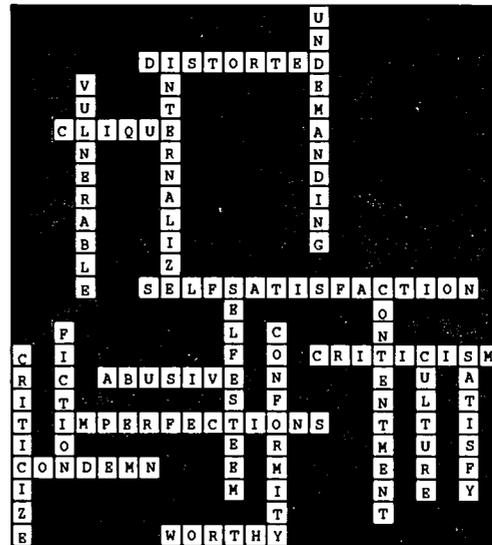
### Short Answer (continued)

3. Be realistic! You've never played this game before, so why expect that you wouldn't need practice to learn the game? Don't let yourself off the hook so easily by claiming you're a failure after one day. Instead, decide if you want to learn to play soccer. If you do, practice. And don't expect miracles—learning a sport or a skill of any kind is hard work. You may find that even after some practice you don't have the ability to play well. You can still enjoy playing the game. And lacking talent for soccer says nothing about you as a person or your ability to do other skills well.

### Identification (pp. 24-25)

1. clique
2. abusive
3. conformity
4. worthy
5. condemn
6. undemanding
7. self-satisfaction
8. contentment
9. imperfections
10. culture
11. self-esteem
12. satisfy
13. internalize
14. distorted
15. vulnerable
16. fiction
17. criticism
18. criticize

### Solve (pp. 26-27)



### Recall (pp. 5-8 TG)

#### Multiple Choice

1. a.
2. b.
3. a.
4. c.
5. d.
6. b.
7. b.
8. c.
9. a.

#### Fill in the Blanks

10. Know thyself
11. peer pressure
12. undemanding
13. distorted
14. abusive
15. imperfections
16. fictions
17. worthy
18. revenge



**Recall (continued)**

**True or False**

- 19. False
- 20. False
- 21. False
- 22. True
- 23. False
- 24. True
- 25. False



## Unit 2 Connections: Living Well with Others

### Overview

As social creatures, we enjoy and need relationships. Relationships fulfill our need to love and be loved, and to feel accepted by others. Our relationships also enrich lives as we discover how others see the world and we hear about their experiences and knowledge.

Establishing relationships can be difficult. Many of us fear being rejected by others if we attempt to make friends. If we develop a healthy *self-image*, we are less likely to be rejected. Others tend to see us as we see ourselves. When we establish relationships, we may try to present the self we think the other person will like and accept. However, we should show others a *genuine*, or real and honest, self. If we present a fake or perfect self, we may feel the need to play that *role* in the future.

To establish and develop healthy relationships, we need to communicate well. We often take our ability to communicate for granted, but we shouldn't. *Communication* is a learned skill. There are two different types of communication: *verbal* and *nonverbal*. Verbal communication describes messages sent through the written or spoken word. Nonverbal communication messages are sent through facial expressions or body movements. Verbal and nonverbal messages should match or we will send *mixed messages* to others.

Listening is probably the most difficult communication skill to learn and practice. As we listen to others, we should have a clear mind that is focused on what is being said. We should let the speaker know that we are listening. And we should wait until the speaker is done before we respond.

*Acknowledging*, reporting, sharing, revealing, and communing are the five levels of communication. Acknowledging, or showing others you recognize them, and reporting, or telling others facts, are the shallowest levels of communication. *Acquaintances* usually speak on these levels. Friends, however, will also share ideas, reveal feelings, and commune, or feel totally at ease and deeply connected to one another.

Friends can *disclose* themselves to one another because they *trust* one another. They also show affection and respect for one another. They let



each other have different opinions and ideas. Because they can be *assertive* with one another, they are able to resolve *conflicts* in ways that are agreeable to both persons.

Some relationships are not healthy and cause hurt. Child abuse occurs when an adult hurts a child. Child abuse includes physical abuse, sexual abuse, neglect, and emotional abuse. The law protects children from these abuses.

Physical, sexual, and emotional abuse can also occur in relationships between one child and another, and between one adult and another. No one should permit another person to abuse him or her. There are hotlines which any person who is abused or who commits abuse can call for help.

## Unit Objectives

*After successfully completing this unit, students will master the intended outcomes and student performance standards listed below.*

<b>Intended Student Outcome #1:</b> Practice skills for self-awareness, self-acceptance, and self-improvement that build positive emotional development.			
1.01	1.02		
<b>Intended Student Outcome #2:</b> Practice skills to facilitate interpersonal relationships.			
2.01	2.02		
<b>Intended Student Outcome #3:</b> Practice skills to enhance interpersonal relationships.			
3.01	3.02	3.03	3.04
<b>Intended Student Outcome #4:</b> Practice coping skills in time and stress management.			
4.01			
<b>Intended Student Outcome #10:</b> Determine the roles and services of health, consumer, social, and other helping agencies in the community.			
10.01			
<b>Intended Student Outcome #14:</b> Understand the physical, mental, emotional, social, economic, and legal aspects of human sexuality, including teenage pregnancy and the value of abstinence.			
14.03	14.04		



### **Students will**

- explain why we need positive relationships
- explain how to establish and develop healthy relationships
- describe effective verbal and nonverbal communication skills
- identify the different levels of communication
- describe the characteristics of a healthy friendship
- explain how to resolve conflicts and mend differences in relationships
- identify abusive relationships and what to do about them.

### **Suggestions for Teaching**

*Use one or more of the following selections to capture the students' interest and involve them in applying the concepts. Many of these activities may require further reading and research.*

- Have the students write an essay on the value of having friends.
- Have the students listen to the school media specialist report on books and other resources in the school library on relevant communication topics.
- Have the students pantomime various emotions for the class. Then have them discuss and demonstrate specific body language and the message it connotes.
- Have the students complete a personality profile chart.
- Have the students discuss the benefits of a positive, supportive family environment. Also have students discuss ways to offset some of the disadvantages of a nonsupportive family.
- Have the students critique selected characters in well-known movies or books. Have them discuss the characters' self-esteem, strengths and weaknesses, and communication styles.



## Recall

### Fill in the Blanks

Use the terms provided to complete the following sentences. Write the correct term on each line.

communication  
mixed message  
child abuse

nonverbal  
self-image  
conflicts  
trust

communing  
social creatures  
assertively

1. Although most of us enjoy spending some time alone, we are " \_\_\_\_\_ " and like to live in families and communities.
2. People are not likely to reject us if we have a good \_\_\_\_\_ , or a good picture of ourselves.
3. No matter how well we communicate and behave with others, we will still have \_\_\_\_\_ , or disagreements with others.
4. When we feel that a person is not showing us the real or genuine self, we are not likely to \_\_\_\_\_ that person.
5. Any behavior that sends a message to another person is called \_\_\_\_\_ .
6. When we send a \_\_\_\_\_ to someone, our words are saying one thing and our body is saying something different.



7. The deepest level we communicate on is \_\_\_\_\_ ,  
or intimate sharing with another person.
8. When we behave \_\_\_\_\_ , we express ourselves  
honestly and consider other person's feelings.
9. Only about one-third of all communication is done with words; the  
other two-thirds is \_\_\_\_\_ and uses the body  
rather than words.
10. The illegal treatment of children is called \_\_\_\_\_ ,  
and includes physical abuse and sexual abuse.

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 11. *Fear of being rejected* by another person often keeps us from reaching out and making contact.
- \_\_\_\_\_ 12. Because we meet people in different situations, such as a job interview or first date, we do need to *select* the side of ourselves that we show.
- \_\_\_\_\_ 13. A good way to make sure we present our genuine selves to others is to stick to our *values*, or the ideas and beliefs we hold dear.
- \_\_\_\_\_ 14. *Verbal communication* uses body language rather than words to communicate.

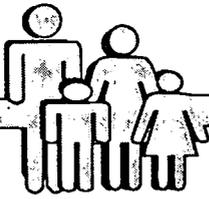


- \_\_\_\_\_ 15. If you are speaking with a child, select words that are too difficult for the child to understand; that way, the child will think you are smart and an adult.
- \_\_\_\_\_ 16. When someone is speaking to you, it is a good idea to slouch so the person knows you are listening closely.
- \_\_\_\_\_ 17. When someone is talking, use phrases such as *Really?*, *Tell me more*, and *No kidding?* to show that you are interested and willing to listen.
- \_\_\_\_\_ 18. A good listener listens only to the speaker's words and not the emotions behind the words.
- \_\_\_\_\_ 19. Friendships probably will not survive or be satisfying if one of the friends cannot let the other have a different opinion or different belief; friends let each other have their own ideas.
- \_\_\_\_\_ 20. To resolve a conflict or disagreement with another person, using the silent treatment or trying to bully the other person to give in are two good methods.

### Identification

*Write Yes next to those tips below that should be used in a conversation. Write No next to those tips below that should not be used in a conversation.*

- \_\_\_\_\_ 21. If you have something smart to say while another person is speaking, interrupt him or her. Don't wait until another person is through speaking if you have something more important to say.
- \_\_\_\_\_ 22. When you speak, use the names of other people. They will feel included in your conversation and they will pay attention.
- \_\_\_\_\_ 23. Don't ask questions! The person speaking may not know the answers and may think you are being rude.



- \_\_\_\_\_ 24. Once you have gotten the floor and are speaking, don't give it up so another person can speak. You never know when you will be able to get the floor again.
- \_\_\_\_\_ 25. Don't interrupt the person speaking. Wait your turn to speak.
- \_\_\_\_\_ 26. Keep your focus on the subject being discussed. Don't change the subject until you are sure everyone is through commenting on it.
- \_\_\_\_\_ 27. Don't use the names of the other people in a conversation. You will put them on the spot and embarrass them. Besides, you may call them by the wrong names.
- \_\_\_\_\_ 28. Ask questions! You can show your interest and learn from others by asking questions.
- \_\_\_\_\_ 29. Don't hog the floor. Ask your question or make your point and then give up the floor to another speaker.
- \_\_\_\_\_ 30. Change the subject of the conversation often, even if someone else still has something to say about it. Variety is the spice of life—so the more often you introduce a new subject, the better.



## Keys

### True or False (pp. 31-32)

1. False
2. True
3. False
4. True
5. False
6. False
7. False
8. True
9. True
10. False
11. False
12. False
13. True
14. False
15. True
16. False
17. False
18. True
19. False
20. False
21. False
22. True
23. True
24. False
25. True

### Multiple Choice (pp. 59-60)

1. b.
2. c.
3. a.
4. d.
5. a.
6. c.
7. b.
8. d.
9. a.
10. c.

### Identification (pp. 61-62)

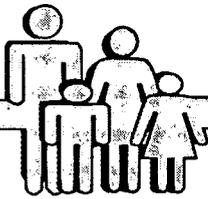
- 1-10. Answers will vary.

### Matching (p. 63)

1. D.
2. E.
3. A.
4. B.
5. C.

### Short Answer (pp. 64-65)

1. Answers should include the following: Our need to live in families and communities; our need to talk, be, and do things with others; our need to love, be loved, and be accepted by others; our need to learn about other people's experiences, feelings, ideas, and beliefs.
2. fear of rejection
3. We may find it difficult to ever present a true self; we may feel that we have to continue playing the false role we had assumed.
4. Answers should include the following: We can keep eye contact; we can keep our face relaxed; we can stand tall and use good posture; we can keep our arms and legs open rather than crossed.
5. through the written and spoken word
6. Listen carefully to the words being said; listen to the emotions behind the words; hold back our own agreement or disagreement until certain we understand the speaker and the speaker is ready to give up the floor.
7. Answers should include two of the following: Don't interrupt the person speaking; use the names of the other people; keep your focus on the subject; ask questions to show your interest; don't hog the floor.



### Short Answer (continued)

8. Answers should include two of the following: Use "I" messages; focus on the conflict; be specific and direct; look to solve the conflict; be willing to end the conflict.

### Short Answer (pp. 66-67)

1. Answers will vary, but will probably include doctor and patient, coach and team member, employer and employee, teacher and student, etc. In each relationship, the trust is important for different reasons, but trust is important in each one. The patient trusts the doctor's concern and commitment to healing; the employee trusts the employer's honesty and fairness; and the student trusts the teacher's ability and fairness.
2. Know what you want to say and say it. Don't beat around the bush. But remember to be assertive, not aggressive or passive. Tell your dating partner what you saw. Tell him or her that your feelings were hurt. Remember to use "I" messages: "I was hurt when I saw you the other night..." And "I thought that we weren't dating other people." Permit your dating partner to explain whether he or she was on a date, and whether he or she had the same understanding. Listen with an open mind. Remember to use assertive body language. Do not glare or cross your arms or legs.

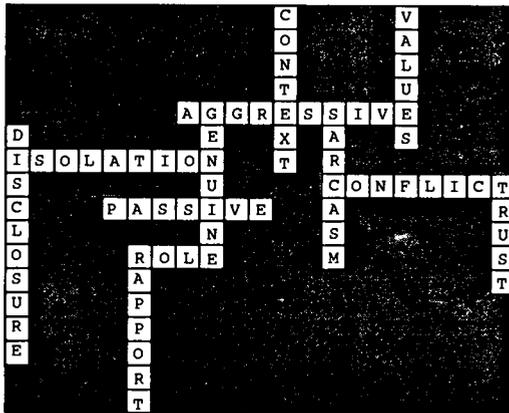
3. Give her room to talk about a problem, if there is one. You could begin the conversation by saying: "Is there anything you want to talk about? I'm your friend and I care a great deal about you and your welfare." If she tells you about the abuse she's experiencing, encourage her to see a counselor and call a hotline. Help her make the call and go with her to the counselor's or nurse's office. If she refuses to talk about it, you should call a hotline and explain what you've seen. You may make your friend angry at you, but if she's being abused, she will eventually appreciate your concern for her and the way you're showing your friendship.

### Identification (pp. 68-70)

1. rapport
2. confrontation
3. mixed message
4. role
5. sarcasm
6. context
7. conflict
8. isolation
9. engage
10. assertive
11. passive
12. values
13. nonverbal communication
14. verbal communication
15. body language
16. genuine
17. acquaintance
18. aggressive
19. self-disclosure
20. self-image
21. solitude
21. communication
23. trust
24. acknowledge
25. give up the floor
26. intimate



### Solve (p. 71)



### Identification

21. No
22. Yes
23. No
24. No
25. Yes
26. Yes
27. No
28. Yes
29. Yes
30. No

### Recall (pp. 17-20 TG)

#### Fill in the Blanks

1. social creatures
2. self-image
3. conflicts
4. trust
5. communication
6. mixed message
7. communing
8. assertively
9. nonverbal
10. child abuse

#### True or False

11. True
12. True
13. True
14. False
15. False
16. False
17. True
18. False
19. True
20. False



## Unit 3 Stress: Finding the Balance

### Overview

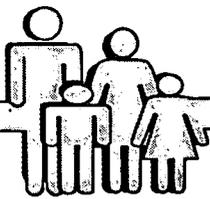
The body experiences *stress* when a situation makes a demand on it. Any situation or event that causes the body stress is called a *stressor*. Each of us has our own particular stressors. One person may feel stress while speaking before a class. Another person may not feel stress and may feel the opposite of stress—relaxed. Stressors can be physical events, such as a soccer game, or they can be mental events, such as an exam.

When we experience stress, our bodies go on alert. They produce *adrenaline*, a hormone that increases our strength and alertness.

Some stress is healthy and some stress is unhealthy. When we experience stress for a short time or it helps us to accomplish a task, it is healthy. When we experience stress for a long time or it overwhelms us, it is unhealthy. Many doctors and scientists claim that stress is a major cause of sickness. Long-term stress weakens our *immune systems*. And long periods of stress can cause heart disease, cancer, and many other life-threatening illnesses.

We can take steps to resist and fight stress. We can discover the hidden causes of our stress. We can learn to be *assertive* and express our thoughts and feelings. Being assertive will help us avoid or lessen our anger and *frustration*. We can eat a healthy diet and get plenty of exercise to resist and reduce stress. We can learn relaxation techniques such as meditation and progressive muscle relaxation. Visualization can help reduce the *anxiety* of upcoming events. Problem-solving can help us solve stressful problems. Techniques for setting and reaching goals can make our lives energetic and productive.

When stress becomes overwhelming we may experience *depression*. Almost everyone experiences short-term depression, or feeling sad for a few days or even a week. Long-term depression lasts for two weeks or more. During long-term depression a person feels hopeless and unworthy. Most people with depression show signs of the illness.



Sometimes depression can lead someone to attempt or commit *suicide*. Someone who attempts suicide is really asking for help. Anytime a person talks about suicide, we should take her very seriously. Always contact a parent, counselor, or doctor if you or anyone else shows signs of attempting suicide.

## Unit Objectives

*After successfully completing this unit, students will master the intended outcomes and student performance standards listed below.*

<b>Intended Student Outcome #1:</b> Practice skills for self-awareness, self-acceptance, and self-improvement that build positive emotional development.				
1.01	1.02	1.03		
<b>Intended Student Outcome #3:</b> Practice skills to enhance interpersonal relationships.				
	3.04			
<b>Intended Student Outcome #4:</b> Practice coping skills in time and stress management.				
4.01	4.02	4.03	4.04	
4.05	4.06	4.07	4.08	4.09
<b>Intended Student Outcome #5:</b> Demonstrate the steps involved in responsible decision making and planning processes.				
5.01	5.02	5.03	5.04	5.05
<b>Intended Student Outcome #6:</b> Implement a program for personal health promotion and wellness based on an individual health behavior assessment, including breast self-examination and testicular self-examination for cancer detection.				
	6.04	6.05		
<b>Intended Student Outcome #8:</b> Understand the physical, mental, emotional, social, economic, and legal consequences of use, misuse, and abuse of drugs, alcohol and tobacco on the individual, family, and community.				
	8.08			
<b>Intended Student Outcome #14:</b> Understand the physical, mental, emotional, social, economic, and legal aspects of human sexuality, including teenage pregnancy and the value of abstinence.				
	14.04			



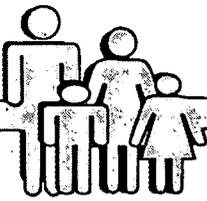
### Students will

- explain the meaning of stress
- identify the causes of stress
- explain the difference between healthy and unhealthy stress
- describe techniques to help us manage stress
- explain the difference between short-term and long-term depression
- identify the signs that indicate a person may attempt suicide.

### Suggestions for Teaching

*Use one or more of the following to capture the students' interest and involve them in applying the concepts. Many of these activities may require further reading and research.*

- Lead a discussion with the class about stress, stressors, and the body's reactions to stress-producing situations. Allow students to work in pairs to list situations that have produced stress for them personally in recent weeks.
- Discuss the various methods of handling stress, from simple recognition techniques to different types of relaxation. Involve the class by leading them in a relaxation exercise such as tightening and relaxing specific muscle groups in a progressive manner from head to foot.
- Brainstorm with the class on common stressors in the lives of teens. What are the signs that another person is stressed out? Talk about ways to deal with individuals who are experiencing maximum stress—perhaps their own parents—and ways to deal with stress. Be sensitive to problematic family situations.
- Ask small student groups to report on topics such as depression, teenage suicide, self-abuse, meditation, relaxation techniques, commonly used drug treatments, counseling approaches, etc.
- Ask students to choose a stress-management approach, such as goal-setting, time management, etc., to use experimentally during a given period of time. Have individuals report to the class about their results and recommendations.



- Invite a professional counselor or other expert to talk to the class.
- Site examples from the newspaper of various stress-producing life situations and the individuals' methods of handling their problems.
- List situations individually, in cooperative learning groups, or as a total class that may produce stress.

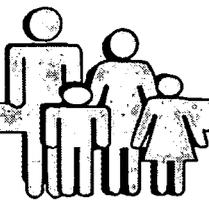


## Recall

### Multiple Choice

Circle the letter of the correct answer.

1. The body's response to a demanding situation or event is called \_\_\_\_\_ .
  - a. *meditation*
  - b. *progressive muscle relaxation*
  - c. *stress*
  - d. *depression*
2. Uncomfortable \_\_\_\_\_ , which may include our homes and families, are a source of stress in our lives.
  - a. adrenaline
  - b. environments
  - c. techniques
  - d. immune systems
3. \_\_\_\_\_ , or events or situations that make a demand on the body, can be different for each person.
  - a. Stressors
  - b. Regulators
  - c. Environments
  - d. The exhaustion stage
4. We can learn \_\_\_\_\_ techniques, such as meditation, to help us reduce stress.
  - a. stressor
  - b. relaxation
  - c. immune
  - d. abnormal



5. When facing a stressor, the body goes through three stages, which are the \_\_\_\_\_ .
- alarm stage, regret stage, and forgiving stage
  - trouble stage, resistance stage, and forgiving stage
  - alarm stage, resistance stage, and exhaustion stage
  - resistance stage, metal stage, and plastic stage
6. Long-term stress can reduce the ability of the \_\_\_\_\_ to fight disease.
- stressor
  - environment
  - adrenaline
  - immune system
7. When the body experiences stress, it readies itself for what is called the \_\_\_\_\_ response.
- fight-or-flight*
  - up-and-out-of-here*
  - long-term depression*
  - stressor*
8. Feeling \_\_\_\_\_ may be a sign of depression.
- healthy and strong
  - helpless
  - wealthy and wise
  - relaxed and calm
9. Long periods of stress can lead to \_\_\_\_\_ .
- relaxation
  - physical health
  - depression
  - assertiveness



10. Many people who attempt \_\_\_\_\_ have suffered from long-term depression.
- the resistance stage
  - suicide
  - physical challenges
  - the alarm stage

### Fill in the Blanks

*Use the terms provided to complete the following sentences. Write the correct term on each line.*

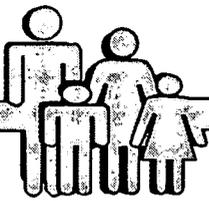
adrenaline  
regulate

psychological  
anxiety

assertive  
resistance

suicide  
stressor

11. Being \_\_\_\_\_ and not keeping our feelings bottled up inside will help us lower the stress we feel.
12. When we feel stress, our bodies produce \_\_\_\_\_, which increases our strength and alertness.
13. Most people who attempt \_\_\_\_\_ do not really want to die—they are calling out for help.
14. Long periods of stress not only cause physical problems, but they also cause \_\_\_\_\_ problems.
15. Exercising is a good way to \_\_\_\_\_, or release and control, our stress.



16. The caveman often experienced fear of beasts; we often experience \_\_\_\_\_, or fear and worry about the future.
17. After the alarm stage ends, our bodies attempt to slow down and return to normal in what is called the \_\_\_\_\_ stage.
18. A \_\_\_\_\_ can be a physical challenge such as a soccer match or a mental challenge such as an exam.

### True or False

*Write true if the statement is correct. Write false if the statement is not correct.*

- \_\_\_\_\_ 19. All stress is unhealthy.
- \_\_\_\_\_ 20. A person who becomes depressed will usually show changes in his or her behavior.
- \_\_\_\_\_ 21. Without stress, we might not survive some of the dangerous situations we face.
- \_\_\_\_\_ 22. Stress can make you play or perform better, or stress can overwhelm you and make you lose your ability to react.
- \_\_\_\_\_ 23. During the *alarm stage*, the body becomes ready for quick movements and deep concentration.
- \_\_\_\_\_ 24. Anyone can learn techniques to help resist and reduce stress.
- \_\_\_\_\_ 25. Stress does not affect most people's physical and mental health.



## Keys

### True or False (pp. 75-76)

1. False
2. True
3. True
4. True
5. True
6. True
7. True
8. True
9. False
10. False
11. True
12. True
13. True
14. False
15. True
16. False
17. False
18. True
19. False
20. False
21. False
22. False

### True or False (p. 97)

1. False
2. False
3. True
4. True
5. False
6. True
7. False
8. False
9. True
10. True

### Fill in the Blanks (p. 98)

1. Stress
2. stressors
3. fight-or-flight
4. adrenaline
5. heart
6. relaxation
7. depression
8. suicide

### Short Answer (pp. 99-100)

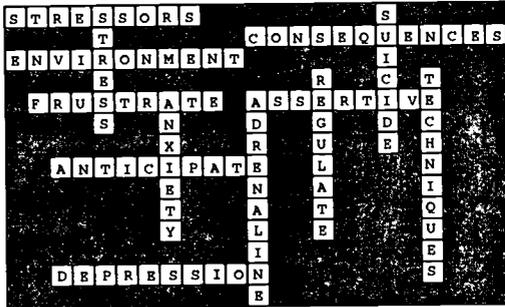
1. Answers will vary. Check answers for specific and reasonable goals, necessary steps to reach those goals, and major steps broken into several smaller steps.
2. Consider your anger a problem that needs to be solved. Turn the problem into a question: "What is causing my anger?" List all the possible causes. List all of your activities and all of your relationships. List your home, your job, and your environments. Separate your home, your job, and your environments into their parts. Then examine the list. Which possibilities on the list make you feel happy and give you a sense of worth? Cross those off the list and continue your search. Which possibilities leave you feeling uncomfortable? frustrated? unworthy? Can you begin to identify which ones may be causing anger?

### Identification (pp. 101-102)

1. frustrate
2. stressors
3. anxiety
4. regulate
5. consequences
6. depression
7. psychological
8. anticipate
9. immune system
10. suicide
11. techniques
12. environment
13. adrenaline
14. assertive
15. stress



**Solve (p. 103)**



**Recall (pp. 29-32 TG)**

**Multiple Choice**

1. c.
2. b.
3. a.
4. b.
5. c.
6. d.
7. a.
8. b.
9. c.
10. b.

**Fill in the Blanks**

11. assertive
12. adrenaline
13. suicide
14. psychological
15. regulate
16. anxiety
17. resistance
18. stressor

**True or False**

19. False
20. True
21. True
22. True
23. True
24. True
25. False



## Unit 4 Nutrition: Food for Life

### Overview

Many Americans do not choose healthy *diets*. The food we often eat contains empty *calories* or too many calories. We should choose a diet that contains the right combination of *nutrients* we need to help the body grow, repair itself, and fuel itself.

Food contains six different groups of nutrients: *carbohydrates, proteins, fats, vitamins, minerals, and water*. Carbohydrates are the body's main source of energy in a healthy diet. Proteins are used by the body to make muscle, blood, hair, skin, nails, and the internal organs. Protein is especially important during growth periods, such as adolescence. Although fat is often thought of as a bad or unhealthy nutrient, it is an important and necessary part of a healthy diet. Fat is a major source of fuel and necessary for the health of every cell in the body. However, too much fat can make the body be *overfat*, or carry too much fat.

Vitamins and minerals do not supply the body with energy. They are "helper nutrients" and help the body carry out many of its necessary functions. Water is not a "food," but it is an essential nutrient. Water is necessary for all body processes.

To help select a healthy diet, the United States Department of Agriculture (USDA) has developed the "food pyramid." The food pyramid is a chart that shows how much of the different types of foods we should eat for a *balanced diet*.

Most of us think of calories as something in foods that makes us fat. Another way of thinking about calories is to see them as units of energy. A calorie supplies the body with a certain amount of energy.

Too many Americans are overweight. However, more important than weight is our *body composition*. Our "body weight" is the number of pounds we weigh on a scale. Our "body composition" is the percentage of lean body mass on the body compared with the percentage of fat tissue on the body. Many athletes and other people with healthy bodies weigh more than a height-weight chart in a doctor's office would recommend. But they have a low percentage of body fat. Not being overfat or underfat is more important to our health than how much we weigh.



To change our body composition and reduce our body fat, we should combine a reduced-calorie diet and exercise. We should not starve ourselves or go on a diet that gets rid of pounds very quickly. These diets are not healthy and will not help us maintain the right weight and body composition. Instead, develop a diet and exercise program you can do for the rest of your life.

Food labels list the ingredients in packaged foods. Food labels also tell us how a food was prepared. The list shows the ingredients in order of decreasing amounts.

Some people suffer from "eating disorders." *Anorexia nervosa* is an eating disorder in which the victim starves herself and believes she is overweight—no matter how thin she becomes. *Bulimia* is an eating disorder in which the victim eats many calories at a time, or "binges," and then rids his body of the food before it is digested. Both of these eating disorders cause physical and psychological harm. Victims need professional help to overcome these diseases.

## Unit Objectives

*After successfully completing this unit, students will master the intended outcomes and student performance standards listed below.*

### Intended Student Outcome #6:

Implement a program for personal health promotion and wellness based on an individual health behavior assessment, including breast self-examination and testicular self-examination for cancer detection.

6.01

6.04

6.05

### Intended Student Outcome #7:

Demonstrate knowledge of good nutrition principles to practice dietary and activity behaviors that promote health and weight management throughout the stages of life.

7.01

7.02

7.03

7.04

7.05

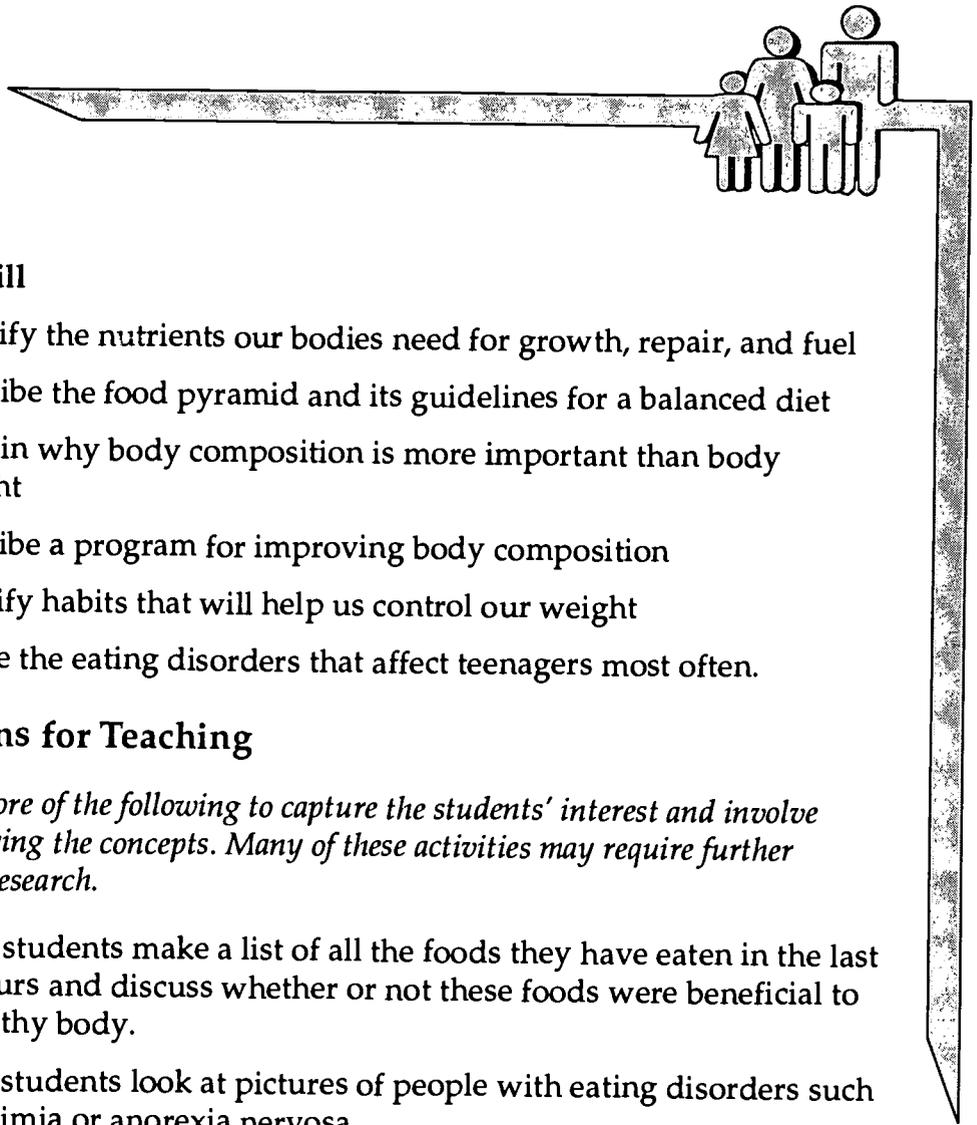
7.06

7.07

7.09

7.10

7.11



### Students will

- identify the nutrients our bodies need for growth, repair, and fuel
- describe the food pyramid and its guidelines for a balanced diet
- explain why body composition is more important than body weight
- describe a program for improving body composition
- identify habits that will help us control our weight
- define the eating disorders that affect teenagers most often.

### Suggestions for Teaching

*Use one or more of the following to capture the students' interest and involve them in applying the concepts. Many of these activities may require further reading and research.*

- Have students make a list of all the foods they have eaten in the last 24 hours and discuss whether or not these foods were beneficial to a healthy body.
- Have students look at pictures of people with eating disorders such as bulimia or anorexia nervosa.
- Have students discuss body composition and the ideal body weight for male and female students.
- Have students listen to guest speakers such as the school dietician.
- Have students list the dangers of overeating and being overweight.
- Have students create a picture of the food pyramid, and illustrate it with pictures and labels.
- Have students research an eating disorder and then report the findings to the class.
- Have students visit a health/fitness center and bring back brochures; then have them give a report to the class.
- Have students start an exercise program at your school.



## Recall

### Matching

Match the term in the left-hand column with its description in the right-hand column. Write the correct letter on each line.

	Term	Description
_____	1. balanced diet	A. substances in food that are the main source of energy in a healthy diet
_____	2. fats	B. substances that do not supply energy but that the body needs to grow and function
_____	3. overfat	C. one of the measurements of your physical fitness; the proportion of fat in the body to lean body mass
_____	4. proteins	D. a part of food that is not digested and helps the body form soft and bulky stools
_____	5. vitamins	E. a guide that shows how many servings from each of the five food groups should be eaten daily
_____	6. fiber	F. substances in food that the body uses as energy and to grow and repair parts in the body
_____	7. carbohydrates	G. a daily diet that contains the right amount of servings from the five food groups
_____	8. calories	H. the substance in food that contains the most calories per gram
_____	9. body composition	I. a measure of the energy found in foods
_____	10. food pyramid	J. a body that carries too much fat



## Fill in the Blanks

Use the terms provided to complete the following sentences. Write the correct term on each line.

protein	fad diets	nutrients	whole grains
saturated	underfat	fat tissue	water

11. Although \_\_\_\_\_ is not considered a food, it is necessary for all body processes.
12. Body composition is the percentage of lean body mass on the body compared with the percentage of \_\_\_\_\_ on the body.
13. When we are \_\_\_\_\_, we have a low store of energy in our bodies and would not survive for very long without food.
14. Most people who go on \_\_\_\_\_ lose weight but usually gain it back.
15. The food pyramid recommends \_\_\_\_\_ as the main source of our diet.
16. We should limit our intake of \_\_\_\_\_ fat, or we will be at risk of developing heart disease.



17. Food satisfies our hunger, provides enjoyable taste, and provides us with \_\_\_\_\_ .
18. Because their bodies are still growing, teenagers need more \_\_\_\_\_ than adults do.

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 19. A gram of fat has the same number of calories as a gram of carbohydrate.
- \_\_\_\_\_ 20. To improve your body composition you should combine a moderate diet with exercise.
- \_\_\_\_\_ 21. Whether you bake a food or fry a food, it will still have the same number of calories.
- \_\_\_\_\_ 22. The body burns more calories storing a carbohydrate than it does storing a fat.
- \_\_\_\_\_ 23. Eating fiber in our diets helps keep the digestive tract healthy.
- \_\_\_\_\_ 24. Vegetarians need to eat a combination of different foods to get *complete* proteins.
- \_\_\_\_\_ 25. A person suffering from anorexia nervosa or bulimia needs professional help to overcome these eating disorders.



## Keys

### True or False (pp. 107-108)

1. False
2. False
3. False
4. False
5. True
6. True
7. True
8. True
9. True
10. False
11. False
12. True
13. False
14. False
15. False
16. False
17. True
18. True
19. True
20. False
21. False
22. False
23. False
24. False

### Completion (p. 135)

1. fats; sparingly
2. milk; yogurt; cheese; 2-3 servings
3. protein sources; 2-3 servings
4. vegetables; 3-5 servings
5. fruits; 2-4 servings
6. breads; cereals; rice; pasta; 6-11 servings

### Fill in the Blanks (pp. 136-137)

1. carbohydrates
2. Fat
3. protein
4. body composition
5. cholesterol
6. water
7. complete
8. exercise

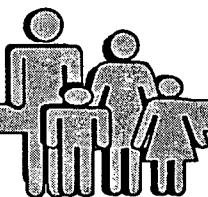
9. binge
10. anorexia nervosa

### True or False (p. 138)

1. False
2. False
3. True
4. False
5. False
6. False
7. False
8. False
9. True
10. True

### Short Answer (pp. 139-140)

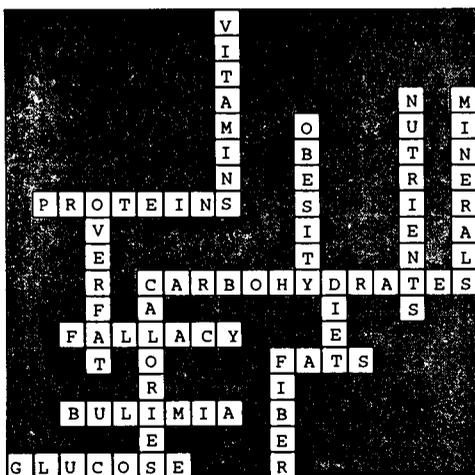
1. Eat a healthy and balanced diet but do not exclude all junk food or other food that may have empty calories. Instead, reduce your junk food intake. Save those foods for special occasions, and eat less of them when you do eat them. For example, eat a balanced diet during the week and then let yourself enjoy your favorite food at a weekend party. Or eat your favorite food for desert when you go to lunch every Wednesday with your best friend. When you do eat an empty-calorie food, chew it slowly. S-t-r-e-t-c-h your enjoyment of it.
2. During the teen years, we often become very concerned about how we look. Girls, in particular, are often made to feel as if their worth is bound up in how they look. Our culture values thinness, and so teenage girls may begin to see fat on their bodies as devaluing their worth as people. When girls take this view of fat to the extreme, they may develop eating disorders.
3. Answers will vary.



### Identification (pp. 141-142)

1. vitamins
2. calories
3. fallacy
4. nutritionist
5. fats
6. glucose
7. bulimia
8. carbohydrates
9. obesity
10. balanced diet
11. body composition
12. RDA
13. fiber
14. anorexia nervosa
15. proteins
16. minerals
17. overfat
18. diet
19. nutrients

### Solve (pp. 143-144)



### Recall (pp. 39-41 TG)

#### Matching

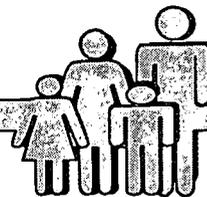
1. G.
2. H.
3. J.
4. F.
5. B.
6. D.
7. A.
8. I.
9. C.
10. E.

#### Fill in the Blanks

11. water
12. fat tissue
13. underfat
14. fad diets
15. whole grains
16. saturated
17. nutrients
18. protein

#### True or False

19. False
20. True
21. False
22. True
23. True
24. True
25. True



## Unit 5 Drugs: Uses and Misuses

### Overview

*Drugs* are classified in three different ways. *Over-the-counter drugs* are easily available at many stores. *Prescription drugs* can only be bought with a prescription, or doctor's note. "Illegal drugs" are drugs that cannot be legally made or sold. "Illegal drugs" also describes prescription drugs which have been stolen, given away, or sold on the street.

Many drugs are used properly and legally to help people with physical and emotional problems. However, in recent years drugs have become a major concern for our communities. Some drugs are powerful substances that many people are abusing. Some drugs, including *psychoactive drugs*, make users feel *euphoria*, or they speed up or slow down the *nervous system* of drug users. Some psychoactive drugs cause people to *hallucinate*, or see, hear, or feel things that are not real.

Psychoactive drugs include *alcohol*, *cannabinoids* (marijuana and hashish), *hallucinogens* (LSD and ecstasy), *stimulants* (amphetamines, cocaine, and crack cocaine), and *narcotics* (heroin). These drugs can cause users to become *physically dependent*, *psychologically dependent*, or both. When a person is dependent on, or *addicted* to, a drug, his body needs the drug. If he doesn't get the drug, he will experience *withdrawal*. Withdrawal describes physical or emotional symptoms a person experiences as a drug is cleansed from the body.

A user of psychoactive drugs will also develop a *tolerance* for a drug. She will have to use more and more of the drug to gain the experience she wants. The more drugs she takes, the more damage could be done to her body.

Drugs harm the body in a number of ways. Some can cause immediate harm. An overdose, or too much of a drug, can cause psychosis, brain damage, or paralysis, and even kill the user. In addition, some drugs make the user behave irresponsibly. A person who is intoxicated will lose her coordination and reflexes. However, she will also lose her judgment and may believe she can safely drive or do other difficult tasks. She may *hallucinate* while on a drug and believe she can safely jump from a high ledge. And many drugs cause people to lose their *inhibitions*. They may become insulting or behave in ways they otherwise would not.



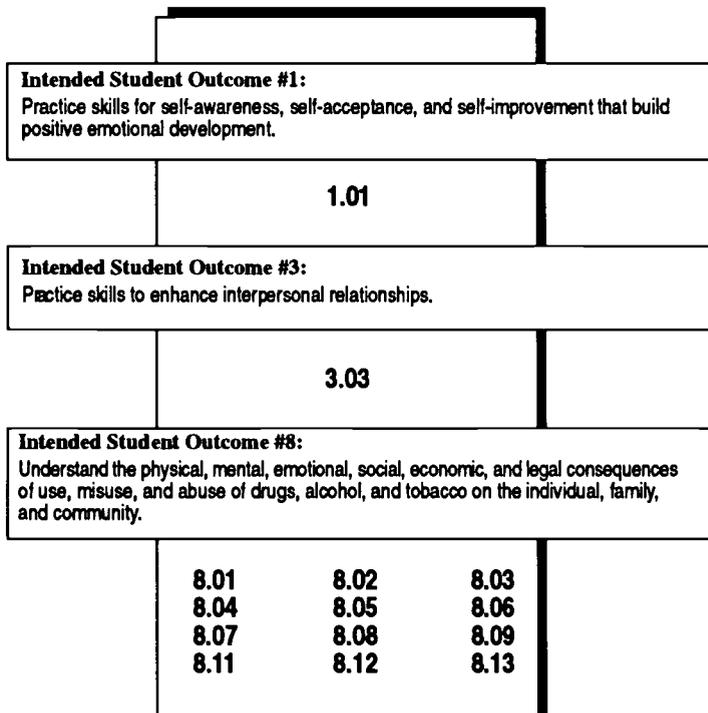
Unfortunately, one moment of poor judgment can result in injuring or even killing himself or herself or others.

Drugs also cause long-term harm to the body and mind. Alcoholics often suffer from liver disease and other organ damage. Cigarette smokers suffer from lung disease and heart problems, as well as premature wrinkles. People who are addicted to stimulants may die of heart attacks, seizures, or strokes.

Most drug *addicts* become so dependent on drugs that their whole life is centered on getting and using drugs. They may commit crimes to get money for drugs. They often lose their family's support and only make friends with other drug users. Few drug addicts enjoy their way of life—but addiction can be stronger than many people's wills. Escape from addiction can sometimes take years, and may never occur. Fortunately, drug abusers can get help. Many people have recovered from drug *misuse* and *drug abuse*.

## Unit Objectives

*After successfully completing this unit, students will master the intended outcomes and student performance standards listed below.*





### Students will

- explain how drugs work on the body and the brain
- explain how drugs of abuse create an addiction in users
- describe the health risks of drinking alcohol, smoking cigarettes, and using other drugs
- define drug abuse and drug misuse
- describe the experience of withdrawal as a user attempts to quit drugs
- identify the dangers of passive smoke
- describe what to do if you have a drug problem.

### Suggestions for Teaching

*Use one or more of the following to capture the students' interest and involve them in applying the concepts. Many of these activities may require further reading and research.*

#### Drugs

- Have students write a paper describing the physiological and psychological effects that different types of drugs have on the human body.
- Have students write an article describing the difference between marijuana and LSD.
- Have students make a chart showing drug abuse/addiction in the United States.
- Have students make a chart showing drug treatment centers in your community and their locations.
- Have students collect current newspaper clippings concerning drug arrests in your community, and plot the location of the crimes on a city or county map. Then have them request additional information from the police department.
- Have students listen to guest speakers such as a police officer, doctor, or Narcotics Anonymous spokesperson talk about the dangers of drugs and their impact on the individual, family, and community.



- Have students watch films which graphically show the abuse of drugs and how drugs affect the body. (Be sure the films do not show how drugs are administered.)
- Have students create an advertisement with a song, poster, or poem warning of the dangers of drugs.

### **Alcohol**

- Have students visit the local police department or highway patrol station, and obtain the number of arrests for drunkenness and driving under the influence in your community. Have them find out about the penalties for the various offences.
- Invite a member of the local police department to demonstrate tests given to drivers who appear to have been drinking.
- Have students view a movie or videotape on the use of alcohol and what it does to the human body.
- Have students interview a police officer, doctor, AA spokesperson, or a recovering alcoholic to find out how the disease affects lives.
- Have students investigate current treatment of alcoholics or alcoholism and report on resources in your community.
- Have students collect information from various agencies such as M.A.D.D. and S.A.D.D.
- Have students bring in newspaper clippings of arrests and auto accidents. Have them find out how many teenagers have been killed in alcohol-related accidents.
- If your school has an Alateen or Al-Anon family group, have a representative talk to the class about codependency.

### **Tobacco**

- Invite a speaker from the American Cancer Society or the American Lung Association to talk to the class about the relationship between smoking and lung cancer. A representative from the American Heart Association may also come to talk about the incidence of heart disease among smokers.
- Have students investigate the death rate of smokers versus nonsmokers of the same age. Have them collect information from insurance agencies or the Bureau of Vital Statistics.



- Have students report on findings about the health risks of second-hand smoke.
- Have students debate the pros and cons of a smoke-free environment and smokers' rights.
- Have students calculate the costs of habits such as smoking, drinking, or abusing drugs. Have them find out what percentage of an average income would be needed to support such a habit.
- Have students make a poster warning against smoking and invite a judge to evaluate and select the best three for display in the school.



## Recall

### Multiple Choice

Circle the letter of the correct answer.

1. The term *drugs* refers to \_\_\_\_\_ .
  - a. marijuana, cocaine, and heroin
  - b. alcohol
  - c. tobacco
  - d. all of the above
2. Illegal drugs are also called \_\_\_\_\_ .
  - a. mixed drugs
  - b. max drugs
  - c. street drugs
  - d. over-the-counter drugs
3. Drugs of abuse can \_\_\_\_\_ .
  - a. change the user's mood
  - b. change the way a user thinks or behaves
  - c. create an addiction to the drug
  - d. all of the above
4. When a person has a \_\_\_\_\_ on a drug, he feels the emotional need for the drug.
  - a. physical dependence
  - b. psychological dependence
  - c. prescription dependence
  - d. passive dependence
5. Once a person is addicted to a drug, she must go through \_\_\_\_\_ to quit.
  - a. withdrawal
  - b. tolerance
  - c. physical dependence
  - d. inhibitions



6. Alcohol has the most damaging effects on the body of any drug of abuse; these damages include \_\_\_\_\_ .
- brain damage and memory loss
  - heart disease
  - cancers of various organs and parts of the body
  - all of the above

### Fill in the Blanks

Use the word list below to complete the following sentences. Write the correct term on each line.

inhibitions	tobacco	physical dependence
illegal	medical	passive
tolerance	nervous system	fetal alcohol syndrome

7. More people will die from \_\_\_\_\_ this year than will die from all other drugs combined.
8. Drugs of abuse affect the body's \_\_\_\_\_ , which includes the brain, the spinal chord, and the nerves.
9. Drugs are classified as over-the-counter drugs, prescription drugs, or \_\_\_\_\_ drugs.
10. When you breathe in smoke from other people's cigarettes, also called \_\_\_\_\_ smoking, you are at risk to develop cancer and heart disease.
11. Drug abuse describes taking a drug for something other than \_\_\_\_\_ purposes.



12. A pregnant woman who drinks puts her baby at risk of \_\_\_\_\_, or being born with birth defects.
13. When a person has a \_\_\_\_\_ on a drug, her body will not function normally without the drug.
14. Drugs of abuse cause a user to develop a \_\_\_\_\_ for the drug—the more a person uses the drug, the more of the drug he needs to get *high*.
15. On alcohol, a person loses her \_\_\_\_\_, and will do things she would not do if she were sober.

### Matching

*Match the term in the left-hand column with its description in the right-hand column. Write the correct letter on each line.*

Term	Description
_____ 16. marijuana and hashish	A. slows down (or depresses) heart rate; causes confusion and lack of judgment
_____ 17. LSD and mescaline	B. speeds up (or stimulates) nervous system; increases energy
_____ 18. amphetamines and cocaine	C. smoked—produces altered sense of time and sometimes causes hallucinations
_____ 19. barbiturates and tranquilizers	D. blocks pain
_____ 20. heroin and codeine	E. causes hallucinations; may cause a <i>bad trip</i> or nightmare-like feelings



## True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 21. Drinking and driving, and riding with a drinking driver, are the leading causes of death in teenagers.
- \_\_\_\_\_ 22. Cocaine cannot cause fatal heart attacks and strokes.
- \_\_\_\_\_ 23. Drugs cannot cause users to do something they would not do when straight.
- \_\_\_\_\_ 24. Even over-the-counter drugs, such as aspirins and cold remedies, can be misused.
- \_\_\_\_\_ 25. Drugs of abuse cause the user not to care about the damage the drug is doing to his health.
- \_\_\_\_\_ 26. Using inhalants is a bad habit, but using inhalants does not cause brain damage or seizures.
- \_\_\_\_\_ 27. A cold shower or cup of black coffee will help sober up a person who is drunk.
- \_\_\_\_\_ 28. Many drug users deny to themselves and others that they have a drug problem—they mistakenly believe that they could quit at any time.
- \_\_\_\_\_ 29. Alcohol is a psychoactive drug—it acts on the brain.
- \_\_\_\_\_ 30. Pregnant women who smoke are starving their babies of oxygen.



## Keys

### True or False (pp. 147-148)

1. True
2. False
3. True
4. True
5. True
6. False
7. True
8. False
9. False
10. False
11. True
12. True
13. True
14. True
15. False
16. True
17. True
18. False
19. True
20. True
21. True
22. False
23. True
24. True

### Fill in the Blanks (pp. 192-193)

1. mind
2. disease; sees and thinks
3. prescription
4. blood alcohol level
5. legal
6. Over-the-counter
7. misusing
8. doctor's
9. drug abuse
10. euphoria
11. addiction
12. chemical
13. withdrawal
14. alcohol
15. Psychoactive

### Matching (p. 194)

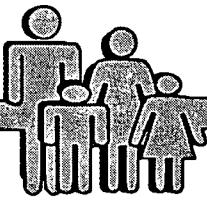
1. F.
2. A.
3. L.
4. H.
5. E.
6. I.
7. J.
8. B.
9. D.
10. O.
11. K.
12. C.
13. N.
14. G.
15. M.

### Completion (pp. 195-196)

1. Answers will vary.
2. Answers will vary.
3. Simply say no and if that doesn't work, just walk away.
4. Answers will vary.

### True or False (p. 197)

1. False
2. False
3. True
4. True
5. False
6. True
7. True
8. True
9. False
10. False
11. False
12. True
13. True



**Identification (p. 198)**

- 1-6. Answers may include:  
**Tobacco—**  
 cough  
 cancer  
 tooth decay  
 poor circulation  
 emphysema  
 lowers body temperature  
 increased heart rate  
 problem pregnancies  
 lowers immunity to infections
- 1-6. Answers may include:  
**Alcohol—**  
 brain damage  
 liver damage  
 damaged muscles  
 cancer  
 heart damage  
 loss of eye control  
 loss of coordination  
 facial and skin disorders  
 damage to bones  
 poor circulation  
 mood swings

**Identification (p. 199)**

1. yes; yes; yes; yes; yes
2. yes; yes; no; no; no
3. yes; no; yes; yes; yes
4. yes; no; yes; yes; yes
5. yes; yes; yes; yes; yes
6. yes; yes; yes; yes; yes
7. yes; yes; yes; yes; yes

**Classification (p. 200)**

Psychoactive Drugs		
Examples	Effects	Health Risks
Hashish Marijuana	altered sense of time; euphoria	amotivational syndrome; impairs immune system; lowers sperm count; psychological dependence
LSD Mescaline Psilocybin MDMA	hallucinations; flashbacks; MDMA can cause heart attacks	altered judgment leading to accidents or death; <i>bad trips</i>
Amphetamines Cocaine	increase energy; euphoria; confusion; aggressiveness	bleeding of brain; heart and liver damage; seizures; strokes; nose and sinus damage; physical and psychological dependence
Barbiturates Tranquilizers	sleepiness; calmness; control epilepsy and mental illness	depression; poor judgment; physical and psychological dependence
Heroin Codeine Morphine Opium	block pain; euphoria; sleepiness	damages immune system; skin infections; psychological and physical dependence
Solvents Aerosols	excitability; irritability; lack of coordination; loss of judgment; sleepiness	paralysis; seizures; pass out; brain damage; heart attacks; psychological and physical dependence

**Short Answer (pp. 201-202)**

1. Many teenagers have not been using drugs long enough for the damage to be obvious. However, if teenagers took a look at adults who have been using drugs since they were teenagers, they would see bodies that have aged quickly and minds that have lost their edge.
2. These teenagers may believe that although others can't handle drugs, they can. They think that they are different than others and that they can do drugs and not get hooked. They also believe they will be able to quit whenever they want.



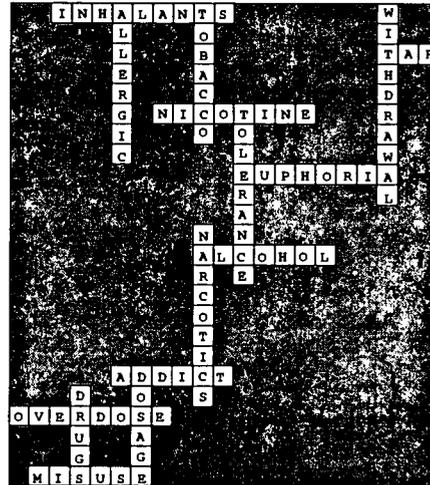
### Short Answer (continued)

3. Cigarette ads claim that smokers are more attractive and sexier than nonsmokers. They also claim that cigarettes are part of a successful look for men and women. Ads try to convince us that we are incomplete without a cigarette in our hands.

### Identification (pp. 203-205)

1. drug abuse
2. cannabinoids
3. blood alcohol level (BAL)
4. addict
5. allergic
6. amotivational syndrome
7. euphoria
8. depressants
9. psychological dependence
10. chemical dependence
11. inhibition
12. fetal alcohol syndrome (FAS)
13. psychoactive drugs
14. nervous system
15. physical dependence
16. tar
17. drugs
18. over-the-counter drugs
19. intoxicated
20. side effects
21. addictive
22. prescription drugs
23. narcotics
24. tobacco
25. addiction
26. hallucination
27. user
28. hallucinogens
29. inhalants
30. dosage
31. tolerance
32. alcohol
33. nicotine
34. withdrawal
35. overdose

### Solve (pp. 206-207)



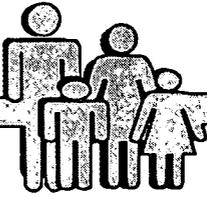
### Recall (pp. 51-54 TG)

#### Multiple Choice

1. d.
2. c.
3. d.
4. b.
5. a.
6. d.

#### Fill in the Blanks

7. tobacco
8. nervous system
9. illegal
10. passive
11. medical
12. fetal alcohol syndrome
13. physical dependence
14. tolerance
15. inhibitions



### Recall (continued)

#### Matching

- 16. C.
- 17. E.
- 18. B.
- 19. A.
- 20. D.

#### True or False

- 21. True
- 22. False
- 23. False
- 24. True
- 25. True
- 26. False
- 27. False
- 28. True
- 29. True
- 30. True



## Unit 6 First Aid: Emergency Care

### Overview

*First aid* is the help that is given first in a *medical emergency*. Most injuries and illnesses happen where there is no health-care professional to provide immediate treatment. In these cases a victim may not survive if the people who first reach the scene of an accident or illness cannot give first aid until an *emergency medical service (EMS)* team arrives.

Some of the most important first aid techniques are *rescue breathing*, *cardiopulmonary resuscitation (CPR)*, the *Heimlich maneuver*, treatment for severe bleeding, and treatment for *shock*. Your local Red Cross agency offers training in CPR and first aid.

When you find a victim who is injured, ill, or unconscious, use the *A-B-C-S checklist*. (A) Is his airway blocked? (B) Has his breathing stopped? (C) Has his heartbeat and circulation stopped? (S) Is he bleeding severely from a wound?

If the victim has a blocked airway or is giving the universal signal for choking, use the Heimlich maneuver to free his airway. If the victim has stopped breathing, begin giving rescue breathing. Rescue breathing will supply the victim's lungs with oxygen and may help the victim begin breathing on his own. If the victim has no heartbeat or pulse, begin giving CPR. CPR combines rescue breathing and *chest compressions*. CPR is used to keep the blood circulating in a person whose heart has stopped working. If the victim is bleeding severely, apply direct pressure to the wound. Always check for shock in a person who has been injured, who is suffering from a sudden illness, or who has experienced a psychological trauma.



## Unit Objectives

*After successfully completing this unit, students will master the intended outcomes and student performance standards listed below.*

### **Intended Student Outcome #10:**

Determine the roles and services of health, consumer, social, and other helping agencies in the community.

10.01      10.02      10.06

### **Intended Student Outcome #11:**

Perform one-rescuer cardiopulmonary resuscitation.

11.01      11.02      11.03

### **Intended Student Outcome #12:**

Perform first aid for obstructed airway.

12.01      12.02

## Students will

- define first aid and explain when first aid is used
- identify the first-aid techniques that are easily learned and can be used to save lives
- explain what we should do at an accident scene or if someone suffers a sudden illness
- identify the information we should give over the phone during an emergency
- describe the symptoms of a person who may be suffering from shock or a heart attack



## Suggestions for Teaching

*Use one or more of the following selections to capture the students' interest and involve them in applying the concepts. Many of these activities may require further reading and research.*

- Provide students the American Red Cross manikins, Resusci Annie and Resusci Baby.
- Invite a certified instructor of CPR to demonstrate the procedures.
- Have students bring in stuffed dolls or animals to practice first aid.
- Make large charts to place in the classroom listing steps of emergency care.
- Have students practice turning each other to the rescue breathing position in groups of four.
- Have students practice the Heimlich maneuver in groups of four during class time. Do not allow them to do the actual thrust.
- Encourage students to earn extra points by learning two-person CPR.
- Stress that simply reading the steps for the various emergency procedures in the text doesn't certify anyone in first aid. Students would need to take a class from a certified instructor in order to be qualified.

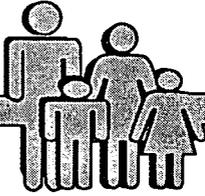


## Recall

### Multiple Choice

*Circle the letter of the correct answer.*

1. In a medical emergency, people need immediate care for \_\_\_\_\_ .
  - a. money problems
  - b. minor medical problems
  - c. life-threatening injuries and illnesses
  - d. disabled cars
  
2. If you come upon an accident, you should first \_\_\_\_\_ .
  - a. rush into the scene and try to help
  - b. survey the situation and check for danger
  - c. begin treating those victims who do not have life-threatening injuries
  - d. do nothing and wait for someone else to help
  
3. First aid describes \_\_\_\_\_ .
  - a. examinations that are done in a doctor's office
  - b. victims who are unconscious
  - c. surgery that is done on patients in an operating room
  - d. aid that is given first at the scene of a medical emergency
  
4. You should not move victims of injuries because they \_\_\_\_\_ .
  - a. may have injured their neck or spine
  - b. may be unconscious
  - c. may have overdosed on drugs
  - d. may have breathed in a poisonous gas
  
5. In most areas of the country, the telephone number to dial for help in a medical emergency is \_\_\_\_\_ .
  - a. 9-1-1
  - b. 9-0-0
  - c. 555-1212
  - d. 8-0-0



6. When you come upon a victim of an accident or illness, the first thing you should do is \_\_\_\_\_ .
  - a. look for identification, such as a driver's license
  - b. speak to the victim
  - c. begin CPR
  - d. treat for shock
  
7. Shock can be caused by \_\_\_\_\_ .
  - a. bleeding or poisoning
  - b. insect bites and electrical shock
  - c. heart attacks and psychological trauma
  - d. all of the above
  
8. The Heimlich maneuver is used to \_\_\_\_\_ .
  - a. keep the blood circulating in a person whose heart has stopped
  - b. dislodge something that is blocking a person's airway
  - c. push air in and out of the lungs of a person whose breathing has stopped
  - d. treat a person who is in shock
  
9. The most common signal that someone is having a heart attack is a feeling of \_\_\_\_\_ .
  - a. pain in the right foot
  - b. calm and total happiness
  - c. pain in the center of the chest
  - d. sudden coldness
  
10. The one thing you should never do when you telephone emergency medical service (EMS) is \_\_\_\_\_ .
  - a. tell the dispatcher your real name
  - b. give the number from which you are calling
  - c. tell the dispatcher whether you know first aid
  - d. hang up first



## Matching

Match each term in the left-hand column with its description in the right-hand column. Write the correct letter on each line.

	Term	Description
_____	11. CPR	A. pushing air in and out of the lungs of a person whose breathing has stopped
_____	12. shock	B. technique used to circulate the blood in a person whose heart has stopped
_____	13. rescue breathing	C. checklist to be done on victims in a medical emergency; check for open airway, breathing, circulation, and severe bleeding
_____	14. chest compression	D. technique used to start circulation <i>and</i> breathing in a person whose heart is no longer beating
_____	15. A-B-C-S	E. a possible reaction to injury or illness in which the blood circulates so slowly as to threaten a person's life



## Sequencing

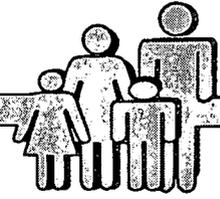
*Number the information in the order that it should be relayed to the dispatcher in a medical emergency. Write the correct number on each line.*

- \_\_\_\_\_ 16. Tell the dispatcher what has happened, including how many victims there are and how badly each is hurt.
- \_\_\_\_\_ 17. Tell the dispatcher what is being done for the victims and whether you know first aid.
- \_\_\_\_\_ 18. Tell the dispatcher the location of the accident.
- \_\_\_\_\_ 19. Wait for the dispatcher to hang up before you hang up. Never hang up first.
- \_\_\_\_\_ 20. Tell the dispatcher the telephone number from which you are calling.

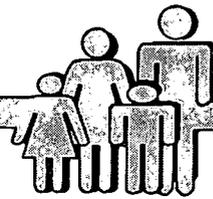
## True or False

*Write true if the statement is correct. Write false if the statement is not correct.*

- \_\_\_\_\_ 21. Use a positive and reassuring tone when you speak to a victim; how a victim feels about his injuries can make a difference in whether he survives.
- \_\_\_\_\_ 22. If you begin choking on a piece of food while you are alone, there is no way to do the Heimlich maneuver on yourself.
- \_\_\_\_\_ 23. Raise the head of a person who is in shock, and never cover the person with blankets if he is cold.
- \_\_\_\_\_ 24. No matter how badly victims have been injured, always find a phone and call for an EMS team before giving first aid.



- \_\_\_\_\_ 25. To check to see if a person is breathing, place your ear and cheek close to the victim's mouth and nose; then listen and feel for breathing.



## Keys

### True or False (pp. 211-213)

1. False
2. True
3. False
4. False
5. False
6. False
7. True
8. False
9. False
10. True
11. False
12. True
13. True
14. False
15. False
16. False
17. True
18. False
19. False
20. False
21. False
22. True
23. False
24. False
25. False

### Matching (p. 240)

1. F.
2. D.
3. G.
4. H.
5. B.
6. I.
7. J.
8. A.
9. C.
10. E.

### Short Answer (pp. 241-242)

1. An accident scene may be dangerous.
2. Talk to the person, or tap the person on the shoulder.

3. The dispatcher may have important questions or directions for the caller.
4. Moving an accident victim could further damage an injured neck or spine.
5. The feeling of an uncomfortable squeezing or pain in the center of the chest.
6. Use your cheek to feel for air, use your ear to listen for breathing, and use your eyes to see if the chest rises and falls.
7. Check for the carotid pulse, which is on either side of the Adam's apple.
8. Answers should include two of the following: behaves in a confused way; pulse or breathing may be very rapid or very slow; arms and legs may tremble or be very weak; skin may become cool and moist; lips or skin may become blue or pale; pupils may become enlarged.
9. Raise the victim's feet eight to 12 inches.
10. Pull the victim by gathering clothes at the back of the head; or place your hands under the victim's shoulders and rest his head on your arms. Always pull the victim in a straight line.

### True or False (pp. 243-244)

1. False
2. True
3. False
4. True
5. True
6. True
7. True
8. False
9. True
10. True
11. True
12. False



**Short Answer (pp. 245-246)**

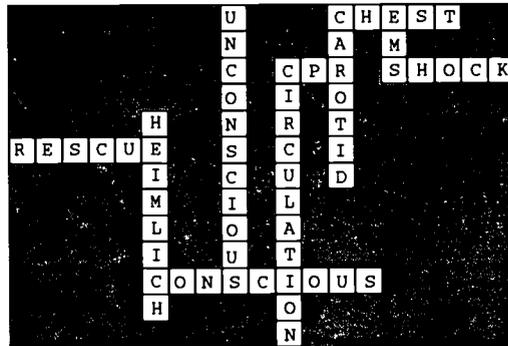
1. Treat the victim who has a pulse but is not breathing first. Both victims have life-threatening conditions. So treat the victim whom you can more easily save. The victim who is not breathing but has a pulse may respond to rescue breathing. However, the victim who is not breathing, has no pulse, and is very cold may already be very close to dead or already dead.
2. He has some of the signs of shock. Begin to treat him for shock—lay him on the ground and raise his feet eight to 12 inches off the ground. Wrap him in a blanket or jacket if one is available. Watch him carefully—he may begin vomiting or having trouble breathing.
3. When we prepare ourselves in first aid and CPR, we are able to help our communities in medical emergencies. We make our communities safer, and we make ourselves valuable resources.

**Identification (pp. 247-248)**

1. shock
2. Heimlich maneuver
3. cardiopulmonary resuscitation (CPR)
4. unconscious
5. conscious
6. rescue breathing
7. A-B-C-S checklist
8. first aid
9. carotid pulse

10. emergency medical service (EMS)
11. chest compression
12. circulation
13. medical emergencies

**Solve (pp. 249-250)**



**Recall (pp. 63-67 TG)**

**Multiple Choice**

1. c.
2. b.
3. d.
4. a.
5. a.
6. b.
7. d.
8. b.
9. c.
10. d.

**Matching**

11. D.
12. E.
13. A.
14. B.
15. C.



**Recall (continued)**

**Sequencing**

- 16. 3
- 17. 4
- 18. 1
- 19. 5
- 20. 2

**True or False**

- 21. True
- 22. False
- 23. False
- 24. False
- 25. True



## Unit 7 Consumerism: Using Money Wisely

### Overview

*Consumers* need to educate themselves in *consumerism* so they can get the best values when purchasing *goods* and *services*. Wise consumers begin with a *budget*, or a plan for spending and saving their income.

In the past most business was done as “cash and carry.” Buying on *credit* is now one of the most common ways of making purchases. Credit includes *credit cards* and *installment loans*. These forms of credit allow consumers to use a product as they pay for it. Credit cards can make shopping easier, but consumers must discipline themselves so they do not charge more than they can afford. Installment loans are used for big-ticket items. They are usually paid in equal monthly amounts.

The marketplace is flooded with different items and different brands of the same item. Smart consumers use a series of questions to determine which item and brand is the best for them.

Consumer *fraud* is a big business. There are many thieves and dishonest salespeople waiting to take consumers’ money. Consumers need to be aware of the many fraudulent practices they can face. Fraud is practiced in stores, on the phone, and in the mail. Never let anyone pressure you into buying something you don’t want. Never give credit card numbers over the phone unless you are sure you are speaking to a representative of a legitimate company. Never send cash through the mail.

To sell many goods and services, producers use *advertising*. Advertising can be helpful in telling us what goods and services are available and what their prices are. But some advertising tries to hook us into believing that we need a product for our happiness or success. Knowing the language and practices of advertising can help us see through ads and decide what products we really want and need.



## Unit Objectives

*After successfully completing this unit, students will master the intended outcomes and student performance standards listed below.*

### **Intended Student Outcome #5:**

Demonstrate the steps involved in responsible decision making and planning processes.

5.01      5.02      5.04

### **Intended Student Outcome #9:**

Demonstrate use of sound criteria for personal money management and for making consumer buying decisions evaluating consumer information, advertisements, services, and products for effectiveness, reliability, and value.

9.01      9.02      9.03  
9.04      9.05

### **Students will**

- explain the meaning of consumer and consumerism
- explain what a budget is and how to develop a budget
- identify the different kinds of credit and how they are best used
- explain the questions smart consumers can use to make the best selection from the many items and brands in the marketplace
- identify some of the fraudulent practices consumers may face
- describe some of the advertising practices often used.



## Suggestions for Teaching

*Use one or more of the following selections to capture the students' interest and involve them in applying the concepts. Many of these activities may require further reading and research.*

- Have students work in pairs to prepare a complete budget for a family. Ask the students to write a description of the family including occupation(s), income, children, estimated expenses, etc. The students will need to collect information from the community, newspaper, and other sources for the estimated costs and salaries. Provide a form for their use.
- Ask the students to bring in various consumer magazines and publications. Include documents such as warranties and guarantees. Form discussion groups to compare items and identify general principles, safeguards, and consumer options. Discuss lemon laws and identify various groups that serve as consumer advocates.
- Ask the students working in small groups to prepare a scenario of consumer fraud and write up the description. These will be exchanged with other groups in the class for discussion. Have groups identify the problem, consumer rights, and possible solutions.
- Have students record the number and kind of commercials during a one-hour television program on a given night. Then ask the students to analyze the kind of appeal evident in the commercials and report their findings to the class.

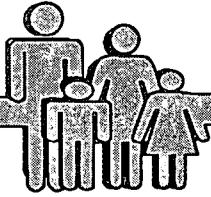


## Recall

### Multiple Choice

*Circle the letter of each correct answer below.*

1. A consumer is one who \_\_\_\_\_ .
  - a. buys a product
  - b. sells a product
  - c. develops a budget
  - d. advertises
  
2. The things that consumers buy are divided into two categories—  
\_\_\_\_\_ .
  - a. loans and interest
  - b. goods and services
  - c. interests and late fees
  - d. cash and carry
  
3. When developing a budget, separate your list of spending into  
\_\_\_\_\_ .
  - a. cheap and expensive
  - b. income and expenditures
  - c. goods and services
  - d. needs and wants
  
4. \_\_\_\_\_ expenses do not change from week to week.
  - a. Consumers'
  - b. Budget
  - c. Fixed
  - d. Advertising



5. \_\_\_\_\_ may be offered by banks, oil companies, department stores, and airlines.
  - a. Savings accounts
  - b. Credit cards
  - c. Loans
  - d. Budgets
  
6. The \_\_\_\_\_ credit card may be used only at that companies' stores or businesses.
  - a. single-purpose
  - b. travel and entertainment
  - c. open-ended
  - d. bank
  
7. The cost of using credit cards can include \_\_\_\_\_ .
  - a. finance charges
  - b. interest charges
  - c. membership and late fees
  - d. all of the above
  
8. One way to help avoid credit card fraud is to \_\_\_\_\_ .
  - a. order all the credit cards you can
  - b. throw away all receipts before the monthly statement arrives
  - c. give your credit card number over the phone
  - d. destroy a credit card once it has expired
  
9. Failure to repay an installment loan may result in a penalty such as \_\_\_\_\_ .
  - a. earlier fees
  - b. membership fees
  - c. increased credit
  - d. loss of the good, or repossession



10. A wise consumer will check \_\_\_\_\_ before opening a credit card account.
- finance charges
  - the interest rate (APR)
  - late fees
  - all of the above
11. A wise consumer buys for value by asking questions such as \_\_\_\_\_.
- How much will this cost?
  - How well does it work? Can I *live* with this purchase?
  - Will it last? Will I enjoy it?
  - all of the above
12. Celebrity testimonials use \_\_\_\_\_ to sell a product.
- unknown persons
  - famous persons
  - honest language
  - loud music
13. Always send a \_\_\_\_\_ when ordering items through the mail.
- birth certificate
  - cash
  - check or money order
  - picture

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

\_\_\_\_\_ 14. If you cannot make payments on a loan, do not speak to the lender.

\_\_\_\_\_ 15. Advertisers try to hook us into buying their products.



- \_\_\_\_\_ 16. Credit permits the wise consumer to run up debt he can't afford to pay.
- \_\_\_\_\_ 17. A budget can help a consumer pay for the goods and services she really needs.
- \_\_\_\_\_ 18. Pay only the minimum payment due on your credit card accounts; in the long run you'll save money.
- \_\_\_\_\_ 19. To figure the cost of an item purchased on credit, do not include any finance charges you will eventually have to pay.
- \_\_\_\_\_ 20. Price is always the best way to choose between two similar items.



## Keys

### True or False (pp. 253-254)

1. False
2. True
3. True
4. True
5. False
6. False
7. False
8. False
9. False
10. False
11. True
12. False
13. True
14. False
15. False
16. True
17. True
18. False
19. False
20. False

### Short Answer (pp. 275-277)

1. a person who buys a product
2. a plan for spending and saving money
3. to control how we spend and save our money
4. Answers may include two of the following: rent; car insurance; loan payments; and others.
5. to pay for unexpected expense; to reach a goal
6. gas card, department store, airlines, etc.
7. low APR, no or low membership fee, no or low late fee
8. always destroy a credit card that has expired or that has been cancelled; always check credit card receipts before signing them to make sure they match the purchase price; save all credit card receipts and compare them with your monthly statement; never give your credit card number over the phone

unless you're charging an item and have checked the company or organization you're doing business with

9. permits us to buy expensive items we otherwise could not afford
10. Call the lender and set up a payment plan.
11. whether you will end up paying finance charges, and if so, what will the real cost of this item be
12. Take it back to the store; if the store does not satisfy your complaint, write the company's president.
13. A store advertises an item and then tries to get consumers to buy a higher-priced item.
14. Answers may include two of the following: celebrity testimonials; glittering generalities; appealing to our emotions; and others.

### Identification (p. 278)

Answers will vary and be determined by teacher.

### Identification (p. 279)

1. N
2. N
3. N
4. W
5. W
6. N
7. N
8. W
9. W
10. N

### Fill in the Blanks (pp. 280-281)

1. Goods
2. Installment
3. services
4. membership
5. late
6. cash



### Fill in the Blanks (continued)

7. advertising
8. Fixed
9. mail
10. interest
11. installment
12. Credit
13. repossess
14. lowest
15. number

### Short Answer (pp. 282-283)

1. No. Ava doesn't have enough information to determine whether the Tough-Terrain model is really less expensive than the Rugged-Ride model. She needs to compare other features. Does one of the bikes have a longer warranty or a warranty that covers more of the parts or labor than the other bike's warranty? If she has to replace parts, are the parts for one of the bikes more expensive than parts for the other? Ava needs to consider all of the long-term costs in owning each of the bikes before making her decision.
2. The advertised interest rate for loans is not necessarily a good way to compare the cost of the loans. Ava needs to find out how each bank calculates its interest. Each bank will provide her with a chart that shows exactly how much the monthly payment will be. She also needs to compare other fees the banks may charge. Do the banks charge a processing fee for their loans? Do they charge a late fee? Are there any hidden

charges? Ava needs to add up all the costs of each bank's loan before choosing a lender.

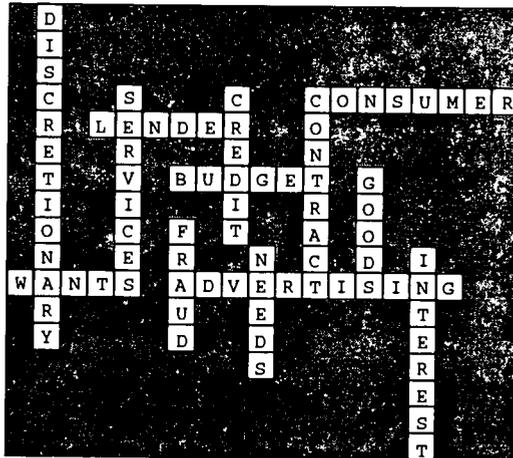
3. She shouldn't settle for a bike that doesn't work right. She should go to the library and find the *Standard and Poor's* reference book. In it she can find the address of the Rugged-Ride Bicycle Company and the company's president. She should write to the president directly and explain her problem. In her letter, she needs to explain in specific terms what she would like the company to do. If she doesn't get a prompt response, she should write the company again.

### Identification (pp. 284-285)

1. fraud
2. annual percentage rate (APR)
3. balance
4. interest
5. late fee
6. consumerism
7. contract
8. credit
9. services
10. membership fee
11. minimum payment
12. goods
13. installment loan
14. budget
15. consumer
16. lender
17. fixed expense
18. advertising
19. needs
20. revolving credit account
21. credit card



**Solve (pp. 286-287)**



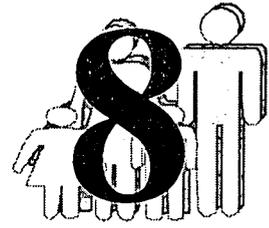
**Recall (pp. 77-80 TG)**

**Multiple Choice**

1. a.
2. b.
3. d.
4. c.
5. b.
6. a.
7. d.
8. d.
9. d.
10. d.
11. d.
12. b.
13. c.

**True or False**

14. False
15. True
16. False
17. True
18. False
19. False
20. False



# Puberty: Maturing into Adulthood

Can you...

- define puberty?
- describe the physical changes males and females experience during puberty?
- explain the effects of puberty on a person's emotional and social growth?

**...You will!**



## Ready?

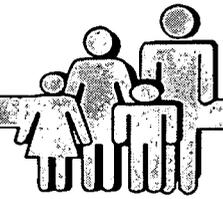
### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. *Adolescence* describes the period of our lives when we make the transition from infants to teenagers.
- \_\_\_\_\_ 2. Adolescence includes the stage known as *puberty*.
- \_\_\_\_\_ 3. During puberty we become sexually developed.
- \_\_\_\_\_ 4. During puberty a girl cannot become pregnant.
- \_\_\_\_\_ 5. All girls begin puberty at age 13, and all boys begin puberty at age 14.
- \_\_\_\_\_ 6. *Menstruation* is the sign that a woman is pregnant.
- \_\_\_\_\_ 7. At birth the *ovaries* contain all of the eggs a woman will ever have.
- \_\_\_\_\_ 8. When egg cells combine with *sperm*, menstruation begins.
- \_\_\_\_\_ 9. It is normal for one breast to grow slightly faster than the other breast.
- \_\_\_\_\_ 10. During puberty, many girls gain body fat, especially around the hips.
- \_\_\_\_\_ 11. Another name for female genitals is *vulva*.



- \_\_\_\_\_ 12. *Menstruation* is the passing off of the lining of the uterus.
- \_\_\_\_\_ 13. Most females only pass about two to three tablespoons of blood each menstrual period.
- \_\_\_\_\_ 14. Young girls often experience irregular periods.
- \_\_\_\_\_ 15. Sanitary napkins are inserted into the vagina during menstruation.
- \_\_\_\_\_ 16. Toxic shock syndrome is a form of cancer.
- \_\_\_\_\_ 17. If a female notices an unpleasant odor from the genital area, she should simply use feminine spray everyday.
- \_\_\_\_\_ 18. Males usually begin puberty a few years later than females.
- \_\_\_\_\_ 19. Males begin to produce sperm cells during puberty.
- \_\_\_\_\_ 20. Males tend to gain extra body fat around their hips and legs during puberty.
- \_\_\_\_\_ 21. The male genitals include the *testicles, scrotum, and penis*.
- \_\_\_\_\_ 22. During puberty, boys and girls grow hair under their arms and around their genitals.
- \_\_\_\_\_ 23. *Ejaculation* is not possible during puberty.
- \_\_\_\_\_ 24. *Sexual intercourse* always involves both the penis and vagina.
- \_\_\_\_\_ 25. Only males *masturbate*.



## Remember

*Study the vocabulary words and definitions below.*

### Female

- areola** ..... a ring of color around the nipple of the breast
- clitoris** ..... the sexually responsive organ in the female genitals
- estrogen** ..... the female sex hormone
- labia majora** ..... the outer folds of skin of the external female genitals
- labia minora** ..... the inner folds of skin of the external female genitals
- menstrual cycle** ..... the time from the beginning of one menstrual period to the onset of the next
- menstruation** ..... the process of passing off the lining of the uterus
- ovaries** ..... the female reproductive glands
- uterus** ..... the organ where a fertilized egg grows in the female



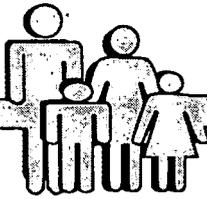
**vagina** ..... tube-like muscle in the female that is a passageway for childbirth, vaginal sexual intercourse, and menstrual flow

**vulva** ..... the external female genitals



### Male

- circumcise** ..... to remove the skin covering the head of a penis
- ejaculation** ..... the discharge or ejection of semen from the penis
- erection** ..... the penis in a rigid or stiff state
- penis** ..... the external organ of the male reproductive system
- scrotum** ..... the sac that holds the testicles
- semen** ..... the whitish fluid containing the male reproductive cells (sperm)
- sperm** ..... the male reproductive cell; fertilizes female egg cell
- testicles** ..... two small glands that are a major part of the male reproductive system; also called *testes*
- testosterone** ..... the male sex hormone



### Female and Male

- adolescence** ..... the period of life during which a person changes from a child to an adult
- embryo** ..... an organism in the early stages of development
- fertilize** ..... to join an egg cell and a sperm
- hormones** ..... chemicals that cause changes and activities in the body
- masturbation** ..... the stimulation of one's own genitals to reach orgasm
- nocturnal emissions** ..... ejaculations that take place during sleep; also called *wet dreams*
- orgasm** ..... the physical and emotional sensation felt at the peak or the end of a sexual act
- pituitary gland** ..... the master gland that releases hormones
- puberty** ..... the period of life during which males and females become sexually developed and able to produce offspring



**sexual intercourse** ..... genital contact between individuals;  
sexual contact with vagina, penis, or  
anus

**urethra** ..... a tube through which urine passes out  
of the body



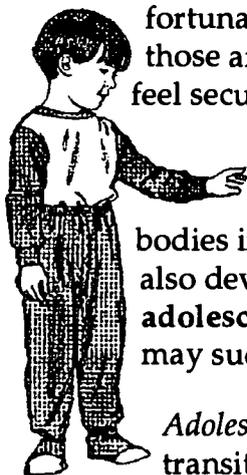
## Read

### Introduction

Our bodies grow in different ways during different periods of our lives. In the first year of our lives we go through an incredible growth period. Our weight will triple in our first year. Our height will increase from about 21 inches at birth to about 31 inches by the end of our first year. While our bodies are growing our personalities are also developing. Erik Erikson, whose writings on human development are accepted by many social scientists, has described our first year, or infancy, as one in which we begin to either trust or mistrust the world around us. Those of us

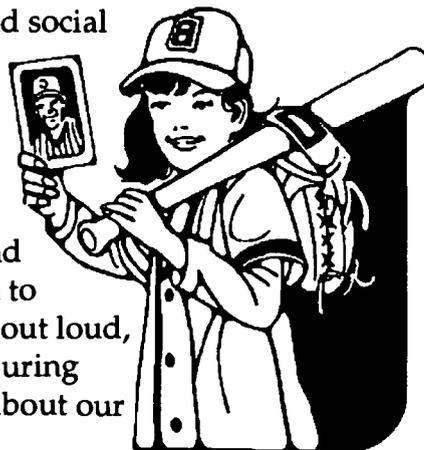


fortunate to find security and love in our small worlds will see those around us as trustworthy. Less fortunate infants may not feel secure in their surroundings.



After infancy we begin childhood, and our bodies and minds continue to grow. During our early childhood our bodies increase at an even rate. Our emotions and mental skills also develop without any sudden leaps. But then we begin adolescence and our bodies, minds, emotions, and personalities may suddenly begin to change. We may not understand why.

*Adolescence* describes the period of our life when we make the transition from children to adults. This shift to adulthood is a period of extreme physical and social changes. Adolescence is a period of becoming—becoming an adult. As adolescents, most of us watch changes in ourselves and begin to wonder: “What am I becoming?” We begin to focus on our identities. Such questions as “Who am I?” and “Am I normal?” and “What will I be?” begin to puzzle us. We might not ask these questions out loud, but nonetheless nearly all of us spend time during our adolescence wondering, and worrying, about our bodies and our identities.





As part of adolescence, we go through a stage called *puberty*. During puberty both males and females become sexually developed and able to produce offspring, or babies. Puberty affects not only our physical growth but our social, emotional, and mental growth.

## Physical Changes in Females during Puberty

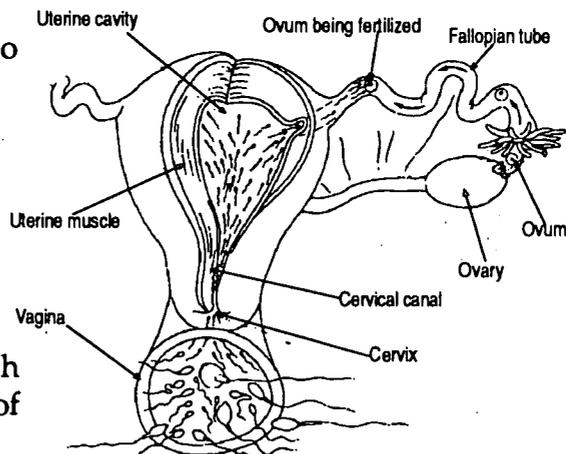
During puberty the girl's body begins to grow in ways that will permit her to become pregnant, birth a baby, and breast-feed a baby. Puberty in females can begin as early as eight years of age and may not reach completion until age 19. Researchers have used statistics to suggest the average age at which many girls experience particular changes. However, each of us will experience changes when our bodies are ready. Few of us happen to match the statistical averages or charts in textbooks. During puberty the ovaries and breasts of a girl will begin to grow and develop. A girl's body will grow hair and begin taking on the more curved shape of a woman and her voice will deepen slightly. A girl will also begin **menstruation**—a monthly cycle she will experience until she reaches middle age.

### The Ovaries: Releasing Hormones and Egg Cells

The first change a girl goes through in puberty cannot be seen. Inside of her body, reproductive glands called *ovaries* grow larger and begin producing the hormones **estrogen** and **progesterone**. These hormones will travel through her bloodstream and trigger the other changes in her body that are part of puberty.

When a girl is born, her ovaries contain all of the egg cells she will ever have. On average, between the ages of 10 and 16, a girl will begin to *ovulate*, or release egg cells. It is these egg cells which the male **sperm** may join with, or **fertilize**. If fertilized, an egg cell may begin growing into an **embryo**—the very first stages of a baby.

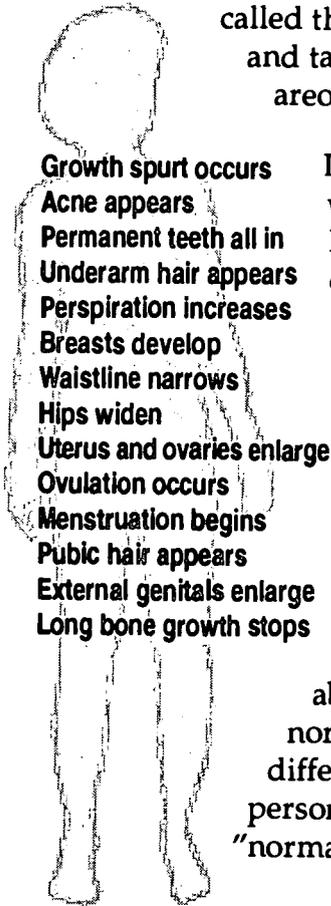
The Female Reproductive System





## The Breasts: Producing Milk to Feed Babies

The female body not only bears babies but also can feed babies for many months after their birth. The female breast produces milk that will supply a baby with all the nourishment it needs until the baby is about six months old. The first signs of a girl's breasts growing will be the appearance of breast buds. The nipple and surrounding ring of color, called the *areola*, will begin to rise slightly from the skin and take on a definite shape. The color of the nipple and areola may darken.



Growth spurt occurs  
Acne appears  
Permanent teeth all in  
Underarm hair appears  
Perspiration increases  
Breasts develop  
Waistline narrows  
Hips widen  
Uterus and ovaries enlarge  
Ovulation occurs  
Menstruation begins  
Pubic hair appears  
External genitals enlarge  
Long bone growth stops

During the next couple of years the girl's breasts will become fleshy and begin to grow outward. Many girls will notice that one breast grows more quickly than the other. In most cases the smaller breast will catch up and eventually match the size of the larger breast. A girl's breasts will usually finish growing between the ages of 12 and 19. The size of a female's breasts has nothing to do with how much milk they produce.

Unfortunately, many cultures throughout the world place much attention on breast size: Girls and young women are often concerned about whether their breast development and size is normal. Each young woman's body develops at a different rate. Breast size is also different for each person and is determined by heredity. There is no "normal" size for breasts.

## Body Hair: A Part of the Process

When a girl begins puberty, she will develop body hair around her genitals. This is called *pubic hair* and at first is straight, fine, and sparse. During the years that follow, her pubic hair will grow more coarse.

Young women will also develop underarm hair, which will follow the same fine-to-coarse pattern of growth. The rate of growth of body and



pubic hair may mirror the growth of a girl's breasts. About the time her breasts finish developing, so will her body hair and pubic hair.

In our culture, many girls and women remove their underarm hair. Where or why this began is unknown. There is nothing medically beneficial about this practice, and it is strictly a personal decision.

### Body Shape: Developing the Look of an Adult

Before puberty girls tend to have little fat on them. They are often bony, and straight lines define their body shape. Shortly after a girl begins puberty, she may go through a growth period. She may suddenly grow inches in a year or less. Her weight will increase with her height, and a layer of fat will pad her body, particularly on her hips and breasts.

The girl's hips will widen, creating a larger passageway for a baby to travel through during birth. As her hips widen, her waist will seem narrower. These changes, along with the additional fat deposits, will begin developing the more curved body shape found in full-grown females.

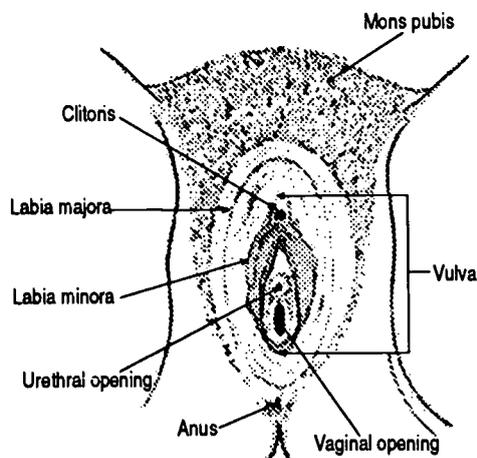
The additional body fat that develops during puberty is not a sign of being overweight. This body fat is a natural part of healthy growth and is a necessary part of becoming a sexually mature female.

### Female Genitals: The Vulva and Its Parts

As a group, the female genitals are called the *vulva*. They include the **labia majora**, the **labia minora**, the **vaginal opening**, and the **clitoris**.

The labia majora are the outer folds of the skin of the vulva. The labia majora surrounds the rest of the female genitalia and during puberty may grow slightly larger. The labia minora are the inner folds of the skin of the vulva and surround the **urethra**, through which females urinate. The opening of the **vagina** is also located

Female External Genitalia





inside the labia minora. The vagina is the tube-like structure from this opening in the labia minora to the **uterus** inside the body. The clitoris is a small bit of flesh within the labia minora that is extremely sensitive. Stimulation of the clitoris usually causes feelings associated with sexual arousal.

### **Menstruation: Passing the Uterine Lining**

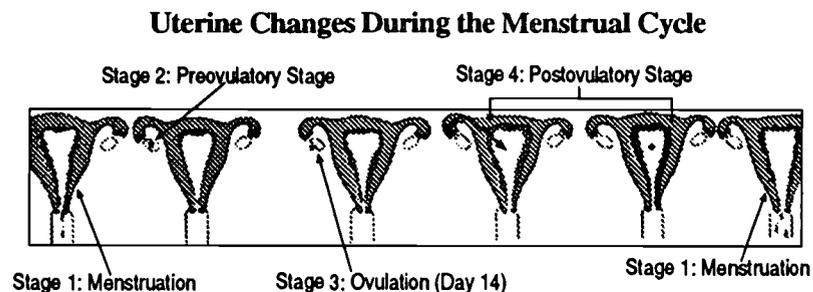
Within a few years after the onset of puberty, a girl will reach

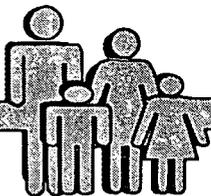
*menarche*, which means that she will have her first menstrual period.

Menstruation is one part of the **menstrual cycle**. This cycle prepares the uterus to nourish a fetus if the female's egg is fertilized by (or joined with) a male's sperm. This preparation includes building up a lush, nutrient-rich lining in the uterus. If the female's egg is not fertilized, the uterus will begin to shed the lining through the vagina. This shedding of the lining of the uterus through the vagina is called *menstruation*, or a menstrual period.

Sometimes the single egg the ovaries release each month is not fertilized. The female body then begins to shed the blood and tissue that has lined the wall of the uterus. The uterus will also rid itself of the unfertilized egg cell. The uterus will contract until the blood and tissue is free. This waste then passes through a tube leading from the uterus, called the *cervix*. After passing through the cervix, the blood and tissue empties into the vagina. From the vagina the blood and tissue passes from the body. Most females will pass about two or three tablespoons of blood and tissue. Bleeding will last anywhere from three to seven days.

The passing off of the blood and tissue is called *menstruation*, or the *menstrual period*. The word *menstruation* comes from the Latin word *menses*, which means *month*. Menstruation usually takes place about every 28 days or once a month. However, each female will have her own pattern.





Menstruation is only one part of the menstrual cycle. A menstrual cycle begins with one menstrual period. The cycle lasts until the beginning of the next menstrual period. During the menstrual cycle a number of things happen. Each thing that happens prepares the uterus to carry an embryo and fetus. After the uterus sheds its lining, it begins to form another lining. This stage takes about a week. When the uterus is ready, the ovaries will *ovulate*, or send an egg to the Fallopian tubes. This is the time when a female is most likely to become pregnant. For the next two weeks the lining will remain intact. If no fertilized egg attaches to the lining, the uterus will begin menstruation to shed its lining. And then the cycle will begin again.

If a female suddenly stops experiencing menstruation, she should see a doctor. This can be a sign that she is pregnant. It can also be a sign of a disorder or disease. Or it may be just a temporary stopping of the cycle that means nothing.

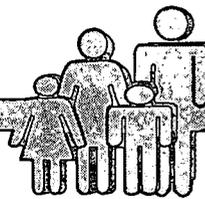
The menstrual period often causes females some discomfort. To shed its lining, the uterus flexes and contracts its muscles. It is these contractions that some females feel as cramps and pain. Sometimes discomfort will also include a feeling of nausea. These cramps and nausea are usually mild. Exercise and warm baths to relax the muscles can ease the discomfort. Over-the-counter medicines such as aspirin and ibuprofen may also help lessen the pain. A heating pad placed on the lower back or stomach may also help.

Females who eat nutritious food and exercise often feel less discomfort than those who eat poorly and do not exercise.

Most girls begin to menstruate between the ages of 10 and 15. In the early years, their menstrual cycles may be irregular. One cycle may be 21 days, and then the next may be 35 days. Girls may skip an occasional period, particularly if they exercise a lot or are extremely undernourished. In time, however, the cycles will usually develop a pattern.

### **Hygiene: Staying Safe during Menstruation**

During menstrual periods, females may use special products designed to absorb the flow of blood. One popular and effective product is the tampon, which is placed *inside* the vagina. Sanitary napkins are another



method of absorbing blood flow during menstruation. They are placed *outside* the vagina. These products should be changed often to reduce the risk of infection.

A word of caution on the use of tampons. They have been linked to toxic shock syndrome (TSS)—a potentially dangerous disorder. TSS causes a high fever and a skin rash. To avoid TSS, never use super-absorbent tampons. In addition, change tampons frequently, and alternate the use of tampons with sanitary napkins.

Feminine hygiene sprays and deodorants can also pose a health risk. They may hide an odor. An odor may be a sign of an infection or disease, which should be checked by a doctor. Spraying deodorants or other products inside the vagina can cause irritation or even infection.

Females may be quite regular and have a period every month, or they may miss a month or more. The physical stress that female athletes put on their bodies can limit the flow of estrogen into their system and cause them to miss menstrual cycles. Poor nutrition or other physical and emotional stresses can also influence menstruation. Pregnancy also causes menstruation to stop during the term of the pregnancy.

Some doctors recommend that girls keep a record of their menstrual cycle. If a girl becomes concerned about the irregularity of her cycle, a written record can help a doctor recognize whether there is a problem.

Once young women have entered puberty, they may notice that from time to time there is a mild whitish discharge from the vagina. This discharge is part of the body's normal cleansing process and is nothing to worry about. Any time that a young woman notices a discharge that is not whitish in color, she should talk with her health-care provider.



## Record

### Fill in the Blanks

Use Read to complete the following sentences. Write the correct term on each line.

1. \_\_\_\_\_ is the period of our life when we make the transition from children to adults.
2. We become sexually developed and able to produce offspring in the period called \_\_\_\_\_.
3. During puberty a girl's reproductive glands, or \_\_\_\_\_, will begin to grow and develop.
4. Body hair, called \_\_\_\_\_ hair, begins to grow around the genitals in puberty.
5. The female external genitals are called the \_\_\_\_\_.
6. During puberty a girl will begin \_\_\_\_\_, or a monthly cycle.
7. *Menstruation* describes the process that occurs when a female passes off the lining of the \_\_\_\_\_.



8. An average menstrual cycle lasts about \_\_\_\_\_ days.
9. Estrogen and progesterone are \_\_\_\_\_ that trigger the changes in the female body that are part of puberty.
10. The female breast produces \_\_\_\_\_ that will feed and nourish a baby.
11. During puberty a girl's \_\_\_\_\_ will widen to create a larger passageway for a baby to travel through during birth.
12. The whitish discharge that begins flowing from the girl's \_\_\_\_\_ during puberty is part of a natural cleansing process.



## Read

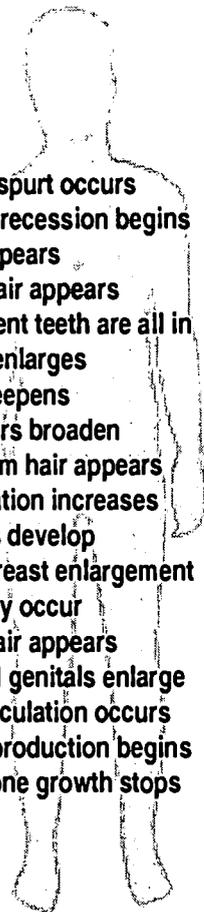
### Physical Changes in Males during Puberty

Males tend to begin puberty a few years older than females. Their development through puberty is both slower and longer than that of females. Some boys will not begin puberty until they are 15, or even older. Most, however, begin around 10 years of age and complete puberty by 18. The genitals in males grow and develop during puberty, just as they do in females. This growth makes it possible for males to produce sperm to fertilize the female egg cells. And like females, males grow pubic and underarm hair. But during puberty, males tend to grow more muscle tissue than females do. And the changes in the male's voice are more pronounced than the changes in the female's voice.

#### Body Growth: Bones, Hair, and Muscle

Like girls, boys will also go through growth spurts during puberty. For many boys, the bones in their hands and feet will grow sooner than the rest of their skeleton. When this occurs, boys may go through an awkward period until the rest of their body catches up. Eventually, most boys will regain their agility and coordination. By the time most males complete puberty, they will have reached their full height.

Also like girls, boys will begin growing pubic and underarm hair during puberty. At first their pubic hair will be straight, fine, and sparse. Later it will grow in a triangle of curly and coarse hair. During their mid- or late-teens many boys will grow fine hair above their lips and sometimes along the jawline and on the face. Eventually this hair will turn to whiskers or a beard. Many boys will also grow hair on their chests. Most of their body hair will darken over time.

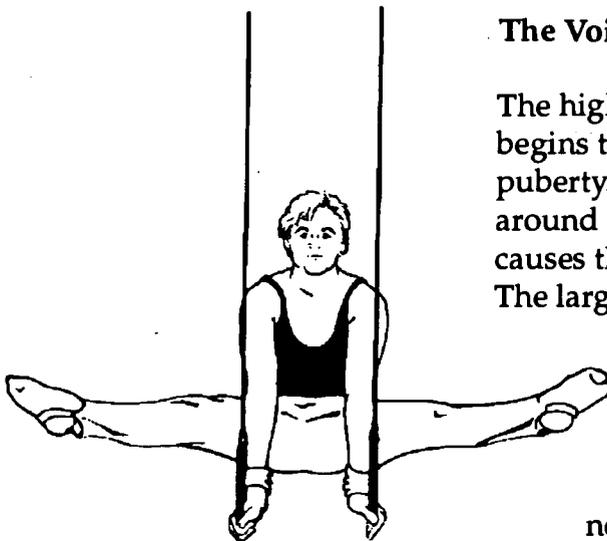


- Growth spurt occurs
- Hairline recession begins
- Acne appears
- Facial hair appears
- Permanent teeth are all in
- Larynx enlarges
- Voice deepens
- Shoulders broaden
- Underarm hair appears
- Perspiration increases
- Muscles develop
- Some breast enlargement may occur
- Pubic hair appears
- External genitals enlarge
- First ejaculation occurs
- Sperm production begins
- Long bone growth stops



During late puberty some males will notice their hairline receding, or moving back towards the crown of their head. **Testosterone** has the long-term effect of causing hair to grow below the crown of their head and causing hair *not* to grow along the scalp.

The young man will also begin to develop more muscles as he moves through puberty. His shoulders will widen and his arms, legs, and torso take on shape as muscle tissue develops.



### **The Voice: From High to Low**

The high voice of the young male child begins to deepen as he goes through puberty. This happens, on average, at around 14 years of age. Testosterone causes the larynx, or voice box, to grow. The larger voice box creates a deeper voice. While the larynx is growing, however, it sometimes quivers. When this happens, a boy's voice will break, or suddenly hit a high note. In time, the larynx stops growing, and the male's voice will stop breaking.

### **Genitals of the Male: The Testicles, Scrotum, and Penis**

Puberty begins in the male when his **testicles** release the hormone testosterone into his bloodstream. Testosterone triggers all of the other physical changes the male will experience during puberty. The testicles are two small glands that hang between his legs in a sac called the *scrotum*. As a boy goes through puberty, his testicles and scrotum will grow and develop. In most cases, one of the testicles hangs lower than the other testicle. This helps eliminate friction that would occur if the testicles hung side-by-side.

During puberty, a young man's testicles will start producing the male reproductive cells known as sperm and his **penis** will grow larger. Some



males have had their penises **circumcised**. Circumcision is a medical procedure in which the small piece of skin that covers the head of the penis is cut away. Circumcision was once performed only in certain religious rituals, but is now common among people of many faiths in our society. Circumcision has not been found to provide any specific health benefits or health risks.

An **erection** occurs when a male's penis fills with blood and stiffens.

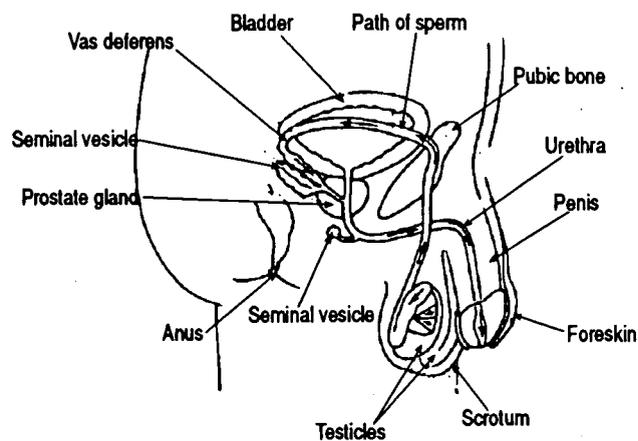
Erections occur for a variety of physical reasons including sexual arousal, the need to urinate, or during the dream state in sleep. An erection allows a male to participate in **sexual intercourse**.

**Ejaculation** occurs when sperm, mixed in a body fluid called *semen*, is released from a man's penis.

Ejaculation can happen during sexual intercourse, during **masturbation**, or during the dream state of sleep.

Daily cleaning will help keep the genitals—the penis and scrotum—free of rashes and infections. While playing sports, males should support and protect the genitals with athletic supporters, or “cups.” If a male is hit in the testicles and pain or swelling develops, he should see a doctor.

**The Male Reproductive System**





## Record

### Fill in the Blanks

Use Read to complete the following sentences. Write the correct term on each line.

1. The male's genitals include the \_\_\_\_\_, scrotum, and penis.
2. The testicles are two small glands that hang between a male's legs in a sac called the \_\_\_\_\_.
3. During puberty a boy's testicles will start producing the male sex cell known as \_\_\_\_\_.
4. Puberty begins in the male when his testicles release the hormone \_\_\_\_\_ into his bloodstream.
5. An \_\_\_\_\_ is a stiff penis.
6. When semen, containing the sperm, is released from the penis it is called \_\_\_\_\_.
7. The penis that has been \_\_\_\_\_ has had the skin over its head cut away.
8. Like girls, boys will begin growing pubic and underarm \_\_\_\_\_ during puberty.



9. The high voice of the young male child begins to \_\_\_\_\_ as he goes through puberty.
10. During puberty, males tend to grow more \_\_\_\_\_ than females do.
11. The male goes through \_\_\_\_\_ at a slower pace and for a longer time than females do.
12. When the male ejaculates, he releases the whitish fluid called \_\_\_\_\_, which contains his sperm.



## Read

### Nocturnal Emissions: “Wet Dreams”

*Nocturnal emissions* describe orgasms that both males and females have while sleeping. The release of fluid during the night is also called a *wet dream* because it usually occurs during a dream. Wet dreams cannot be controlled by either males or females. About two out of five women and four out of five men have experienced nocturnal emissions at some time in their life.

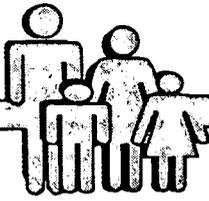


Why we have wet dreams is not clear. Some researchers believe that the male’s wet dreams are the body’s way of releasing stored sperm. Some researchers believe that these dreams are an outlet for sexual desires in both males and females. The only thing nearly all sensitive parents and adults agree on is this: We should not be embarrassed or alarmed by wet dreams. They are natural and do not indicate a moral weakness or an unnatural sexual desire. When they happen, simply toss your wet pajamas and sheets in the clothes hamper and don’t worry about it.

### Masturbation: Self-Stimulation

*Masturbation* refers to the stimulation of one’s genitals to reach orgasm. An orgasm is a physical and emotional sensation that is felt at the peak or end of a sexual act. In most instances, people masturbate by rubbing or touching their genitals.

There are many myths about the effects of masturbation that are still common. Rumors have scared people into thinking that physical harm, such as blindness or insanity, can result from masturbation. These rumors are untrue. Masturbation does not cause physical harm. However, different cultures, religions, and families have different opinions about whether or not masturbation is an acceptable behavior. Young people should talk with their parents about family and religious values regarding masturbation.



## Puberty and Changing Emotions

The same chemicals, or hormones, in our bodies that cause physical changes also cause changes in our emotions. During puberty we may feel "on top of the world" one moment. The next moment we may feel as if we are carrying the weight of the world on our shoulders. Each day may bring wide swings of emotion. Many adolescents report feeling a deep, almost overwhelming love and appreciation for their parents on one day. The next day they may feel disgust and even hate for those parents.



One expert on the effects of puberty could suggest only one possible way to manage these extremes of emotion: humor! Learn to laugh at some of our emotions. Develop a sense of humor about the sudden shifts of emotion that can confuse our daily life. Try not to take all of our feelings so seriously. Recognize these feelings as sometimes just a momentary rush of emotion that will pass.

During puberty most adolescents start to take a new kind of interest in others. This interest can take different forms. We may for the first time in our lives develop friendships that include romantic feelings. For many people puberty will also excite sexual desire. Remember: Puberty is the period when adolescents are becoming sexually mature people who are capable of reproducing. A common part of this process is developing an interest in and a sexual desire for those we find attractive.

## Puberty and Social Growth

The new interest we find in others during puberty is a natural part of our social growth. *Social growth* refers to the ways we grow in our interactions with others. During puberty we begin to develop social roles, or different identities we will use in our interactions with others.

Most of us will feel satisfaction in developing more responsible and adult-like relationships with others. We may find great satisfaction in doing volunteer work, or in going out of our way to do something for a friend or stranger. We will begin seeing ourselves as individuals who can add to the



world in good ways. And we may begin to see that we can be an important and valuable part of other people's worlds.

As young children most of us accepted what we were taught. Our values and beliefs usually mirrored those of our parents and teachers. During puberty we begin to work out our own identities. We begin to see our families in a new way. One day we will probably be on our own, supporting ourselves and making our own decisions. We see that we are both a part of our families and individuals separate from them. We may question things we were or are being taught. We begin to develop our own sense of what is right and wrong behavior.

When we develop our own values, we often find ourselves pulled by two opposite forces. What do we do when our own values conflict with our peers'? Puberty is a time when we find out which is more important to us—following our own paths or following those of others.



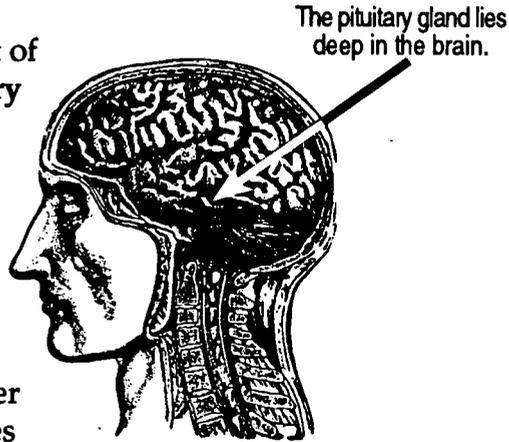
From birth we respond to our gender, or our classification as males or females. If we are males we heard, "Oh, what a handsome boy!" If we are females we heard, "Oh, what a pretty girl!" The list goes on and on. Males were told: "Big boys don't cry" and "Don't act like a girl!" Girls heard: "Act like a lady!" and "Don't be a tomboy." Other people were trying to shape us into masculine (for boys) or feminine (for girls) social roles.

These pressures are even greater during puberty. Suddenly our bodies are growing in masculine and feminine ways. We may begin to feel that since we look like a man or a woman, we should act like one! But we may find that although we are a male, we don't want to take on all of the characteristics usually associated with men. The same can be true for females. This difference between what is expected of us and what we want can confuse us. Each of us must find a satisfying social and sexual role. Unfortunately, this is far easier to say than it is to do.



## What Causes Puberty?

In both males and females the onset of puberty is controlled by the **pituitary gland**. The pituitary gland is a kind of master gland that releases hormones into our bodies. One function of hormones is to set certain processes in motion. Hormones act as messengers or timekeepers that flow towards various parts of our body and trigger other activities. One of the hormones released by the pituitary gland travels to the female's ovaries to produce the hormones estrogen and progesterone. Estrogen and progesterone will then set off the physical and emotional changes that are part of puberty.



A similar process occurs in males. One of the hormones released by the pituitary gland travels to the testicles. The testicles will then release the hormone testosterone. Testosterone then flows through the bloodstream and triggers the changes males will experience during puberty.

## The Biological Clock: The Body's Timetable

Each of us has a biological clock, a kind of body clock, that sets our development in motion. No person's clock is right or wrong. We have no control over our biological clocks, just as we do not choose whether our eyes are brown or blue, or whether our hair is straight or curly. Learning to appreciate this fact can help us make our way through puberty. No one is better or worse because he or she matures sexually at an earlier or later age.

So simply appreciate the differences among us. A hundred years ago people often began puberty at a much later age. Some males did not complete their growth until their mid-twenties, and females often did not begin puberty until well into their teens.

In our present culture, there are still great differences in our biological clocks. From one person to another the start of puberty can vary as much as five years or more. And, once puberty begins, the rate of growth can



also vary greatly. Some people will develop quickly, some slowly. Some people will go through rapid growth periods. They may develop at a fast rate for a time and then suddenly their development will slow. Whether you are a late bloomer or an early bloomer, try not to judge yourself and try not to judge others. We neither choose nor control when we begin puberty, or when we finish maturing.



## Recap

During *puberty* males and females become sexually developed and able to produce offspring. As they become sexually developed, they go through many physical and emotional changes.

Changes in the female's body include development of the breasts, growth of body hair, change in body shape, and growth of the genitals.

During puberty females become capable of releasing egg cells. If these egg cells are *fertilized* by a male's *sperm*, a pregnancy may begin. If fertilized, an egg cell may begin growing into an *embryo*—the first stages of a baby.

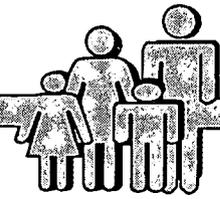
During puberty girls begin *menstruation*. Menstruation is a monthly cycle during which the lining of the *uterus* is passed. This lining helps the embryo, and then the fetus, survive during pregnancy.

Males also go through many body changes during puberty. Their genitals grow and develop the ability to produce and *ejaculate* sperm. Their bones, hair, and muscles grow as they take on a masculine appearance. And their voice will deepen.

Both males and females may begin experiencing *nocturnal emissions*, or orgasms while they sleep. These are natural occurrences. Males and females also may begin *masturbation*, or self-stimulation to reach orgasm.

Puberty can also affect the emotions of both males and females. They may experience wide swings of emotion—feeling happy one moment and sad the next. During puberty, they may also experience social growth. They may find a new interest in romantic relationships and begin to develop new social roles and identities. They may develop responsible adult-like relationships with others. And they may begin to think more for themselves and work out their own values.

Although everyone goes through puberty, each of us develops at different rates. One person may begin puberty at an early age, and another person may not reach puberty until the middle or late teens. There is no right or wrong age at which to begin or end puberty.

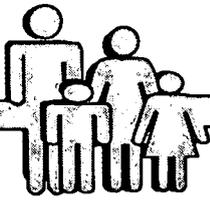


## Record

### Identification

*Check (✓) each phrase below that describes a problem that should be watched or checked by a doctor.*

- \_\_\_\_\_ 1. Sudden growth in height.
- \_\_\_\_\_ 2. Slight difference in the size of the breasts.
- \_\_\_\_\_ 3. Not beginning the menstrual cycle until the age of 21.
- \_\_\_\_\_ 4. Irregular periods at the beginning of adolescence.
- \_\_\_\_\_ 5. Foul-smelling odor from the genital area.
- \_\_\_\_\_ 6. Young children learning to imitate adult behaviors.
- \_\_\_\_\_ 7. Emotions changing rapidly during puberty.
- \_\_\_\_\_ 8. Extreme worry about one's appearance during adolescence.
- \_\_\_\_\_ 9. Growing hair in the genital area.
- \_\_\_\_\_ 10. Teenagers experiencing a "chubby" phase.
- \_\_\_\_\_ 11. Embarrassment or shyness about one's body during puberty.
- \_\_\_\_\_ 12. Males who don't experience puberty until age 15.



- \_\_\_\_\_ 13. A testicle that hangs slightly lower than the other one.
- \_\_\_\_\_ 14. A penis that has been circumcised.
- \_\_\_\_\_ 15. Having nocturnal emissions or "wet dreams."
- \_\_\_\_\_ 16. A feeling of guilt after masturbating.
- \_\_\_\_\_ 17. A teenage girl wanting to play predominately male sports such as basketball, baseball, etc.
- \_\_\_\_\_ 18. Not menstruating at the same time one's friends have started their menstrual cycles.

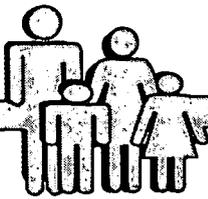


## Record

### Fill in the Blanks

*Use Read to complete the following sentences. Write the correct term on each line.*

1. From birth, people tend to prepare males to behave in a \_\_\_\_\_ way and females to behave in a \_\_\_\_\_ way.
2. Each of us has a biological \_\_\_\_\_ which determines the rate of our development.
3. The hormones that cause changes in our physical bodies also cause changes in our \_\_\_\_\_, or feelings.
4. The period when we become sexually mature is called \_\_\_\_\_.
5. \_\_\_\_\_ is a monthly cycle females experience once they reach puberty.
6. The \_\_\_\_\_ is the extremely sensitive part of the female genitalia that is associated with sexual arousal.
7. The peak of sexual excitement in males and females is called \_\_\_\_\_.



8. \_\_\_\_\_ is the male hormone that triggers growth.
9. During a(n) \_\_\_\_\_, blood fills the penis and it becomes stiff.
10. A(n) \_\_\_\_\_ is an orgasm that both males and females may have during sleep.
11. \_\_\_\_\_ is a form of self-stimulation for pleasure.
12. In both males and females the onset of puberty is controlled by the \_\_\_\_\_ gland.



## Reflect

### Short Answer

*Read each situation described in the paragraphs below. Write a brief answer to describe how you would respond.*

1. Imagine that you find yourself beginning your teen years but not beginning to show many signs of puberty. Your friends, however, are growing quickly. Their bodies are changing shape and they are beginning to take on adult-like features. What can you tell yourself to feel less self-conscious?

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2. Why do teenagers find cliques particularly attractive to join?

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3. You've recently begun puberty, and you find that your emotions make you feel like you're on a high wire. Your emotions change quickly and often are extreme. You feel yourself go from feeling intense love for your siblings to feeling like you wish you were an only child. You find you feel good about yourself one moment and then feel less worthy the next moment. What can you tell yourself to help you get through this difficult swing of emotions? How can you avoid allowing your extreme emotions control your behavior?

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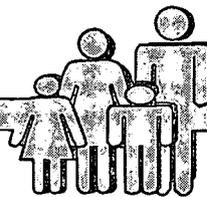
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## Review

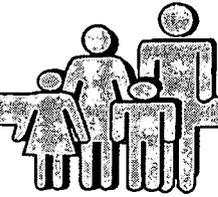
### Identification

Write the correct term on each line.

- \_\_\_\_\_ 1. the male reproductive cells
- \_\_\_\_\_ 2. a ring of color around the nipple of the breast
- \_\_\_\_\_ 3. the organ where a fertilized egg will grow in the female
- \_\_\_\_\_ 4. a tube through which urine passes out of the body
- \_\_\_\_\_ 5. ejaculations that take place during sleep; also called *wet dreams*
- \_\_\_\_\_ 6. the penis in a rigid or stiff state
- \_\_\_\_\_ 7. an organism in the early stages of development
- \_\_\_\_\_ 8. to remove the skin covering the head of a penis
- \_\_\_\_\_ 9. the discharge or ejection of semen from the penis
- \_\_\_\_\_ 10. chemicals that cause changes in the body
- \_\_\_\_\_ 11. the master gland that releases hormones



- \_\_\_\_\_ 12. the sexually responsive organ in the female genitals
- \_\_\_\_\_ 13. the external female genitals
- \_\_\_\_\_ 14. the external organ of the male reproductive system
- \_\_\_\_\_ 15. the female reproductive glands
- \_\_\_\_\_ 16. the inner folds of skin of the external female genitals
- \_\_\_\_\_ 17. genital contact between individuals; sexual contact with vagina, penis, or anus
- \_\_\_\_\_ 18. the male sex hormone
- \_\_\_\_\_ 19. the outer folds of skin of the external female genitals
- \_\_\_\_\_ 20. the period of life during which males and females become sexually developed and able to produce offspring
- \_\_\_\_\_ 21. the physical and emotional sensation felt at the peak or the end of a sexual act
- \_\_\_\_\_ 22. the process of passing off the lining of the uterus
- \_\_\_\_\_ 23. the sac that holds the testicles



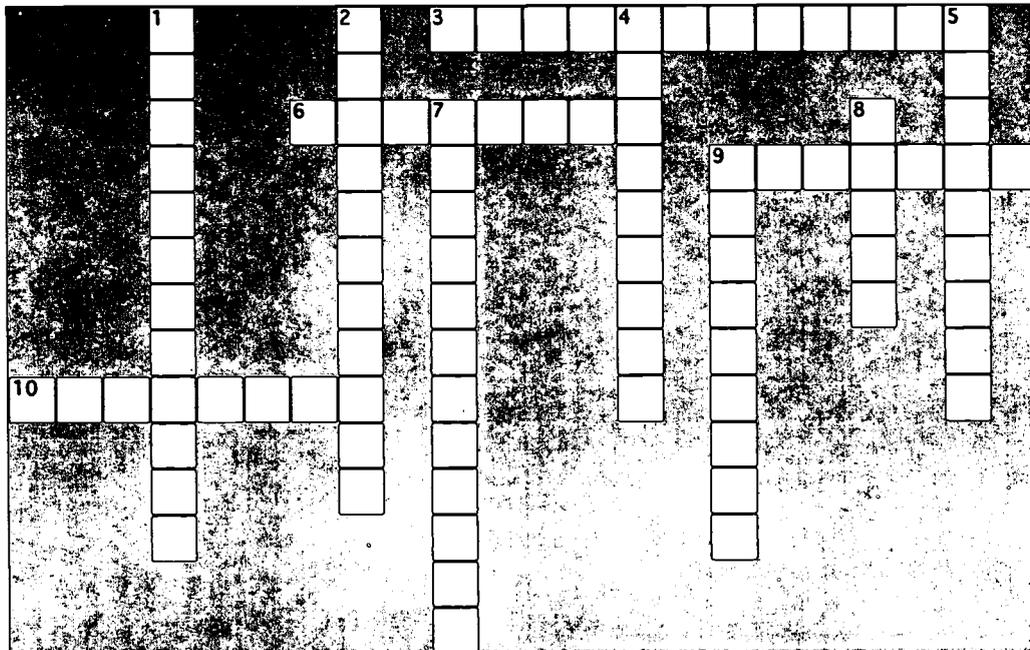
- \_\_\_\_\_ 24. the stimulation of one's own genitals to reach an orgasm
- \_\_\_\_\_ 25. the period of life during which a person changes from a child to an adult
- \_\_\_\_\_ 26. the whitish fluid containing the male reproductive cells (sperm)
- \_\_\_\_\_ 27. two small glands that are a major part of the male reproductive system; also called *testes*
- \_\_\_\_\_ 28. tube-like muscle in the female that is a passageway for childbirth, semen, and menstrual flow
- \_\_\_\_\_ 29. to join an egg cell and a sperm
- \_\_\_\_\_ 30. the time from the beginning of one menstrual period to the onset of the next
- \_\_\_\_\_ 31. the female sex hormone



## Replay

Solve

Use the following clues to solve the crossword puzzle below.

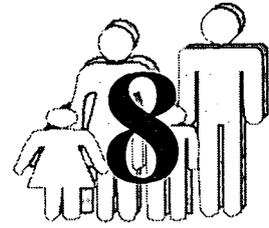


### Across

3. the process of passing off the lining of the uterus
6. chemicals that cause changes and activities in the body
9. the period of life during which males and females become sexually developed and able to produce offspring
10. the female sex hormone

### Down

1. the male sex hormone
2. the period of life during which a person changes from a child to an adult
4. two small glands that are a major part of the male reproductive system
5. \_\_\_\_\_ emissions are ejaculations that take place during sleep.
7. the stimulation of one own's genitals to reach orgasm
8. the whitish fluid containing the male reproductive cells
9. The master gland that releases hormones is called the \_\_\_\_\_ gland.

An illustration of three human figures of increasing size, representing the stages of human development from childhood to adulthood. The figures are positioned behind the main title text.

# **Puberty: Maturing into Adulthood**

**Teacher's Guide**



## Unit 8 Puberty: Maturing into Adulthood

### Overview

During *puberty* males and females become sexually developed and able to produce offspring. As they become sexually developed, they go through many physical and emotional changes.

Changes in the female's body include development of the breasts, growth of body hair, change in body shape, and growth of the genitals.

Females become capable of releasing egg cells. If these egg cells are *fertilized* by a male's *sperm*, a pregnancy may begin. If fertilized, an egg cell may begin growing into an *embryo*—the very first stages of a baby.

During puberty girls begin *menstruation*. Menstruation is a monthly cycle during which the lining of the *uterus* is passed. This lining helps the *embryo*, and then the *fetus*, survive during pregnancy.

Males also go through many body changes during puberty. Their genitals grow and develop the ability to produce and *ejaculate* sperm. Their bones, hair, and muscle grow as they take on a masculine appearance. And their voice will deepen.

Both males and females may begin experiencing *nocturnal emissions*, or orgasms while they sleep. These are natural occurrences. Males and females also may begin *masturbation*, or self-stimulation to reach orgasm.

Puberty can also affect the emotions of both males and females. They may experience wide swings of emotion—feeling happy one moment and sad the next. During puberty, they may also experience social growth. They may find a new interest in romantic relationships and begin to develop new social roles and identities. They may develop responsible adult-like relationships with others. And they may begin to think more for themselves and work out their own values.

Although everyone goes through puberty, each of us develops at different rates. One person may begin puberty at an early age, and another person may not reach puberty until the middle or late teens. There is no right or wrong age at which to begin or end puberty.



## Unit Objectives

*After successfully completing this unit, students will master the intended outcomes and student performance standards listed below.*

### Intended Student Outcome #1:

Practice skills for self-awareness, self-acceptance, and self-improvement that build positive emotional development.

1.01

### Students will

- define puberty
- describe the physical changes males and females experience during puberty
- explain the effects of puberty on a person's emotional and social growth.

## Suggestions for Teaching

*Use one or more of the following selections to capture the students' interest and involve them in applying the concepts. Many of these activities may require further reading and research.*

- Before beginning Units 8–10, check with your county school board and determine the local guidelines for sex education. Parents may wish to request in writing to the principal that their student be exempt from human sexuality education. A sample letter to parents is included on p. xvii.
- Have the students cut out pictures of people in various age groups, including adolescence, and make posters labeling the emotional, physical, and social characteristics of the life stages.
- Have the students act out the social behavior of adolescents, older teenagers, and adults, dramatizing the differences.
- Do not use first or second person pronouns when teaching this material. Using "When a female begins to menstruate..." rather than "When *you* begin to menstruate..." will help students avoid embarrassment.



## Recall

### Multiple Choice

*Circle the letter of each correct answer.*

- Adolescence is the period of our life when we \_\_\_\_\_ .
  - start school
  - change from children to adults
  - leave home
  - begin middle age
- During puberty females experience changes in \_\_\_\_\_ .
  - their breasts
  - the shape of their body
  - their vulva
  - all of the above
- The reproductive glands of a female are called \_\_\_\_\_ .
  - menopause
  - an embryo
  - ovaries
  - sperm
- The external female genitals are called the \_\_\_\_\_ .
  - urethra
  - ovaries
  - uterus
  - vulva
- The male sex cell is known as \_\_\_\_\_ .
  - testicles
  - sperm
  - ejaculation
  - the penis



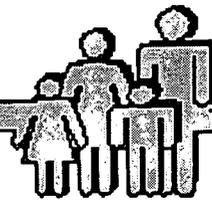
6. Nocturnal emissions are also called \_\_\_\_\_ .
- a. masturbation
  - b. erections
  - c. nightmares
  - d. wet dreams
7. \_\_\_\_\_ growth refers to the ways we grow in our interactions with others.
- a. Sexual
  - b. Physical
  - c. Social
  - d. Emotional

### Fill in the Blanks

*Use the terms provided to complete the following sentences. Write the correct term on each line.*

circumcised	milk	28
menstruation	scrotum	pubic
erection	testosterone	

8. A(n) \_\_\_\_\_ is a stiff penis.
9. Puberty begins in the male when his testicles release the hormone \_\_\_\_\_ into his bloodstream.
10. The penis that has been \_\_\_\_\_ has had the covering over its head cut away.
11. The testicles are two small glands that hang between a male's legs in a sac called the \_\_\_\_\_ .

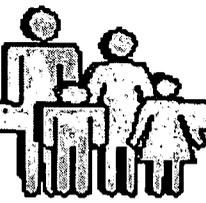


12. During puberty a girl will begin a monthly cycle which includes \_\_\_\_\_.
13. The female breast produces \_\_\_\_\_ that will feed a baby.
14. Body hair, called \_\_\_\_\_ hair, begins to grow around the genitals in puberty.
15. An average menstrual cycle lasts about \_\_\_\_\_ days.

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 16. All girls begin puberty at age 13.
- \_\_\_\_\_ 17. An embryo is the very first stage of the developing baby.
- \_\_\_\_\_ 18. One of the female sex hormones is called *testosterone*.
- \_\_\_\_\_ 19. The male hormone is called *estrogen*.
- \_\_\_\_\_ 20. During puberty a male may experience erections for no apparent reason and at inconvenient times.
- \_\_\_\_\_ 21. During puberty, most males and females gain body fat, especially around the hips.
- \_\_\_\_\_ 22. It is normal for one breast to grow slightly faster than the other breast.



- \_\_\_\_\_ 23. Males usually begin puberty at a later age than females do.
- \_\_\_\_\_ 24. Only males masturbate.
- \_\_\_\_\_ 25. A male's voice may become deeper during puberty.



## Keys

### True or False (pp. 87-88 TG)

1. False
2. True
3. True
4. False
5. False
6. False
7. True
8. False
9. True
10. True
11. True
12. True
13. True
14. True
15. False
16. False
17. False
18. True
19. True
20. False
21. True
22. True
23. False
24. False
25. False

### Fill in the Blanks (pp. 102-103 TG)

1. Adolescence
2. puberty
3. ovaries
4. pubic
5. vulva
6. menstruation
7. uterus
8. 28
9. hormones
10. milk
11. hips
12. vagina

### Fill in the Blanks (pp. 107-108 TG)

1. testicles
2. scrotum
3. sperm
4. testosterone

5. erection
6. ejaculation
7. circumcised
8. hair
9. deepen
10. muscle
11. puberty
12. semen

### Identification (pp. 115-116 TG)

3. ✓
5. ✓
16. ✓

### Fill in the Blanks (pp. 117-118 TG)

1. masculine; feminine
2. clock
3. emotions
4. puberty
5. Menstruation
6. clitoris
7. orgasm
8. Testosterone
9. erection
10. nocturnal emission or wet dream
11. Masturbation
12. pituitary

### Short Answer (pp. 119-120 TG)

1. Answers will vary but may include: We have no control over our biological clocks; puberty is not a sign that we are mature or immature, smart or less smart; regardless of when we begin puberty, we will still go through all or most of the changes that are a natural part of puberty.
2. Answers will vary but may include: Cliques can make teens feel secure and invulnerable; in a clique teens can find friends they can count on; cliques provide a sense of belonging, offer ready-made values, and a guide for how to behave.



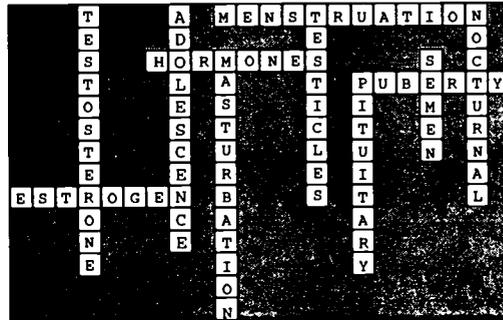
### Short Answer (continued)

3. Answers will vary but may include: Learn to understand how going through puberty can influence our emotions and self-control; step back and take a deep breath before acting on our feelings; remember that tomorrow we may feel entirely different about the situation and regret our words or actions.

### Identification (pp. 121-123 TG)

1. sperm
2. areola
3. uterus
4. urethra
5. nocturnal emission
6. erection
7. embryo
8. circumcise
9. ejaculation
10. hormones
11. pituitary
12. clitoris
13. vulva
14. penis
15. ovaries
16. labia minora
17. sexual intercourse
18. testosterone
19. labia majora
20. puberty
21. orgasm
22. menstruation
23. scrotum
24. masturbation
25. adolescence
26. semen
27. testicles
28. vagina
29. fertilize
30. menstrual cycle
31. estrogen

### Solve (p. 124 TG)



### Recall (pp. 129-132 TG)

#### Multiple Choice

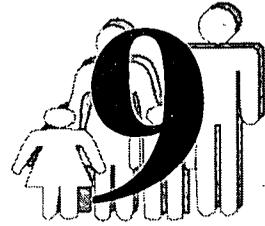
1. b.
2. d.
3. c.
4. d.
5. b.
6. d.
7. c.

#### Fill in the Blanks

8. erection
9. testosterone
10. circumcised
11. scrotum
12. menstruation
13. milk
14. pubic
15. 28

#### True or False

16. False
17. True
18. False
19. False
20. True
21. False
22. True
23. True
24. False
25. True



# The Reproductive System: Producing Life

Can you...

- identify the parts and functions of the female reproductive system?
- explain disorders and diseases of the female reproductive system and how to detect them?
- identify the parts and functions of the male reproductive system?
- explain disorders and diseases of the male reproductive system and how to detect them?
- explain the importance of prenatal care in the health of a developing embryo and fetus?
- identify the different methods of birth control?

**...You will!**



## Ready?

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. The female produces sperm cells.
- \_\_\_\_\_ 2. The female reproductive system is shaped like a Y.
- \_\_\_\_\_ 3. The ovary is also called the *birth canal*.
- \_\_\_\_\_ 4. Most women are born with three ovaries.
- \_\_\_\_\_ 5. *Testosterone* is produced in the ovaries.
- \_\_\_\_\_ 6. During *fertilization* the egg and the sperm unite.
- \_\_\_\_\_ 7. A baby is born at *conception*.
- \_\_\_\_\_ 8. A *fetus* is a newborn baby.
- \_\_\_\_\_ 9. During pregnancy, the female will continue *menstruation*.
- \_\_\_\_\_ 10. *Cancer* causes cells in the body to grow abnormally.
- \_\_\_\_\_ 11. Breast cancer cannot be cured.
- \_\_\_\_\_ 12. After age 40 it is recommended that all women have a yearly test for breast cancer called a *mammogram*.
- \_\_\_\_\_ 13. A *Pap test* requires at least one night in the hospital.



\_\_\_\_\_ 14. *Sterility* is an inability to produce children.



## Remember

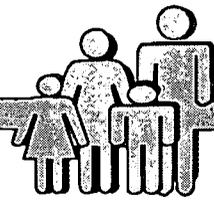
*Study the vocabulary words and definitions below.*

### Female

- cervix** ..... the neck of the uterus
- discharge** ..... a substance that has been released from the body—especially from the vagina or penis
- endometriosis** ..... abnormal growth of the lining of the uterus
- estrogen** ..... a female sex hormone
- Fallopian tubes** ..... a pair of tubes through which a mature egg released from the ovaries travels to the uterus, or womb
- mammogram** ..... an x-ray photograph of the breast used to detect cancer
- ovaries** ..... reproductive organs in females that contain egg cells
- ovulation** ..... the release of a mature egg cell from an ovary
- Pap test** ..... a test used to check for cervical or uterine cancer



- premenstrual syndrome (PMS)** .... a variety of symptoms that some females experience before their menstrual periods, including nervous tension, anxiety, irritability, bloating, depression, mood swings, and fatigue
- trichomoniasis** ..... a vaginal infection; signs include an odorous discharge, genital itching, and burning sensation during urination
- uterus** ..... a small, pear-shaped organ in females where a fertilized egg will grow
- vagina** ..... tube-like muscle in females that is a passageway for childbirth, semen, and menstrual flow
- vaginitis** ..... common vaginal infections in females
- yeast infection** ..... a vaginal infection; signs include a thick, white discharge and genital itching



### Male

- ejaculate** ..... to release suddenly—specifically seminal fluid during orgasm
- epididymis** ..... a long coiled tube connected to the testicles; stores sperm
- penis** ..... the external organ of the male reproductive system
- prostate gland** ..... the gland in males that secretes a fluid that mixes with sperm to form semen
- scrotum** ..... sac in males that holds testicles
- seminal fluid** ..... fluids that mix with the sperm to nourish them and help them travel; also called *semen*
- sperm cell** ..... the male reproductive cell that joins with a female egg cell to form a fertilized egg cell
- testicles** ..... two small glands in males that produce sperm cells and the hormone testosterone; also called *testes*
- vas deferens** ..... a tube in males that connects the epididymis and the urethra



## Female and Male

- abstinence** ..... not having sex; a method of birth control
- asexual** ..... having no gender; formed without sexual action
- birth control** ..... methods of avoiding pregnancy
- cancer** ..... a disease that causes cells in the body to grow abnormally
- conception** ..... union of egg cell and sperm; *fertilization*
- condom** ..... covering worn over the penis or in the vagina to trap sperm; a method of birth control and disease prevention
- contraception** ..... birth control
- contraceptives** ..... devices or pills for avoiding pregnancy
- embryo** ..... an organism in the early stage of development
- family planning** ..... deciding if and when to have children
- fertilization** ..... the union of an egg cell from the female and a sperm cell from the male



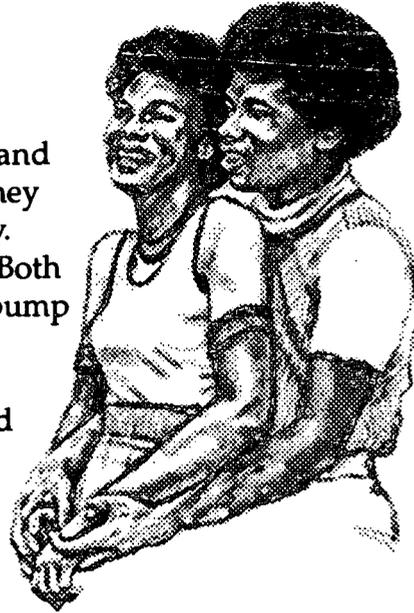
- fetus** ..... the developing individual after two months in the uterus
- hernia** ..... a pushing out of a part of the body through a weakened area in the muscle; also called a *rupture*
- prenatal care** ..... care for a fetus before it is born
- reproductive system** ..... the body systems in the male and female that are responsible for the production of offspring
- sterility** ..... inability to reproduce
- urethra** ..... a tube-like organ that connects with the bladder; in the male, it also connects with the vas deferens
- sexual intercourse** ..... genital contact between individuals; sexual contact with vagina, penis, or anus
- virgin** ..... a person who has never had sexual intercourse



## Read

### Introduction

The list of all the similarities between males' and females' bodies would fill page after page. They both breathe and use oxygen in the same way. Their stomachs digest food in the same way. Both males' and females' bodies have hearts that pump blood. Their bodies fight diseases and grow tissues and bone in exactly the same way. So what is it that makes boys and men *males*, and girls and women *females*? It's obviously more than just the masculine or feminine names we were given at birth.



It is our **reproductive system** that makes us either a male or female. Our reproductive system includes all the parts in our body we use to create life—our children. Each sex has different reproductive parts. The female produces the egg cell and carries the growing **fetus** until she gives birth. The male adds the sperm that joins with the egg cell. Once a sperm and egg cell join, the female will usually begin pregnancy.

This joint contribution of the male and female to produce life is called *sexual reproduction*. Some insects and animals reproduce asexually. That is, they produce life without sexual action. Asexual reproduction has some drawbacks. The single parent can only produce exact copies of itself. In sexual reproduction the children get traits from both the mother and father. This mix of the parents' traits creates a baby that is unique from all other babies. Even identical twins have some differences.



## Why Study the Reproductive Systems?

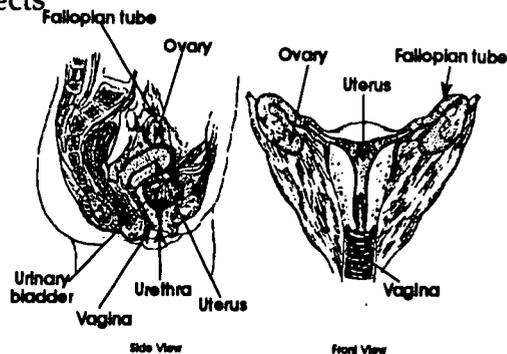
Anyone can have sex. During vaginal **sexual intercourse** a male inserts his **penis** into a female's **vagina**. However, educating ourselves about sex and the reproductive systems will help us be responsible about sexual activity. Anytime a male and female have vaginal sexual intercourse, there is a chance of pregnancy. Unless we understand reproduction, we cannot choose if and when to have children. Choosing when we will try to have children is called *family planning*. Family planning also means choosing when and how to take precautions *not* to have children. *Family planning* is the responsibility of both males and females. Couples who are most successful in family planning are educated about the reproductive systems. Males need to understand both the male and female reproductive systems. Females also need to understand the systems of both sexes.

Ignorance often leads to unwanted pregnancies. Unwanted births usually interrupt the parents' plans for their futures. It's not easy for teenage parents to finish school or find a satisfying job. Caring for and supporting a baby can be a full-time job. And many babies whose parents are teenagers end up as victims of a bad situation. Parenthood is for mature adults. Counselors in family planning help teenagers and adults learn about the body and decide if and when to have children.

## The Female Reproductive System: Parts and Organs

The female reproductive system accomplishes three key steps in creating new life. First, the female's system *produces an egg cell* that can develop into a baby if it is fertilized by a male's sperm. If the *egg is fertilized*, it begins to divide and grow. The female's system protects and feeds the egg until it grows into a fully formed fetus. And finally, the woman's reproductive system will *give birth* to this new life.

The female reproductive system is shaped like the letter Y. The tips of the two arms that point in different directions represent the **ovaries**. The **Fallopian tubes** descend from the ovaries to the point where the two arms intersect. At this point they join into the **uterus**. Just below the uterus is the **cervix**. And at the base of the Y is the **vagina**.





## The Vagina

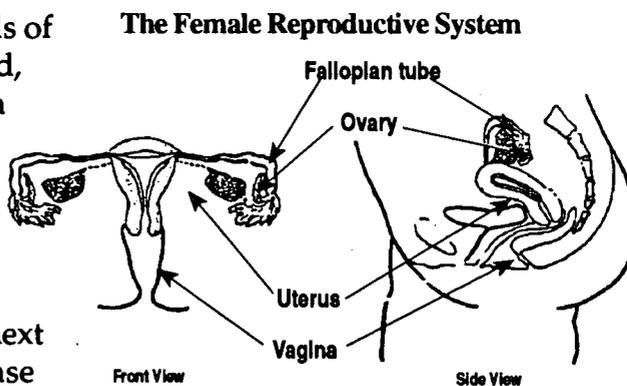
Most of the female reproductive system is within the body and not visible. Only the vaginal opening can be seen from the outside. The *vaginal opening* leads to the rest of the reproductive system, including the vagina.

The vagina plays a key role in the beginning and end of the reproductive cycle. It is the vagina that first receives the male's sperm. It is also the vagina, often called the *birth canal*, from which a fetus exits the uterus during birth.

## The Ovaries: Storehouse of Egg Cells

Ovaries are two sex glands in the female. They are located on each side of the body below the waist. Ovaries have two functions. They produce the hormone **estrogen**. Estrogen triggers the female reproductive system to begin developing. As her system develops, the female becomes capable of having children.

Ovaries also contain hundreds of thousands of eggs. If fertilized, each egg could develop into a baby. At puberty, the ovaries will begin to release one mature egg each month. In most cases, the ovaries will alternate. One month the left one will release an egg. The next month the right one will release an egg. This process is called *ovulation*. Mature eggs will travel from the ovaries to the Fallopian tubes.



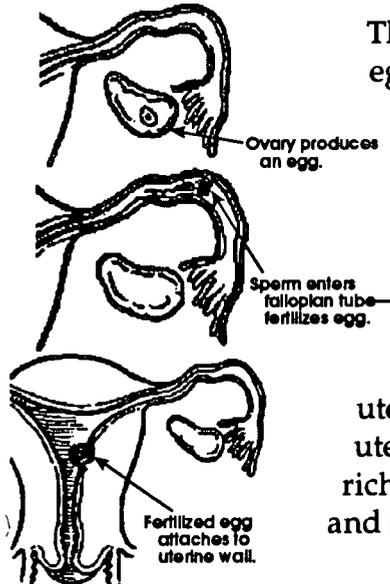
## The Fallopian Tubes: The Place of Fertilization

The Fallopian tubes lead away from the ovaries. One of the tubes will draw the mature egg inside itself. If a sperm cell meets the egg cell in a Fallopian tube, **fertilization** may take place. *Fertilization* is the joining of the egg cell and a sperm cell. This joining of the egg and sperm is also called *conception*.



The fertilized egg then travels down the Fallopian tube. This journey from the Fallopian tube to the uterus takes about three days. The fertilized egg may then attach itself to the wall of the uterus.

### The Uterus: Home to the Fertilized Egg



The uterus becomes the home of the fertilized egg. Here the egg will be nourished and grow. Through the second month, this dividing and developing fertilized egg is called an *embryo*. From the third month on, this life form is called a *fetus*. The fetus has the beginnings of its vital organs. In about nine months a baby will be born.

Each time the ovaries release an egg, the uterus prepares itself to carry a fertilized egg. The uterus does this by lining its walls with nutrient-rich blood and tissue that can protect the embryo and fetus.

## Personal Health Issues and and Prevention: Females

### Breast Cancer: Look for Lumps, Knots, and Thick Tissue

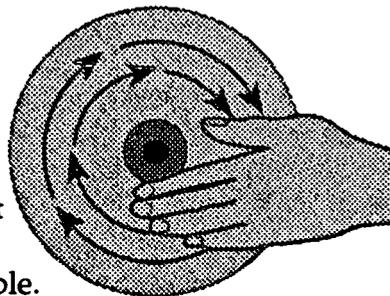
Cancer is a disease that can attack any part of the body. Cancer causes cells in the body to grow abnormally. If left unchecked, cancer can spread through the body quickly. About one woman out of eleven will get breast cancer.

In all forms of cancer, early detection can often lead to a cure. This is especially true of breast cancer. If breast cancer is detected early, most females will go on to live normal lives.

The American Cancer Society suggests that women do self-examinations of their breasts. The best time for self-examination is one week after the menstrual period ends. At that time a woman's breasts are the least tender and swollen.

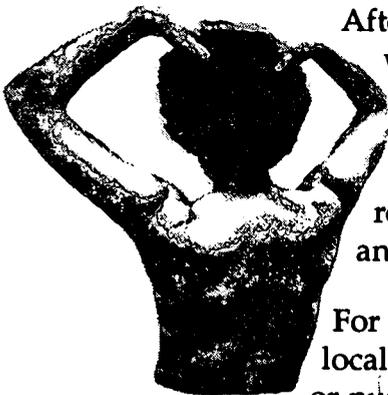


Self-examination is quite easy. Raise the hand nearest the breast you're examining over your head. Using the other hand, begin at the outer edge of your breast. Move your finger tips in a circular motion over every area of the breast. Look especially at the area of the breast nearest the armpit. Feel for any lumps, knots, or thick tissue. Look for any changes in the skin or nipple.



If any hard tissue or changes are discovered, contact your doctor immediately. Fortunately, 80 percent of all suspicious lumps found in breasts are benign, or harmless.

Some women put off seeing a doctor because of what they fear. They are afraid of losing a part of a breast, or even of losing the entire breast. This fear is natural. Few of us can say that our appearance isn't important to us. Many of us fear medical procedures. But with early detection and new methods, we can limit the effects of breast cancer. Remember: Ignoring cancer will not make it go away—only treatment can.



After about age 40, doctors recommend that all women have a yearly test called a *mammogram*. The mammogram is an x-ray of the breasts. It is quick and painless. If your family has a history of breast cancer, your doctor may request that you begin having mammograms at an earlier age or more than once a year.

For more information on breast cancer, phone your local American Cancer Society or talk to your doctor or nurse.

### Cervical and Uterine Cancer

These diseases occur when cancerous cells begin growing in the cervix or uterus. Early detection is the key to treating and curing cervical and uterine cancer. The American Cancer Society recommends that all women over 20, and sexually active women of any age, have a yearly pelvic examination. During this exam the doctor will do a **Pap test** to check cells from the cervix.



During a Pap test the female will lie down. A doctor will insert an instrument called a *speculum* into the vagina. With this instrument, a doctor can see inside the vagina. A Pap test is usually painless. A female might feel some slight discomfort—and perhaps some embarrassment. Results are usually available in a day or two.

## Disorders of the Female Reproductive System

### Premenstrual Syndrome (PMS): Discomfort before Menstrual Periods

**Premenstrual syndrome (PMS)** is a disorder some women experience from several days to two weeks before their menstrual period. The majority of women never experience PMS. PMS includes many different symptoms: bloating, weight gain, fatigue, mood swings, nausea, and nervousness.

Scientists don't know what causes PMS. Some believe PMS is caused by hormonal imbalance. Most doctors do agree, however, that most females experiencing the symptoms of PMS can lessen their discomfort. Regular exercise and reducing stress are two ways to help reduce some or all of the symptoms of PMS. Other ways include eliminating or reducing sugar, caffeine, nicotine, and alcohol.

If PMS becomes severe, a female may need to see a doctor. Extreme discomfort may be a sign of something that needs medical treatment. A female should always consult a doctor if she is uncertain about health problems.



### Vaginitis: Infections in the Vagina

**Vaginitis** refers to a variety of infections that occur in the vagina. Most women experience at least one of these infections at some time in their lives. Most forms of vaginitis can easily be treated by a doctor. The earlier the treatment begins, the easier it is to cure any of these infections. Although two forms of vaginitis are described below, there are many



“nonspecific” forms. Any time that a woman experiences itching and unusual discharge from the vagina, she should see a doctor or nurse.

**Trichomoniasis.** Women tend to be most vulnerable to this infection near the end of their menstrual period. Its symptoms include an odorous discharge, itching near the genitals, and a burning sensation during urination.

**Yeast infections.** Signs of a yeast infection include a thick, white discharge from the vagina and genital itching. It is a common infection and easily treatable by a doctor.

### **Sterility: An Inability to Reproduce**

A common cause of sterility in women, or the inability to reproduce, is **endometriosis**. This disorder is an abnormal growth of the lining of the uterus. Surgery can often correct this problem. Endometriosis can cause extremely painful menstrual periods.

Another common cause of sterility in females is the inability to ovulate, or successfully release egg cells. Another cause of sterility is a blocked Fallopian tube. If a Fallopian tube is blocked, the egg cell cannot pass to the uterus.



## Record

### Fill in the Blanks

Complete each of the sentences below using the vocabulary words.  
Write the correct term on each line.

1. The hormone that triggers the female body to sexually mature is called \_\_\_\_\_.
2. When the embryo takes on the beginnings of its vital organs, it is referred to as a(n) \_\_\_\_\_.
3. The part of the female body from which the baby makes its final exit during birth is the \_\_\_\_\_.
4. \_\_\_\_\_, or *conception*, is the joining of the egg cell and the sperm cell.
5. \_\_\_\_\_ reproduction takes place without the opposite sex and produces exact copies of the parent.
6. Early detection is the best cure and treatment for \_\_\_\_\_ of the breasts, uterus, and cervix.
7. The \_\_\_\_\_ is a part of the female's annual checkup to detect cervical and uterine cancer.
8. To be \_\_\_\_\_ is to be unable to have children.



9. Women over age 40 should have a yearly test called a \_\_\_\_\_ to check for breast cancer.
10. One sign of \_\_\_\_\_ is extremely painful menstrual periods.
11. The fetus is nurtured and grows in the \_\_\_\_\_ until birth.
12. Fertilization may take place in the \_\_\_\_\_ tubes.
13. The sex glands of the female where eggs are stored are called the \_\_\_\_\_.
14. During \_\_\_\_\_ the female reproductive system releases an egg cell.



## Record

### Matching

*Match each disorder or disease in the left-hand column with its symptom(s) in the right-hand column. Write the correct letter on each line.*

	Disorder/Disease	Symptom(s)
_____	1. uterine or cervical cancer	A. bloating, mood swings, weight gain
_____	2. vaginitis	B. any itching and unusual discharge from the vagina
_____	3. PMS	C. odorous discharge, genital itching, burning during urination
_____	4. breast cancer	D. inability to get pregnant; blocked Fallopian tube
_____	5. sterility	E. painful menstrual cycles
_____	6. trichomoniasis	F. lumps, knots, or thick tissue
_____	7. yeast infections	G. thick, white discharge from vagina and genital itching
_____	8. endometriosis	H. none; detected by Pap test

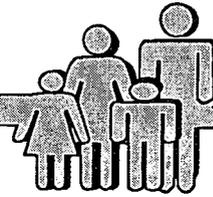


## Record

### Matching

Match each female reproductive part in the left-hand column with its function in the right-hand column. Write the correct letter on each line.

	Part	Function
_____	1. ovaries	A. connects uterus and vagina; the neck of the uterus
_____	2. vagina	B. develops into embryo
_____	3. uterus	C. contains the egg cells
_____	4. Fallopian tube	D. provides a home for the developing fetus
_____	5. cervix	E. path for the egg from the ovary to the uterus
_____	6. egg cell	F. <i>birth canal</i>



## Record

### Sequencing

*Number each step in the development of a human baby in the order in which it occurs. Write the correct number on each line.*

- \_\_\_\_\_ 1. In the uterus the egg cell develops into an embryo and then a fetus.
- \_\_\_\_\_ 2. The baby exits from the vagina, or birth canal.
- \_\_\_\_\_ 3. The fertilized egg travels from the Fallopian tube to the uterus.
- \_\_\_\_\_ 4. The fetus is nourished and develops until ready for birth.
- \_\_\_\_\_ 5. The mature egg travels from the ovary to the Fallopian tube.
- \_\_\_\_\_ 6. The ovaries release an egg during ovulation.
- \_\_\_\_\_ 7. The sperm cell meets the egg cell in a Fallopian tube and fertilization takes place.



## Ready?

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. The male reproductive system produces eggs.
- \_\_\_\_\_ 2. Each *sperm* is about the size of a quarter.
- \_\_\_\_\_ 3. *Vas deferens* is a form of cancer that affects the male reproductive system.
- \_\_\_\_\_ 4. *Testicles* produce sperm.
- \_\_\_\_\_ 5. Healthy testicles will produce about 200 million sperm per day.
- \_\_\_\_\_ 6. Sperm cannot survive in extreme cold or heat.
- \_\_\_\_\_ 7. The sac that holds the testicles is called the *scrotum*.
- \_\_\_\_\_ 8. The *scrotum* helps keep sperm at the right temperature.
- \_\_\_\_\_ 9. When the body is hot, the scrotum will drop a bit to move the testicles away from the body's heat.
- \_\_\_\_\_ 10. The *epididymis* is where urine is stored.
- \_\_\_\_\_ 11. The *prostate gland* adds fluids to the sperm.
- \_\_\_\_\_ 12. The *urethra* carries urine out of the body.



- \_\_\_\_\_ 13. During *ejaculation*, urine is sometimes released.
- \_\_\_\_\_ 14. Most of the time, the male's *penis* hangs downward and is relatively soft.
- \_\_\_\_\_ 15. While playing sports it is important for males to wear supportive cups in order to avoid strain and injury to their testicles.
- \_\_\_\_\_ 16. Bone cancer is probably the most common cancer in young males.
- \_\_\_\_\_ 17. Most males do not survive *testicular cancer*.
- \_\_\_\_\_ 18. Males can perform self-examinations of their testicles to look for unnatural lumps or hard spots.
- \_\_\_\_\_ 19. If caught early enough, prostate cancer usually isn't fatal.
- \_\_\_\_\_ 20. *Hernias* are usually fatal; there is no cure.



## Read

### The Male Reproductive System: Parts and Organs

The entire male reproductive system functions to produce sperm cells and ejaculate them into the female's vagina. Sperm, which look much like tiny tadpoles, will attempt to swim through the vagina. They then swim through the cervix, through the uterus, and finally to the Fallopian tubes. Sperm travel at about one-half inch a minute. If a sperm is strong enough to reach the female egg in the Fallopian tube, fertilization may occur. The egg cell will then begin to divide. A single sperm cell is very small. Lined up end-to-end, 1,000 sperm would only measure two inches.

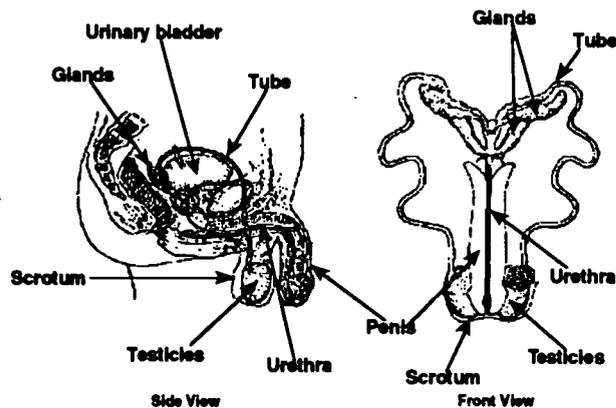
The male reproductive system is made up of glands and a series of tubes. As sperm travel through these tubes, they mix with different fluids that will help them in their journey.

#### The Testicles

The testicles, or *testes*, are two small glands in males. These glands have two important functions. Testicles produce the hormone testosterone. Like estrogen in girls, testosterone begins to change boys into sexually mature adults.

Testicles also produce millions of sperm. In fact, healthy testicles will produce about 200 million sperm a day. Sperm will only survive at a constant temperature of 98.2 degrees. If the testicles become colder or hotter, the sperm will die. The scrotum is the sac that holds the testicles and keeps them at the right temperature. When the body is cold, the scrotum will pull the testicles into the body for warmth. When the body is hot, the scrotum will drop a bit to move the testicles away from the body's heat.

The Male Reproductive System





### The Epididymis: Storehouse for Sperm

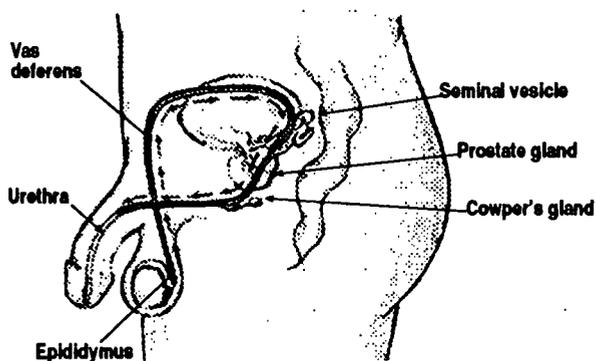
Connected to the testicles are long coils of tubes called the *epididymis*. The epididymis functions as a kind of storage house for sperm. Sperm remain here until they mature and are ready to be ejaculated.

### The Vas Deferens: Passageway for Sperm

When the sperm leave the epididymis, they swim through another long tube. This tube is called the *vas deferens*. Next, the sperm enter the seminal vesicles, where they mix with fluid. This fluid both nourishes sperm and helps them continue swimming on their journey.

From the seminal vesicles, sperm travel through the ejaculatory ducts. Sperm then enter two different glands where they are mixed with two important fluids. The prostate gland adds fluid to the sperm that helps them continue moving. The Cowper's gland adds a fluid to clear the urethra of any acidity. If the sperm were to contact acidity, they would die. This new mixture is called *seminal fluid*, or semen.

Pathway of Sperm During Emission



### The Urethra: Passageway for Sperm and Urine

The urethra is a tube-like organ that passes through the *penis*. It has two important functions. Males and females pass urine through the urethra. In males, seminal fluid also passes through the urethra and out of the penis. The male cannot, however, release semen and urine at the same time. When the male ejaculates semen, a muscle blocks the bladder from releasing urine. The high acidic content of urine would kill sperm.



## **The Penis**

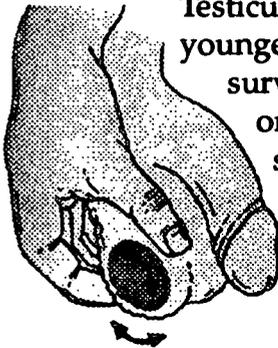
During most times, the penis remains soft and hangs down. But when the penis fills with blood, it becomes erect. When erect, the penis can ejaculate semen. As you can see, the reproductive system, in both males and females, is kind of like a factory. First the reproductive system produces a sperm cell or egg cell. Then the system moves the cell through tubes and organs towards its destination.

## **Caring for the Male Reproductive System**

Daily cleaning will help keep the genitals—the penis and scrotum—free of rashes and infections. While playing sports, males should support and protect the genitals with athletic supporters or “cups.” If a male is hit in the testicles and pain or swelling develops, he should see a doctor.

## **Diseases of the Male Reproductive System**

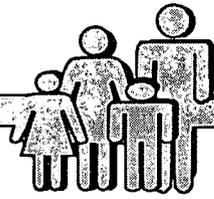
### **Testicular Cancer: The Most Common Cancer of Young Males**



Testicular cancer is probably the most common cancer in younger males. Early detection almost insures the patient's survival. All males should do a self-examination at least once a month. After a warm bath or shower, the male should roll each testicle between his thumb and fingers to check for any hard lumps or nodules. He should become familiar with the shape and feel of his testicles so he will notice any changes. If a male detects any growths, he should see a doctor.

### **Cancer of the Prostate Gland: Curable Cancer in Older Males**

Cancer of the prostate gland tends to develop in older males. Finding the cancer early can mean the difference between life and death for a patient. If discovered before the cancer spreads from the prostate gland, most patients will survive this disease. At about the age of 40 men should be checked each year for prostate cancer.



## Disorders of the Male Reproductive System

### **Hernia: A Rupture**

Hernias happen when a part of the body actually pushes through the wall holding it in place. Hernias are also called *ruptures*. The most common hernia in men is an *inguinal hernia*. An inguinal hernia is a break in the wall of the lower abdomen. An inguinal hernia can usually be repaired in out-patient surgery.

### **Sterility**

Sterility in males is caused by weak or poorly formed sperm. These sperm cannot fertilize a female's egg. Sterility can also be caused by too few sperm being produced. Sterility is often caused by smoking; certain sexually transmitted diseases; and problems with the urethra, vas deferens, or epididymis.

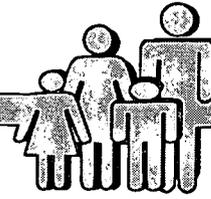


## Record

### Fill in the Blanks

*Use Read and Remember to complete the following statements.  
Write the correct answer on each line.*

1. The male reproductive system produces \_\_\_\_\_  
and ejaculates them into the female's vagina.
2. The mixture of sperm and fluids from the prostate gland is called  
\_\_\_\_\_ fluid.
3. The male sex cell that may unite with the female egg cell is called  
\_\_\_\_\_.
4. A tube-like organ in the penis through which urine and semen pass is  
the \_\_\_\_\_.
5. The \_\_\_\_\_, one of the male's external sex  
organs, ejaculates semen.
6. The \_\_\_\_\_ are the glands that produce sperm  
and the hormone \_\_\_\_\_.
7. The \_\_\_\_\_ is the sac that holds the testicles.
8. The scrotum helps control the \_\_\_\_\_ of the  
testicles and their sperm.



9. The most common cancer found in younger males is \_\_\_\_\_ cancer.
10. \_\_\_\_\_ cancer tends to develop in older males.
11. The storehouse for sperm is a tube-like coil known as the \_\_\_\_\_.
12. Sperm travel from the epididymis through the long tube called the \_\_\_\_\_ to the seminal vesicles.
13. The \_\_\_\_\_ produces fluid that helps the sperm continue to move.
14. The Cowper's gland helps clear the urethra of any \_\_\_\_\_, which would kill sperm.
15. \_\_\_\_\_ may be caused by weak or malformed sperm.
16. Healthy testicles can produce two \_\_\_\_\_ sperm each day.
17. Sperm attempt to \_\_\_\_\_ through the female's reproductive system to fertilize an egg cell.

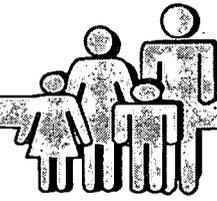


## Record

### Sequencing

*Number the order of the steps of the journey of the male sperm cells.  
Write the correct number on each line.*

- \_\_\_\_\_ 1. From the ejaculatory ducts the sperm travel through the urethra and penis.
- \_\_\_\_\_ 2. In the seminal vesicles the sperm mix with fluid.
- \_\_\_\_\_ 3. Sperm are released from the epididymis and travel through the vas deferens.
- \_\_\_\_\_ 4. Sperm arrive at the seminal vesicles from the vas deferens.
- \_\_\_\_\_ 5. Sperm are produced by the testicles.
- \_\_\_\_\_ 6. Sperm remain in the epididymis until maturity.
- \_\_\_\_\_ 7. Sperm travel from the testicles to the epididymis.



## Ready?

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. The *withdrawal method* of birth control is particularly effective for teenagers.
- \_\_\_\_\_ 2. *Abstinence* is the only 100 percent effective method of birth control.
- \_\_\_\_\_ 3. The diet of a pregnant female will not affect the health of the fetus.
- \_\_\_\_\_ 4. Most couples who practice sex *without birth control* for one year will not produce a pregnancy.
- \_\_\_\_\_ 5. *Contraception* can cause pregnancy.
- \_\_\_\_\_ 6. *Prenatal care* is a good way to prevent a pregnancy.
- \_\_\_\_\_ 7. The *condom* is a nonbarrier method of birth control.
- \_\_\_\_\_ 8. The *pill* is not effective at preventing pregnancy.
- \_\_\_\_\_ 9. A pregnant woman should never exercise because it is unhealthy for the fetus.
- \_\_\_\_\_ 10. If a pregnant woman drinks alcohol, smokes, or does drugs, it will not affect the health of the fetus.



## Read

### Pregnancy, Birth Control, and Prenatal Care

As human beings, we share similarities with many other animals. Humans and many other animals have similar reproductive systems. Humans and many other animals sexually reproduce.

Humans and other animals also have the desire to have sexual intercourse. But unlike other animals, we have one important ability. We can choose *not* to have sexual intercourse. And if we do have vaginal sexual intercourse, we can take precautions to avoid a pregnancy.

Any time a male and female have vaginal sexual intercourse, there is a chance of pregnancy. In fact there is a 90 percent chance that a couple practicing sex without any form of **birth control** will produce a pregnancy within one year. Anyone who has reached sexual maturity is physically able to have sex. But most teenagers are not ready to bring a baby into the world and care for it. They are not mature enough or financially ready.



Too often love is used as the test for whether people should have sex. If two people love each other, they sometimes believe that they are ready for sexual intercourse. But there are other questions to be asked and answered. For instance, are they able to be responsible for another life? Could they devote every hour of the day to taking care of a baby? Are they willing and able to give up the free time they now enjoy? Would they be able to complete their education and begin a career? Raising a baby can be a very satisfying experience—if a couple is ready.

#### Birth Control: Avoiding Pregnancy

Birth control, or **contraception**, includes all the methods a couple can use to avoid pregnancy. Devices for preventing pregnancy are called



**contraceptives.** Many people who have sex use birth control. They may want to see a doctor, nurse, or family planning counselor for information and guidance concerning contraception. When a couple is ready to begin a family and are able to be parents they stop using birth control. Contraceptives only work when used correctly!

**Abstinence.** The only contraceptive that is 100 percent effective at preventing pregnancy is **abstinence**. *Abstinence* is not having sex. Practicing abstinence can be difficult. A boyfriend or a girlfriend may pressure their dating partner to have sex to show they really care. In addition, many people have a natural desire to enjoy the pleasure of sex. But mature and responsible teenagers do practice abstinence. And remember this: Even if a person is not a virgin, they can still begin to practice abstinence right now.

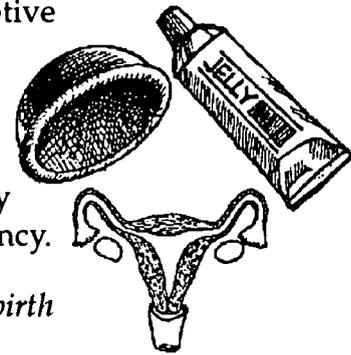
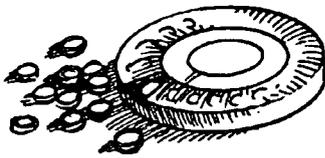
**Barrier methods of contraception.** Some methods of birth control are called *barrier methods*. Like a barrier, they block the sperm from uniting with an egg cell.



One barrier method is the **condom**. A *condom* is a covering the male wears over the penis. A condom is also a covering the female wears in the vagina. Sperm are trapped in the condom. Latex condoms are the most effective condoms.

Condoms can be effective as a contraceptive only if they are used right.

The *diaphragm* is worn inside the female's vagina. It also blocks sperm from fertilizing an egg. When used along with *spermicidal jelly*, diaphragms are very effective at blocking pregnancy.



**Oral contraceptives.** The *birth control pill* is called an *oral contraceptive* because the female swallows it. This method is nearly 100 percent effective if taken every day. The pill, however, does have possible side effects.

**Contraception that doesn't work.** At certain times during her menstrual cycle, a female is less likely to become pregnant. People sometimes plan to have sex only during those times to avoid pregnancy. This method of birth control is called the *rhythm method*. The rhythm method *often fails for*



*teenagers*. Teenage girls rarely have regular cycles. It's almost *impossible* for them to know when they are not likely to become pregnant.

Another sure-to-fail method is *withdrawal*. The male will try to pull his penis out of the female's vagina just before ejaculating. Often he fails. And even if he succeeds, sperm often enter the vagina before ejaculation.

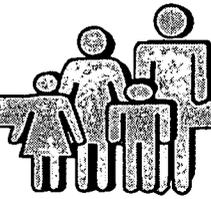
### **Prenatal Care: Caring for the Baby during Pregnancy**

Caring for a baby begins the instant a female becomes pregnant. The pregnant female should practice **prenatal care**. *Prenatal* means *before birth*. A pregnant female should begin prenatal care by seeing a doctor often. A doctor will check the mother's and fetus's condition. The doctor will also give the pregnant mother information to help her keep the fetus healthy.

Pregnant females need to eat the right food. They are eating for two: themselves and their fetuses. Poor eating habits can lead to low-birth weight or deformed babies.

Pregnant females need to avoid alcohol, smoking, and drugs. If females drink alcohol during pregnancy, then their fetus drinks alcohol. Smoking cigarettes and using drugs during pregnancy means the fetus takes in the smoke and drugs, too. Any of the three can cause premature, ill, or even deformed babies.

Pregnant females need to exercise and rest. Exercise and rest will help the fetus's health. They will also help the mother be strong during birth.



## Record

### Short Answer

Use Read to answer the questions below with a short phrase or phrases.

1. Both human beings and other animals have the desire to have sexual intercourse. What is one important ability we have that other animals don't?

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2. Why aren't most teenagers ready to have children? \_\_\_\_\_

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3. What is the only 100 percent effective method of preventing pregnancy?

---

4. How do *barrier methods* of contraception work? \_\_\_\_\_

---

5. What are two barrier methods of contraception? \_\_\_\_\_

---

6. What two forms of birth control *do not* work? \_\_\_\_\_

---



7. When should a woman begin prenatal care? \_\_\_\_\_

\_\_\_\_\_

8. Why should a pregnant woman eat the right foods? \_\_\_\_\_

\_\_\_\_\_

9. When a pregnant woman smokes, drinks, or does drugs, who else is smoking, drinking, or doing drugs?

\_\_\_\_\_



## Recap

Our *reproductive system* makes us either a male or female. The male's and female's reproductive systems come together in sexual reproduction to produce a life—a baby.

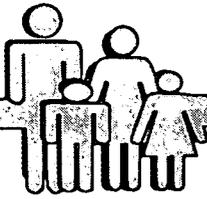
The female reproductive system is capable of producing an egg cell. If the egg cell is *fertilized*, the female may become pregnant. Once she is pregnant, her system nurtures the egg. In the fertilized egg's earliest stage it is called an *embryo*. In the egg's later stage it is called a *fetus*. Finally, the female will give birth to a baby.

Once she becomes pregnant, she should begin *prenatal care*. She needs to eat nutritiously and not drink alcohol, smoke, or do drugs. She also needs to exercise and rest.

Several diseases and disorders can affect the female reproductive system. Diseases include breast *cancer*, and cervical and uterine cancer. Disorders include *premenstrual syndrome (PMS)*, any of the infections generally called *vaginitis*, and the many causes of *sterility*.

The male reproductive system is a series of glands and tubes that produce *sperm cells*. The male reproductive system also makes it possible for sperm to swim to and fertilize the egg cell. Diseases and disorders of the male reproductive system include testicular cancer, cancer of the *prostate gland*, *hernias*, and many causes of *sterility*.

As humans, we have the ability to use *family planning*. We can choose whether and when to reproduce. *Birth control* can help us to avoid pregnancy. The only 100 percent effective method of birth control is *abstinence*. Abstinence, or not having *sexual intercourse*, is recommended for anyone who is not emotionally and physically ready to raise a child.



## Record

### Identification

*Read each description below. If it describes a problem that should be checked by a doctor, place a check (✓) on the line.*

- \_\_\_\_\_ 1. Hard lumps in the breasts.
- \_\_\_\_\_ 2. Severe cramps during menstruation.
- \_\_\_\_\_ 3. Pain when urinating.
- \_\_\_\_\_ 4. Bloating during menstruation.
- \_\_\_\_\_ 5. Pain or swelling in the testicles.
- \_\_\_\_\_ 6. Constant itching in the genital area.
- \_\_\_\_\_ 7. Sudden stopping of menstruation.
- \_\_\_\_\_ 8. A discharge and itching in the vagina.
- \_\_\_\_\_ 9. Ejaculating semen from the penis.
- \_\_\_\_\_ 10. Burning during urination.



## Record

### Identification

For each term below decide if it refers to males, females, or both.  
Put a (✓) in the correct box.

Term	Male	Female	Both
1. Fallopian tubes			
2. uterus			
3. testicles			
4. scrotum			
5. premenstrual syndrome			
6. sterility			
7. prostate gland			
8. breast cancer			
9. ovulation			
10. urethra			
11. ovary			
12. penis			
13. ejaculation			
14. testicular cancer			
15. fertilization			
16. cervix			
17. Pap test			
18. cervical cancer			
19. egg			
20. vagina			
21. menstruation			
22. reproductive system			
23. family planning			
24. estrogen			
25. sperm			
26. epididymis			
27. vaginitis			
28. endometriosis			
29. vas deferens			
30. seminal fluids			



## Reflect

### Short Answer

*Read each situation described in the paragraphs below. Write a brief answer to describe how you would respond.*

1. Anna and Lee have just gotten married. They have decided to wait a few years before having a child. Anna asks Lee to join her for a counseling session with a *family planning* counselor. Lee says there isn't any reason for him to go. After all, it is Anna who is at risk for getting pregnant. So it is her responsibility to use *birth control* and to take the necessary precautions not to get pregnant. How would you respond to Lee?

---

---

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---

2. You have just found a lump in your breast. You are too afraid to see a doctor. After all, it could be something serious, and you don't want to have any kind of surgery or medical procedure. What should you do and why?

---

---

---

---



3. Your friends Juan and Kristina have been going together for three months. They tell you that they know they are in love. As a sign that they love each other, they've decided to have *sexual intercourse*. Because they know they'll always be together, they've also decided not to use *birth control*. What might you say to them to help them make wise decisions?

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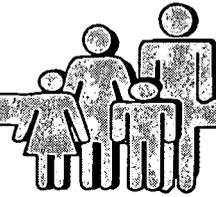


## Review

### Identification

*Write the correct term on each line.*

- \_\_\_\_\_ 1. a pair of tubes through which a mature egg released from the ovaries travels to the uterus, or womb
- \_\_\_\_\_ 2. a small, pear-shaped organ in females where a fertilized egg will grow
- \_\_\_\_\_ 3. a test used to check for cervical or uterine cancer
- \_\_\_\_\_ 4. an organism in the earlier stages of development
- \_\_\_\_\_ 5. an x-ray photograph of the breast used to detect cancer
- \_\_\_\_\_ 6. deciding when to have children
- \_\_\_\_\_ 7. the developing individual after two months in the uterus
- \_\_\_\_\_ 8. reproductive organs in females that contain egg cells
- \_\_\_\_\_ 9. inability to reproduce
- \_\_\_\_\_ 10. the body systems in the male and female that are responsible for the reproduction of offspring



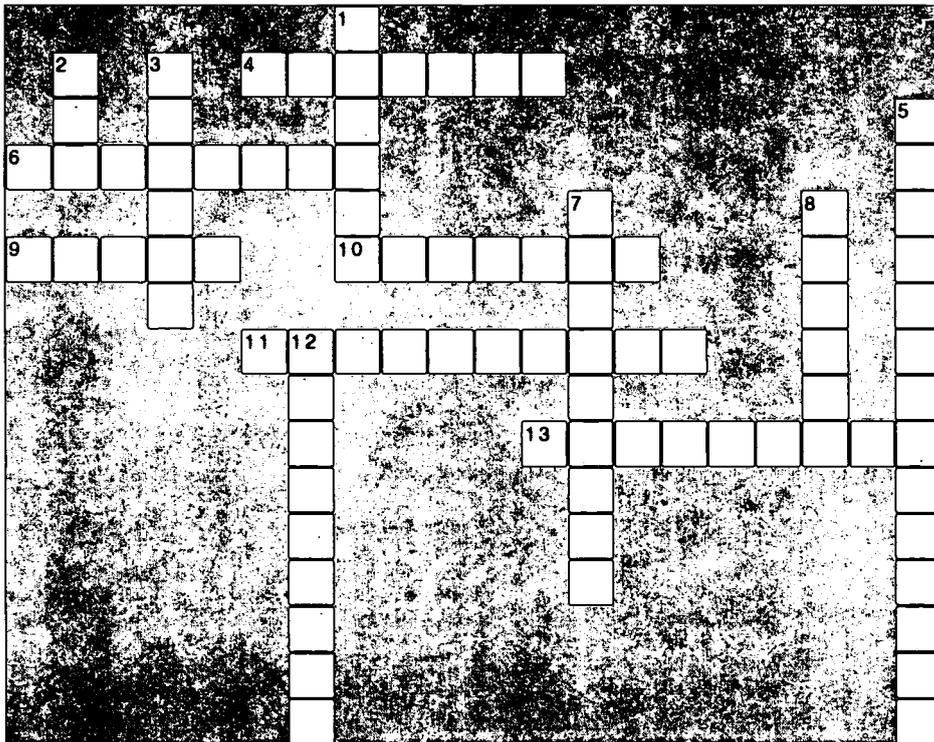
- \_\_\_\_\_ 11. the male cell that unites with the female egg cell to form a fertilized egg cell
- \_\_\_\_\_ 12. the union of an egg cell from the female and a sperm cell from the male
- \_\_\_\_\_ 13. two small glands in males that produce sperm cells and the hormone testosterone; also called *testes*
- \_\_\_\_\_ 14. methods of avoiding pregnancy
- \_\_\_\_\_ 15. tube-like muscle in the female that is a passageway for childbirth, semen, and menstrual flow
- \_\_\_\_\_ 16. sac in males that holds testicles
- \_\_\_\_\_ 17. covering worn over the penis or in the vagina to trap sperm; a method of birth control and disease prevention
- \_\_\_\_\_ 18. devices or pills for avoiding pregnancy
- \_\_\_\_\_ 19. care for a fetus before it is born
- \_\_\_\_\_ 20. not having sex; a method of birth control
- \_\_\_\_\_ 21. birth control



## Replay

### Solve

Use the following clues to complete the crossword puzzle below.



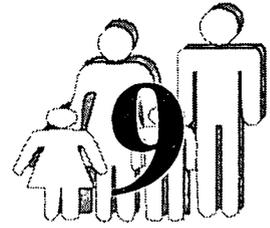
#### Across

4. tube-like organ that connects with the bladder
6. female sex hormone
9. external organ of the male
10. having no gender; formed without sexual action
11. union of egg cell and sperm; *fertilization*
13. a substance that has been released from the body—especially from the vagina or penis

#### Down

1. a pushing out of a part of the body through a weakened area in the muscle
2. a variety of symptoms that some females experience before their menstrual periods
3. the neck of the uterus
5. devices or pills for avoiding pregnancy
7. common vaginal infections in females
8. a disease that causes cells in the body to grow abnormally
12. the release of a mature egg cell from an ovary

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# The Reproductive System: Producing Life

**Teacher's Guide**



## Unit 9 The Reproductive System: Producing Life

### Overview

Our *reproductive system* makes us either a male or female. The male's and female's reproductive systems come together in sexual reproduction to produce a life—a baby.

The female reproductive system is capable of producing an egg cell. If the egg cell is *fertilized*, the female may become pregnant. Once she is pregnant, her system nurtures the egg. In the fertilized egg's earliest stage it is called an *embryo*. In the egg's later stage it is called a *fetus*. Finally, the female will give birth to a baby.

Once she becomes pregnant, she should begin *prenatal care*. She needs to eat nutritiously and not drink alcohol, smoke, or do drugs. She also needs to exercise and rest.

Several diseases and disorders can affect the female reproductive system. Disorders include breast *cancer*, and cervical and uterine cancer. Disorders include *premenstrual syndrome (PMS)*, any of the infections generally called *vaginitis*, and the many causes of *sterility*.

The male reproductive system is a series of glands and tubes that produce *sperm cells*. The male reproductive system also makes it possible for sperm to swim to and fertilize the egg cell. Diseases and disorders of the male reproductive system include testicular cancer, cancer of the *prostate gland*, *hernias*, and many causes of sterility.

As humans, we have the ability to use *family planning*. We can choose whether and when to reproduce. *Birth control* can help us to avoid pregnancy. The only 100 percent effective method of birth control is *abstinence*. Abstinence, or not having *sexual intercourse*, is recommended for anyone who is not emotionally and physically ready to raise a child.



## Unit Objectives

*After successfully completing this unit, students will master the intended outcomes and student performance standards listed below.*

<b>Intended Student Outcome #1:</b> Practice skills for self-awareness, self-acceptance, and self-improvement that build positive emotional development.				
1.01				
<b>Intended Student Outcome #6:</b> Implement a program for personal health promotion and wellness based on an individual health behavior assessment, including breast self-examination and testicular self-examination for cancer detection.				
6.01	6.02	6.03	6.04	
<b>Intended Student Outcome #14:</b> Understand the physical, mental, social, economic, and legal aspects of human sexuality, including teenage pregnancy and the value of abstinence.				
14.01	14.02	14.05		

### Students will

- identify the parts and functions of the female reproductive system
- explain disorders and diseases of the female reproductive system and how to detect them
- identify the parts and functions of the male reproductive system
- explain disorders and diseases of the male reproductive system and how to detect them
- explain the importance of prenatal care in the health of a developing embryo and fetus
- identify the different methods of birth control



## Suggestions for Teaching

*Use one or more of the following selections to capture the students' interest and involve them in applying the concepts. Many of these activities may require further reading and research.*

- Invite guest speakers such as a new mother, nurse practitioner in obstetrics, midwife, physician, public health nurse, or representative from the county health department to talk to the class about pertinent topics such as pregnancy, childbirth, contraceptives, etc.
- Provide simple line-drawing diagrams, and have students label the diagrams and explain the body parts and their functions in their own words.
- Have the students "play doctor." Pass out cards that list the symptoms of a disease. In small groups, let the diagnostic team determine the diagnosis.
- Place a "question box" in the room and name it *Sex Ed Question Box* or something similar. Students may drop anonymous questions into the box at any time during the day. At the beginning of each class period read the questions and answer them as honestly and directly as possible. Questions written with inappropriate language should be reworded in a proper manner before presenting. (Students may not know "proper" words, but they still need the information or they wouldn't have asked.)
- Bring in samples of various types of contraceptives, if local policy allows. Demonstrate how they are used or applied. Emphasize the degree of effectiveness for each type.
- Invite the school nurse or a local nurse to talk to the class about monthly breast and testicular exams and the importance of self-checks on a regular basis.
- Provide diagrams of the male and female reproductive systems for the students to label. Discuss the function of the various parts.
- Hold a class discussion on the reasons to choose to have sex and to abstain. Have the students role play various ways of saying "no." Reinforce the idea that individuals have a right to say "no" to sex.



- Elicit a list of parental responsibilities from the class. Record them on an overhead transparency as the students respond. Discuss how a married couple may determine if they are ready for a family and the multiplicity of responsibilities incurred with children.



## Recall

### Multiple Choice

*Circle the letter of each correct answer.*

1. The joint contribution of the male and female to produce life is called \_\_\_\_\_ .
  - a. family planning
  - b. sexual reproduction
  - c. precautions
  - d. asexual reproduction
2. The female reproductive system is shaped like a(n) \_\_\_\_\_ .
  - a. Y
  - b. egg
  - c. T
  - d. baby
3. Family planning is the responsibility of \_\_\_\_\_ .
  - a. the male
  - b. the female
  - c. both male and female
  - d. neither male nor female
4. The joining of the egg cell and the sperm cell is called \_\_\_\_\_ .
  - a. menstruation
  - b. ovulation
  - c. sexual intercourse
  - d. fertilization
5. A \_\_\_\_\_ is an x-ray of the breast for detecting cancer.
  - a. Pap test
  - b. mammogram
  - c. tampon
  - d. Fallopian tube



6. The testicles are two small glands in males that produce \_\_\_\_\_ .
  - a. sperm
  - b. urine
  - c. eggs
  - d. estrogen
  
7. The most common cancer in young males is \_\_\_\_\_ .
  - a. breast cancer
  - b. testicular cancer
  - c. prostate cancer
  - d. mouth cancer
  
8. Birth control is used to avoid a \_\_\_\_\_ .
  - a. cancer
  - b. yeast infection
  - c. pregnancy
  - d. hernia
  
9. \_\_\_\_\_ is the only totally reliable method of birth control.
  - a. Rhythm
  - b. Abstinence
  - c. Condom
  - d. Withdrawal
  
10. Prenatal care should begin as soon as \_\_\_\_\_ .
  - a. the baby is born
  - b. the woman knows she is pregnant
  - c. birth control is used
  - d. a woman has a mammogram



## Fill in the Blanks

*Complete the following sentences. Write the correct term on each line.*

11. To be \_\_\_\_\_ is to be unable to have children.
12. The female hormone \_\_\_\_\_ is produced by the ovaries.
13. \_\_\_\_\_ reproduction takes place without the opposite sex.
14. The \_\_\_\_\_ tubes connect the ovaries and the uterus.
15. A disorder that causes extremely painful menstrual cycles is \_\_\_\_\_.
16. The male sex cell is called \_\_\_\_\_.
17. The mixture of fluids from the prostate with sperm is called \_\_\_\_\_.
18. The storehouse for sperm is a tube-like coil known as the \_\_\_\_\_.



19. The \_\_\_\_\_ produces fluid that helps the sperm continue to move.
20. If a pregnant mother drinks alcohol, so does her \_\_\_\_\_.

### True or False

*Write true if the statement is correct. Write false if the statement is not correct.*

- \_\_\_\_\_ 21. The ovary is also called the *birth canal*.
- \_\_\_\_\_ 22. Young women often experience irregular menstrual periods.
- \_\_\_\_\_ 23. A fetus is a newborn baby.
- \_\_\_\_\_ 24. Only one egg is released during ovulation each month.
- \_\_\_\_\_ 25. The Pap test is highly effective in detecting signs of cervical and uterine cancer.
- \_\_\_\_\_ 26. During ejaculation, urine is sometimes released.
- \_\_\_\_\_ 27. Older males are most at-risk to develop prostate cancer.
- \_\_\_\_\_ 28. Sperm cannot survive in extreme heat.
- \_\_\_\_\_ 29. Testicles produce the hormone testosterone.
- \_\_\_\_\_ 30. A pregnant woman should never exercise because it's unhealthy for the developing baby.



## Keys

### True or False (pp. 137-138 TG)

1. False
2. True
3. False
4. False
5. False
6. True
7. False
8. False
9. False
10. True
11. False
12. True
13. False
14. True

### Fill in the Blanks (pp. 151-152 TG)

1. estrogen
2. fetus
3. vagina or vaginal opening
4. Fertilization
5. Asexual
6. cancer
7. Pap test
8. sterile
9. mammogram
10. endometriosis
11. uterus
12. Fallopian
13. ovaries
14. ovulation

### Matching (p. 153 TG)

1. H.
2. B.
3. A.
4. F.
5. D.
6. C.
7. G.
8. E.

### Matching (p. 154 TG)

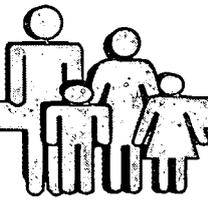
1. C.
2. F.
3. D.
4. E.
5. A.
6. B.

### Sequencing (p. 155 TG)

1. 5
2. 7
3. 4
4. 6
5. 2
6. 1
7. 3

### True or False (pp. 156-157 TG)

1. False
2. False
3. False
4. True
5. True
6. True
7. True
8. True
9. True
10. False
11. True
12. True
13. False
14. True
15. True
16. False
17. False
18. True
19. True
20. False



**Fill in the Blanks (pp. 162-164 TG)**

1. sperm (cells)
2. seminal
3. sperm
4. urethra
5. penis
6. testicles; testosterone
7. scrotum
8. temperature
9. testicular
10. Prostate
11. epididymis
12. vas deferens
13. prostate gland
14. acid
15. Sterility
16. million
17. swim

**Sequencing (p. 164 TG)**

1. 7
2. 6
3. 4
4. 5
5. 1
6. 3
7. 2

**True or False (p. 165 TG)**

1. False
2. True
3. False
4. False
5. False
6. False
7. False
8. False
9. False
10. False

**Short Answer (pp. 169-170 TG)**

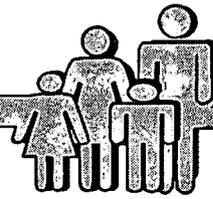
1. We can choose not to have sex; we can take precautions to avoid a pregnancy.
2. They aren't financially or emotionally ready.
3. abstinence; not having sex
4. They block sperm.
5. condom, diaphragm
6. rhythm method and withdrawal method
7. as soon as she is pregnant
8. because she is eating for two: herself and her baby
9. the baby

**Identification (p. 172 TG)**

1. ✓
2. ✓
3. ✓
- 4.
5. ✓
6. ✓
7. ✓
8. ✓
- 9.
10. ✓

**Identification (p. 173 TG)**

1. F
2. F
3. M
4. M
5. F
6. B
7. M
8. F
9. F
10. B
11. F
12. M
13. M
14. M



#### Identification (continued)

15. B
16. F
17. F
18. F
19. F
20. F
21. F
22. B
23. B
24. F
25. M
26. M
27. F
28. F
29. M
30. M

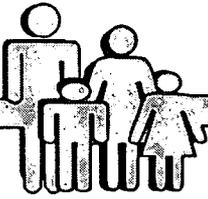
#### Short Answer (pp. 174-175 TG)

1. Family planning is never just the responsibility of only one of the partners in a mature relationship. If the woman gets pregnant, a mature man will take equal responsibility for the pregnancy and the child who will be born. Therefore, Lee needs to take equal responsibility for family planning and birth control.
2. Finding a lump can be very frightening for anyone. But not seeing a doctor is not the answer. In fact, if you see a doctor now, there's a good chance that the problem can be easily treated. In most cases lumps are benign, or harmless. The longer you wait, the greater the chance the problem could turn into something much bigger. Early detection is always the best treatment.
3. There are better ways to show each other love than by having sexual intercourse. As teenagers, we may not be ready to face the consequences of having sex. What

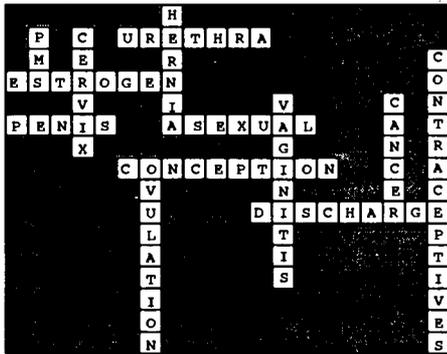
if Kristina becomes pregnant? Are they ready to care for a baby 24 hours a day? What about their futures? their education and careers? Why not wait until they know what they want their futures to be? If they do decide to have sexual intercourse, they should see a family planning counselor or a doctor who can help them select birth control. Only abstinence is 100 percent effective at preventing pregnancy. But at least birth control will lessen the chance that they will have an unwanted pregnancy.

#### Identification (pp. 176-177 TG)

1. Fallopian tubes
2. uterus
3. Pap test
4. embryo
5. mammogram
6. family planning
7. fetus
8. ovaries
9. sterility
10. reproductive system
11. sperm cell
12. fertilization
13. testicles
14. birth control
15. vagina
16. scrotum
17. condom
18. contraceptives
19. prenatal care
20. abstinence
21. contraception



**Solve (p. 177 TG)**



**Recall (pp. 185-188 TG)**

**Multiple Choice**

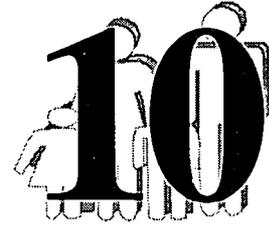
1. b.
2. a.
3. c.
4. d.
5. b.
6. a.
7. b.
8. c.
9. b.
10. b.

**Fill in the Blanks**

11. sterile
12. estrogen
13. Asexual
14. Fallopian
15. endometriosis
16. sperm
17. seminal fluid
18. epididymis
19. prostate gland
20. baby

**True or False**

21. False
22. True
23. False
24. True
25. True
26. False
27. True
28. True
29. True
30. False



# Sexually Transmitted Diseases

Can you...

- explain what a sexually transmitted disease (STD) is?
- describe the different STDs and their symptoms?
- explain the test and treatment for each STD?
- identify the ways to protect against getting each STD?
- explain the benefits of abstinence?

**...You will!**



## Ready?

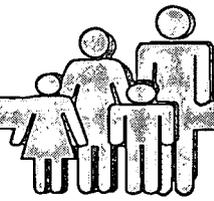
### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. If you are in love with a person, you cannot catch a *sexually transmitted disease* from him or her.
- \_\_\_\_\_ 2. *Cancer* is an example of a sexually transmitted disease.
- \_\_\_\_\_ 3. *Sexual activity* includes petting and oral sex.
- \_\_\_\_\_ 4. An example of a good precaution against *syphilis* is the birth control pill.
- \_\_\_\_\_ 5. You can catch a sexually transmitted disease from kissing someone.
- \_\_\_\_\_ 6. All *bacteria* in our bodies are bad and require medication.
- \_\_\_\_\_ 7. *Antibiotics* will cure AIDS and genital herpes.
- \_\_\_\_\_ 8. Some sexually transmitted diseases can be passed from an infected mother to her newborn.
- \_\_\_\_\_ 9. The number one sexually transmitted disease in America is AIDS.
- \_\_\_\_\_ 10. All persons with sexually transmitted diseases show *symptoms*.



- \_\_\_\_\_ 11. Most symptoms of sexually transmitted diseases will show up within 24 hours of sexual intercourse.
- \_\_\_\_\_ 12. *Syphilis* can do serious damage to your body if it is not treated.
- \_\_\_\_\_ 13. *Genital herpes* is not curable.
- \_\_\_\_\_ 14. *Scabies* and *pubic lice* can be caught by sleeping on infected sheets or using infected towels.
- \_\_\_\_\_ 15. One kind of condom is as good as another in reducing the risk of catching a sexually transmitted disease.
- \_\_\_\_\_ 16. If you find that you have a sexually transmitted disease, you should always contact the people with whom you have had sex.
- \_\_\_\_\_ 17. A person can catch genital herpes from oral sex.
- \_\_\_\_\_ 18. Only *homosexuals* and drug users are at risk of getting AIDS.
- \_\_\_\_\_ 19. A healthy person is not likely to get AIDS.
- \_\_\_\_\_ 20. *Abstinence* and *monogamy* with an uninfected partner are the only two ways to eliminate any risk of being infected with a sexually transmitted disease.



## Remember

*Study the vocabulary words and definitions below.*

**abstinence** ..... not having sex; a method of preventing STDs

**antibiotics** ..... drugs that destroy some disease-producing organisms in the body

**antibodies** ..... cells that destroy certain disease-causing organisms

**bacteria** ..... one-celled organisms that can be good or bad for the health of the body

**casual sex** ..... having sex with someone you do not know very well or having sex with someone just for the physical pleasure; there is no attachment or commitment between the two people

**condom** ..... covering worn over the penis or in the vagina during sexual intercourse; latex condoms are the most effective in the prevention of *AIDS*

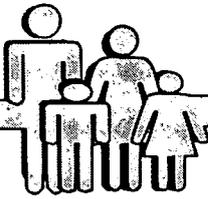
**contraceptives** ..... devices or methods for avoiding pregnancy and *STDs*



- ectopic pregnancy** ..... abnormal condition that occurs in the female when a Fallopian tube becomes blocked and an embryo begins to grow there
- heterosexual** ..... a person who feels sexual desire for the opposite sex
- homosexual** ..... a person who feels sexual desire for the same sex
- human immunodeficiency virus (HIV)** ..... organism that causes AIDS
- immune system** ..... system in body that helps protect us from disease and infection
- infectious** ..... describes a disease that can be caught or spread  
*Example: any STD*
- monogamous** ..... describes a relationship in which two people are sexually faithful to each other
- noninfectious** ..... describes a disease that cannot be caught or spread from one person to another  
*Example: cancer*
- parasites** ..... organisms that live off living cells



- pathogens** ..... very small organisms that cause diseases
- precautions** ..... steps taken to reduce risks  
*Examples:* using condoms and being monogamous to prevent the spread of STDs
- sexual intercourse** ..... genital contact between individuals; sexual contact with vagina, penis, or anus
- sexually transmitted diseases (STDs)** ..... diseases that are caught or spread through sexual contact  
*Examples:* AIDS, chlamydia, gonorrhea, syphilis, genital herpes, genital warts, trichomoniasis, scabies, pubic lice
- symptom** ..... a sign of a particular disease or illness  
*Examples:* fever, sore throat, headache
- transmitted** ..... passed from person to person
- virus** ..... a tiny disease-causing organism  
*Example:* human immunodeficiency virus (HIV)



## Read

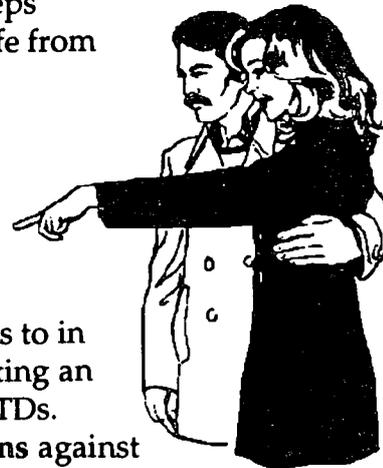
### Introduction

Sexually transmitted diseases can happen to anyone who has unprotected **sexual intercourse**. It doesn't matter whether a person is clean or does not engage in **casual sex**. It doesn't matter if a person is in love with the person with whom he or she had sexual intercourse. It doesn't matter whether a person is **heterosexual** or **homosexual**. It doesn't matter if a person abstains from drinking or smoking or doing drugs. It doesn't matter whether a person does well in school or keeps physically fit. None of these things keep people safe from sexually transmitted diseases.

Sexual intercourse includes oral intercourse, anal intercourse, and vaginal intercourse. Any one of us who has had sexual intercourse may have a **sexually transmitted disease (STD)**.

If a person has never had sexual relations but plans to in the future, then he or she will also be at risk of getting an STD. So everyone needs to know the facts about STDs.

Knowing the facts will help people take **precautions** against getting an STD. Knowing the facts will help people recognize when they have gotten an STD. Knowing the facts will tell people when and how to get checked for an STD. It's that simple.



### *Sexually Transmitted Disease*—the Words Say a Lot

The phrase *sexually transmitted disease* says it all. Study this phrase in reverse order, from the last word to the first. A *disease* is a sickness. There are many different kinds of diseases. Some diseases are **noninfectious**, or cannot be caught. Cancer, for example, is a noninfectious disease. So is sickle cell anemia, a blood disease.

STDs, however, are diseases that are **infectious**—they do not come from within the body. STDs are **transmitted**, or passed, from one person to another. STDs can be passed to us, and we can pass them to others. There is no other way to get an STD than to catch it from someone who already has it. This year in the United States two-thirds of all new cases of STDs



will occur in people under the age of 25. More than three million teenagers a year are infected with an STD.

The first word in the phrase, *sexually*, refers to sexual intercourse. Most STDs are passed from one person to another during oral, vaginal, or anal sexual intercourse. Most STDs are passed when the body fluid of a person who has an STD enters another person's body during sexual intercourse.

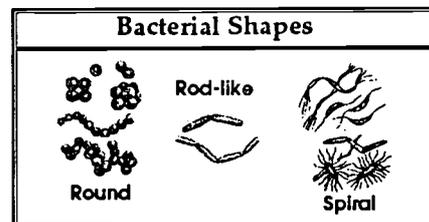
## STDs: How They Grow

STDs travel from an infected person to another person through **pathogens**. Pathogens are very small organisms that cause diseases. They are so small that they can only be seen with a microscope. Once inside a body, these organisms begin growing. If left unchecked, some of these organisms can cause damage to parts or organs in the body. Some pathogens may attack the reproductive system. Others may attack the skin, or the brain, or the heart. Some will eventually cause death. Pathogens occur in three different forms: *bacteria*, *viruses*, and *parasites*.

### Bacteria: The Winnable War in Our Body

**Bacteria** are one-celled organisms. Some bacteria in our bodies are good. They actually help us fight diseases. Good bacteria also help to digest food in our stomachs. Bad bacteria, however, work in our bodies in ways that cause diseases. Bad bacteria may enter a body as a single cell. This single cell then divides into two cells. Those two cells divide into four cells, then eight, then sixteen, and on and on into the millions! As bacteria grow, they damage or destroy healthy cells in our bodies.

Some bad bacteria can be destroyed by our bodies. However, STDs that are bacterial cannot be fought off by our bodies. These bacteria can only be destroyed by **antibiotics**. When we take antibiotics in a pill or injection, an amazing activity begins in our bodies. Antibiotics are actually very small organisms. Once in our bodies they begin to fight and destroy bacteria. Antibiotics are a kind of very small army that we send into our bodies to do war. STDs caused by bacteria are curable. Bacterial STDs include chlamydia, gonorrhea, and syphilis.



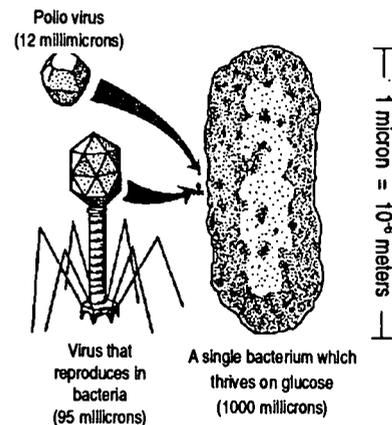


## Viruses: Tiny but Destructive Sources of Disease

A **virus** is a very small pathogen, or source of disease. Unlike bacteria, viruses are not even considered to be living things, because they cannot exist on their own. Viruses are not even made up of cells. A virus is only a piece of genetic material in a protein coating. Viruses survive and multiply by hijacking cells. They force cells to use their reproductive equipment to make more viruses.

We cannot fight and destroy viruses by taking antibiotics, which we use against bacteria. Viruses can only be destroyed by **antibodies**. Antibodies are substances that the body's disease-fighting cells make in response to pathogens. For example, when we come down with the mumps, our bodies produce antibodies. These antibodies cannot destroy the mumps virus when we are first infected. But they help the body's disease-fighting system recognize the mumps virus if it tries to infect us again. With this early warning system, the body can fight off a second mumps infection. This is why most people only get the mumps one time.

Unfortunately, once people are infected with a viral STD, the virus remains in their bodies throughout life. People do not have a chance to recover from them and develop antibodies that would help fight them off. Viral STDs include genital herpes and genital warts and the human immunodeficiency virus (HIV) that causes AIDS.



## Parasites: Living off Other Living Cells

**Parasites** are tiny animals. They live off our living cells. STDs caused by parasites include trichomoniasis, scabies, and pubic lice. They are curable when treated with medications.



## STDs Caused by Bacteria

### Chlamydia: The Most Common STD in the United States

Other than the common cold, *chlamydia* is the most common infectious disease in the U.S. Over three million people a year become infected with chlamydia. Most cases occur in sexually active teenagers who are 15-19 years old. Chlamydia is passed from one person to another during sexual intercourse.

**Symptoms.** Most often, people become aware of diseases in their bodies when symptoms appear. A **symptom** is a change in the body. It can be as slight as a runny nose or as great as paralysis.

A symptom is a sign that the body has a disease or illness. Symptoms are very helpful in alerting us to problems in our bodies.

Unfortunately, chlamydia may show no symptoms in our bodies, or it may show only very slight symptoms.

**—ANYONE who has ever had sexual intercourse without using a latex condom may have gotten chlamydia or another STD and NOT know it.**

Males are more likely to experience symptoms from chlamydia than females. But even males may experience only mild symptoms. Males may feel a burning during urination. They may see a milky or clear discharge from their penis.

Females may experience stomach pain and vaginal discharge. Females, however, are likely to have no symptoms until chlamydia has already caused damage in their bodies. For this reason, anyone who has ever had sexual intercourse without using a latex **condom** may have gotten chlamydia or another STD and not even know it. A latex condom is a **contraceptive**, or a device used to avoid getting or passing an STD. Anyone who has had unprotected sexual intercourse should be tested for STDs at their doctor's office or a health clinic.

**Risks.** The medical complications of chlamydia can be serious. If it spreads to a male's testicles, he may become sterile.

If chlamydia spreads to a female's reproductive system, she can develop pelvic inflammatory disease (PID). PID can be dangerous to a woman's



health and life, and can lead to sterility. Untreated chlamydia can also cause cervical cancer in women. Chlamydia can cause an ectopic pregnancy in women. An ectopic pregnancy occurs when a Fallopian tube becomes blocked and an embryo begins to grow there. This kind of pregnancy can cause the tube to rupture, a very serious, even fatal, condition. If an infected woman gives birth, her newborn may be born blind or with pneumonia—a difficult disease for a newborn to survive.

**Test and Treatment.** There is a simple test done in a doctor's office to check for chlamydia. Chlamydia can be cured with antibiotics.

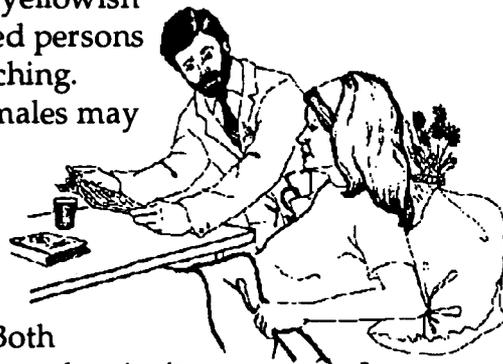
### **Gonorrhea: Causing Sterility If Untreated**

*Gonorrhea*, also called *clap*, is the second most common STD. Over two million cases a year are reported. Most of the new cases of gonorrhea occur in teenagers. Gonorrhea is passed during oral, vaginal, or anal sexual intercourse.

**Symptoms.** Like chlamydia, gonorrhea may show only a few or even no symptoms in females. In fact, 80 percent of all infected females have no early symptoms. By the time some females develop any symptoms, some damage to their bodies may already have happened. This is why it is essential that males who discover they have the disease inform their sexual partners. Males can help protect females from the damage of this disease simply by alerting them.

Some symptoms that both sexes may experience from two to nine days after exposure are painful urination and a yellowish discharge from the penis or vagina. Infected persons may feel a sore throat or rectal pain and itching. Males may experience tender testicles. Females may see some bleeding after intercourse. Their menstruation following exposure may be more uncomfortable than usual.

**Risks.** If untreated, gonorrhea can spread through the reproductive system. Both males and females can become sterile if gonorrhea isn't treated. If a woman with gonorrhea gives birth, the infection may cause blindness in her newborn.





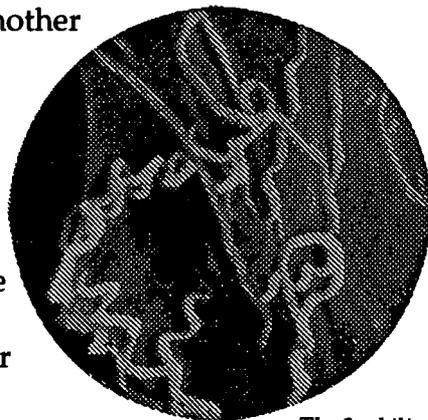
If the disease is not treated in its early stage, both sexes can also develop arthritis and heart problems.

**Test and Treatment.** A simple test of fluid from the male's penis or female's cervix can detect the disease. It can be cured with antibiotics.

### **Syphilis: A Silent Killer**

*Syphilis* is a particularly devastating STD. If undetected and untreated, it can spread throughout the body and destroy many organs. About 65,000 people a year still contract this preventable disease. Syphilis is passed during sexual intercourse or when one person's infected sex organ contacts an open cut in another person.

**Symptoms.** Symptoms from syphilis may not appear for 10-90 days after exposure to an infected person. The most obvious symptom is the appearance of a *chancre*. A chancre is a painless sore that appears on the genitals, rectum, lips, or in the mouth. Chancres usually disappear within a week or two.



*The Syphilis Bacteria*

Some weeks or even months after chancres have disappeared, the infected person may develop a rash over the body, swollen joints, and flu-like illness.

**Risks.** After these symptoms disappear, an infected person may feel fine. Syphilis may then become a silent killer. He or she may experience no other symptoms, sometimes for years. Then, in the final stage of syphilis, devastation to the body begins. There can be damage to the nervous system, to the brain, and to the heart. If left untreated for many years, syphilis can cause insanity, paralysis, or even death.

If an infected woman gives birth, her baby could have severe birth defects, including bone deformities and blindness, or the baby could die.

**Test and Treatment.** A simple blood test can spot the disease. Antibiotics can cure syphilis.



## STDs Caused by Viruses

### Genital Herpes: The Blister Disease

The numbers surrounding the STD called *genital herpes* are shocking. More than 40 million people are estimated to have the disease. One in every six persons in the United States is estimated to be infected. Each year another 500,000 get genital herpes. The herpes simplex virus that causes genital herpes has different forms. Scientists used to identify the virus that causes cold sores on the mouth and lips as *Herpes Simplex I* and the virus that causes genital herpes as *Herpes Simplex II*. Now, doctors and scientists know that both kinds of herpes virus can infect the mouth and lips and the genital area.

Genital herpes is passed from one person to another during oral, vaginal, and anal sexual intercourse. A person with the disease will experience *outbreaks*. During outbreaks, sores and blisters will appear on the genitals. During these outbreaks, an infected person can pass the disease on to another person during sexual intercourse.

**Symptoms.** The symptoms of genital herpes vary greatly. They all appear as some type of blister, sore, or red bumps on the skin that may appear as tiny clusters of fluid-filled blisters. They can, however, appear inside the vagina and anus, or on the thighs and lower abdomen. They can also appear in the mouth. If symptoms occur, they often show between two and twenty days after sexual contact with an infected person.

However, some people may not experience symptoms. Or, the signs may be very slight, such as a mild skin irritation in the form of skin bumps.

#### Common Sites and Treatment of Herpes

- △ Ocular herpes (eye infection)
- Cold sores or fever blisters
- Blisters on thighs, buttocks, and genitals

#### Aspirin

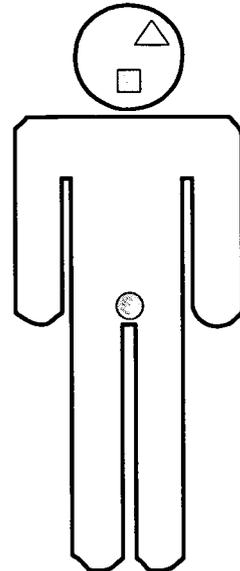
Common medication that decreases pain and inflammation that accompanies herpes.

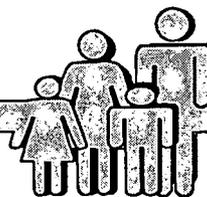
#### Acyclovir

Creamy salve used to treat genital herpes by reducing viral growth.

#### Soap and Water

Common toiletries used to keep infected body parts dry and clean.





Anyone who has sexual intercourse needs to be very aware of any changes in the skin around the genitals, anus, and mouth. Other symptoms include aching muscles, fever, and swollen glands.

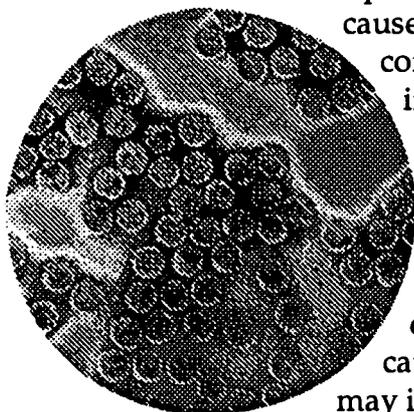
Herpes sores last from one to three weeks and then go away. The person is still infected with herpes though, and about two-thirds of those people will continue to have outbreaks of the sores from time to time.

**Risks.** Pregnant mothers with genital herpes can pass the disease on to their babies. In rare instances, the babies may be born blind or with encephalitis—a swelling of the brain. Recent studies have shown that babies are most at risk when they are born vaginally while the mother is having an outbreak.

**Test and Treatment.** There is a simple test that can be done in a doctor's office to check for genital herpes. Genital herpes is a virus—it is incurable. There are, however, treatments available that can lessen and in some cases even eliminate the outbreaks. The prescription drug *acyclovir* can reduce the frequency of outbreaks.

### Genital Warts: The Dangerous Wart

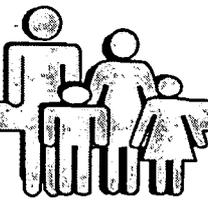
*Genital warts* is the third most common STD in the U.S. More than one million people a year become infected with the virus that causes genital warts. Genital warts are extremely contagious, or easily spread. If you have sexual intercourse you can become infected with one or more of the many kinds of genital warts.



The Genital Warts Bacteria

**Symptoms.** Genital warts usually appear on the vulva, vagina, cervix, penis, anus, or throat between one and six months after exposure. Warts are raised bumps that are cauliflower-shaped and the color of skin. They may itch or irritate. Warts can multiply quickly! They also can be treated, so it is essential that as soon as one genital wart is noticed, the person sees a doctor.

Many people who have the virus that causes genital warts do not develop the warts themselves. In fact, only about 10 percent of those people who have the virus ever develop warts they can see. Most women only



discover they have this STD when they have a Pap smear. It is essential that males who spot warts on their genitals alert their sexual partners so they can be checked.

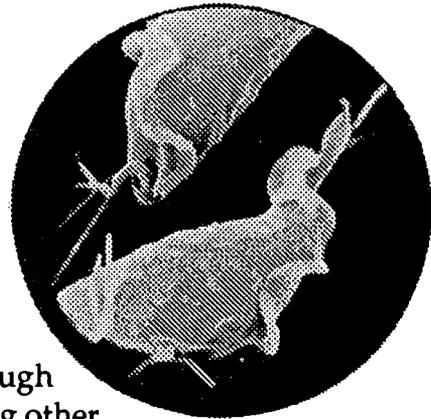
**Risks.** There are several different types of genital warts. A few of those types are associated with cancer of the penis and cervical cancer. Genital warts in pregnant women can also threaten the health of the baby.

**Test and Treatment.** Women can be tested for genital warts with a Pap smear. Men are tested by a doctor simply checking for any visible warts or hard-to-see warts. Genital warts is a virus—it is incurable. Once the virus is on or in the body, it will remain there. Doctors can, however, remove the warts. This procedure lessens the chance that the disease will spread or be passed to sexual partners.

## STDs Caused by Parasites

### Trichomoniasis: *Trich*

*Trichomoniasis* is an infection in the vagina of females and in the urethra of males. It is caused by a protozoa—a tiny parasite that lives on and in the body. *Trich*, as it is sometimes called, is usually passed from one person to another through sexual intercourse. It can also be caught by using other people's damp washcloths, towels, and bathing suits.



*The Trichomoniasis Bacteria*

**Symptoms.** Symptoms will usually appear about four to twenty days after exposure to this parasite. Females will get a greenish or yellowish, foul-smelling discharge from the vagina. And their vagina may itch. They may have pain when urinating, and they may have to urinate often. They may notice that their vulva is swollen. Males may experience only slight symptoms. They may have some mild discomfort in the penis.

**Risks.** Trichomoniasis may make women more likely to develop cervical cancer. Unborn babies may be infected by their mothers.

**Test and Treatment.** A simple test at a doctor's office can check for trichomoniasis. Antibiotics will cure the disease. Both partners must be treated at the same time to stop the disease from coming back.



## Scabies and Pubic Lice: The Itching Diseases

Both *scabies* and *pubic lice* are parasites. They can be passed from one person to another through sexual contact and through infected bedding, clothing, towels, and even toilet seats.

Anyone with either of these diseases needs to be sure not to share clothing or any other item that will touch the skin of another person.

**Symptoms.** Both of these diseases cause intense itching. Scabies will burrow under the skin of the genitals, buttocks, breasts, elbows, and hands. Pubic lice, also called *crabs*, will live in and lay small eggs on pubic hair.

**Risks.** Both of these diseases will cause skin irritation that is very uncomfortable, and both are very contagious.

**Test and Treatment.** Any trained professional can see these diseases. Both scabies and pubic lice can be killed by using prescription creams. All infected clothing, bedding, towels, etc., must be washed in very hot water to kill the parasites.

## AIDS: The Deadly Disease

*AIDS* is similar to some of the other STDs described in this unit. Like genital herpes and genital warts, AIDS is caused by a virus and cannot be cured. And like genital herpes and genital warts, AIDS is most often passed from one person to another through sexual intercourse. However, unlike genital herpes and genital warts, AIDS is fatal. At this time doctors and scientists think that anyone who has AIDS will eventually die from the effects of the disease.

Through the year 1994, more than 400,000 people had been diagnosed with AIDS in the United States. Of these 400,000 people, more than half have already died from the disease. In Florida, more than 44,000 people had been diagnosed with AIDS, and 57 percent of them have already died from the disease.



AIDS is caused by a virus that was only discovered in the early 1980s. Because the virus was only recently discovered, many myths, or untrue stories, surround AIDS. The most important way to stop the spread of AIDS is to learn the facts.

### AIDS—The Words Say a Lot

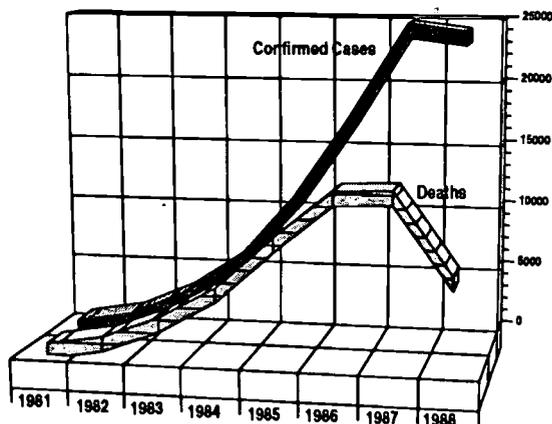
AIDS stands for *acquired immune deficiency syndrome*. *Acquired* means that “our bodies do not produce the disease.” It comes from outside the body. As is the case with other STDs, AIDS is caused by pathogens from other persons entering the body.

*Immune* means “protected from.” The body has an **immune system** that helps protect it from disease and infection. The AIDS virus attacks the immune system.

When the AIDS virus attacks the immune system, it begins to destroy it. The virus causes a *deficiency*, or lack, in the immune system. The immune system is then no longer able to protect the body from certain diseases and infections.

A *syndrome* is a “group of signs or symptoms that indicate a disease or illness.” AIDS—acquired immune deficiency syndrome—describes an illness caused when the immune system cannot fight or protect the body against certain infections and diseases.

1981–88: Tracking the Early Cases of AIDS

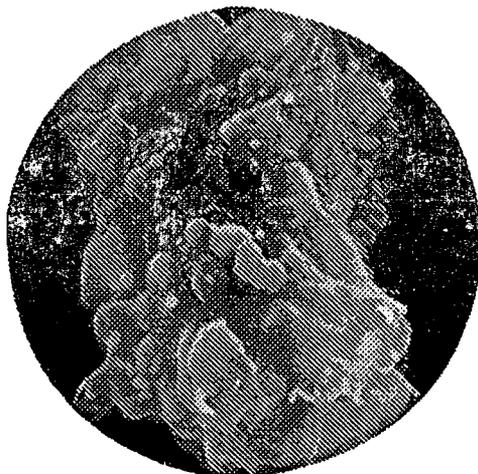


### How AIDS Works

To understand how AIDS works, we need to understand the basics of the immune system. The immune system has two kinds of cells that fight disease. *T cells* fight and destroy pathogens when they enter the body. T cells also trigger *B cells* to produce antibodies. These antibodies stay in the body and fight a specific disease. For example, if you have a cold, T cells will fight the cold germs. T cells will also signal B cells to produce



antibodies that will recognize those cold germs and fight them in the future.



*An HIV-Invaded  
T-Cell*

AIDS is caused by a virus known as *human immunodeficiency virus (HIV)*. HIV attacks the T cells in the immune system. HIV stops T cells from fighting pathogens and from triggering B cells to produce antibodies. In time HIV destroys so many T cells that the immune system begins to fail. In the earlier stages of the disease, an infected person is called *HIV positive*. That means that he or she has the virus that causes AIDS. In the final stages of the disease, the person has AIDS.

### The Symptoms of HIV and AIDS

The symptoms of HIV may not appear in an infected person for more than 10 years. However, during those years when a person shows no visible signs of the disease, he or she can still pass the disease to others. Researchers believe that many people who are infected with the AIDS virus, HIV, do not even know it.

There are many different symptoms that HIV can cause. These include a persistent fever, a nagging dry cough, frequent diarrhea, weight loss, reddish or purplish blotches on the skin, and minor illnesses and diseases.

In the latter stages of the disease—known as AIDS—the infected person often comes down with one or more *opportunistic diseases*. These are diseases that a healthy immune system would protect against. The immune system of a person with advanced HIV can't protect the person because so many T cells have been destroyed. These diseases include a rare form of pneumonia called *Pneumocystis carinii*, and a rare form of cancer called *Kaposi's sarcoma*. AIDS can also cause severe mental disorders. The infected person may develop mood swings, depression, and even hallucinations.



## How HIV, the AIDS Virus, Is Transmitted

How HIV is transmitted is the most misunderstood topic surrounding AIDS. You cannot get HIV from someone coughing or sneezing. You cannot get HIV from hugging or kissing someone with AIDS. Nor can you get the disease from sharing a bathroom with someone who has the disease. HIV, the virus that causes AIDS, does not survive well once exposed to air.

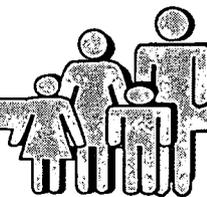
You can get HIV from passing semen, vaginal fluids, or blood with a person who is infected. This means that you can get HIV by having oral, vaginal, or anal sexual intercourse with an infected person. You can get HIV by sharing a needle used for drugs with an infected person. A pregnant mother with HIV or AIDS may pass the virus on to her newborn.



It only takes one encounter in which semen, vaginal fluids, or blood is passed to get HIV. And remember: You can't tell by looking at someone whether he or she has HIV or AIDS. Because the symptoms often do not show for several years, teenagers rarely show symptoms.

## Who Is at Risk?

Everyone who has had unprotected (without a latex condom) oral, vaginal, or anal sexual intercourse or who has shared needles to shoot drugs or steroids has placed themselves at risk for HIV infection. At one time, male homosexuals were the largest group of people infected by HIV or AIDS. Presently, however, heterosexuals are just as likely to contract HIV as homosexuals. The only 100 percent safe sexual activity is sexual intercourse with only one uninfected, **monogamous** partner for one's whole life. *Safer sex* refers to sexual intercourse using latex condoms consistently and correctly every time a person has sexual intercourse. Safer sex does not guarantee that a person won't get an STD or HIV, but it does make sexual intercourse less risky.



## Test and Treatment for HIV and AIDS

Once HIV enters the bloodstream, the body begins to produce an HIV antibody. Doctors test for the existence of the HIV antibody to determine whether someone has been infected. This test is called the *ELISA assay* test. The HIV antibody will usually show up on this test within six months after infection. If this test shows positive, the patient is given a second test called a *Western blot* test. This test may confirm that the patient has HIV, or this test may show that the ELISA assay test was wrong.

Only a few drugs are available at this time to treat HIV and AIDS. One of these drugs is called *AZT*. AZT cannot cure AIDS, but it can slow the development of AIDS in some patients. There is no cure for AIDS. Researchers continue to look for a cure and have very recently had some promising results.

## Protecting against STDs

### Reducing the Risk of STDs

If we ask enough people who have had a curable STD, we are likely to hear: "I was lucky. Very lucky. Maybe next time I won't be so lucky." If we ask practically anyone who has an incurable STD, we'll probably hear: "I was stupid. I didn't know what the risks were, and my lack of knowledge led to an incurable STD." Or we might hear this: "I only had sex once. Just once! I loved my partner, and so I did it. But that's all it took!" Or, we might hear this: "I thought I was indestructible. I thought it couldn't happen to me. I took chances, and now I've got a problem."

We know of several ways to decrease the risk of catching an STD. Lifetime **abstinence** from sexual intercourse eliminates the chance that a person will get HIV sexually. Abstinence means not having oral, vaginal, or anal sexual intercourse. If a person does not ever have sexual intercourse, he or she can eliminate almost completely the risk of ever getting a *sexually transmitted disease*.





Abstinence can be practiced by anyone. A person who has had sexual intercourse can choose to become abstinent at any time.

The way to greatly reduce nearly all risk of STDs is to have sexual intercourse with only one uninfected partner who has sex only with you for your whole lives. This is called *lifetime, mutual monogamy*.



If a person does have sexual intercourse outside of a lifetime, mutually monogamous relationship, there is no such thing as 100 percent safe sex. People can, however, have *safer sex*.

Most important in having safer sex is avoiding the body fluids of another person. To have safer sex takes thought and discipline. People who are sexually active should use a latex condom with nonoxynol-9, and they should use the latex condom correctly each and every time they have sexual intercourse. (Remember: Condoms are not perfect, they are only helpful if the person using them uses them correctly each and every time he or she has sex.)

## Responding to STDs

If you have any symptoms of any STDs, take action at once. Talk to a parent, or see a counselor, nurse, or doctor at your school. Go to a public health department or an STD clinic, or see your doctor. STDs never get better by themselves. Many of them are easily cured, particularly when treated early.



## Notify Partners

If a person is diagnosed with an STD, he or she should notify all sexual partners. This can be done on the phone or in person, and only when there is no one else who can hear the conversation. This is a strictly private matter! Anyone who is infected needs to be honest and up-front. The person should tell his or her partner what STD he or she has and encourage the other person to see a doctor.

All people are responsible for their bodies. When people discover a disease in their bodies and don't tell those they may have infected, they



are being irresponsible and dishonest. They are letting others suffer potentially devastating diseases because they are not strong enough to face the truth.

## STDs and Love

There are some ways to (nearly) eliminate the risk of getting an STD. There are some ways to reduce the chances of getting an STD. And there are some STDs that can be cured by antibiotics and special creams. But what if you or someone you love gets an incurable STD? What if you or someone you love has genital herpes, genital warts, or AIDS? What do you do then?

If a person has an incurable STD, the first responsibility is to learn everything about the disease. Finding out how to practice safer sex can reduce the chance of passing the disease to someone else. Using a latex condom can reduce the chances of passing on all STDs, including genital herpes, genital warts, and AIDS.

Education is the first line of defense. Local health clinics or health departments can provide the most recent information on living with an STD.

Telling a potential sexual partner about any STDs is each person's responsibility. This can be difficult. It will make a person feel vulnerable. Learning *how* to tell someone about an STD will help a person who is infected get through this difficult experience. Local health clinics or health departments can provide names of *Help* groups. In these groups infected individuals can learn how to talk to someone about STDs.



Always ask a potential sexual partner about his or her sexual history. Does he or she have an STD? Has he or she been checked recently? Does he or she engage in high-risk behavior? Remember: Some people may not be honest about their past or their diseases. More and more people have decided to wait until they have known someone for a long time and have married that person before having sex.

Not having sex is the one sure way to prevent a sexually transmitted disease.



## Recap

Anyone who has *sexual intercourse* can be *infected* with an *STD* (*sexually transmitted disease*). STDs are *transmitted*, or passed, through *pathogens* from one person to another during sex or while sharing needles.

STDs are caused by three different kinds of pathogens. STDs caused by *bacteria* include chlamydia, gonorrhea, and syphilis. Bacterial STDs can be cured by *antibiotics* if treated early enough.

STDs caused by *viruses* include genital herpes, genital warts, and *AIDS*. These STDs are incurable. The body cannot produce *antibodies* that can kill these viruses. *AIDS* (acquired immune deficiency syndrome) is also fatal. *AIDS* can be passed through semen, vaginal fluids, and blood.

STDs caused by *parasites* include trichomoniasis, scabies, and pubic lice. All three can be cured with medication.

Most STDs produce *symptoms*, or signs, that indicate an illness or disorder. Whenever there is a change in a person's body, no matter how slight, the person should see a doctor. Even a nagging, dry cough can be a symptom of an STD. Early treatment is always helpful. Some STDs produce no symptoms or symptoms that are hard to recognize. For this reason, teenagers who have had sexual intercourse should see a doctor for tests.

We can protect ourselves from STDs by practicing *abstinence*, or not having sex. Abstinence is the only 100 percent effective way of not getting a viral or bacterial STD. Practicing *monogamy* with a spouse who has tested negative for STDs is also a good way to avoid STDs.

There is no such thing as "safe sex." We can practice "safer sex," however. Avoiding the body fluids of another person during sexual intercourse is the most important *precaution*. Using a latex *condom* is an effective, but not perfect, practice for avoiding STDs.

Remember: Education is the best defense against STDs.



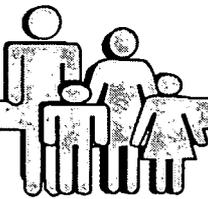
## Record

### Fill in the Blanks

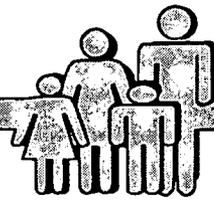
Use the terms provided to complete the following sentences. Write the correct term on each line.

bacteria	casual sex	contraceptives
sexual relations	condom	infectious
immune system	noninfectious	precaution
monogamous	virus	antibodies
symptom	antibiotics	abstinence
ectopic pregnancy		sexually transmitted disease

1. A burning sensation while urinating may be a \_\_\_\_\_ of a sexually transmitted disease.
2. Sexually transmitted diseases caused by bacteria can usually be cured by \_\_\_\_\_.
3. Certain types of STDs can cause an \_\_\_\_\_, which is not the normal way an embryo grows.
4. Birth control pills do not block the exchange of body fluids during sexually relations; therefore, they are not an effective \_\_\_\_\_ against sexually transmitted diseases.
5. If you do not have sexual activity of any kind, you are practicing \_\_\_\_\_.
6. Intercourse with someone you barely know is high-risk behavior. It is also called \_\_\_\_\_.



7. A disease that is contracted through sexual intercourse is called a(n) \_\_\_\_\_.
8. \_\_\_\_\_ are devices or methods for preventing pregnancy and *STDs*.
9. A(n) \_\_\_\_\_ takes over cells in the body.
10. The system in the body that helps protect us against disease and infection is called the \_\_\_\_\_.
11. Viruses are destroyed by \_\_\_\_\_, which are produced by the body.
12. When two people are sexually faithful to each other they have a(n) \_\_\_\_\_ relationship.
13. A(n) \_\_\_\_\_ disease is contagious.
14. Vaginal, anal, and oral are the three kinds of sexual \_\_\_\_\_.
15. Wearing a latex \_\_\_\_\_ is one kind of precaution against catching or spreading an *STD*.
16. \_\_\_\_\_ can be bad or good. The bad ones make us ill.
17. Cancer is an example of a(n) \_\_\_\_\_ disease.

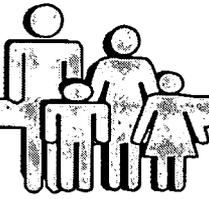


## Record

### Matching

Match each **term** in the left-hand column with its **description** in the right-hand column. Write the correct letter on each line.

	Term	Description
_____	1. STDs	A. most common STD in the U.S.
_____	2. AIDS	B. fight bacteria
_____	3. clap	C. human immunodeficiency virus; causes AIDS
_____	4. HIV	D. nickname for gonorrhea
_____	5. AZT	E. acquired immune deficiency syndrome
_____	6. pathogens	F. sexually transmitted diseases
_____	7. chlamydia	H. viruses, bacteria, and parasites
_____	8. symptom	I. treatment for AIDS
_____	9. antibodies	J. change in the body that is a sign of a disease or illness
_____	10. antibiotics	K. fight viruses



## Record

### Identification

Complete the chart below. Write the type of pathogen, symptoms, and treatment under each heading.

	Pathogen	Symptoms	Treatment
<b>AIDS</b>			
<b>Trichomoniasis</b>			
<b>Genital herpes</b>			
<b>Genital warts</b>			
<b>Chlamydia</b>			
<b>Gonorrhea</b>			
<b>Syphilis</b>			
<b>Scabies</b>			
<b>Pubic lice</b>			



## Reflect

### Short Answer

*Read each situation described in the paragraphs below. Write a brief answer to describe how you would respond.*

1. Maria is 16 years old. She has had *sexual intercourse* twice in her life. Although Maria was on birth control pills, neither she nor her partner used a latex *condom*. She feels perfectly fine. She has not experienced any *symptoms* that might indicate a disease. Should she see a doctor and be tested for an *STD*? Why or why not?

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2. Yolanda has been seeing Robert for two months. Robert is a new student at Yolanda's high school. She finds him attractive and kind. His family is smart and polite. Yolanda wants to have sexual intercourse with Robert. What are some points she should consider before deciding what to do?

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3. Yusef is considering having sexual intercourse with Trish. Trish is a star athlete on both the track team and the basketball team. She keeps herself in very good shape and is always healthy. Yusef has decided that she is too healthy to have AIDS. What's the problem with Yusef's thinking?

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## Review

### Identification

Write the correct term on each line.

- \_\_\_\_\_ 1. a disease that is caught or spread through sexual contact
- \_\_\_\_\_ 2. describes a disease that is not contagious  
*Example: cancer*
- \_\_\_\_\_ 3. describes a disease that can be caught or spread
- \_\_\_\_\_ 4. abnormal condition that occurs in the female when a Fallopian tube becomes blocked and an embryo begins to grow there
- \_\_\_\_\_ 5. describes a relationship in which two people are sexually faithful to each other
- \_\_\_\_\_ 6. devices or methods for avoiding pregnancy and STDs
- \_\_\_\_\_ 7. passed from person to person
- \_\_\_\_\_ 8. drugs that destroy some disease-producing organisms in the body
- \_\_\_\_\_ 9. not having sex; a method of preventing STDs
- \_\_\_\_\_ 10. one-celled organisms that can be good or bad for the health of the body



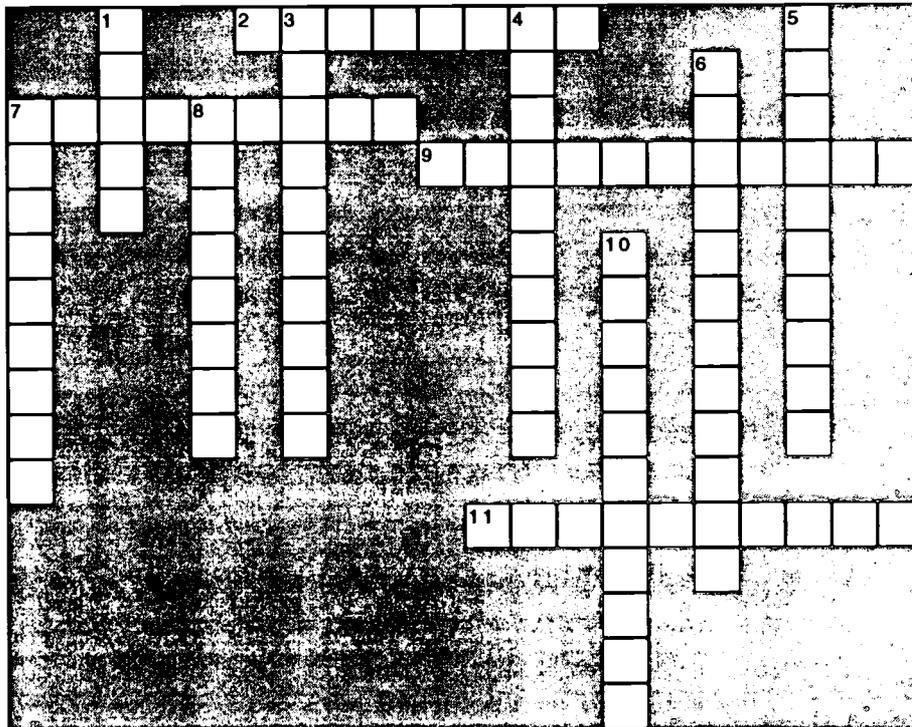
- \_\_\_\_\_ 11. system in the body that helps protect us from disease and infection
- \_\_\_\_\_ 12. a tiny disease-causing organism
- \_\_\_\_\_ 13. steps taken to reduce the risks of catching a sexually transmitted disease
- \_\_\_\_\_ 14. very small organisms that can cause diseases
- \_\_\_\_\_ 15. having sex with someone you do not know very well or having sex with someone just for the physical pleasure; there is no attachment or commitment between the two people
- \_\_\_\_\_ 16. a sign of a particular disease or illness
- \_\_\_\_\_ 17. covering worn over the penis or in the vagina during sexual intercourse
- \_\_\_\_\_ 18. organisms that live off living cells
- \_\_\_\_\_ 19. genital contact between individuals; sexual contact with vagina, penis, or anus
- \_\_\_\_\_ 20. cells that destroy certain disease-causing organisms
- \_\_\_\_\_ 21. organism that causes AIDS
- \_\_\_\_\_ 22. a person who feels sexual desire for the opposite sex



## Replay

### Solve

Use the following clues to solve the crossword puzzle below.

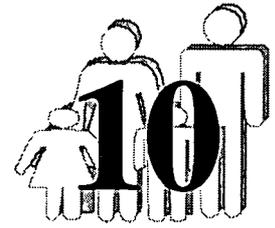


### Across

2. one-celled organisms that can be good or bad for the health of the body
7. organisms that live off living cells
9. steps taken to reduce risks
11. describes a relationship in which two people are sexually faithfully to each other

### Down

1. a tiny disease-causing organism
3. cells that destroy certain disease-causing organisms
4. describes a disease that can be caught or spread
5. a person who feels sexual desire for the same sex
6. a person who feels sexual desire for the opposite sex
7. very small organisms that cause diseases



# Sexually Transmitted Diseases

**Teacher's Guide**



## Unit 10 Sexually Transmitted Diseases

### Overview

Anyone who has *sexual intercourse* can be *infected* with an STD (*sexually transmitted disease*). STDs are transmitted, or passed, through *pathogens* from one person to another during sex or while sharing needles.

STDs are caused by three different kinds of pathogens. STDs caused by *bacteria* include chlamydia, gonorrhea, and syphilis. Bacterial STDs can be cured by *antibiotics* if treated early enough.

STDs caused by *viruses* include genital herpes, genital warts, and AIDS. These STDs are incurable. The body cannot produce *antibodies* that can kill these viruses. AIDS (acquired immune deficiency syndrome) is also fatal. AIDS can be passed through semen, vaginal fluids, and blood.

STDs caused by *parasites* include trichomoniasis, scabies, and pubic lice. All three can be cured with medication.

Most STDs produce *symptoms*, or signs, that indicate an illness or disorder. Whenever there is a change in a person's body, no matter how slight, the person should see a doctor. Even a nagging, dry cough can be a symptom of an STD. Early treatment is always helpful. Some STDs produce no symptoms or symptoms that are hard to recognize. For this reason, teenagers who have had sexual intercourse should see a doctor for tests.

We can protect ourselves from STDs by practicing *abstinence*, or not having sex. Abstinence is the only 100 percent effective way of not getting a viral or bacterial STD. Practicing monogamy with a spouse who has tested negative for STDs is also a good way to avoid STDs.

There is no such thing as "safe sex." We can practice "safer sex," however. Avoiding the body fluids of another person during sexual intercourse is the most important precaution. Using a latex condom is an effective, but not perfect, practice for avoiding STDs.

Remember: Education is the best defense against STDs.



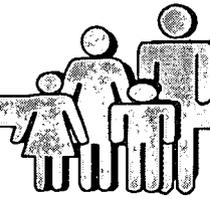
## Unit Objectives

*After successfully completing this unit, students will master the intended outcomes and student performance standards listed below.*

<b>Intended Student Outcome #1:</b> Practice skills for self-awareness, self-acceptance, and self-improvement that build positive emotional development.				
	1.01			
<b>Intended Student Outcome #6:</b> Implement a program for personal health promotion and wellness based on an individual health behavior assessment, including, breast self-examination and testicular self-examination for cancer detection.				
	6.01	6.05		
<b>Intended Student Outcome #13:</b> Identify the effects of sexually transmitted diseases, human immunodeficiency virus, Acquired Immune Deficiency Syndrome, and other communicable diseases on the human body system.				
	13.01	13.02	13.03	13.04
<b>Intended Student Outcome #14:</b> Understand the physical, mental, social, economic, and legal aspects of human sexuality, including teenage pregnancy and the value of abstinence.				
	14.01	14.02	14.05	

### Students will

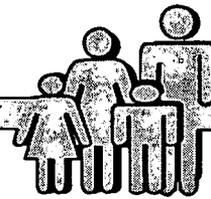
- explain what a sexually transmitted disease (STD) is
- describe the different STDs and their symptoms
- explain the test and treatment for each STD
- identify the ways to protect against getting each STD
- explain the benefits of abstinence.



## Suggestions for Teaching

*Use one or more of the following selections to capture the students' interest and involve them in applying the concepts. Many of these activities may require further reading and research.*

- Invite a local physician (e.g., gynecologist) or public health professional to talk to the class about the health risks of STDs. Medical professionals can present graphic information and startling facts about the serious consequences of these diseases.
- Order pictures and charts from anatomical chart companies and pharmaceutical laboratories to display in the classroom.
- Initiate a class discussion on teenagers' and single adults' responsibility for sexual conduct today. Emphasize the costs of sexual intimacy.
- Have the students collect magazine and newspaper articles on related topics. Share with the class.
- Graph statistics and display charts of the increase of the various sexually transmitted diseases. Your local health department is a valuable resource.
- Visit the county health department. Find out about the local incidence of various diseases. What local programs are available? What are the costs to the patients?



## Recall

### Multiple Choice

*Circle the letter of each correct answer.*

1. STDs are transmitted, or \_\_\_\_\_ .
  - a. cancerous
  - b. passed from one person to another
  - c. easily cured
  - d. fatal
  
2. You cannot get AIDS from \_\_\_\_\_ .
  - a. the cough or sneeze of an infected person
  - b. kissing an infected person on the cheek
  - c. sharing a bathroom with an infected person
  - d. any of the above
  
3. Some precautions you can take against sexually transmitted diseases include \_\_\_\_\_ .
  - a. using condoms
  - b. avoiding casual sex
  - c. practicing abstinence
  - d. all of the above
  
4. One example of a noninfectious disease is \_\_\_\_\_ .
  - a. sickle cell anemia
  - b. syphilis
  - c. gonorrhea
  - d. all of the above
  
5. Antibiotics \_\_\_\_\_ .
  - a. cause AIDS
  - b. cure viral diseases
  - c. cure bacterial diseases
  - d. all of the above



6. A disease caused by a virus is \_\_\_\_\_ .
  - a. migraine headaches
  - b. chlamydia
  - c. AIDS
  - d. none of the above
  
7. The number one sexually transmitted disease in America is \_\_\_\_\_ .
  - a. AIDS
  - b. cancer
  - c. gonorrhea
  - d. chlamydia
  
8. A disease that can be contracted by males is \_\_\_\_\_ .
  - a. gonorrhea
  - b. chlamydia
  - c. syphilis
  - d. all of the above
  
9. One of the sexually transmitted diseases that can cause cervical cancer is \_\_\_\_\_ .
  - a. chlamydia
  - b. AIDS
  - c. scabies
  - d. cancer
  
10. The appearance of a *chancre*, or a painless sore, flu-like symptoms, and a rash are symptoms of \_\_\_\_\_ .
  - a. AIDS
  - b. abstinence
  - c. syphilis
  - d. cancer



## Fill in the Blanks

Use the word list below to complete the following statements. Write the correct term on each line.

abstinence

scabies and pubic lice

immune system

genital herpes

trichomoniasis

monogamous

11. Cold sores may be a symptom of \_\_\_\_\_ .
12. The virus that causes AIDS attacks the \_\_\_\_\_ .
13. \_\_\_\_\_ is an infection in the vagina (females) and in the urethra (males).
14. Infected bed sheets, towels, or toilet seats can spread \_\_\_\_\_ .
15. A person who chooses not to have any sexual relations is practicing \_\_\_\_\_ .
16. In a \_\_\_\_\_ couple, both partners are sexually active only with each other.



## True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 17. You can catch a sexually transmitted disease by touching genitals that are infected.
- \_\_\_\_\_ 18. Symptoms of a sexually transmitted disease may appear in or around your mouth area.
- \_\_\_\_\_ 19. Sexually transmitted diseases can be passed from a pregnant woman to her newborn.
- \_\_\_\_\_ 20. All persons with STDs show symptoms.
- \_\_\_\_\_ 21. Any kind of condom is effective in preventing STDs.
- \_\_\_\_\_ 22. High-risk behaviors include having casual sex and sharing drug needles.
- \_\_\_\_\_ 23. Most important in practicing *safer sex* is avoiding the body fluids of another person.
- \_\_\_\_\_ 24. Symptoms of STDs are always great, such as paralysis and blindness.
- \_\_\_\_\_ 25. A responsible person who tests positive for any STD tells all sex partners.



## Keys

### True or False (pp. 195-196 TG)

1. False
2. False
3. True
4. False
5. True
6. False
7. False
8. True
9. False
10. False
11. False
12. True
13. True
14. True
15. False
16. True
17. True
18. False
19. False
20. True

4. C.
5. I.
6. H.
7. A.
8. J.
9. K.
10. B.

### Identification (p. 220 TG)

Pathogen	Symptoms	Treatment
virus	a persistent fever, a nagging, dry cough, frequent diarrhea, weight loss, reddish or purplish blotches on the skin, minor illnesses and diseases	the drug AZT
parasite	females—greenish or yellowish, foul-smelling discharge from the vagina, vaginal itching, painful urination, frequent urination; males—mild discomfort in the penis	antibiotics; both partners must be treated at the same time
virus	blisters, sores, or red bumps on the skin, tiny cluster of fluid-filled blisters; can appear on genitals, in anus, on the thighs and abdomen or mouth; aching muscles, fever, and swollen	incurable; prescription drug acyclovir can reduce frequency of outbreaks
virus	appears on the vagina, cervix, penis, anus, or mouth; raised bumps that are cauliflower-shaped and the color of skin; may itch or irritate; warts multiply quickly	incurable warts can be removed to lessen chance that disease will spread or be passed to sexual partners
bacteria	may show no signs or slight symptoms; males—burning during urination, milky or clear discharge from penis; females—stomach pain and vaginal discharge	antibiotics
bacteria	few or no symptoms in females; painful urination and yellowish discharge from penis or vagina; sore throat or rectal pain and itching; males—tender testicles; females—some bleeding after intercourse	antibiotics
bacteria	appearance of a chancre—painless sore on genitals, rectum, or lips, or in the mouth; may develop a rash over the body, swollen joints, and flu-like illness	antibiotics can cure in early stages
parasite	intense itching; parasite burrows under the skin of the genitals, buttocks, breasts, elbows, and hands	prescription creams; all infected clothing, bedding, towels, etc., must be washed in very hot water to kill the parasites
parasite	intense itching; parasite burrows under the skin of the genitals, buttocks, breasts, elbows, and hands; lice live in and lay small eggs on pubic hair	prescription creams; all infected clothing, bedding, towels, etc., must be washed in very hot water to kill the parasites

### Fill in the Blanks (pp. 217-218 TG)

1. symptom
2. antibiotics
3. ectopic pregnancy
4. precaution
5. abstinence
6. casual sex
7. sexually transmitted disease
8. Contraceptives
9. virus
10. immune system
11. antibodies
12. monogamous
13. infectious
14. sexual intercourse
15. condom
16. Bacteria
17. noninfectious

### Matching (p. 219 TG)

1. F.
2. E.
3. D.





**Recall (pp. 233-236 TG)**

**Multiple Choice**

1. b.
2. d.
3. d.
4. a.
5. c.
6. c.
7. d.
8. d.
9. a.
10. c.

**Fill in the Blanks**

11. genital herpes
12. immune system
13. trichomoniasis
14. scabies and pubic lice
15. abstinence
16. monogamous

**True or False**

17. True
18. True
19. True
20. False
21. False
22. True
23. True
24. False
25. True

# Appendices

## Correlation to Student Performance Standards Course Number: 0800300

Intended Outcome	Student Performance Standard The student will:	Addressed	Not Addressed
1. Practice skills for self-awareness, self-acceptance, and self-improvement that build positive emotional development.	1.01 Identify basic physical and emotional needs as they relate to responsible behavior in our society.	1, 2, 3, 5, 8, 9, 10	
	1.02 Identify mental, physical, and environmental factors affecting positive self-concept.	1, 2, 3	
	1.03 Identify his or her strengths and weaknesses.	1, 3	
2. Practice skills to facilitate interpersonal relationships.	2.01 Identify verbal and nonverbal techniques for facilitating interpersonal communication.	1, 2	
	2.02 Identify behaviors that impede effective communication.	1, 2	
3. Practice skills to enhance interpersonal relationships.	3.01 Identify attitudes and behavior for establishing and maintaining interpersonal relationships.	1, 2	
	3.02 Identify methods of dealing with interpersonal relationships.	1, 2	
	3.03 Identify methods of dealing with social and peer pressures.	1, 2, 5, 8	
	3.04 Identify methods of dealing with abusive behaviors.	1, 2, 3	
4. Practice coping skills in time and stress management.	4.01 Identify common stressors for adolescents and adults.	1, 2, 3	
	4.02 Identify the short-term and long-term physiological and psychological effects of stress.	1, 3	
	4.03 Appraise his or her reactions to stress as positive or negative.	3	
	4.04 Identify techniques for managing stress.	3	
	4.05 Identify techniques for effective time management.	3	
	4.06 Compare signs for short-term depression with chronic depression.	1, 3	
	4.07 Identify techniques for coping with loss, adversity, anger, conflict, and other problems.	1, 3	
	4.08 Identify warning and danger signs of potential suicide.	3	
	4.09 Identify actions an individual can take to intervene in a potential and an impending suicide.	3	

# Appendix A

## Correlation to Student Performance Standards Course Number: 0800300

Intended Outcome	Student Performance Standard	Addressed	Not Addressed
5. Demonstrate the steps involved in responsible decision-making and planning processes.	5.01 Identify various decision-making models.	3, 7	
	5.02 Identify the steps in a selected decision-making model.	3, 7	
	5.03 Apply a decision-making process to solve real or simulated problems.	3	
	5.04 Identify strategies for setting and achieving goals.	3, 7	
	5.05 List his or her short-range and long-range goals.	3	
6. Implement a program for personal health promotion and wellness based on an individual health behavior assessment, including breast self-examination and testicular self-examination for cancer detection.	6.01 Explain the need for taking personal responsibility in developing a wellness lifestyle.	1, 4, 9, 10	
	6.02 Identify the procedures for breast self-examination and testicular self-examination.	9	
	6.03 Identify early warning signs of cancer.	9	
	6.04 Identify the benefits associated with improvement of health behaviors.	3, 4, 9	
	6.05 Develop plan(s) for personal health improvement based on self-assessments related to emotional development, nutrition practices, health behaviors, and other factors.	3, 4, 10	
7. Demonstrate knowledge of good nutrition principles to practice dietary and activity behaviors that promote health and weight management throughout the stages of life.	7.01 Identify the U.S. dietary goals.	4	
	7.02 Identify the nutrient quality of given foods.	4	
	7.03 Identify eating patterns that promote good health and weight control.	4	
	7.04 Analyze the relationship of food intake and physical activity to weight control, appearance, and growth.	4	
	7.05 Identify factors that affect the nutritional requirements of individuals at various life stages.	4	
	7.06 Calculate caloric requirements for his or her needs based on sex, age, size, and activity.	4	
	7.07 Analyze food labels for nutritional content and dietary quality.	4	

## Correlation to Student Performance Standards Course Number: 0800300

Intended Outcome	Student Performance Standard The student will:	Addressed	Not Addressed
(continued) 7. Demonstrate knowledge of good nutrition principles to practice dietary and activity behaviors that promote health and weight management throughout the stages of life.	7.07 Analyze food labels for nutritional content and dietary quality.	4	
	7.08 Identify possible health hazards which may affect foods, such as additives, improper storage, and preparation.		X
	7.09 Describe various factors which influence the nutrient value of foods.	4	
	7.10 Recognize common food fallacies.	4	
	7.11 Identify signs and symptoms of anorexia nervosa, bulimia, or other eating disorders.	4	
8. Understand the physical, mental, emotional, social, economic, and legal consequences of use, misuse, and abuse of drugs, alcohol, and tobacco on the individual, family, and community.	8.01 Define terms, such as prescription drugs, street drugs, over-the-counter drugs, look-alike drugs, drug tolerance, chemical dependency, and therapeutic and psychoactive drugs.	5	
	8.02 Differentiate between appropriate and inappropriate use of chemical substances.	5	
	8.03 Recognize that drug use occurs on a continuum that may include experimentation, use, misuse, abuse, dependency, and addiction.	5	
	8.04 Recognize the possible hazardous effects of taking two or more chemical substances.	5	
	8.05 Identify factors that influence an individual's level of intoxication, such as body size, food consumption, rate of consumption, and amount of alcohol and other drugs.	5	
	8.06 Compare the alcohol content of various quantities of liquor, wine, and beer.	5	
	8.07 Identify the harmful physical, mental, social, and emotional effects of drugs, alcohol, and tobacco on the body and personality.	5	
	8.08 Identify family problems related to the use and abuse of drugs, alcohol, and tobacco.	1, 3, 5	
	8.09 Identify legal penalties for use, possession, sale, distribution and manufacture of drugs, alcohol, and tobacco.	5	

# Appendix A

## Correlation to Student Performance Standards Course Number: 0800300

Intended Outcome	Student Performance Standard The student will:	Addressed	Not Addressed
(continued) 8. Understand the physical, mental, emotional, social, economic, and legal consequences of use, misuse, and abuse of drugs, alcohol, and tobacco on the individual, family, and community.	8.10 Identify sources, cost, and methods of chemical substance abuse intervention and treatment.		X
	8.11 Identify social and media messages that exert pressures to use drugs, alcohol, and tobacco.	5	
	8.12 Identify healthful alternatives to using drugs, alcohol, and tobacco.	5	
	8.13 Recognize the right of the nonsmoker because of the effects of second-hand smoke.	5	
9. Demonstrate use of sound criteria for personal money management and for making consumer decisions by evaluating consumer information, advertisements, services, and products for effectiveness, reliability, and value.	9.01 Explain the importance of a personal budget and a personal recordkeeping system.	7	
	9.02 Describe the advantages and disadvantages of various sources of credit.	7	
	9.03 Develop criteria to determine the effectiveness, reliability, and value of products and services to avoid fraudulent practices and quackery.	7	
	9.04 Analyze advertising, packaging appeals, and pressure-selling techniques.	7	
	9.05 Explain the rights and responsibilities of the consumer.	7	
10. Determine the roles and services of health, consumer, social, and other helping agencies in the community.	10.01 Identify agencies/organizations that provide assistance with health-related problems such as child abuse, alcoholism and suicide.	2, 6, App. D	
	10.02 Identify agencies/organizations that provide assistance related to safety.	6	
	10.03 Identify agencies/organizations that provide assistance with consumer problems.	App. D	
	10.04 Identify agencies/organizations that provide assistance with environmental problems.	App. D	
	10.05 Identify agencies/organizations that provide assistance with economic problems.	App. D	
	10.06 Demonstrate the ability to select the appropriate agency for an identified problem.	6	

## Correlation to Student Performance Standards Course Number: 0800300

Intended Outcome	Student Performance Standard The student will:	Addressed	Not Addressed
11. Perform one-rescuer cardiopulmonary resuscitation (CPR).	11.01 Identify the conditions and situations in which CPR should be administered.	6	
	11.02 Identify the sequential steps necessary to perform one-rescuer CPR.	6	
	11.03 Demonstrate one-rescuer CPR on a manikin, according to the standards of the American Red Cross or American Heart Association.	6	
12. Perform first aid for obstructed airway.	12.01 Identify the symptoms of an obstructed airway.	6	
	12.02 Simulate the performance of the obstructed airway technique for a conscious and unconscious victim.	6	
13. Identify the effects of sexually transmitted diseases, Human Immunodeficiency Virus, Acquired Immune Deficiency Syndrome, and other communicable diseases on the human body system.	13.01 Recognize the methods of transfer of HIV and develop personal coping strategies for reducing high-risk behaviors.	10	
	13.02 Describe personal safety precautions of handling body fluids with regards to HIV and other communicable diseases.	10	
	13.03 Recognize AIDS as a local, national, and international concern.	10	
	13.04 Identify agencies and referral procedures for information and screening for communicable or chronic disorders.	10	
14. Understand the physical, mental, emotional, social, economic, and legal aspects of human sexuality, including teenage pregnancy and the value of abstinence.	14.01 Identify the responsibilities and consequences inherent in sexual relationships.	9, 10	
	14.02 Identify ways to reduce teenage pregnancies and lower infant mortality rates.	9, 10	
	14.03 Develop the ability to resolve conflicts and formulate new friendships, communicate with parents, and realize the need for love and affection.	1, 2	
	14.04 Analyze the interrelationship of career and family roles, responsibilities and family harmony.	1, 2, 3	
	14.05 Identify the ways of avoiding pregnancy and STDs understanding that abstinence is the expected standard of school age children.	9, 10	

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New York, NY 10018-0862  
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Alcoholics Anonymous  
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American Cancer Society  
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Course No. 0800300



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# Life Management Skills

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**Curriculum Improvement Project  
IDEA, Part B, Special Project**



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**Exceptional Student Education**

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# Introduction

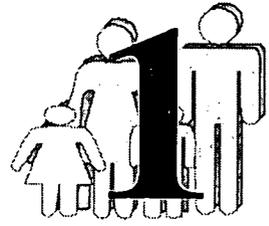
To be healthy in body and mind seems to grow more difficult with each passing day. The more complex the world becomes, the harder we may find it to maintain our values and protect our sense of self. As our communities and neighborhoods break apart, we may find it harder to communicate and connect with others. As our days become a maze of running from school to an extra-curricular activity or a job, and then home to do homework and chores, we may find that we have no time to eat the right foods or exercise. Drugs and cigarettes are pushed at us as a way to escape the daily mounting pressures.

*Life Management Skills* is presented as a guide to provide you with both the information and the strategies to help you answer the challenges you face. *Life Management Skills* is designed to help you

- develop and maintain a healthy attitude towards yourself
- connect with others through language and behavior
- learn to deal with the pressures produced by daily life and traumatic events
- choose foods that will help you perform your best
- use education to help avoid drug use
- provide emergency care to others who have life-threatening injuries and illnesses
- wisely and responsibly manage the thousands and thousands of dollars you will earn and borrow
- understand the ways your body is changing as you develop from a child to an adult
- learn how to care for your reproductive system and understand the enormous responsibility of producing a life
- protect yourself and others from the many diseases passed during sexual relations.

A truly healthy body and mind does not stop with the care of the self. *Life Management Skills* assumes that to be truly healthy, we must be good caretakers of our communities and other people. Our bodies are powerful instruments, and used ignorantly they can do great harm to others. The excuse "I didn't know" is another way of saying "I didn't care." We must learn how to speak to and behave with others. We must learn how to manage stress so we don't create stress for others. We must learn how to treat an injured person so he or she does not suffer needlessly. We must learn how to avoid drug use so we do not victimize others with our bad habits. And we must learn how to respect the bodies of others and protect them from sexual diseases.

*Life Management Skills*—it's all about you and the way you will manage some of the important facets of your life. Can you think of a more important subject?



# Self-Esteem: Caring for Yourself

Can you...

- explain the meaning of self-esteem?
- explain the role self-esteem plays in our lives?
- identify the ways to build and maintain high self-esteem?
- identify the causes of low self-esteem?

**...You will!**

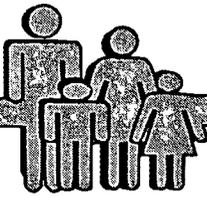


## Ready?

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. If we fail at one thing, we are failures at everything.
- \_\_\_\_\_ 2. People with loads of money are always happy with their lives.
- \_\_\_\_\_ 3. *Self-esteem* is how we feel about ourselves.
- \_\_\_\_\_ 4. If we have a positive attitude toward ourselves, we will most likely have high self-esteem.
- \_\_\_\_\_ 5. People with *high* self-esteem usually don't respect others.
- \_\_\_\_\_ 6. *Low* self-esteem usually makes us *vulnerable* to others.
- \_\_\_\_\_ 7. People with low self-esteem sometimes believe the lies that others say about them.
- \_\_\_\_\_ 8. We can only succeed if we risk failure.
- \_\_\_\_\_ 9. To be *verbally abused* means your parents have beaten you as a child.
- \_\_\_\_\_ 10. When we have low self-esteem, we often judge ourselves harshly and unfairly.



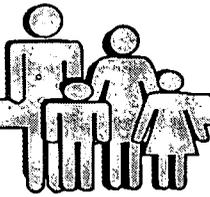
- \_\_\_\_\_ 11. When we *internalize* something, we make it a part of ourselves.
- \_\_\_\_\_ 12. How we feel about ourselves usually begins with how our families or caretakers treated us when we were young.
- \_\_\_\_\_ 13. We can always improve our self-esteem.
- \_\_\_\_\_ 14. Everyone has *imperfections*.
- \_\_\_\_\_ 15. *Cliques* often use peer pressure to make its members behave in similar ways.
- \_\_\_\_\_ 16. To *conform* means to make yourself follow other people's rules and expectations.
- \_\_\_\_\_ 17. Some people may abuse drugs or food if they feel something is missing in their lives.
- \_\_\_\_\_ 18. Only people who have abused alcohol or drugs have imperfections.
- \_\_\_\_\_ 19. *Body language* tells a lot about how a person feels about himself.
- \_\_\_\_\_ 20. A person cannot change his or her body language.
- \_\_\_\_\_ 21. To be happy and satisfied with yourself and your accomplishments is to have self-satisfaction.



## Remember

*Study the vocabulary words and definitions below.*

- abusive** ..... hurtful or insulting; treating someone poorly
- clique** ..... a group that demands its members act and think alike  
*Examples:* dressing alike, accepting and rejecting the same peers
- condemn** ..... to strongly disapprove; to judge harshly
- conformity** ..... behavior or thought that follows the rules or practices of a group or other persons
- contentment** ..... satisfaction
- criticism** ..... disapproval; passing unfavorable judgment
- criticize** ..... to find fault with or to judge
- culture** ..... the beliefs, thoughts, and behaviors of a community or society
- distorted** ..... twisted or misshaped; inaccurate or false



**fiction** ..... something that is made up; not a true story

**imperfections** ..... skills and traits that are not ideal

**internalize** ..... to take something inside yourself; to make something a part of yourself

**satisfy** ..... to fulfill (a need or desire)

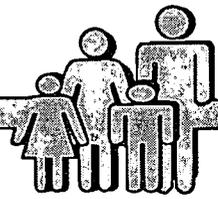
**self-esteem** ..... the value you attach to yourself

**self-satisfaction** ..... pleasure or happiness gained through your accomplishments or efforts

**undemanding** ..... not asking or requiring much

**vulnerable** ..... unprotected; open to attack or hurt

**worthy** ..... deserving of respect; valuable or honorable



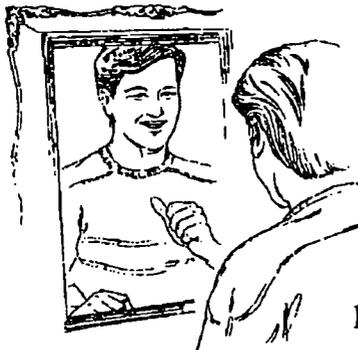
## Read

### Introduction

Few things in life are so important to our emotional health as the way we feel about ourselves. Look around and see for yourself. Is the happiest or most satisfied person you know also the wealthiest? Is he or she the most popular or talented? For most of us the answer to these questions is *no*.

Most of us do need a certain amount of money to make our day-to-day living comfortable. And most of us prefer for others to like us. But neither of those achievements means very much to the boy who does not like himself and walks around feeling angry at the world. Success in school or popularity means little to the girl who does not think she is worthwhile and must constantly look to others for praise and acceptance. Almost all people who feel good about themselves and others have *high self-esteem*.

### Self-Esteem: Our View of Ourselves



*Self-esteem* is the value we attach to ourselves. To measure our self-esteem, we ask ourselves the following questions: Do we respect ourselves? Do we feel our lives are worthwhile and important to our families and communities? If our answers are *yes*, then we have a positive attitude towards ourselves. We have *high self-esteem*.

When we have *high self-esteem* we like ourselves for who we are. We recognize that we are not perfect. We give ourselves room to fail because we appreciate the effort we put into living *worthy lives*. When we live a *worthy life* we improve the world around us. We don't have to discover the cure for a deadly disease or be famous to live a *worthy life*. Treating others and ourselves with respect, and being productive in our daily lives are characteristics of a *worthy life*. Because people with *high self-esteem* do not need to criticize others to build themselves up, they tend to respect other people. Their confidence in their efforts and abilities makes them less dependent on the praise of others for *self-satisfaction*.



When we see ourselves as having little value, we are experiencing *low* self-esteem. We have trouble liking ourselves. We may demand perfection from ourselves, and we constantly criticize ourselves. We see our own **imperfections** as flags waving in the wind, announcing our lack of value to others and ourselves. We may try to explain away our faults because we cannot accept ourselves as imperfect.

Low self-esteem makes us **vulnerable** to the judgments of others. We may do things to gain praise from others. No matter how much effort or thought we put into our education, our jobs, a project, or a relationship, our satisfaction will depend on the judgment of others. If we have low self-esteem, we may criticize someone to make ourselves look better in the eyes of other people. We may spend a lifetime seeing ourselves as we believe others see us, instead of looking inward and facing and appreciating who we are.

Even the most healthy persons will have moments of low self-esteem. And all of us will have to do some work in order to build and maintain high self-esteem.

## Where Does Self-Esteem Come From?

When we are newborns, our needs are very basic. We feel hunger and cry for food. We need our soiled diapers changed. We find warmth in our parents' bodies. In time, we develop more than physical needs. We begin to have emotional needs. We want love and a sense of security from our parents and caretakers. All of our happiness and **contentment** comes from our surroundings—the world *out there*.

### The Family: Where It All Begins

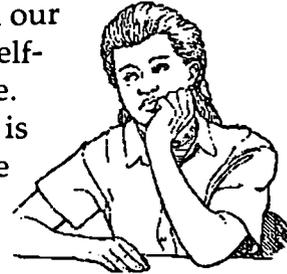
We do not understand all of the factors that come together to create our self-esteem. Some of those factors may already be present at our birth. We do know that much of our feelings about ourselves first developed from how our world responded to us. Our families or our caretakers were the earliest people to





influence our self-esteem. If they made us feel good about ourselves, we had a good chance to develop high-esteem. If they let us make mistakes without **condemning** us, we could learn to accept ourselves—and others.

If, however, they belittled us or continually criticized our efforts, we tended to develop low self-esteem. Low self-esteem can make any mirror reflect a **distorted** image. Every time we look in a mirror we see someone who is less than we really are. We see the person others have described to us: someone who is not lovable or capable. We see a lie.



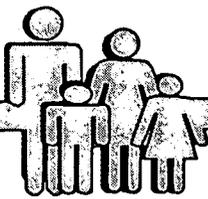
### **The Self: Where the Development of Self-Esteem Continues**

Once we grew old enough to make choices and do things for ourselves, much of the responsibility for our self-esteem became our own. Both the way we approached our daily responsibilities and our willingness to examine ourselves honestly greatly influenced our self-esteem.

**Our Daily Life.** Those of us who make a sincere and worthy effort in our daily lives are most likely to develop high self-esteem. Do we study for exams? Do we sit down and focus on our notes and class materials? Do we pay attention to our duties at our jobs? Do we try to be understanding and respectful towards our parents and siblings? If we can answer *yes*, then we are making a worthy effort. This effort will be reflected in the value we attach to ourselves.

If, on the other hand, we do not make an effort to do things well, we will see ourselves as having little value. If we behave selfishly towards our families and friends, we will not feel our role in our family and community is important.

**Seeing Ourselves Clearly.** A Greek philosopher claimed that the first rule to good health was to *Know thyself*. Knowing ourselves, knowing our positive qualities and our imperfections, and accepting ourselves is one important way to build high self-esteem. The truth about ourselves is easier to live with than the **fictions** we sometimes develop about ourselves. Living with an honest image of ourselves makes life satisfying. Living with a fiction is tiring—we have to constantly remember the lies we've told ourselves.



## The Inner Voice: Talking to Ourselves

Our ability to think about ourselves develops as we grow. We might say that we develop a point-of-view on ourselves. Whereas the newborn sees only the surrounding world, the older child sees both the surrounding world and himself or herself. We find ourselves actually thinking and feeling about ourselves. We begin to develop an attitude about ourselves. A voice within ourselves begins to speak. All of us have heard this voice inside. It is hard to ignore and can carry great authority.

Our minds often comment on how we feel and see ourselves. Our inner voice very likely will comment on whether we are worthy or unworthy people. "Yes," it may say, "you deserve to be well liked and appreciated. You are not perfect, but you are still lovable and full of good qualities."

In some of us, the inner voice is not so kind. "No," it may say, "no matter how hard you try or what you do, you're just not as worthwhile as others. And look at all your imperfections. Why aren't you perfect?"

Fortunately, we can always improve our self-esteem.

## Enemies of High Self-Esteem

### The Unsupportive Family

Our families were the first to influence our self-esteem. For some of us they are the most important influence in raising or lowering our self-esteem. Unfortunately, some of us grow up in unsupportive families. Our families may be verbally abusive. Their criticism and hurtful words can stunt or wear away our positive sense of who we are.

In time we may begin to believe what they say about us. We may **internalize** statements such as "You can't do anything right," or "Why are you so stupid?" or "Why can't you be like your sister or brother?" Later in life we very likely will accept the same abuse from our girlfriend or boyfriend, or spouse. As our self-esteem lessens, we begin to expect the

## **Be Your Own Counselor!**

### **Ask Yourself...**

...are you...

Undependable?  
Moody?  
Sarcastic?  
A show-off?  
Demanding of attention?  
Critical of others?  
A gossip?  
Selfish?  
Sometimes friendly,  
sometimes not?



abuse and believe we deserve it. Our inner voice begins to repeat these abusive statements, like a tape recorder that can't be turned off. We will begin to hear these comments running through our heads like a catchy tune.

### The Undemanding Self

Building high self-esteem is not easy. However, some of us have fallen into the habit of taking the easy road. We don't study for a test. When we do poorly or flunk the test, we then feel bad about ourselves and consider

ourselves "not too smart in algebra" or a "loser at school." If we don't make a good effort in our daily lives, is it fair for us to feel bad or pity ourselves for our failures? Obviously not. And if we do make a good effort, then whatever the outcome, we should not criticize our effort.

Some social scientists argue that our national culture encourages us not to take responsibility for ourselves. We permit ourselves to feel like victims who cannot change our lives. The news often carries stories of people who commit crimes and then blame some problem in their life. "I took to crime because my parents didn't love me," or "I abused my spouse (or children) because my parents abused me." Nobody doubts the difficulty of growing up abused. The *undemanding* self, however, lets this abuse become the reason for living an unworthy life. It can be hard, but each of us needs to learn that feeling bad about ourselves is a good reason to build a better life. It is not a good reason to hurt others.

### The "Any Failure Makes Me a Total Failure" Trap

The *undemanding* self can create another enemy of high self-esteem: the "this failure means I'm a total failure" trap. Suppose you take a dance class. You notice others in the class who have more talent in dancing than

#### Children Learn What They Live

- If a child lives with criticism, he learns to condemn.*
- If a child lives with hostility, he learns to fight.*
- If a child lives with ridicule, he learns to be shy.*
- If a child lives with shame, he learns to feel guilty.*
- If a child lives with tolerance, he learns to be patient.*
- If a child lives with encouragement, he learns confidence.*
- If a child lives with praise, he learns to appreciate.*
- If a child lives with fairness, he learns justice.*
- If a child lives with security, he learns to have faith.*
- If a child lives with approval, he learns to like himself.*
- If a child lives with acceptance, and friendship,*  
*He learns to find love in the world.*

—Dorothy Law Nolte



you do. Almost all of us will at one time or another find ourselves in this situation. It may not be in a dance class; instead, it may be in an English or biology class. Perhaps it is on a baseball field, in an art class, or in a group learning how to juggle. Remember: No one is instantly good at everything!

The problem is never that we are not good at dancing or baseball or art. The problem begins when we believe that our lack of talent or accomplishment in one area or skill represents who we are in total. Sometimes this will happen when a peer, a classmate, or even a person in authority, for example a teacher, tells us we are not a good person because of a single failure or lack of skill. The truth may be that we are not a good dancer. But lacking talent in dancing means that we lack talent in dancing. It means nothing more.

The person with high self-esteem knows she has other talents and skills. She knows she is not perfect and never will be. She knows that no person or no single experience can turn one failure into a full description of who she is. In addition, the person with high self-esteem has the will and confidence to make herself into a better dancer. She knows she can improve on just about any skill.

### **The Pressure from Peer Groups and Cliques**

As we grow older our circle grows to include more than just our families and caretakers. It begins to include other children, or peers. Children tend to form cliques with other children. A clique is a peer group that demands devotion from its members. Boys and girls in cliques demand conformity. They expect members to dress and act in certain ways. They judge harshly those who do not conform.

## **Handling Rejection**

### **Wait it out.**

Storm clouds may blow over quickly—no one holds the spotlight forever.

### **Try a direct approach.**

Ask if you've done or said anything to earn the rejection you are getting—the head-on approach can clear the air.

### **Take the hint.**

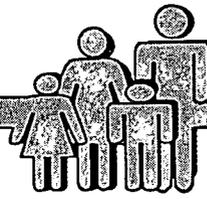
Some efforts are useless—to be different or unaccepted by any one group doesn't mean that you are worth any less.

### **Settle for less.**

Some people get left out of close friendships but get included in informal group activities—you can enjoy group companionship.

### **Catch up later.**

Some teens are late bloomers—personalities and talents develop later in life.



Most of us have belonged or will belong to a clique at some time in our life. Cliques provide us with support. In a clique we find a ready-made set of guides for our behavior. And we find others who praise us for following those *rules* and guides. We have a need to belong to peer groups, and joining a clique is one way to satisfy that need.

Cliques, however, can lessen our self-esteem. At first we may feel good about our acceptance in a group. But in exchange for acceptance, we are asked to give up our independence. If our values and beliefs do not fit those of the clique, then we will feel pressure to become someone we are not—and to give up values that are part of who we are. In time we will feel that the real *us* is beginning to disappear.

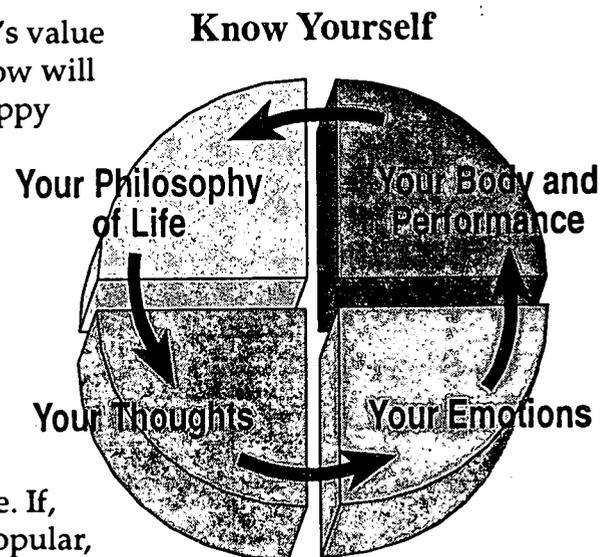
Cliques push us further away from knowing ourselves. The more we let others decide what we should believe and how we should act, the less self-respect we will have.

### The Confusing Messages We Hear from the Media

Not only can family and peers give us harmful messages, we may also be subjected to harmful messages from the media. The media includes songs we hear; movies and television programs we see; and books, magazines, and newspapers we read. These messages are often contradictory. One movie will tell us that real men use violence to settle disagreements. Another movie will tell us that real men don't need to use violence; instead they use their brains to solve conflicts. One book tells us that a girl's value is not in her looks. And then a TV show will tell us that only beautiful girls are happy with their lives. Many times we will even find mixed messages in the same TV show or movie.

### Getting Caught in a Vicious Cycle: Food and Drugs

When we feel something essential is missing from our lives, we may use something else to fill the void, or hole. If, for example, we feel unloved or unpopular,





we may use food or drugs to make ourselves feel better. After a parent yells at us, a boyfriend or girlfriend hurts our feelings, or we do poorly on an exam, we may stuff ourselves with food. Even more potentially dangerous, we may use drugs to ease the hurt.

And then the vicious cycle begins. We feel bad about ourselves because we've overeaten and put on weight. We feel guilt because we've put drugs in our bodies. Then, because we feel bad about ourselves, we indulge again in food or drugs or alcohol or whatever habit we use to block out pain. In an attempt to make ourselves feel better, we only feel worse. On and on it goes, wearing away at our self-esteem.

## Building Self-Esteem

Sometimes it can seem impossible to develop high self-esteem, especially for teenagers. During our teen years, most of us are insecure. The cliques around us put pressure on us to be a certain way and conform. We're trying to figure out who we are and what we want to be. We're exploring our independence as we begin to try out new roles and take responsibility for ourselves. In the midst of all this confusion, we still need to develop a positive attitude towards ourselves.

## Turn Off the Inner Voice

First, learn to turn off the negative inner voice. The inner voice can haunt us. It seems to come out of nowhere, to stand behind us like a dark shadow. The inner voice often speaks to us when we're most vulnerable. We've just experienced a set-back or failure. We weren't invited to a party. We flunked an algebra exam. Our girlfriend or boyfriend just broke up with us. Something hurtful or disapproving happens and the inner voice starts to tell us that we're not worthy or we're a failure.

Each of us can develop ways to silence the negative inner voice. Some of us may find we can just turn a deaf ear to it. Some of us can silence the voice by understanding where it comes from. We can tell ourselves: "Those are other people's voices and





words I've let become my own. But no more—I won't listen!" Still others of us will be helped by humor. That's right, just laugh at the voice when it creeps into your mind and starts spilling negatives.

### Accept the Warts ... and All

All of us have imperfections. Imperfections make the world a more interesting place. Imagine if everyone were perfect—what a bore that would be! Accepting our imperfections will help put us in touch with who we are. To help you see yourself in a true light, take a sheet of paper and begin making a list. On the left-side of the page, list all the activities and skills you're good at. Put down everything you can think of—from babysitting to recognizing oldies on the radio. Keep the list with you for a day or two. You'll be amazed at the length of the list. When you're done, absorb the list. In other words, study it and note just how many skills you have.

And what about warts? On the right-side of the page, list those skills you've tried but haven't had much success with. When you're done, put a check next to those skills you haven't given much effort to. After all, why should you be good at those things you've had little or no training in?

And remember this: Most successful people never let their failures stop them. In fact, most successful people say that failure was an important part of their success. They learned from their failures. They knew that success would not come easily.

### Failure and Risk-taking

When we're willing to fail, our world expands. We become willing to try new activities, because we know that all we have to risk is failure—which really isn't much. Yet what we have to gain is a sense of accomplishment and satisfaction. The more times we risk failure, the more times we will experience success. And success will help us build self-esteem.

***Fear of failure may  
limit mental and  
social growth.***



## Improve Our Body Language

Although we should accept who we are, improving our body language can help improve our self-image. When we see someone shuffling down the hall with his shoulders slumped, his eyes pinned to the ground, we think he has low self-esteem. His body reflects the way he feels about himself. He needs to reverse the reflection. By developing good posture—straightening his shoulders, walking smoothly, and looking straight ahead—he can begin to feel better about his body and himself.

Changing our body language will also change the way others respond to us. They will have more respect for us—because they will see we have respect for ourselves. It's a cliché, but it's true: It's hard for others to like us if we don't like ourselves.

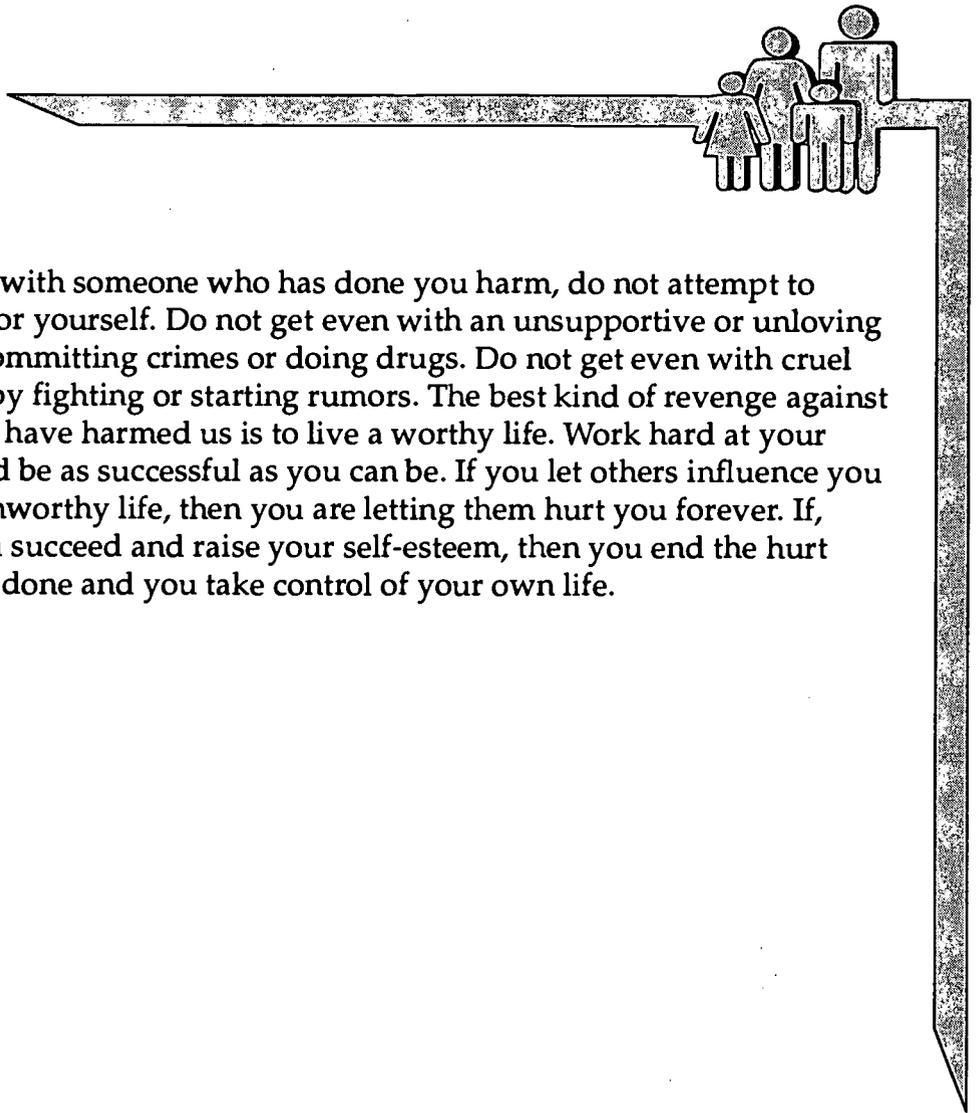
## Respect in Action: Battling Peer Pressure

Cliques and peer groups often pressure us into certain behaviors. We begin to drink or do drugs to be accepted. We decide to shun and dislike certain classmates because the group does. The group labels these behaviors *cool*. But what could be less cool than letting others make our decisions? Have we forgotten that our heroes are those who remain committed to their beliefs instead of conforming to the beliefs of those around them?

## The Best Kind of Revenge

Few of us are so lucky as to be surrounded by people who are always supportive. Sometimes parents or siblings take out their frustrations on us. Or maybe it's a teacher. Almost certainly some of our peers will be cruel at times. And no one can escape the media and its twisted messages that confuse us, and make us believe that we're missing something—beauty, talent, likeability. All of these influences can wear on our self-esteem and make us feel bad about ourselves. What should we do?





To get even with someone who has done you harm, do not attempt to harm them or yourself. Do not get even with an unsupportive or unloving parent by committing crimes or doing drugs. Do not get even with cruel classmates by fighting or starting rumors. The best kind of revenge against people who have harmed us is to live a worthy life. Work hard at your interests and be as successful as you can be. If you let others influence you to live an unworthy life, then you are letting them hurt you forever. If, instead, you succeed and raise your self-esteem, then you end the hurt others have done and you take control of your own life.



## Recap

*Self-esteem* is the value we attach to ourselves. If we have high self-esteem, we see our life as *worthy* and productive. We like ourselves for who we are, and we do not *condemn* ourselves for our *imperfections*. If we have low self-esteem, we do not appreciate our efforts and work. We have trouble liking ourselves and may not be able to tolerate our imperfections. Almost all people who feel good about themselves have high self-esteem.

Our self-esteem often is influenced first by our families. Supportive families make us feel good about ourselves. Unsupportive families may condemn our imperfections and mock our efforts. This can lead to a *distorted* image of ourselves. As we grow older, we become able to shape and raise our self-esteem.

Enemies of high self-esteem include an unsupportive family, an *undemanding* self, pressure from peer groups and *cliques*, and the confusing messages conveyed by the media. If our self-esteem is low, we may use food or drugs as a way to make ourselves feel better. Unfortunately, these addictions will, in the long run, only make us feel worse.

We can build self-esteem by examining ourselves and noting just how many skills and talents we have. We can accept ourselves for who we are—imperfections and all. We can learn to fail without condemning ourselves. And we can risk failure so we can succeed and feel good about ourselves. When those around us hurt us, we can answer with the best kind of revenge: Live a worthy life and take control of our future.



## Record

### Fill in the Blanks

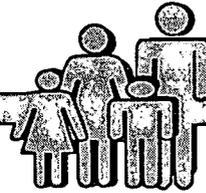
Use Read to complete the following sentences. Write the correct term on each line.

vulnerable	distorted	worthy	clique
conformity	fictions	criticism	condemn
undemanding	internalize	abusive	imperfections
self-esteem		self-satisfaction	

1. The truth about ourselves is easier to live with than the lies, or \_\_\_\_\_, we sometimes tell ourselves.
2. To be happy with your accomplishments is to have a feeling of \_\_\_\_\_.
3. People in cliques often try to create \_\_\_\_\_ so members of their group will behave alike.
4. Most people who feel good about themselves have high \_\_\_\_\_.
5. To be verbally \_\_\_\_\_ is to hurt or belittle someone with words.
6. When we live a life deserving of respect, we are living a \_\_\_\_\_ life.



7. A \_\_\_\_\_ is a group of people who try to look and act similarly.
8. When someone finds fault in you they are using \_\_\_\_\_ .
9. A person who doesn't ask much of himself is said to be \_\_\_\_\_ .
10. Nobody is perfect at everything, and everyone has \_\_\_\_\_ , or faults.
11. When we see a \_\_\_\_\_ image of ourselves, we are seeing ourselves as less than we really are.
12. When we feel unprotected and open to the attacks of others, we are feeling \_\_\_\_\_ .
13. To really believe something someone has told you is to \_\_\_\_\_ it.
14. When we experience low self-esteem, we may find it easy to \_\_\_\_\_ ourselves and to judge ourselves harshly.



## Record

### Matching

*Match each cause with its effect. Write the correct letter on each line.*

Effect	Cause
_____ 1. high self-esteem	A. undemanding self; negative inner voice
_____ 2. poor body language	B. joining a clique and letting it direct your behavior and thinking
_____ 3. low self-esteem	C. supportive family and caretakers; ability to accept yourself
_____ 4. conformity	D. taking risks and being willing to fail
_____ 5. success and an expanded world	E. low self-esteem that is reflected in your posture



## Reflect

### Short Answer

*Read each situation described in the paragraphs below. Write a brief answer to describe how you would respond.*

1. You work hard at school, but your grades have not always reflected your efforts. Two year ago you earned all C's. Last year you earned an equal mix of B's and C's. And this year you are earning all B's. You have started to get down on yourself because you still aren't earning A's. You often say that you are just not good at school, no matter how hard you try. You wonder if you just shouldn't give up. What can you tell yourself to help you raise your *self-esteem*?

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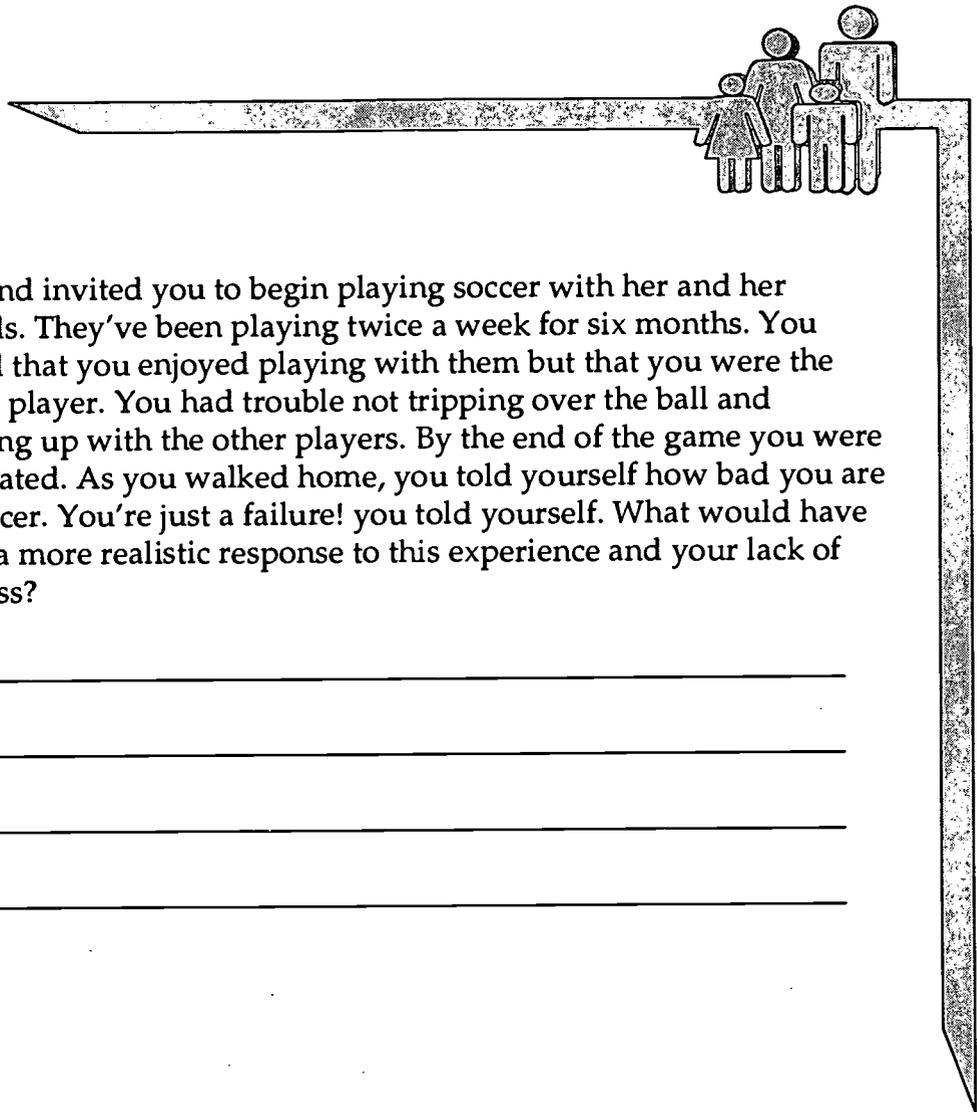
2. Your friend Rod is often angry. His parents sometimes criticize him for his failures. His anger often distracts him from his schoolwork, and then his teachers lose patience with him. He's really a good person inside who would do well if he was happier. You want to have a heart-to-heart with Rod—to talk to him about his anger and how it's affecting his daily life. What could you say that might help Rod change his attitude?

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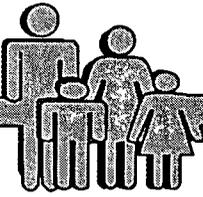
3. A friend invited you to begin playing soccer with her and her friends. They've been playing twice a week for six months. You found that you enjoyed playing with them but that you were the worst player. You had trouble not tripping over the ball and keeping up with the other players. By the end of the game you were frustrated. As you walked home, you told yourself how bad you are at soccer. You're just a failure! you told yourself. What would have been a more realistic response to this experience and your lack of success?

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## Review

### Identification

*Write the correct term on each line.*

- \_\_\_\_\_ 1. a group that demands its members act and think alike
- \_\_\_\_\_ 2. hurtful or insulting; treating someone poorly
- \_\_\_\_\_ 3. behavior or thought that follows the rules or practices of a group or other persons
- \_\_\_\_\_ 4. deserving of respect; valuable or honorable
- \_\_\_\_\_ 5. to strongly disapprove; to judge harshly
- \_\_\_\_\_ 6. not asking or requiring much
- \_\_\_\_\_ 7. pleasure or happiness gained through your accomplishments or efforts
- \_\_\_\_\_ 8. satisfaction
- \_\_\_\_\_ 9. skills and traits that are not ideal
- \_\_\_\_\_ 10. the beliefs, thoughts, and behaviors of a community or society
- \_\_\_\_\_ 11. the value you attach to yourself
- \_\_\_\_\_ 12. to fulfill (a need or desire)



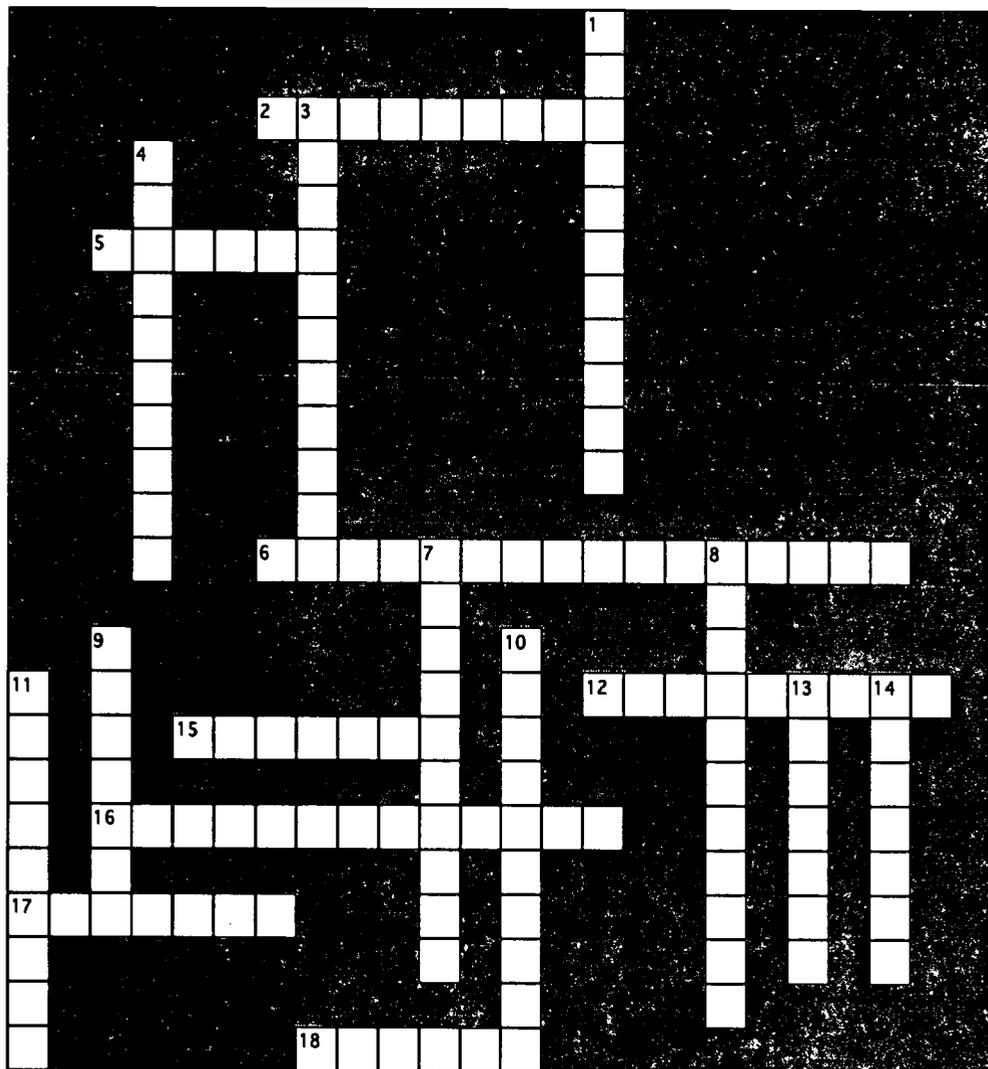
- \_\_\_\_\_ 13. to take something inside yourself; to make something a part of yourself
- \_\_\_\_\_ 14. twisted or misshaped; inaccurate or false
- \_\_\_\_\_ 15. unprotected; open to attack or hurt
- \_\_\_\_\_ 16. something that is made up; not a true story
- \_\_\_\_\_ 17. disapproval; passing unfavorable judgment
- \_\_\_\_\_ 18. to find fault with or to judge

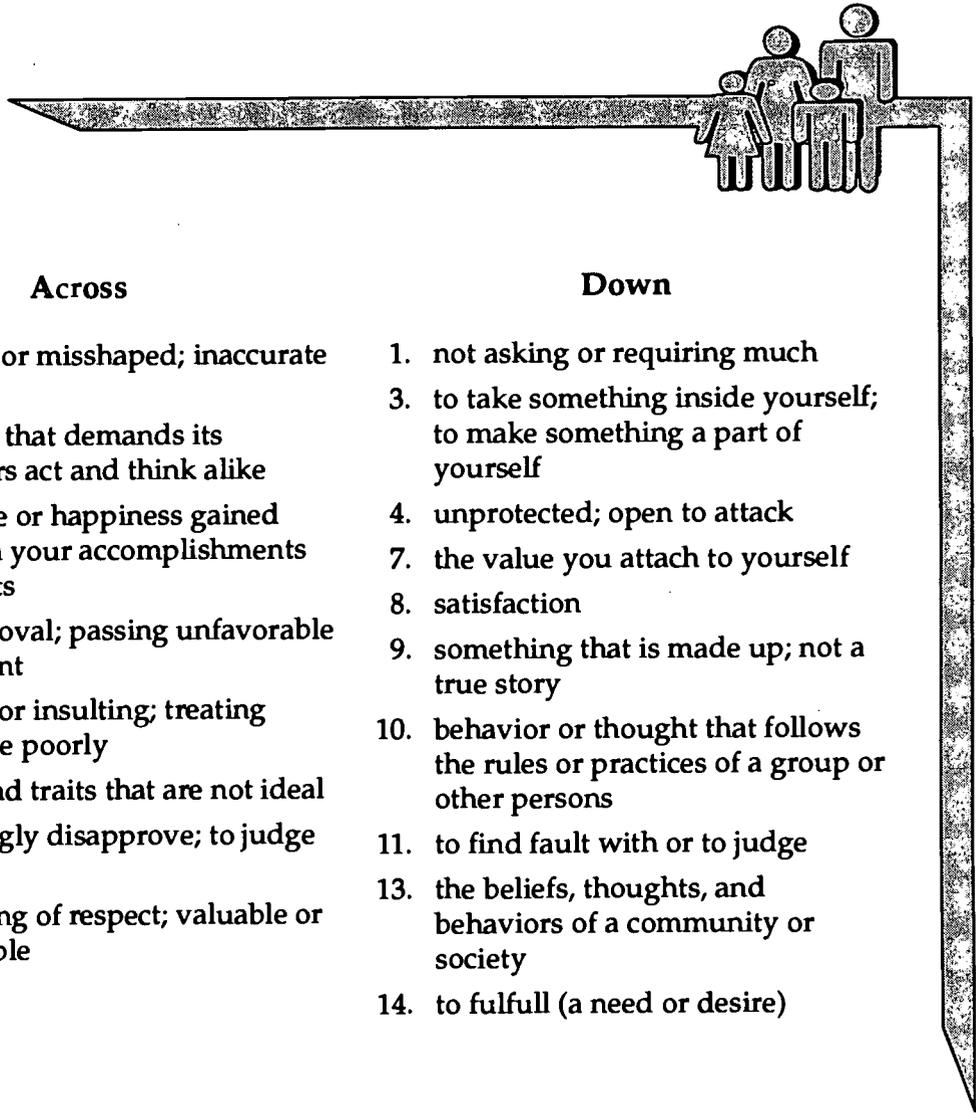


## Replay

**Solve**

*Use the clues on the next page to solve the crossword puzzle below.*





### Across

2. twisted or misshaped; inaccurate or false
5. a group that demands its members act and think alike
6. pleasure or happiness gained through your accomplishments or efforts
12. disapproval; passing unfavorable judgment
15. hurtful or insulting; treating someone poorly
16. skills and traits that are not ideal
17. to strongly disapprove; to judge harshly
18. deserving of respect; valuable or honorable

### Down

1. not asking or requiring much
3. to take something inside yourself; to make something a part of yourself
4. unprotected; open to attack
7. the value you attach to yourself
8. satisfaction
9. something that is made up; not a true story
10. behavior or thought that follows the rules or practices of a group or other persons
11. to find fault with or to judge
13. the beliefs, thoughts, and behaviors of a community or society
14. to fulfill (a need or desire)



# Connections: Living Well with Others

Can you...

- explain why we need positive relationships?
  - explain how to establish and develop healthy relationships?
  - describe effective verbal and nonverbal communication skills?
  - identify the different levels of communication?
  - describe the characteristics of a healthy friendship?
- 
- explain how to resolve conflicts and mend differences in relationships?
  - identify abusive relationships and what to do about them?

**... You will!**



## Ready?

### True or False

*Write true if the statement is correct. Write false if the statement is not correct.*

- \_\_\_\_\_ 1. Florida law does not protect children from physical or sexual abuse.
- \_\_\_\_\_ 2. Most of us are "social creatures" and enjoy the company of others.
- \_\_\_\_\_ 3. Relationships will always fulfill our need to be loved and accepted.
- \_\_\_\_\_ 4. Some people need many friends, whereas others may need only a few.
- \_\_\_\_\_ 5. Someone with a poor self-image can make friends easily.
- \_\_\_\_\_ 6. Establishing healthy relationships is very easy.
- \_\_\_\_\_ 7. Experiencing rejection by another person is easily overcome.
- \_\_\_\_\_ 8. Having a good self-image makes one more likeable.
- \_\_\_\_\_ 9. We may behave differently in different situations.
- \_\_\_\_\_ 10. Presenting a false self is one way to establish trust in a relationship.
- \_\_\_\_\_ 11. When a stranger doesn't like us, we should feel bad.



- \_\_\_\_\_ 12. *Body language* is a language spoken in Canada.
- \_\_\_\_\_ 13. To send a message to someone is to communicate.
- \_\_\_\_\_ 14. Talking on the phone and writing a letter are examples of nonverbal communication.
- \_\_\_\_\_ 15. The volume and tone of your voice is part of the message you send when you speak.
- \_\_\_\_\_ 16. Choosing popular words and phrases to use when we talk shows that we are unique.
- \_\_\_\_\_ 17. A raised eyebrow tells someone you agree with what is being said.
- \_\_\_\_\_ 18. *Body space* refers to how much distance you need from someone you are talking to.
- \_\_\_\_\_ 19. Listening is the easiest part of communication.
- \_\_\_\_\_ 20. Acknowledging another person is the deepest level of communication.
- \_\_\_\_\_ 21. A true friend will always agree with your ideas.
- \_\_\_\_\_ 22. Trust is the most important ingredient in a friendship.
- \_\_\_\_\_ 23. Assertive people tell others what they think and feel.
- \_\_\_\_\_ 24. A passive person will communicate openly.
- \_\_\_\_\_ 25. A conflict is a disagreement between people.



## Remember

*Study the vocabulary terms and definitions below.*

**acknowledge** ..... to show someone you recognize him or her

**acquaintance** ..... someone you know but with whom you would not share your feelings or private thoughts

**aggressive** ..... speaking and behaving in an angry and insulting way towards others

**assertive** ..... expressing your honest thoughts and feelings while respecting the thoughts and feelings of others

**body language** ..... messages sent to others through expressions of the face and movements and postures of the body

**communication** ..... the sending and receiving of messages

**conflict** ..... a struggle between people whose wants, ideas, or goals interfere with each other's

**confrontation** ..... a meeting in which people express their differences or complaints to one another



- context** ..... a situation; the circumstances in which a particular event occurs
- engage** ..... to participate; to interact
- genuine** ..... real, sincere, honest; not fake or artificial
- give up the floor** ..... to stop talking and permit another person to speak in a conversation
- intimate** ..... very close and familiar
- isolation** ..... apart from a group or from anyone else; alone; solitude
- mixed message** ..... a message in which one's words do not match the expression on one's face or the movements of one's body
- nonverbal communication** ..... messages sent through behavior and the body; messages sent without the use of words
- passive** ..... holding back one's thoughts and feelings; remaining silent
- rapport** ..... a feeling of trust and being at ease with another person



- role** ..... a part you play or assume in a relationship with others; can be real or fake
- sarcasm** ..... a remark that is bitter and intended to mock or make fun of someone or something
- self-disclosure** ..... the act of making yourself open and known to someone; letting someone see your inner self
- self-image** ..... the picture you have of yourself; how you see yourself
- solitude** ..... the state of being alone or apart from others; isolation
- trust** ..... to have confidence in someone or something; to feel certain of someone's character and honesty
- values** ..... ideas or beliefs that someone thinks are important; rules for behavior
- verbal communication** ..... messages sent through words; messages spoken or written



## Read

### Introduction

"I wouldn't be your friend if you were the last person on Earth!"

We are all familiar with this statement. It tells someone that a relationship with no one would be better than a relationship with him or her. Think of someone to whom you might say this statement. Then imagine a world in which there is only you and that person. Imagine being alone day after day. You eat alone. You go for walks alone. When you play a game, you must take on the role of all the players. The only conversations you have are with yourself. There's no one else with whom to agree or disagree. The only thoughts and feelings you ever hear are your own.

After a few days, perhaps a few weeks or even months, you probably would find yourself approaching that other person and saying: "Well, you are the last person on Earth, and I'd like to be your friend!" But even though that other person is the only friend you can have, you will not necessarily develop a strong and healthy relationship. Healthy relationships are created by people who communicate honestly and openly. In healthy relationships, people listen closely to one another. People create healthy relationships by showing respect for others—even when they disagree with them.

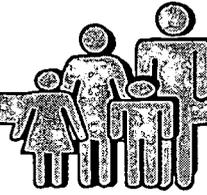
### Why We Need Relationships

Most of us enjoy periods of **solitude**, or spending time alone. We enjoy some privacy during which we can reflect on our life, daydream, or just turn off the part of us we share with the outside world.

However, almost all of us are also "social creatures." We like to live in families and communities, and we like to interact with other people. We like companionship—we like talking, being, and doing things with others.

We fulfill many of our needs through our relationships. Family members and close friends fulfill our need to be loved. As those around us fill us





with love, we develop our capacity to love others. Love can come in different forms. The healthy love a parent feels for a child is total and unconditional. A parent will feel love for a child no matter what that child does or who the child becomes. Love between serious dating partners is often electrically charged and can deliver intense joy or devastating hurt. Love between friends mixes the lasting quality of family love with the strong attachment felt between dating partners.

Through relationships we also enjoy a sense of acceptance. Most of the people we meet do not reject us. Close friends and family try to understand our needs and wants, and they lend support even when we fail or stumble. Even casual friends fulfill our need to be accepted. Though we may not share intimate secrets or spend our leisure time with them, they acknowledge our existence and accept us as worthwhile.

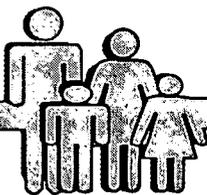


Relationships also enrich and broaden our lives. We learn about other people's experiences in the world. We find out about their feelings, ideas, and beliefs. We discuss and argue ideas and notions. We learn how to express ourselves effectively as we watch the way others respond to us. Without the give-and-take we share with others, our world would contain only our single voice and view. With others, our world becomes dynamic, like a stereo system that delivers many voices and sounds.

Some of us may need many close and casual friends, and a tightknit family to fulfill our social needs. Others of us may only need a few close friends to feel emotional satisfaction. Discover what kind of social person you are. Your health begins with knowing yourself, as a Greek philosopher once said.

## Establishing Relationships: Connecting

Fortunately, we will never have to live in a world that includes only one other person. On the other hand, many of us are surrounded by hundreds, even thousands, of people, yet we still feel a sense of loneliness and



**isolation.** People may be only a few feet away, yet they might as well be in another state.

### **Our Self-Image: How We See Ourselves Is How Others Will See Us**



What keeps us from reaching out and making contact with people? Often the answer is the fear of rejection. Few things in life make us feel worse than having someone reject us. And yet, people will rarely reject us unless we reject ourselves. This point is so important in any kind of social relationship that it deserves rephrasing: People are not likely to reject us if we have a good self-image. Our self-image is the picture we have of ourselves.

Part of our picture of people includes the way they see themselves. We are apt to view a person who likes himself or herself as a likable and worthy person. Similarly, we are apt to view a person who doesn't like himself or herself as less likable. Consequently, an important key to establishing relationships is to have a good self-image. And we should carry that good self-image when we meet and engage with people.

### **Going Beyond a Person's Self-Image: Reaching Out**

Some people we meet will have a poor self-image, or they may just be shy. In either case, they may tend to be quiet and unenthusiastic. It would be easy for us to read their quiet ways as a sign that they have no interest in us or do not like us. But just as we would like others to reach out to us, we should reach out to others. The person with a poor self-image or who is shy may only need someone to extend a hand and offer an enthusiastic "hello" to help him or her begin to feel good and make contact with us. Sure, that person may reject us, but if that happens we can walk away knowing we made a generous effort.



## Presenting the Genuine Self: Sticking to Our Values

When we meet a stranger or spend time with someone we do not know well, some of us may want to present ourselves as having no faults or as perfect. We want to be someone that this stranger will like. Of course, that is a natural desire.

Because we meet people in different contexts, or situations, we do need to select the side of ourselves that we show. For example, in a job interview, we wouldn't want to show our very playful side, or the side of us that likes to sing and dance. On a first date, we probably do not want to reveal our innermost secrets. There is a time and a place for everything.

But we will put ourselves in a difficult position if we present a false side of ourselves. Imagine that you meet someone you find attractive. You notice he or she is quiet and doesn't talk much.

Although you are out-going and talkative, you present yourself as quiet and a person of few words. You may make friends with him or her, but do you want to continue the relationship as someone you are not?



Once we present a false self, we may find it difficult to ever present the true self. We may feel that we've promised a certain kind of person and now we have to be that person. If we present our genuine self, or our *real* self, we won't have to play a role.

One of the most important characteristics people look for when establishing relationships is **trust**. When we feel that a person is not showing us a true self, we are not likely to trust that person. And we are not likely, therefore, to pursue a friendship.

A good way to make sure we present our genuine selves to others is to stick to our **values**. Values are the rules for behavior in which we believe. Values are the ideas and beliefs we hold dear. We violate ourselves when we lie about our values so others will like us.



When we show a true side of ourselves to a stranger, he or she may decide not to pursue a deeper relationship with us. Don't be offended—don't take it personally. That person just has different needs than we can fulfill.

## Communication: The Way We Connect to Others

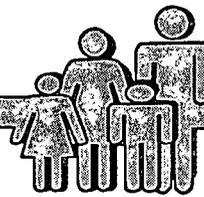
We connect with others through **communication**. Communication is any behavior that sends a message to another person. Many of us take communication skills for granted. We view them in the same way we view walking or riding a bicycle. Once we've learned how to walk or bike, we don't spend much time learning to do it better.

Similarly, we may assume that the way we communicate is just fine and doesn't need to be examined or improved. But how we communicate with others will determine the kind of connection we make with them. If we communicate poorly, we may have a difficult time making and maintaining good friendships. If, however, we learn to communicate well, our friendships and our day-to-day interactions are likely to go smoothly and bring us contentment.

When we think about communication, we may only think about **verbal communication**. Verbal communication uses the written or spoken word. Talk on the phone or write a letter and you are verbally communicating.



Communication also includes **nonverbal communication**. Two friends may not talk for many minutes while sitting across from one another during lunch. But they communicate nonverbally through the relaxed look on their faces and the constant eye contact they make with one another. They are communicating to one another without actually talking. Silently, they are saying to one another, "I like you," and "I can be myself when I'm with you."



## Verbal Communication: Building Bridges with Words

Think of the words we say and write to others as some of the building material for a bridge that connects us to the world. Some words and groups of words will help build stable and healthy bridges. Other words and groups of words will build weak or unhealthy bridges between us and others.

The most important rule to remember when speaking is this: We talk to be understood, not to hear the sound of our voices. So when we meet someone or talk with a friend, consider who that person is. If you are speaking with a child, select words the child can understand. Even if you are speaking with a friend or peer, do not select words that are unnecessarily difficult or unfamiliar.



Don't choose extreme words just to be showy. Extreme words include *hate*, *love*, *incredible*, *fantastic*, *worst*, and *best*. Do we really mean "I hate mustard on my sandwich," or do we mean "I don't like the way this sandwich tastes with mustard on it"? Do we *hate* that person or just dislike him or her? Do we *love* the girl or boy we've dated for two weeks, or do we like him or her? If we choose the wrong words, or use extreme words to describe all of our emotions and experiences, then what words can we use when we *really* hate or love someone or something? How can others take our communication seriously when we don't consider carefully our own communication?

Be unique when you speak. Most of us want to be known as unique individuals. But listen carefully to your own conversation, and ask yourself: Whose words are these? Do you often use the popular expressions that everyone uses? Expressions such as *awesome* or *dis* have little meaning. They are used to describe most everything. Always relying on popular expressions is a careless way to speak.

Listen to the volume and tone of your voice. Do you mean to speak so loudly or so softly? Do you mean to speak with sarcasm or a negative tone? Some people always have a sharp edge in their voice. It has become a habit they may not even be aware of. Remain aware of the tone and volume you use.



## Nonverbal Communication: Communicating without Words

Some social scientists believe that only about a third of all communication is done with words. The other two-thirds is nonverbal. Nonverbal communication is done with the body, often called *body language*.

**Body Language.** Our eyes are often the most important part of our body language. When others keep eye contact with us as we speak, we feel that they are listening with interest. On the other hand, we will not believe we have someone's attention if his eyes wander about the room. What we look at indicates what we are paying attention to.

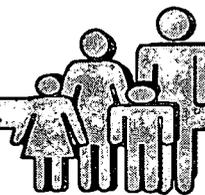
Other parts of the face also play an important part in nonverbal communication. A raised eyebrow can make someone feel that we are judging her comments even before she finishes talking. A sneer or pursed lips tells someone we disagree.

In a casual conversation, you can show your interest by keeping your face relaxed. If the subject is not overly serious, a slight smile tells the speaker you are listening and accepting what he is saying. Listen carefully to what someone says.

Standing tall and using good posture tells someone that you are interested in what she is saying. When we slouch, we convey a lack of energy and an uninterested attitude. Don't cross arms or legs. Either position tells the speaker we are not open to his comments. Hold them in an open and relaxed way. Hold back any judgment until you're sure you understand the speaker's point. There's always time to disagree when the speaker is finished.

Our verbal and nonverbal messages should match. If we say to someone, "Sure, I'd love to come," while our eyes are cast down and our lips are pursed, we are sending a **mixed message**. Our speech has said one thing and our body has said another. Mixed messages are not honest. They often indicate a lack of confidence—we are afraid to say what we really mean.





**Body Space.** Each of us has a distance we like to keep between ourselves and others. Often this distance is determined by our culture. For example, most Americans keep about 18 inches between themselves and family members or very close friends. When Americans speak to friends, they keep from 2 to 3 feet between themselves. When Americans speak to a boss or a teacher, they keep about 3 ½ feet or more in distance.

In Latin American countries, people often stand much closer when they speak. They also touch one another during conversations much more than Americans do. The English, on the other hand, keep further apart than Americans when they talk.

When we speak to others, we can put them at ease by respecting their body space. Don't crowd someone. Recognize when you've gotten too close and entered someone's body space. Standing too far away can also make someone uncomfortable. Imagine your best friend's reaction if you were to stand five feet away during a long and intimate talk.



### **Listening: The Most Difficult Communication Skill**

Listening is the most difficult of all the communication skills. When others speak, it is easy for us to become distracted and not really hear the words themselves. Sometimes we begin to think about what we are going to say before the other person finishes. Sometimes we judge what the other person is saying, rather than listening.

There are two ways to listen effectively. When we practice *passive listening*, we use phrases such as *Really?* or *Tell me more*, or *No kidding?* These phrases show our interest and willingness to listen.

When we use *active listening*, we interact with the speaker. We may repeat what we've heard to be sure we're receiving the right message. We may ask questions about something the speaker has said.



Whether we're listening passively or actively, the most important practice is to concentrate on what is being said. We not only listen to the words, but we also listen to the feelings behind the words. Is the speaker talking about her trip with joy or sadness in her voice? Is the speaker criticizing school policy with heartfelt emotion in his voice and on his face?

To listen well, we should follow three guidelines.

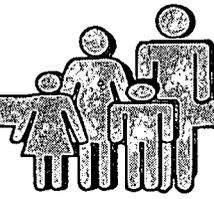
1. We should listen carefully to the words being said.
2. We should listen to the emotions behind the words.
3. We should hold back our own agreement or disagreement until we are sure we understand the speaker fully and the speaker is ready to give up the floor, or has finished talking.

#### **Tips for Effective Communication: Be Interested and Be Fair**

We've all been in conversations in which the other person constantly interrupted us. Each time he interrupted us, he changed the subject to something of his interest. He was unwilling to give up the floor and let us or anyone else speak. He hogged the conversation. When he did comment on our subject, he was sarcastic and negative. This conversation was not satisfying. In fact it was just frustrating. The following are some tips for effective communication. A good conversationalist is the person others are glad to see ... and talk to!



- Don't interrupt the person speaking; wait your turn to speak.
- When you do speak, use the names of the other people. They will feel included in your conversation and they will pay attention.
- Keep your focus on the subject. Don't change the subject until you are sure everyone is through commenting on it.



- Ask questions! You can show your interest and learn from others by asking questions.
- Don't hog the floor. Ask your question or make your point and then give up the floor to another speaker.

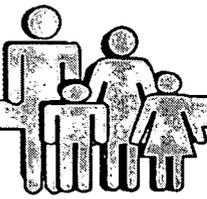
## Levels of Communication: Showing More and More of Ourselves to Others

To communicate effectively, we need to choose our words thoughtfully, use body language that matches our words, and listen carefully. But communication not only involves how we communicate, but how deeply we communicate.

When we meet a classmate for the first time, we probably will not tell him our innermost secrets. If we don't feel at ease with that classmate, we will not share very much of our ideas or feelings. However, if we grow more comfortable with that classmate, the relationship will develop. The deeper the relationship grows, the more each person will reveal to the other. The more each person trusts the other, the more each person will make herself vulnerable, or open to rejection.



People can communicate on five different levels. The first level is acknowledging; the second level is reporting; the third level is sharing; the fourth level is revealing; and the fifth and deepest level is communing. The deeper the level of communication, the more self-disclosure, or telling about ourselves, takes place.



### Acknowledging: Small Talk

Acknowledging is the shallowest level of communication. We disclose very little or none of ourselves during acknowledging. Acknowledging is made up of small talk and pleasantries. We've all heard the expressions, questions, and answers used in small talk. In the following example, Jill and Rueben's exchange is a typical example of small talk.

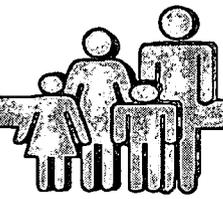
- Jill:* "Hi, it's nice to see you."  
*Rueben:* "It's nice to see you! How are you doing?"  
*Jill:* "Oh, just fine. It's a beautiful day. And yourself?"  
*Rueben:* "I'm doing great. See you later."

Neither Jill nor Rueben have revealed anything about themselves. They have, however, made each other's day just a little more pleasant. Rather than ignore each other, they have acknowledged each other's existence.

Acknowledging is used by even close friends as they pass quickly in the school halls. They haven't time to talk, or they haven't anything to say, but they want to make contact with one another.

Acknowledging may be the only level on which **acquaintances** speak. Acquaintances include those people we have met but with whom we have not established a friendship. We may like these people, but for one reason or another, we have not spent much time with them. Acquaintances can include the person we chat with at the bus stop a few mornings a week. They can include classmates we see but do not really know. We may have good feelings towards an acquaintance, but we would not call on an acquaintance to help us fix a car or to take a weekend trip.





### Reporting: Just the Facts ... or Gossip

During reporting, two people report something to each other. They may report a fact, such as "Bon Jovi is coming to town for a concert." Or they may report something they overheard: "I heard the test is a whopper!" Similar to acknowledging, during reporting neither person reveals anything personal.

If they feel comfortable enough with one another, acquaintances may talk on the reporting level. Acquaintances, however, usually don't move beyond this level.

### Sharing: Talk between Friends

When people have a rapport, they feel a trust and a connection between them. When people feel rapport, they are willing to communicate on the sharing level. During sharing, friends talk about their ideas and judgments. They may comment on events that occurred in school or in the world, as in the following examples: "I think the teacher was wrong to scold James in front of the class." Or "I don't think the United States should send troops to Haiti."



When friends share something they think, they risk rejection—their idea may be put down. If so, they may not share anything further. If a friend agrees with our idea, or if she disagrees in a respectful way, then we will be comfortable sharing more of our ideas. We will also feel comfortable moving to the next level of communication.

### Revealing: Expressing Emotion

During the level of communication called *revealing*, we tell our feelings to a friend. Having our ideas rejected is not as painful as having our feelings rejected. Therefore, friends will not move from the sharing level to the revealing level unless they trust one another. "I'm really afraid of graduating and losing my friends" is an example of revealing. Or "I feel so left out when you don't invite me to the movies."



## **Communing: The Ultimate Experience between Friends**

Communing, or intimate sharing, occurs only between the closest friends. When we walk with a close friend in the woods and feel serene and confident, we are communing. When we feel good just to have a friend sit in the same room as we read a book, we are communing.



## **Moving between Levels of Communication**

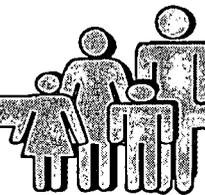
Many of our relationships are like the waters in a river—they rise and fall. We may reach the sharing level with a friend for a few years and then drop back to the level of reporting. Or we may stay at the revealing level for a long time before moving to the communing level.

Sometimes we may meet someone and move through the levels of communication quickly. But most healthy relationships that last a long time move slowly. A deep trust between people does not develop easily. Sometimes we reveal ourselves to others only to soon discover that we've been too anxious to develop a deep friendship. Patience is almost always the best strategy in developing deep friendships.

## **Characteristics of Friendship and Healthy Relationships: Sharing Trust, Affection, Respect, and Disagreements**

### **Trust: The #1 Ingredient in a Friendship**

Some people believe that having similar interests is the key to a friendship. In fact, most social scientists claim that trust is the most important feature of a friendship. We need to believe that a person will not betray our confidences. We need to believe that a person will not tell others our innermost thoughts, and that a person will not take advantage of us when we reveal ourselves. When a friend violates our trust, the friendship is hurt and may even end.



### **Affection: Sharing Joy and Sorrow**

Affection is another important characteristic of a friendship. Friends share each other's joys and sorrows. They show a caring attitude towards each other. Affection can be shown in different ways. Some people feel comfortable hugging one another or being in close contact. Other people show affection through words, or even gifts.



### **Respect: Friends Make Friends Feel Important**

Friends make one another feel important. In other words, they bolster each other's self-image and self-esteem. When Eric lost the election, Yolanda pointed out how many people had supported him. While Carol described her problems, Fiona listened attentively. And when John made the varsity basketball team, his friends told him how hard he had worked and how much he deserved his success. As these examples illustrate, friends are a support system.

### **Disagreements: Friends Agree to Disagree**

Friends let each other have their own ideas. In most friendships, people will sometimes disagree with one another. Friendships can survive disagreements. However, friendships probably will not survive if one of the persons cannot let the other have a different opinion or different belief.

Some types of disagreements may mean that two people cannot be close friends. Each of us has deep-rooted values and shallow-rooted values. When plants or trees are deep-rooted, they are difficult to pull out. When our values are deep-rooted, they are very important to us. They may be an essential part of who we are.

Marie and Jackie liked each other when they met. They differed, however, about the importance of religion. Marie believed the Bible should be strictly followed. Jackie believed in religion, but she didn't believe the Bible could be followed in modern times. Each girl felt strongly about her position. In spite of their differences, the two girls continued to respect one another and became friends. However, because their different values were deep-



rooted, the two girls never became close friends. Other people may become good friends or even close friends in spite of their different values or deep-rooted beliefs.

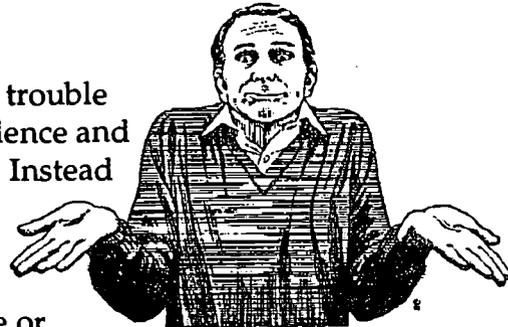
## **Communicating through Behavior: Passive, Aggressive, and Assertive**

Certain kinds of behavior help to make a relationship healthy and grow. Behavior that is an expression of what someone feels and thinks strengthens the bond between two people. This kind of behavior is called *assertive*.

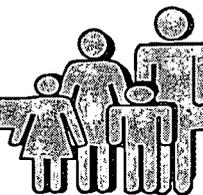
On the other hand, **passive** behavior masks what a person feels or thinks. **Aggressive** behavior threatens or hurts others. Both of these behaviors are destructive to a relationship.

### **Passive Behavior: Holding Back**

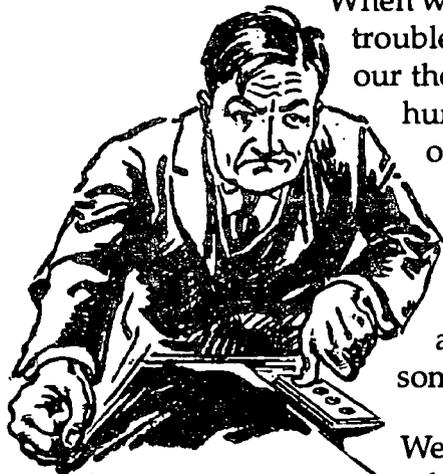
When we behave passively, we are having trouble communicating. We are lacking self-confidence and we fear the other person's responses to us. Instead of saying what we mean, we say nothing. We use a passive nonverbal behavior when we are with another person: We look away from the person; we may giggle or laugh at a serious topic; we purse our facial muscles and look meek.



The person who behaves passively often shows it in the following ways. He criticizes himself often and easily. He makes unnecessary apologies, even when he is clearly not to blame. He makes constant excuses for things he does, even when he does things well.



## Aggressive Behavior: Striking Out at the World



When we behave aggressively, we are also having trouble communicating. Rather than not expressing our thoughts and feelings, we express them in hurtful ways. We use words to be disrespectful of others. We use name-calling to put others down. We interrupt others and do not follow the tips for effective conversation. We use a loud voice and make sarcastic comments about others. "You're stupid and crazy!" the aggressive person says when he disagrees with someone.

We also use our bodies aggressively. We glare at others and use threatening hand gestures. We stand in a rigid and threatening posture.

## Assertive Behavior: The Comfortable Person Making Others Comfortable

When we behave assertively, we tell others how we think and feel. We express ourselves honestly, but in a way that considers the other person's feelings. "I see your point, but I see it in a different way," the assertive person may say when she disagrees. Her confidence does not make others feel threatened. When we behave assertively, we use our bodies in a relaxed way. Our posture is straight but not stiff. Our face is relaxed and we make soft eye contact. Our hands are open. Our words and our bodies encourage others to be honest and open with us.

## Resolving Conflicts: Mending Differences

No matter how well we communicate and behave with others, we will still have conflicts. A conflict is a struggle or a disagreement between people. A conflict can exist over ideas or values. You believe the government should ban the sale of most handguns. Your friend believes the government should not limit the sale of guns. A conflict can be about the gap between what you want from someone and what someone gives you. You've asked your little sister to keep the bathroom you share clean. She



has rarely done it. A conflict can even arise over something as simple as which restaurant you and your dating partner will go to after a movie.

Some people believe that good relationships have no conflicts. This is rarely the case. More often, people just avoid talking about the differences and gaps between them. They are afraid that talking about a conflict will just create tension and hard feelings. But learning how to address conflicts can make a relationship much healthier than ignoring conflicts. How healthy is a relationship in which both people are afraid of their differences? Having to be in agreement, or pretend to be in agreement, can be a heavy weight for any of us to carry.

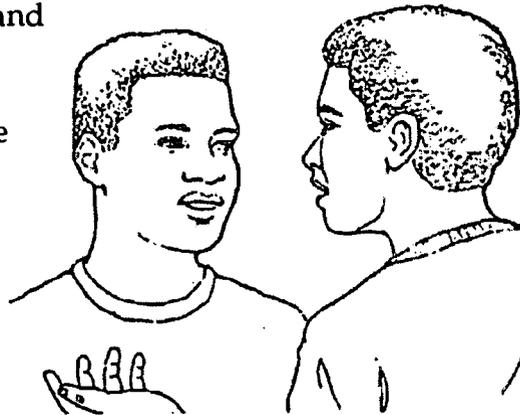
### Strategies to Avoid When a Conflict Arises

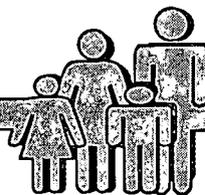
People use different kinds of strategies to deal with conflicts. Unfortunately, many of them only create more problems. *Withdrawal* and the *silent treatment* are two passive ways of responding to a conflict. During withdrawal, the person just walks away and refuses to face the problem. During the *silent treatment* a person just stops speaking. He may remain silent or may talk just enough to answer a question. He does not, however, really talk.

On the other hand, some people use the aggressive approach: They yell and scream. They do not want to resolve, or fix, the conflict. Instead, the person who blows up wants to bully the other person into giving in.

The assertive approach is always the best way to resolve conflicts. The assertive person is not afraid to raise and talk about differences. She knows the conflict can be discussed in a mature way. Even if her emotions run hot, she will not use hurtful words or threatening body language.

A **confrontation** is a meeting in which people express their differences or complaints to one another. They try to resolve a conflict.





The following are some tips for being assertive during confrontations:

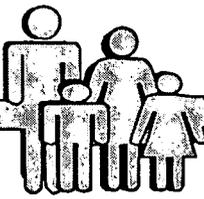
**Use I messages.** Phrase your conflict or emotion as something you believe or feel. Say "I was hurt and angry when you didn't keep our date," rather than "You hurt me when you didn't call." Say "I think we should go to a movie," rather than "Your choice to go to a restaurant is not a good one."

**Focus on the conflict.** At the beginning of the discussion, both people need to agree on what the conflict is. If the disagreement is about the way one of you behaved at a party, focus on that. Do not use this discussion to raise other issues or disagreements. Too often people use an argument to raise many other problems. This only confuses the issue.

**Be specific and be direct.** Know what you want to say and say it in plain language. Don't beat about the bush.

**Look to solve the conflict.** An assertive person looks to find an answer that will satisfy both people. Perhaps both persons need to suggest possible solutions. Remember: the goal is to solve the conflict, not win the argument. Both people may need to compromise, or be willing to give in a little. Perhaps you could let your friend choose this week's movie and you choose next week's movie. Perhaps you can begin to see how both of you caused hurt feelings.

**Be willing to end the conflict.** Don't stop discussing the conflict until both of you are satisfied. But once the conflict is ended, do not raise it again. It is over.



## When Relationships Hurt

Sometimes we will find ourselves in a relationship that hurts. The other person may be abusing us in one of many ways. We may be a victim of physical abuse, sexual abuse, or even emotional abuse. Each of us is protected by law—we don't have to take these types of abuse from others.

### Child Abuse: The Illegal Treatment of Children

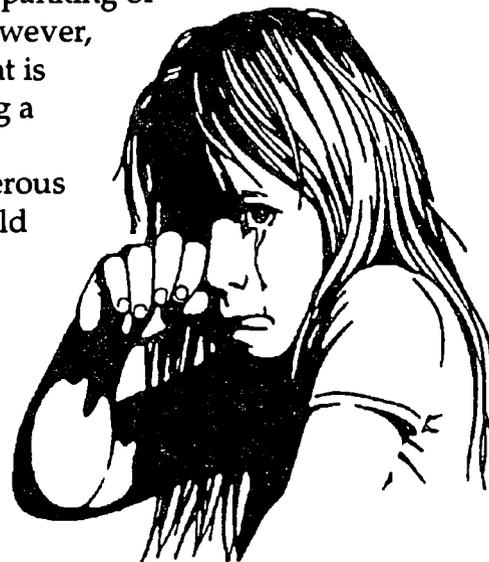
The statistics on child abuse are staggering. About every two minutes a child is abused in this country. About every two hours a child dies from abuse.

Child abuse is the illegal treatment of children. In most cases, the person who commits child abuse is the child's parent, step-parent, or sister or brother. The law protects children from four different kinds of maltreatment: physical abuse; sexual abuse; neglect; and emotional abuse.

**Physical abuse.** People who cannot handle their frustrations or anger may resort to physically abusing others. Some parents beat their children to relieve their anger. Some parents beat their children because they do not know how to discipline them in appropriate ways.

Child abuse does not include all kinds of physical force a parent uses on a child. Some parents use mild force such as spanking or even light slapping to discipline a child. However, when a parent harms a child, then the parent is committing child abuse. Bruising or burning a child is child abuse. Knocking out teeth or breaking a bone is child abuse. Using dangerous objects with which to beat a child is also child abuse.

**Sexual abuse.** Sexual abuse describes any sexual relations between an adult and a child. The sexual relations can be anything from fondling to sexual intercourse. Even if a child agrees to sexual relations with an adult, the adult is still committing a crime and the child is still suffering.





**Neglect.** Another form of child abuse is called *neglect*. Neglect occurs when parents do not adequately care for a child. They may not feed or clothe the child well. They may even tie the child up or lock the child in a room for a long period of time. Leaving a young child alone or unsupervised is another form of neglect.

**Emotional abuse.** Emotional abuse does not leave scars or marks, but it can be as harmful as any other kind of child abuse. When parents relate to children in harmful ways, they are committing emotional abuse. Emotional abuse includes withholding love from a child, providing little or no emotional support for a child, and constantly ridiculing a child.

### **Abuse: Person to Person**

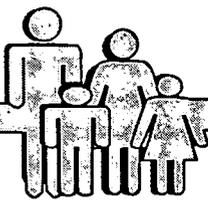
Abuse can happen in all kinds of relationships. Husbands beat wives, and in some cases wives beat husbands. Almost half of the women who are murdered in this country will be killed by their husband or boyfriend. Anyone can be the victim of physical abuse, emotional abuse, or sexual abuse from a dating partner, acquaintance, stranger, or even someone who is considered a friend. Abuse is abuse—no matter who is committing abuse!

### **Who Is Likely to Commit Abuse?**

Certain people are more likely to commit abuse than others. Abuse can be a learned behavior. Those persons who came from abusive families are more likely to abuse their children and spouses than those persons who came from healthy and loving families. A child who was physically or sexually abused may become a parent who abuses his or her children. A child who grew up watching a father beat his mother is likely to beat his own wife. Abuse is a disease, and it can be passed on from parent to child



People who commit abuse are likely to have low self-esteem. They do not value themselves highly. They are easily frustrated and can't handle stress. They abuse others as a way to feel powerful and in control. They are also likely to be an alcoholic or have another drug problem.

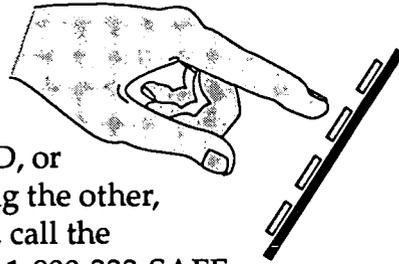


## Who Is Likely to Accept Abuse?

Anyone can be abused. But some people believe that they deserve to be abused. If they are adults, they most likely were abused as children. They see the present abuse they are experiencing as just a continuation of their childhood abuse. Abused children or adults usually have low self-esteem—because they see themselves as lacking value, they may believe they deserve to be abused.

## Responding to Abuse: Stopping the Cycle

If you are abused, you need to end the cycle right now! Begin by notifying one of the hotlines that will help you stop the abuse. If you are a victim of child abuse, or if you suspect a friend of being abused, talk to your teacher or guidance counselor, or call the National Child Abuse Hotline at 1-800-4 ACHILD, or 1-800-96-ABUSE. If one of your parents is abusing the other, or if a friend is being abused by a dating partner, call the National Coalition Against Domestic Violence at 1-800-333-SAFE. You should also contact your school counselor and visit your local health center. If you would rather not call a hotline or talk to a counselor, then reach out and talk to a friend or a close relative.



These hotlines, counselors, and health centers will help you take action to stop the abuse. They will also help you begin your recovery. Remember: Anyone who has been abused is likely to abuse someone in the future or to be a victim of abuse in the future. Victims need to learn how to avoid abuse in the future.

If you find someone attempting to abuse you—in the home, at school, on a date, or anywhere—assert yourself. Say “No!” to the person who is attempting to abuse you. Many people who attempt to abuse others look for victims who will not or cannot stand up for themselves. So be assertive! Think of your body and your feelings as worthy and as deserving of respect from others. Try to avoid being alone with people you have seen to be abusive or you suspect are capable of abusive behavior. But, if you are abused, it’s a crime and you are a victim. Get help!



## Recap

As social creatures, we enjoy and need relationships. Relationships fulfill our need to love and be loved, and to feel accepted by others. Our relationships also enrich our lives as we discover how others see the world and we hear about their experiences and knowledge.

Establishing relationships can be difficult. Many of us fear being rejected by others if we attempt to make friends. If we develop a healthy *self-image*, we are less likely to be rejected. Others tend to see us as we see ourselves. When we establish relationships, we may try to present the self we think the other person will like and accept. However, we should show others a *genuine*, or real and honest, self. If we present a fake or perfect self, we may feel the need to play that *role* in the future.

To establish and develop healthy relationships, we need to communicate well. We often take our ability to communicate for granted, but we shouldn't. *Communication* is a learned skill. There are two different types of communication: *verbal* and *nonverbal*. Verbal communication describes messages sent through the written or spoken word. Nonverbal communication messages are sent through facial expressions or body movements. Verbal and nonverbal messages should match or we will send *mixed messages* to others.

Listening is probably the most difficult communication skill to learn and practice. As we listen to others, we should have a clear mind that is focused on what is being said. We should let the speaker know that we are listening. And we should wait until the speaker is done before we respond.

*Acknowledging*, reporting, sharing, revealing, and communing are the five levels of communication. Acknowledging, or showing others you recognize them, and reporting, or telling others facts, are the shallowest levels of communication. *Acquaintances* usually speak on these levels. Friends, however, will also share ideas, reveal feelings, and commune, or feel totally at ease and deeply connected to one another.

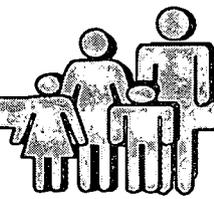
Friends can *disclose* themselves to one another because they *trust* one another. They also show affection and respect for one another. They let each other have different opinions and ideas. Because they can be *assertive*



with one another, they are able to resolve *conflicts* in ways that are agreeable to both persons.

Some relationships are not healthy and cause hurt. Child abuse occurs when an adult hurts a child. Child abuse includes physical abuse, sexual abuse, neglect, and emotional abuse. The law protects children from these abuses.

Physical, sexual, and emotional abuse can also occur in relationships between one child and another, and between one adult and another. No one should permit another person to abuse him or her. There are hotlines which any person who is abused or who commits abuse can call for help.



## Record

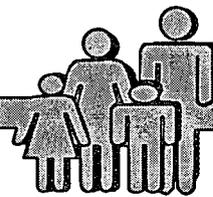
### Multiple Choice

*Circle the letter of each correct answer.*

1. The healthy love a parent feels for a child is total and \_\_\_\_\_ .
  - a. unforgiving
  - b. unconditional
  - c. selfish
  - d. limited
  
2. Most human beings are \_\_\_\_\_ creatures who enjoy interactions with other people.
  - a. nonverbal
  - b. accepting
  - c. social
  - d. passive
  
3. A good \_\_\_\_\_ is important in establishing relationships because others often see us as we see ourselves.
  - a. self-image
  - b. family
  - c. car
  - d. connection
  
4. Relationships help us fulfill many of our \_\_\_\_\_ .
  - a. dreams
  - b. goals
  - c. obligations
  - d. needs
  
5. We connect with others through \_\_\_\_\_ .
  - a. communication
  - b. self-esteem
  - c. isolation
  - d. sarcasm



6. When speaking, the rule to remember is that we talk to be \_\_\_\_\_ .
- friendly
  - nonverbal
  - understood
  - impressive
7. Using \_\_\_\_\_ words may cause others not to take us seriously.
- difficult
  - extreme
  - too many
  - unusual
8. Nonverbal communication is done with the body and is called *body* \_\_\_\_\_ .
- style*
  - talk*
  - wordless*
  - language*
9. The five different levels of communication in order are \_\_\_\_\_ .
- acknowledging, reporting, sharing, revealing, communing
  - sharing, revealing, communing, acknowledging, reporting
  - acknowledging, revealing, communing, reporting, sharing
  - acknowledging, sharing, reporting, communing, revealing
10. The most important ingredient in a friendship is \_\_\_\_\_ .
- sarcasm
  - sharing
  - trust
  - confidence



## Record

### Identification

Give a brief example or description for each of the terms below. The first one is done for you.

1. passive behavior: In a conversation with others,

Christie often giggles uncontrollably. She looks

away from others when they look at her.

2. aggressive behavior: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. assertive: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. trust: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. affection: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



6. respect: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. conflict: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

8. child abuse: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

9. neglect: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

10. self-esteem: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## Record

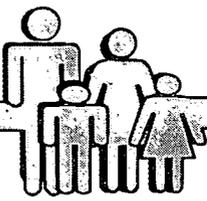
### Matching

*Match each level of communication in the left-hand column with its description in the right-hand column. Write the correct letter on each line.*

#### Level of Communication

#### Description

- |       |                  |                                     |
|-------|------------------|-------------------------------------|
| _____ | 1. reporting     | A. small talk with acquaintances    |
| _____ | 2. communing     | B. talk about ideas between friends |
| _____ | 3. acknowledging | C. expressing emotion               |
| _____ | 4. sharing       | D. nothing personal; just the facts |
| _____ | 5. revealing     | E. intimate sharing                 |



## Record

### Short Answer

*Answer each question below with a short answer.*

1. What kinds of needs are fulfilled through relationships?

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2. What fear may keep us from reaching out and making contact with other people?

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3. What difficult position do we put ourselves in when we don't present our genuine self to others?

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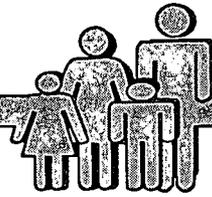
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4. What are the different ways we can use our body to show someone we are listening?

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5. How do we send messages in verbal communication?

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6. What are two of the three guidelines for listening effectively?

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7. What are two of the five tips for effective communication?

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8. What are two of the five ways to be assertive in a conflict?

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## Reflect

### Short Answer

*Answer each question below using complete sentences.*

1. Trust is usually the #1 ingredient in a close friendship. Violate a friend's trust and you may lose a friend. But trust is important in all different kinds of relationships. Name three of the relationships you have with acquaintances in which trust is important. (Describe the roles each of you plays in this relationship, for example, a car owner and her mechanic.) Why is trust an important part of each of these relationships?

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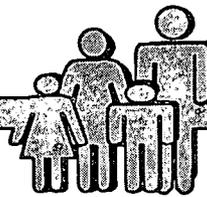
2. After dating someone for three months, you've begun to assume that both of you have agreed to date no one else. The other night you saw your dating partner leaving the library with someone else. They were laughing and teasing one another. You feel angry and you think your dating partner has violated your trust. How should you speak to your dating partner? What specific kinds of language—both verbal and nonverbal— should you use?

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3. One day when you pick your best friend up for school, you notice she has bruises on her face. You ask her what happened and she says she walked into a door. A week or so later, you notice bruises on her arms and she's walking with a slight limp. She says she fell down some stairs. What should you do?

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## Review

### Identification

*Write the correct vocabulary term on each line.*

- \_\_\_\_\_ 1. a feeling of trust and being at ease with another person
- \_\_\_\_\_ 2. a meeting in which people express their differences or complaints with one another
- \_\_\_\_\_ 3. a message in which one's words do not match the expression on one's face or the movements of one's body
- \_\_\_\_\_ 4. a part you assume in a relationship with others; can be real or fake
- \_\_\_\_\_ 5. a remark that is bitter and intended to mock or make fun of someone or something
- \_\_\_\_\_ 6. a situation; the circumstances in which a particular event occurs
- \_\_\_\_\_ 7. a struggle between people whose wants, ideas, or goals interfere with each other's
- \_\_\_\_\_ 8. apart from a group or from anyone else; alone; solitude
- \_\_\_\_\_ 9. to participate; to interact



- \_\_\_\_\_ 10. expressing your honest thoughts and feelings while respecting the thoughts and feelings of others
- \_\_\_\_\_ 11. holding back one's thoughts and feelings; remaining silent
- \_\_\_\_\_ 12. ideas or beliefs that someone thinks are important; rules for behavior
- \_\_\_\_\_ 13. messages sent through behavior and the body; messages sent without the use of words
- \_\_\_\_\_ 14. messages sent through words; messages spoken or written
- \_\_\_\_\_ 15. messages sent to others through expressions of the face, and movements and postures of the body
- \_\_\_\_\_ 16. real, sincere, honest; not fake or artificial
- \_\_\_\_\_ 17. someone you know but with whom you would not share your feelings or important thoughts
- \_\_\_\_\_ 18. speaking and behaving in an angry and insulting way towards others
- \_\_\_\_\_ 19. the act of making yourself open and known to someone; letting someone see your innerself
- \_\_\_\_\_ 20. the picture you have of yourself; how you see yourself



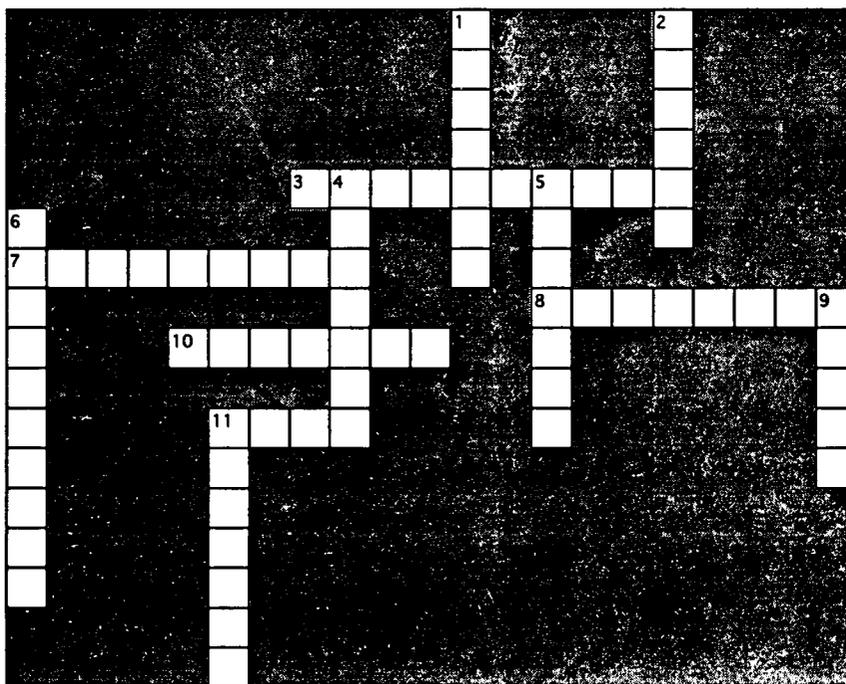
- \_\_\_\_\_ 21. the state of being alone or apart from others; isolation
- \_\_\_\_\_ 22. the sending and receiving of messages
- \_\_\_\_\_ 23. to have confidence in someone or something; to feel certain of someone's character and honesty
- \_\_\_\_\_ 24. to show someone you recognize him or her
- \_\_\_\_\_ 25. to stop talking and permit another person to speak in a conversation
- \_\_\_\_\_ 26. very close and familiar



## Replay

### Solve

Use the following clues to solve the crossword puzzle below.

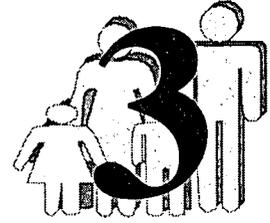


#### Across

3. speaking and behaving in an angry and insulting way towards others
7. apart from a group or from anyone else; alone; solitude
8. a struggle between people whose wants, ideas, or goals interfere with each other's
10. holding back one's thoughts and feelings; remaining silent
11. a part you assume in a relationship with others; can be real or fake

#### Down

1. a situation; the circumstances in which a particular event occurs
2. ideas or beliefs that someone thinks are important
4. real, sincere, honest; not fake or artificial
5. a remark that is bitter and intended to mock or make fun of someone or something
6. self-\_\_\_\_\_ is the act of making yourself open and known to someone
9. to have confidence in someone or something
11. a feeling of trust and being at ease with another person

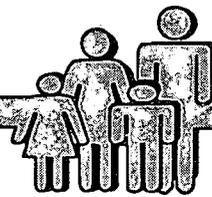


# **Stress: Finding the Balance**

**Can you...**

- **explain the meaning of stress?**
- **identify the causes of stress?**
- **explain the difference between healthy and unhealthy stress?**
- **describe techniques to help us manage stress?**
- **explain the difference between short-term and long-term depression?**
- **identify the signs that indicate a person may attempt suicide?**

**...You will!**



## Ready?

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. Stress is a condition that people should always avoid.
- \_\_\_\_\_ 2. Even cavemen experienced stress when facing a wild animal.
- \_\_\_\_\_ 3. Stress can help us be successful in a difficult situation.
- \_\_\_\_\_ 4. Events that cause stress are called *stressors*.
- \_\_\_\_\_ 5. Stress can make us perform better, and stress can make us perform worse.
- \_\_\_\_\_ 6. Sweaty palms, faster heart beats, and tense muscles may be signs that we are stressed.
- \_\_\_\_\_ 7. Happy and sad situations may cause us stress.
- \_\_\_\_\_ 8. *The fight-or-flight* response prepares us to stay and fight or run away from a danger.
- \_\_\_\_\_ 9. The body responds differently to mental challenges than it does to physical danger.
- \_\_\_\_\_ 10. Adrenaline is the hormone in the body that calms you down after danger has passed.



- \_\_\_\_\_ 11. Someone under stress for a long period of time may become sick because of the effect on the immune system.
- \_\_\_\_\_ 12. Stress is needed in our lives.
- \_\_\_\_\_ 13. Psychological problems such as depression may follow stressful events.
- \_\_\_\_\_ 14. Techniques to reduce stress cannot be learned.
- \_\_\_\_\_ 15. Knowing how your own body reacts to stressful events can be helpful in learning how to cope with stress.
- \_\_\_\_\_ 16. Preparation for challenging events is important, but it cannot reduce stress.
- \_\_\_\_\_ 17. Identifying stressors in your life will only increase their effect on your body.
- \_\_\_\_\_ 18. All people experience stress—it is a natural part of life.
- \_\_\_\_\_ 19. Beta-endorphins trigger the fight-or-flight response.
- \_\_\_\_\_ 20. Diet, rest, and exercise are important for a fit body but have little or no affect on our stress.
- \_\_\_\_\_ 21. Relaxation techniques actually make you more tense.
- \_\_\_\_\_ 22. Visualization, or seeing yourself doing well in an upcoming event, is a waste of time.

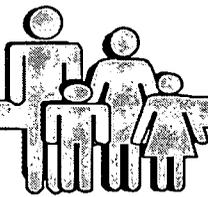


## Remember

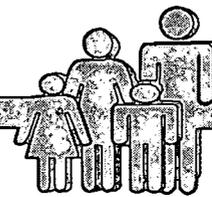
### Vocabulary

*Study the vocabulary words and definitions below.*

- adrenaline** ..... a hormone the body releases that increases strength and alertness
- anticipate** ..... to expect something to happen or to look forward to something
- anxiety** ..... worry; fear or tension
- assertive** ..... expressing your honest thoughts and feelings while respecting the thoughts and feelings of others
- consequences** ..... the results of a particular action or choice
- depression** ..... a disorder that includes feeling unhappy and hopeless
- environment** ..... surroundings
- frustrate** ..... to cause a lack of confidence or hope
- immune system** ..... system in the body that helps fight disease and infection



- psychological** ..... referring to the mind or emotions
- regulate** ..... to control or to adjust
- stress** ..... the body's response to any situation that makes a demand on it
- stressors** ..... events, situations, or surroundings that make a demand on the body
- suicide** ..... the intentional taking of one's own life
- techniques** ..... the skills used to accomplish a task or reach a goal



## Read

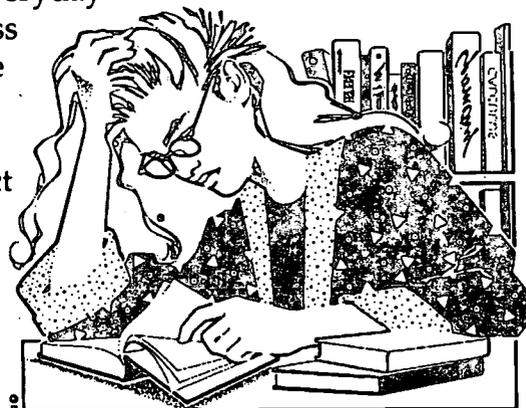
### Introduction

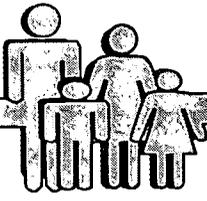
Few of us would identify stress as a condition or feeling we enjoy. We wouldn't say, "Stress really makes me feel good!" or "I can't wait to be stressed out!" Often when we do feel something we call *stress*, we try to get rid of it. We try to relax it away by listening to music. We try to sweat it away by playing a sport. Or we try to talk it away by getting a friend to listen. We think of stress as something to avoid—as we would avoid a disease or discomfort.

But stress is not all bad. In fact, stress can save our lives. When the caveman came face-to-face with a wild animal, he experienced stress. His body responded to the life-threatening situation by becoming ready to fight. His muscles gained energy, and his vision and hearing became sharp. If he chose to run from the animal, the energy he gained from stress helped him run faster and further.

When we face difficult or even life-threatening situations, we experience stress. *Stress* is our response to any situation that makes a demand on us. When we feel stress, our bodies go on alert. When we noticed that car barreling down the road at us, our bodies were stressed and went on alert. We gained a little extra energy to help us make our way from danger. The mother who was able to lift a car off her child responded to the stressful situation with incredible strength.

We do not face as many life-threatening situations as the caveman did. However, stress still helps us in our everyday lives. Stress can help us achieve success in any challenging situation. When we take an exam, stress can help us think clearly. When we play a sport, stress can help us play our best. When we act in a play or give a speech, stress can help us perform better than we ever have. Stress can even help us show our cleverness and our funny sense of humor on a first date.





Stress, however, becomes harmful when it overwhelms us. Stress can make us go blank as we look at the questions on an exam. Stress can cause us to lose our focus as we play a sport or game. Stress can leave us speechless on a first date with someone we want to impress. In more extreme cases, stress can make us sick and even cause death.

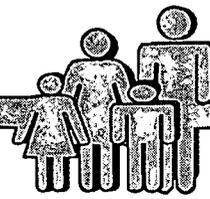
Stress can be helpful, and stress can be harmful. All of us can learn what situations in our lives cause good stress and use them to our advantage. We can learn how to avoid those situations that cause bad stress in our lives. And we can learn techniques and strategies to lessen stress when it becomes too much.

### **Stressors: Demands Made on the Body**

**Stressors** are events, situations, or surroundings that cause us stress. Each of us has particular events that are stressors. We can recognize events that are stressors in our lives by how our bodies respond. Our palms get sweaty. We can feel our hearts beat faster. The muscles in our body grow tense. Some of us feel stress when we take an important exam. Some of us feel stress as we warm-up before a game. Almost all of us will feel stress if we feel threatened by someone or by a group. As we wait for our best friend to step off an airplane from a long trip, we may feel stress. Even accepting an award before a large crowd or waiting for our favorite group to come on stage for a concert can cause us stress.



For most of us, pointing to events and situations that cause us stress is easy. But recognizing the **environments**, or surroundings, that cause us stress can be much harder. Our homes, for example, can be an environment that causes us stress. Disagreements and fights between our parents may cause us **anxiety**, or worry and fear about the future. Constant fighting with brothers or sisters can cause us stress. If we feel unloved by our parents, our self-esteem may suffer and we may feel unworthy. Feelings of unworthiness will cause us stress.



Even our cities and neighborhoods can cause us daily stress. Living in violent and dangerous cities can cause us stress. The constant noise in crowded cities or neighborhoods can make our nerves feel like drums that are constantly being pounded. Even places without much sunshine can be stressful environments.

School can also be a stressor. We may feel pressure if we have difficulty learning. Reading school textbooks without understanding them can frustrate us and be a daily stressor.

Our social lives can cause stress. We may feel the need to be popular and push ourselves to go to every party. Breaking up with a girlfriend or boyfriend can be one of the most stressful experiences in our social lives.

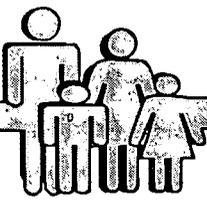
Most people, at some time, will feel stressed by their work. Bosses can pressure us to work harder and harder. Some bosses may take out their own anger on workers and treat them poorly. Some jobs demand difficult decision-making. A person who fights fires feels stress as he puts his life at risk. A surgeon is responsible for a patient's health and must always be careful and accurate in her work.



Stressors can be fearful or uncomfortable events or environments. Stressors also can be happy events or comfortable surroundings. A stressor is any situation—happy or sad—that speeds up our bodies and puts them on alert.

## The Body's Response to Stress: Readiness and Recovery

Once the body sees a place, a person or people, or an event as a stressor, it begins preparing itself to respond. The body readies itself for what is called a *fight-or-flight response*. The fight-or-flight response prepares us to stay and defend ourselves against danger or to run away from it.



Thousands of years ago, human beings mostly faced *physical* stressors. The caveman found himself facing a charging beast or a raging forest fire. Unlike the caveman, we feel the fight-or-flight response when we face any kind of stress—even one that is not going to eat us, such as a difficult homework assignment or a nerve-wracking interview for a job.

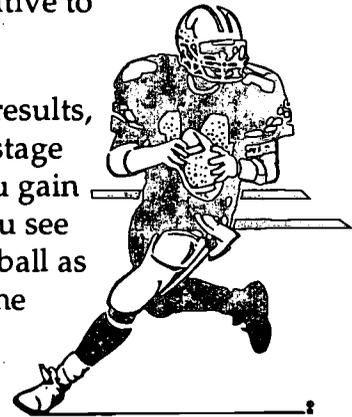
Our bodies go through three stages when facing a stressor: the alarm stage; the resistance stage; and the exhaustion stage.

### The Alarm Stage: Getting Ready

You look at the exam the teacher has just handed you. You know that your grade for the class will depend on how you do on this exam. You feel a current of electricity running across your skin. After school, you join your soccer team for the biggest soccer game of the year. You pace back and forth, adjusting your shin guards. You feel as if you are about to jump out of your skin. You recognize both of these situations as stressors. To prepare you, your body releases a hormone called *adrenaline*. Adrenaline increases your strength and alertness. You feel adrenaline as a rush of energy and excitement. Your body is preparing itself to fight or flee. Of course, you will neither fight nor run from the exam. However, the body still responds to *mental* challenges in the same way as it responds to *physical* challenges or danger.

During the *alarm stage*, you become ready for quick movements and deep concentration. You begin to breathe more rapidly because you need more oxygen to fuel your body's increased rate. Your heart speeds up to send more and more blood to your muscles, brain, and lungs. Your muscles tense as they prepare to be used. Your senses sharpen—your pupils widen to increase your sight, and your ears become more sensitive to sound.

Sometimes these changes in the body can lead to good results, and sometimes they can lead to bad results. The alarm stage may make you play better football than ever before. You gain increased energy and stamina from your adrenaline. You see the receiver move into position, and you throw the football as if it were attached to a string reaching the receiver. Or the alarm stage may overwhelm you, and you lose your ability to react. You seem to forget how to throw the ball, and you move stiffly and slowly.





You can also have different responses to taking important exams. You may respond to this stressor by becoming more alert. You remember everything you studied and you move through the questions easily. On the other hand, you may go blank. You remember studying, but the information seems blocked and hidden inside your mind.

### **The Resistance Stage: Returning to Normal**

After the alarm stage ends, the *resistance stage* begins. The body now attempts to return to its normal state. It tries to reduce its heart rate to normal. It works to relax its muscles and remove the tension. It tries to return the eyes and ears to their everyday level of awareness. The body is trying to relax.

However, if you have trouble relaxing, the body changes you experienced during the alarm stage will remain. You will continue to feel *keyed up*. You may have difficulty eating or sleeping after a big game. It may take you a day, or even longer, to return to your normal state.

The same response can happen after a mental demand, such as an exam or job interview. You may find that within an hour after an exam, your mind is clear and ready to concentrate again. Or, you may find your mind filled with thoughts and too cluttered to concentrate.

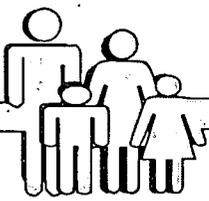


### **The Exhaustion Stage: Wearing Down**

If the body does not return to a relaxed state, it will continue to be on alert. Although the body may be sitting still, inside it is sprinting and fidgeting. It will begin to wear down and exhaust itself as it uses up its energy at a quick rate.

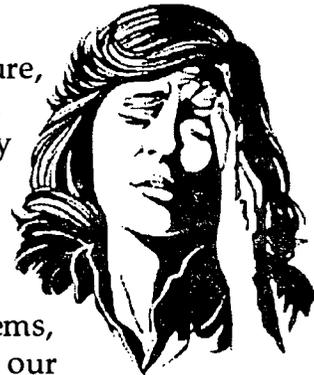
## **When Stress Becomes Too Much: The Negative Effects of Stress**

We may think we would like *stress-free lives*. But, in fact, we need *some* stress in our lives. Stress is a kind of exercise for our systems. If we never feel stress, we will never be able to face difficult situations and do well. We will never develop our stress “muscles” and be fit against stress.



Although mild stress and even high stress can be helpful for a brief time, the body will break down if stressed for too long a time. The body tires and becomes exhausted. The body's **immune system** begins to fail, and the body loses its ability to fight disease. We become sick and tired, and we lose our ability to do things well. Because too much stress reduces our concentration and alertness, we are more likely to have an accident.

Long periods of stress can cause stomach aches, muscle aches, and headaches. They can cause high blood pressure, heart disease, and even heart attacks. Many doctors and scientists claim that most of our sicknesses are caused by stress. We may be in the hospital because of a heart attack or cancer, but it may have been stress that caused those sicknesses.



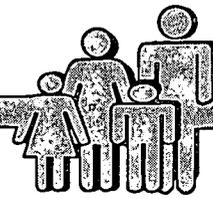
Not only do long periods of stress cause physical problems, they also cause **psychological** problems. We may spend our days feeling worried and frightened. We may feel frustrated, sad, and even begin to feel a sense of hopelessness about our futures. Eventually, these feelings can lead to **depression**.

## Living with Stress: Learning to Cope

Too much stress can make us unable to cope with daily life. Fortunately, anyone can learn and use the three steps for avoiding and reducing stress. First, know your body's early *warning signals* that you are experiencing stress. Second, become aware of the *stressors* in your life. And third, learn strategies that will help you *avoid and reduce* stress.

### The First Step: Know Your Body

Begin to notice how your body responds to stressful situations. Do your hands and feet grow cold? Do you begin to shake and tremble? Does your heart race and pound? Do you have trouble talking and making sense? What about your throat—is it dry? Do you experience light-headedness or dizziness? Do you begin to sweat and blush? Do you lose your appetite, or do you experience indigestion? Most of us experience one or more of these physical warnings that we are feeling stress.



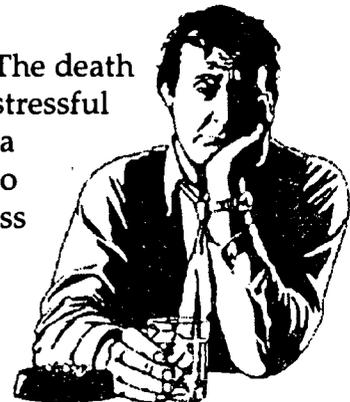
In addition, we may also experience psychological changes. Do you feel like hiding? Do you suddenly feel very alone? Do you lose your ability to concentrate? Do you suddenly feel tired, as if you need to sleep?

When you experience any of these physical and psychological responses, you know you are responding to a stressor. Stay aware of your body and mind. If you continue to experience any of these responses for more than a week or two, you may need help. See your counselor at school or a doctor or nurse. Talk to a parent or call the local health department. Respond to long periods of stress as you would to any illness—seek help!

### **The Second Step: Become Aware of Hidden Stressors in Your Life**

Some of us can stand before a large audience and deliver a speech without a bit of nervousness. Some of us can barely get our lips to move and sound to come out of our throats. Some of us get excited before we play a sport. Some of us play sports but don't care much how we play or whether we win or lose. A key to managing stress in our lives is to know which events, situations, and environments cause us stress.

Some events are bound to cause stress for all of us. The death of a close friend or family member can be a deeply stressful event. Major life events such as moving or going to a new school will cause stress. Situations that ask us to choose between our beliefs and our friends will stress us. For example, if we must choose between doing drugs or losing a friend, we likely will feel *stressed out*.



Sometimes stressors can be very difficult to recognize. Have you ever yelled at a friend or a pet and then wondered why? Have you ever felt angry but been unsure why you were angry? Have you ever felt lonely, hurt, afraid, sad, or worthless and been unsure why you felt this way? All of us have feelings that seem to come from nowhere. But these feelings are caused by stressors in our lives. We need to think about these feelings and look into our lives. We need to discover what is causing them so we can begin to get relief from them.

Once you can pinpoint the stressors in your life, you can take action. If you know that exams are stressors for you, then you can reduce that



stress. Begin to prepare for the exam early. A few weeks or a week before the exam, prepare a schedule. Work through a section of the material each night. You will gain confidence by preparing early and entering the exam feeling good about your hard work. Whatever the stressor might be, preparation will reduce stress.



Some stressors can be anticipated and removed before they happen. Take a constant criticism you might hear from a parent. Each time you hear your parent criticize your messy room, you feel stress. Perhaps each time your parent criticizes your lengthy phone conversations, you feel stress. Work to eliminate these criticisms. Clean up your room *before* your parent comes home from work. End your phone conversations *before* your parent complains.

Some stressors can be eliminated by a change in your attitude. You and your little brother pick at each other and eventually fight. The fight always leaves you feeling raw and your parents angry. Try to reverse your attitude towards your brother—rather than criticizing him, try *complimenting* him. Or consider a friend with whom you always disagree. The next time you talk, try to see his or her point of view. See what makes sense about his or her comments, rather than why they are wrong.

Once you've identified stressors in your life, you can begin to manage them.

### **The Third Step: Learn Strategies to Avoid and Reduce Stress**

Strategies for avoiding and lowering stress can be divided into two types. Some strategies help us *strengthen* our ability to fight and avoid stress. And some strategies help us to *reduce* the stress caused by a specific problem.

#### **Strengthening Our Ability to Fight and Avoid Stress: The Fit and Relaxed Body**

**Be fit.** Exercising regularly is one of the best ways to fight and regulate stress. Anytime we experience stress, the body's muscles—and *particularly*



*the heart muscle*—must work harder. The more fit our muscles are, the better they can work when stressed.

We produce adrenaline when stressed. As long as adrenaline remains in our system, our bodies will continue in a fight-or-flight response. Our muscles tense up and will remain tense until the adrenaline is used. Exercise helps remove unnecessary adrenaline from our systems. Our bodies can then return to their normal state.

When we exercise for 30 minutes three times a week, our bodies release beta-endorphins. *Beta-endorphins* help relieve pain, relax the body, and create a sense of well being. In short, beta-endorphins can help us maintain a positive attitude, and a positive attitude helps us resist and fight stress.

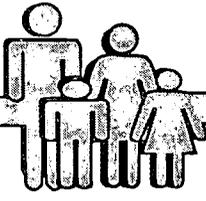


Our diet, or the foods we eat, also has a sharp effect on how well we resist and fight stress. The overweight body, or the body filled with fatty foods, alcohol, and caffeine, stresses the heart and other muscles.

Adequate sleep is also essential for a fit body. During sleep our bodies heal and repair. Without adequate sleep, the body is not ready or able to fight and resist stress.

**Assertiveness.** When we are not honest with others and hold back our thoughts and needs, we tend to walk around angry and frustrated. We become a sealed bottle filling with steam—we begin to experience stress! So make it a practice to speak honestly with others rather than being silent. Most of us have found ourselves frustrated and angry because we didn't speak up about something when we had the chance. Learning to be assertive will keep the body from filling with anger, and will keep us from feeling isolated and unconnected to others.

**Relaxation.** The opposite of stress is relaxation. When we relax, we release tension from our muscles. Our blood pressure lowers. Our bodies begin healing and repairing. Many forms of relaxation include a quiet place where we can sit or lie in a comfortable position. You can learn many different kinds of relaxation techniques from a counselor. The following are two easy and useful techniques.



1. *Meditation* has been an effective relaxation technique for thousands of years. Sit in a comfortable position but don't slouch. Close your eyes and begin breathing through your nose. Keep your attention on your breath as it passes out of the tip of your nose. Begin silently counting each time you exhale. Continue counting until you reach five. Then return to one and begin counting again. Do this for 10 minutes. You may want to work up to a maximum of 20 minutes. Do not judge how well you are able to do this relaxation technique. If you lose your count or if your mind drifts off, just gently begin counting again. This is a relaxation technique, not a contest.
2. *Progressive muscle relaxation* helps you relax your body one muscle at a time. Begin by laying flat on you back. Squeeze tightly all the muscles in your face for five seconds. Then release. Repeat this five-second squeeze and release. Move to your shoulder muscles and squeeze and release, squeeze and release.

Then do your arms, your hands, your butt, your upper legs, your lower legs, and finally your feet. Many of us do not realize we go through our day with some muscles in our bodies tensed. This technique helps us identify those muscles and relax them.

### **Learning Techniques to Reduce Stress: Visualization; Problem-Solving; and Goal-Setting**

Once you've identified a situation or problem that is causing you stress, you can begin to take action. Sometimes an upcoming event will cause stress. Sometimes a decision you must make will cause stress. In either case, there are techniques that can help you reduce the stress and make decisions with which you can live.

**Visualization.** You have an interview next week for a job you really want. Like most of us, this kind of event makes you nervous. You know you are capable of doing this job well—if you can only get through the interview. Each time you think about the interview, however, you imagine yourself stumbling on your words. Your mind goes blank when the interviewer asks why you are the best person for the job. How can you relax and change your image of how this interview will go?



You can begin to see the interview going well through *visualization*, or forming a picture or movie of the interview in your mind. Sit quietly and close your eyes. Imagine yourself walking into the building where you will be interviewed. You are feeling good about yourself—you are nicely dressed and your posture shows your confidence. You walk smoothly through the building and introduce yourself with a smile to the receptionist. You use a firm handshake if the interviewer offers you her hand. You smile easily. You sit straight in the interviewer's office. You keep your eyes on hers and you listen to her questions. You imagine the questions she will ask and you answer each one with confidence. You are relaxed and yourself. You go through each step of the interview in your mind and imagine only a positive outcome.

*Visualization* will work for any situation or event. Whether you are facing a job interview or a big game, an important exam or a first date, close your eyes and imagine yourself succeeding.

**Problem-Solving.** Let's say, for example, that your friends are pressuring you to do drugs. You are feeling stress because you might lose your friends unless you join them in doing drugs. You could make a decision quickly: "Oh, why not, it won't kill me and it'll make my friends happy." Or you could take a thoughtful approach: "I need to carefully consider this problem. After all, doing drugs can hurt many people—myself and others!"



To begin problem-solving, break the process into steps. Small steps are easier to manage and can help you see and study the options.

1. Turn the problem into a question. Write it down so you can look at it: "Should I do drugs to make my friend happy? Will doing drugs make me happy?" By forming and writing down the question, you can begin to understand what is at stake. In this example, you learned that the real question is, "Will doing drugs make *me* happy?"
2. Gather information and ideas to help you make a decision. Go to the library, talk to counselors or experts. Talk to people you trust and ask for advice.



Find out what drugs can do *for* you and what drugs can do *to* you. What will they do to my body and mind? What will happen if I break the law? Write down the pros and cons of doing drugs.

3. Write out all the possible choices and their **consequences**. Be honest. For example, you might write: "I could do drugs and keep my friends." But that is an incomplete answer. A more complete answer might read: "I could do drugs and keep my friends, but my body and mind will suffer, and so would my self-respect." Another choice would say: "I could decide not to drugs. I will probably have to find new friends, but there may be no other choice." Or, you might consider doing drugs occasionally, but you would have to drop this possibility if your research has shown that most people cannot do drugs occasionally. People often let drugs become an everyday part of their lives.
4. Make a decision. Remember that anyone can make a decision. However, the mature person makes a *responsible* decision. The mature person understands her values. She is not willing to make a decision that violates values to which she is committed. She is self-confident enough not to give up her values to please someone else. The mature person makes a decision that will not hurt herself or others. She knows that some decisions will not make everyone happy, and she is strong enough to make a responsible decision regardless.
5. Evaluate your decision. Sometimes the right decision will not relieve stress immediately. If you decide not to do drugs, you will experience some stress from your friends. But you will know that in the long run, being drug-free is a much less stressful way to live than doing drugs. Sometimes we make wrong decisions. If we can change them, we should. If we can't change them, we need to be mature enough to take responsibility for them. You may decide you'd rather go out this weekend than paint your neighbor's porch. But you committed yourself to the job—it was a decision you made and therefore need to honor.



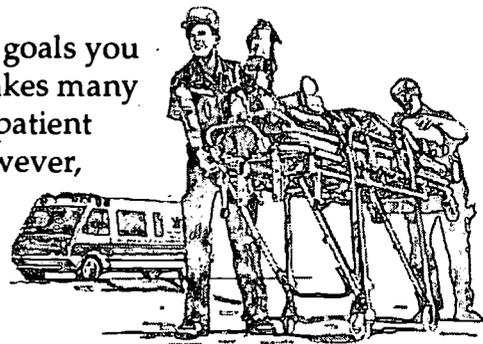


Stress-causing problems come in a variety of forms. They can be about friends and your social life. They can be about whether to buy a car, or which kind of car to buy. They can be about which vocational school or college to attend. They can be about which part-time job to accept. They can even be about whether to study or go to a party this weekend!

**Goal-Setting.** We can describe goals as either *short-term goals* or *long-term goals*. Short-term goals include those things we want to accomplish or acquire soon. If we want to raise our grades in school this semester or make the swim team next year, we are striving towards a short-term goal. However, if we want to be a doctor who helps people in war-torn countries, we are striving for a long-term goal. Setting and working towards goals give us direction. Without goals, we may lose our motivation and find ourselves just drifting through life. But goals can often cause us stress when we don't know how to reach a goal or when a goal seems too far away to ever reach. Fortunately, we can use a strategy to help us set and reach our goals.

1. Make your goals specific and reasonable. All of us want to be *happy*. Many of us want to be *wealthy*. And most of us want to have *loving families*. But these goals are stated in general terms. They need to be broken down so you can develop a plan to reach them. What do you consider a loving family? What would make you happy? Would improving the lives of others make you happy? If so, what, in particular, could you do to improve the lives of others? Let's say that a job in the medical field would fit this goal. You could be a doctor, a nurse, an emergency medical technician (EMT), or a physical therapist, to name just a few.

As you read about the possibilities, look for goals you think you could reach. Becoming a doctor takes many years of schooling. You don't think you are patient enough to spend all that time in school. However, becoming an EMT takes less time. Like a doctor, an EMT gives care in emergency situations that can save lives! Becoming an EMT is a specific and long-range goal you think you can reach.





2. Break your goal into steps. Write down a list of steps you must climb to reach the goal of being an EMT. Your first step is to take a wide range of science courses in high school to prepare yourself. Your second step is to go to a community college that offers training to be an EMT. Your second step will also include becoming very physically fit to handle the physical and mental stress of emergency situations. Your third step is to pass the EMT licensing exam. Your fourth step is to find a job as an EMT.

These steps can further be broken down into smaller steps. Look back at the first step: You must take a wide range of science courses. You know, for example, that to do well in a high school advanced biology class will take discipline. So you develop a schedule for studying the material in this class. On the schedule, each school night represents a step you will accomplish towards your goal. Each night you will spend an hour studying biology. Two weeks before each exam, you add an extra half-hour to your study time in preparation.

You can even break down each study session into steps: fifteen minutes reviewing the material learned in previous chapters; fifteen minutes reviewing class notes; and thirty minutes studying material to be discussed in the next class.

When we focus on the smaller steps of a large goal, we can reduce the stress. We feel good about ourselves as we see the goal coming nearer. And we can take satisfaction each time we complete a step—no matter how small that step is. After studying each night for your biology class you can check off the step you've completed.

3. Recognize when you won't be able to reach a goal. Sometimes we try to reach a goal but can't reach it. We will feel some disappointment. But not all was lost. Remember, you have the satisfaction of knowing that you tried. Many people never pursue their dreams—they just dream them.

When we can't reach a goal, we can always change our goals. As long as we have goals and work towards them, we will remain challenged and productive. When we stop having goals, we stop living life—and life begins to live us.



## When Stress Takes Over: Depression

Nearly all of us have had a few days or even a week during which we felt unhappy. We may not have liked ourselves during this period. We may even have lost hope that things would change and we would regain our old selves. We probably described ourselves as having a *case of the blues*, or feeling *in the dumps*, or feeling the *weight of the world*. But for most of us



things did change. We talked with friends, listened to music, exercised, and played sports to get ourselves back on track. We may have taken a vacation or began a new hobby to take our minds off our worries. We soon began to have fun again. Although a particular worry or concern continued to sneak into our thoughts, we could still enjoy life. We had suffered from what is called *short-term depression*.

But sometimes the painful feelings don't go away. Even after a few weeks we still find ourselves unhappy and living in a bubble of gloom. When we feel stressed by emotional pain and worry for more than two weeks, we may be suffering from *long-term depression*.

### The Causes of Long-Term Depression: Traumatic Stressors

Long-term depression can be caused by a stressor, or particular event. The death of a close friend or family member, for example, is a common cause of depression. Failing at something we wanted to achieve can be a stressor that causes depression. The athlete who injures herself and can no longer compete may suffer from depression. The student who wanted to be a doctor but was not accepted at a medical school may fall victim to depression.

Depression can be caused by low self-esteem or a poor self-image. If we feel unloved by our families or rejected by schoolmates, we may suffer from depression.



Depression can also be caused by a chemical imbalance in the brain. Such a chemical imbalance may be a natural condition, or it may be caused by drugs such as alcohol or LSD.

About one in five American teenagers will suffer from long-term depression. Fortunately, depression can be cured or controlled. But first we must learn to recognize the common signs of depression.

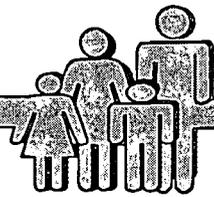


### **The Signs of Depression: Drastic Change**

When a person becomes depressed, he or she will usually show some signs. These signs are important for us to recognize in others *and in ourselves*.

- eating much less or much more
- suddenly losing interest in school and activities that were once enjoyed
- withdrawing from friends and family
- feeling constantly tired
- losing the ability to think clearly
- suddenly behaving in a different way or like a different person
- suddenly losing interest in appearance
- feeling helpless or worthless
- increasing the use of a chemical substance (such as alcohol)

Anyone who recognizes these signs in herself or in someone else needs to get help. Talk to a parent, a school counselor, or a doctor or nurse. It is difficult, however, for a person suffering from depression to cure himself.

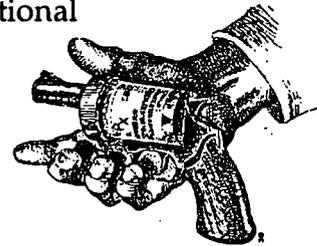


## Beyond Depression: Suicide

Some persons who suffer from severe depression feel so much emotional stress that they want to die. Each year, about 50,000 teenagers and young adults attempt **suicide**, or the intentional taking of one's own life. And each year about 10 percent or 5000 teenagers succeed in taking their own life. *Suicide is the second leading cause of death among teenagers.*

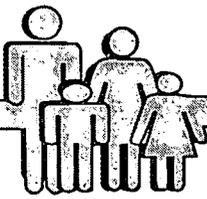
Most people who attempt suicide do not really want to die. Their attempt at suicide is really a call for help. All of us need to respond to the signals our friends and family may send that they may attempt suicide. These signals include all the ones listed above describing depression. However, a person who may attempt suicide often sends additional signals.

- talking about suicide (three out of four persons who attempt suicide tell someone first)
- talking about getting even with family members or others
- giving away things of value or importance



If you need more information about helping yourself or a friend who may be thinking about suicide, call a suicide hotline. When someone talks to you about committing suicide, or when you recognize any of the signs of suicide or depression, listen and respond. Encourage the person to talk about his or her feelings. Talking about our feelings can be a great relief. Listening to someone in emotional pain shows that you really care. Help the person find a counselor or doctor who can help.

If you believe a person is about to attempt suicide, *do not leave the person alone!* Take the person to an emergency room at a hospital or call 911 for an ambulance. It may turn out that the person was only talking about suicide but would not have attempted it. But if ever you want to be very safe rather than terribly sorry, it is when you believe someone may commit suicide.



## Recap

The body experiences *stress* when a situation makes a demand on it. Any situation or event that causes the body stress is called a *stressor*. Each of us has our own particular stressors. One person may feel stress while speaking before a class. Another person may not feel stress and may feel the opposite of stress—relaxed. Stressors can be physical events, such as a soccer game, or they can be mental events, such as an exam. Stressors can even be the *environments* in which we live, such as our homes or neighborhoods.

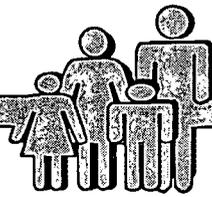
When we experience stress, our bodies go on alert. They produce *adrenaline*, a hormone that increases our strength and alertness.

Some stress is healthy and some stress is unhealthy. When we experience stress for a short time or it helps us to accomplish a task, it is healthy. When we experience stress for a long time or it overwhelms us, it is unhealthy. Many doctors and scientists claim that stress is the major cause of sickness. Long-term stress weakens our *immune systems*. And long periods of stress can cause heart disease, cancer, and many other life-threatening illnesses.

We can take steps to resist and fight stress. We can discover the hidden causes of our stress. We can learn to be *assertive* and express our thoughts and feelings. Being assertive will help us avoid or lessen our anger and *frustration*. We can eat a healthy diet and get plenty of exercise to resist and reduce stress. We can learn relaxation *techniques* such as meditation and progressive muscle relaxation. Visualization can help reduce the *anxiety* of upcoming events. Problem-solving can help us solve stressful problems. Techniques for setting and reaching goals can make our lives energetic and productive.

When stress becomes overwhelming we may experience *depression*. Almost everyone experiences short-term depression, or feeling sad for a few days or even a week. Long-term depression lasts for two weeks or more. During long-term depression a person feels hopeless and unworthy. Most people with depression show signs of the illness.

Sometimes depression can lead someone to attempt or commit *suicide*. Someone who attempts suicide is really asking for help. Anytime a person talks about suicide, we should take her very seriously. Always contact a parent, counselor, or doctor if you or anyone else shows signs of attempting suicide.



## Record

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. All stress is bad or unhealthy.
- \_\_\_\_\_ 2. Taking drugs is a positive step toward reducing stress.
- \_\_\_\_\_ 3. Suicide may be a result of long-term or severe depression caused by stress.
- \_\_\_\_\_ 4. Drastic changes in lifestyle may be an indicator of depression.
- \_\_\_\_\_ 5. If someone is about to attempt suicide, leave him or her immediately to go get some help.
- \_\_\_\_\_ 6. Exercising, assertiveness, and relaxation are strategies for handling stress.
- \_\_\_\_\_ 7. Stress cannot be caused by mental challenges, such as exams.
- \_\_\_\_\_ 8. Stress cannot be caused by our environment, such as our homes or neighborhoods.
- \_\_\_\_\_ 9. Long-term stress can reduce the ability of the immune system to fight disease.
- \_\_\_\_\_ 10. Cold hands, shaking and trembling, and a racing heart are all possible responses to stressful situations.



## Record

### Fill in the Blanks

*Complete each statement below. Write the correct term on each line.*

1. \_\_\_\_\_ is our response to any situation that makes a demand on us.
2. Events that cause us stress are called \_\_\_\_\_.
3. The \_\_\_\_\_ response is the body's response to stress.
4. The hormone \_\_\_\_\_ prepares our bodies for danger and stressful environments.
5. Anytime we experience stress, the body's muscles, and particularly the \_\_\_\_\_ muscle, must work harder.
6. Meditation and progressive muscle relaxation are effective methods of \_\_\_\_\_ that release tension and reduce stress.
7. Serious or traumatic stressors may lead to long-term \_\_\_\_\_.
8. Severe depression may cause the intentional taking of one's own life, or \_\_\_\_\_.



## Reflect

### Short Answer

Answer each question below with a short answer.

1. Setting and moving towards our goals is an important way for us to produce healthy stress and reduce unhealthy stress. Pick one short-term goal you have and one long-term goal you have. Remember to describe each goal in specific terms, not in general and vague terms. Then break each goal into at least five steps. Take at least two of these steps for each goal and break it down into at least three steps. You may use the diagram below.

### Goals

Long Term	Short Term
_____	_____
_____	_____
_____	_____
Step 1	Step 1
_____	_____
Step 2	Step 2
_____	_____
Step 3	Step 3
_____	_____
Step 4	Step 4
_____	_____
Step 5	Step 5
_____	_____
Step __ 1	Step __ 1
2	2
_____	_____
3	3
_____	_____
Step __ 1	Step __ 1
2	2
_____	_____
3	3
_____	_____



2. Imagine that you are feeling angry, but that you are unsure of what is causing your anger. You know that anger is causing you stress and you want to identify its cause. How can you use *problem-solving* to discover the cause of your anger?

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## Review

### Identification

*Write the correct vocabulary word on each line.*

- \_\_\_\_\_ 1. to cause a lack of confidence or hope
- \_\_\_\_\_ 2. events or situations that make a demand on the body
- \_\_\_\_\_ 3. worry; fear or tension
- \_\_\_\_\_ 4. to control or to adjust
- \_\_\_\_\_ 5. the results of a particular action or choice
- \_\_\_\_\_ 6. a disorder that includes feeling unhappy and hopeless
- \_\_\_\_\_ 7. referring to the mind or emotions
- \_\_\_\_\_ 8. to expect something to happen or to look forward to something
- \_\_\_\_\_ 9. system in the body that helps protect us from disease and infection
- \_\_\_\_\_ 10. the intentional taking of one's own life
- \_\_\_\_\_ 11. the skills used to accomplish a task or reach a goal
- \_\_\_\_\_ 12. surroundings
- \_\_\_\_\_ 13. a hormone the body releases that increases strength and alertness



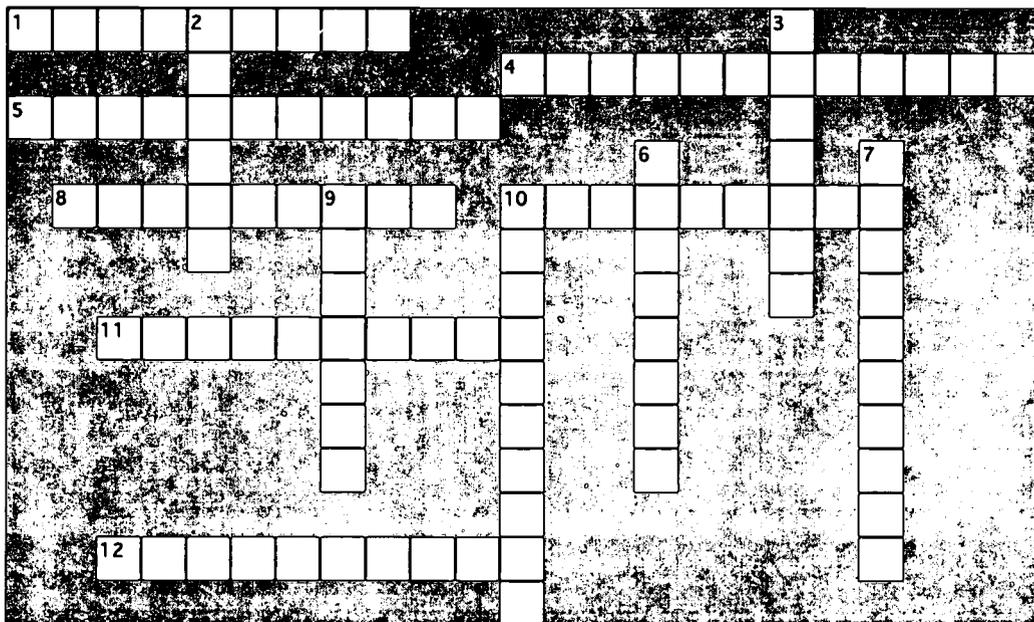
- \_\_\_\_\_ 14. expressing your honest thoughts and feelings while respecting the thoughts and feelings of others
- \_\_\_\_\_ 15. the body's response to any situation that makes a demand on it



## Replay

### Solve

Use the following clues to solve the crossword puzzle below.



### Across

1. events, situations, or surroundings that make a demand on the body
4. the results of a particular action or choice
5. surroundings
8. to cause a lack of confidence or hope
10. expressing your honest thoughts and feelings while respecting the thoughts and feelings of others
11. to expect something to happen or to look forward to something
12. a disorder that includes feeling unhappy and hopeless

### Down

2. the body's response to any situation that makes a demand on it
3. the intentional taking of one's own life
6. to control or to adjust
7. the skills used to accomplish a task or reach a goal
9. worry; tension or fear
10. a hormone the body releases that increases strength and alertness



# Nutrition: Food for Life

Can you...

- identify the nutrients our bodies need for growth, repair, and fuel?
- describe the food pyramid and its guidelines for a balanced diet?
- explain why body composition is more important than body weight?
- describe a program for improving body composition?
- identify habits that will help us control our weight?
- define the eating disorders that affect teenagers most often?

**... You will!**



## Ready?

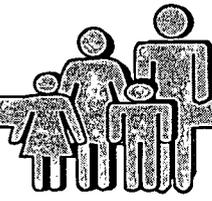
### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. *Empty calories* are good to eat because they won't make you fat.
- \_\_\_\_\_ 2. A gram of fat has the same number of calories as a gram of carbohydrate.
- \_\_\_\_\_ 3. The food pyramid is a museum about food and nutrition in Washington, D.C.
- \_\_\_\_\_ 4. Vitamins and minerals provide the body with energy.
- \_\_\_\_\_ 5. Fat in foods is a source of energy for the body.
- \_\_\_\_\_ 6. It is possible to be underfat, or have too little fat on your body.
- \_\_\_\_\_ 7. Carbohydrates should make up most of the food we eat.
- \_\_\_\_\_ 8. Fiber is not digested by the body, but it is an important part of our diet.
- \_\_\_\_\_ 9. Proteins are used by the body to grow and repair all of its tissues and many of its body parts.
- \_\_\_\_\_ 10. Teenagers need less protein than adults do.
- \_\_\_\_\_ 11. A person who suffers from bulimia refuses to eat.



- \_\_\_\_\_ 12. A healthy diet includes many servings of whole grain foods, such as pasta and bread.
- \_\_\_\_\_ 13. You can't eat too much fiber because the body doesn't digest it.
- \_\_\_\_\_ 14. We should try to eliminate all fat from our diets.
- \_\_\_\_\_ 15. We can live without water for longer than we can live without food.
- \_\_\_\_\_ 16. Body composition refers to a person's weight.
- \_\_\_\_\_ 17. Our body composition is more important to our health than is our weight.
- \_\_\_\_\_ 18. Having too much fat on our bodies can lead to heart disease, cancers, and problems during pregnancy.
- \_\_\_\_\_ 19. The best way to improve your body composition is to eat a healthy diet and exercise.
- \_\_\_\_\_ 20. Most people who lose weight quickly do not gain the weight back.
- \_\_\_\_\_ 21. Fried foods are less fattening than baked foods.
- \_\_\_\_\_ 22. Certain foods and diet pills can help burn fat calories and help you lose weight.
- \_\_\_\_\_ 23. Sugary foods are a good source of energy.
- \_\_\_\_\_ 24. Breads, rice, pasta, and other carbohydrates are fattening.



## Remember

*Study the vocabulary words and definitions below.*

**anorexia nervosa** ..... an eating disorder in which a person refuses to eat and suffers severe weight loss; also called *starvation sickness*

**balanced diet** ..... foods eaten daily that contain the right number of servings from each of the five food groups

**body composition** ..... one of the measurements of your physical fitness; the proportion of fat in the body to lean body mass

**bulimia** ..... an eating disorder in which a person over-eats and then vomits, or uses diuretics or laxatives to get rid of the food before it is digested

**calories.** ..... a measure of the energy found in foods

**carbohydrates** ..... substances in food that are the *main* source of energy for your body

**diet** ..... the foods we eat each day or most of the time

**fallacy** ..... a mistaken idea



- fats** ..... substances in food that are a concentrated source of energy for the body
- fiber** ..... the part of a carbohydrate food that is not digested and helps the body form soft and bulky stools
- glucose** ..... a sugar the body gets from carbohydrate foods and uses as energy
- minerals** ..... inorganic substances that do not supply energy but that the body needs to function
- nutrients** ..... substances found in food that the body must have to grow, repair itself, and use as fuel
- nutritionist** ..... a person who studies the way food affects our health, and who recommends diets for our well-being
- obesity** ..... the condition of being extremely fat and overweight
- overfat** ..... having too much fat on the body
- proteins** ..... substances in food that the body uses as energy and to grow and repair body parts



**RDA** ..... stands for *Recommended Daily Allowance*; the amounts of specific nutrients that should be part of our daily diets

**vitamins** ..... organic substances that do not supply energy but that the body needs to grow and function



## Read

### Introduction

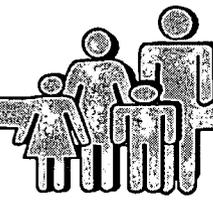
Thousands of years ago, human beings had very little choice in their diets, or the foods they ate each day. They ate whatever foods they could find or catch. Even today, many people throughout the world cannot choose their diets.



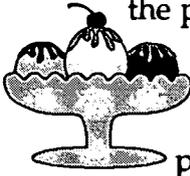
Most Americans, however, can choose the foods they eat. Unfortunately, many of us do not choose healthy diets. A *healthy diet* includes foods that provide us with enough *energy* to perform well throughout the day—in school, in sports, while studying, and on the job. A healthy diet will help us look our best. We will not carry too much or too little fat. Our hair will shine and our eyes will be clear and bright. When we eat a healthy diet we provide our bodies with the substances they need to grow and repair themselves. Healthy food gives our bodies a chance to resist infections and diseases. A diet of healthy food will even help us *feel* better about ourselves and others.

If eating a healthy diet is so important to how we perform and feel, why do so many Americans eat a diet filled with unhealthy food? One reason many of us make unhealthy choices is a lack of knowledge. Unless we have the knowledge to guide us in our food choices, we are apt to choose what is quick and convenient. We grab a greasy hamburger from a fast-food restaurant. We eat junk food from the convenience store on our way home from school. We sit down at a restaurant and stuff ourselves with fatty foods and sodas that provide us with too many calories and too few of the healthy substances our bodies need to develop and perform well. Even when we prepare foods at home, we often create a meal that satisfies our hunger but does not satisfy our health needs.

Many of us have grown up finding satisfaction in fatty foods or in foods that have little nutritional value. Eating these foods has become a habit. And, like any habit, it will take some effort to change. When we make a habit of eating pasta and rice and fruits and vegetables, we begin to enjoy the taste of these foods. And we begin to enjoy the way these foods make us feel.



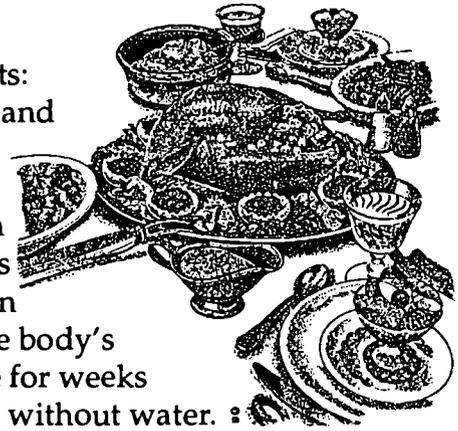
Fortunately, a healthy diet does not exclude the rich taste of ice cream or the pleasure of eating a slice of chocolate cake. These kinds of foods can have a place in our diets. But in a healthy diet these foods are eaten occasionally and in addition to more nutritious foods. Almost every food can have its time and place in our diets.



## Food: Much More Than Just Filling and Tasty

Food can do much more than satisfy our hunger and provide enjoyable taste. Food also provides us with nutrients. Nutrients are the substances found in food that the body must have to grow, repair itself, and use as fuel.

Food contains six different groups of nutrients: *carbohydrates, proteins, fats, vitamins, minerals, and water*. Carbohydrates, proteins, and fats provide us with the energy we need. They also produce heat so our bodies can maintain a normal temperature. Vitamins and minerals help the body release the energy in carbohydrates, fats, and proteins. Water is the body's most vital nutrient. Although we can survive for weeks without food, we will die in a few short days without water.

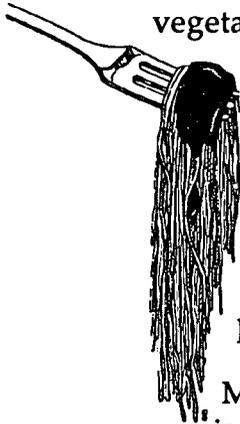


Any food that you eat will provide you with some or all of these nutrients. However, a nutritious diet will provide you with the right amount of each of these nutrients to make you look and feel good.

## Carbohydrates: The Main Source of Energy in a Healthy Diet

Carbohydrates are the body's main source of energy in a healthy diet. The body quickly digests carbohydrates in foods and converts them into a form of energy called *glucose*. Glucose is a sugar and one of the fuels our body uses. Whatever glucose is not needed immediately as fuel is turned into glycogen or fat. Glycogen is stored in our liver and muscles until the body sends out a call for more fuel. Glycogen is then turned back into glucose and used as the body's fuel.

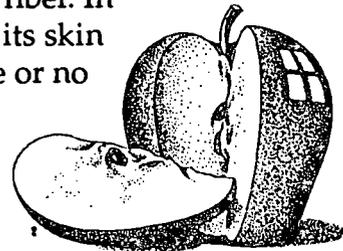
Carbohydrate foods should make up most of our diets. There are two kinds of carbohydrates: starches and sugars. *Starches* come from



vegetables and grains. Some of the more common foods that contain starches are potatoes, corn, rice, and wheat. Other foods that are good sources of starch include whole-grain breads such as whole-wheat bread, and whole-grain cereals such as oatmeal. The pasta that you eat as spaghetti and the beans in tacos and burritos are also starches and good sources of carbohydrates. Starches not only provide fuel for the body, but they also provide many necessary *vitamins* and *minerals*.

Many carbohydrates are also a good source of fiber. Fiber is also called *bulk* or *roughage*. Fiber is not digested by the body. Instead, it helps to make digested food in the intestines pass out of the body as stool. We need about 25 grams of fiber in our daily diets to keep our digestive tract healthy. Without enough fiber in our systems, we experience constipation, hemorrhoids, and other discomforts. However, too much fiber can cause diarrhea and even block our digestive tract.

How much fiber we get from foods containing fiber depends on the form in which we eat them. An apple is a good source of fiber. In comparison, apple juice has no fiber. A potato with its skin is a good source of fiber. But potato chips have little or no fiber. The less processing that has been done to a food, the more fiber it will have. Other good sources of fiber include fruits with their skins, wheat bread, bran, celery, other stringy vegetables, and beans.



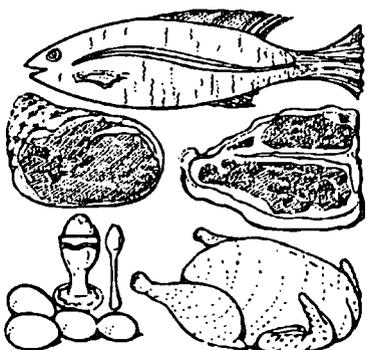
Unlike starches, some forms of sugar provide only fuel. Common table sugar that we may sprinkle on our cereal or eat in "sweets," such as candy bars, doughnuts, or muffins, does not provide us with many vitamins, minerals, or fiber. The sweetness we taste in an apple or orange is also a sugar. However, a fruit also provides our bodies with some very important vitamins and minerals.

### **Protein: The Nutrient That Helps Us Grow and Repair**

The body uses **proteins** to make and repair all of its tissues and many other body parts. Proteins are used by the body to make muscle, blood, hair, skin, nails, and the internal organs. If the body does not get enough



protein, it will not grow. Muscles, hair, nails, skin, and many other parts will weaken. Children who do not get enough protein can develop mental disabilities. Anyone who suffers from a lack of protein may experience fatigue and a weakened immune system.



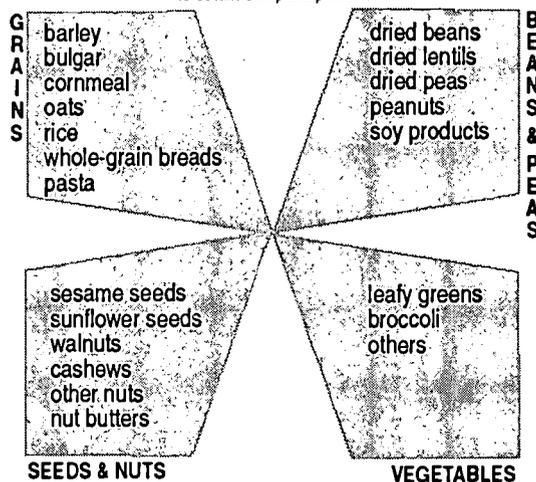
Because protein helps the body grow and develop, we need more protein during our growth periods. Children and teenagers, for example, need more protein than full-grown adults.

Our bodies are able to produce some of the proteins they need. However, the rest of the proteins we need must come from food. Animal products such as cheese, eggs, fish, meat, milk, or poultry provide us with *complete* protein. Any *one* of these foods supplies us with the right kind of protein.

Foods that are grown, such as grains, beans, nuts, seeds, and vegetables are *incomplete* proteins. Eating only one of these foods will not provide the body with the protein it needs. Each of these foods must be eaten in *combination* with another food to produce the right kind of protein. Eating rice and beans together, for example, will provide complete protein. Peanut butter on bread or macaroni and cheese are other combinations that provide complete protein. Vegetarians, in particular, need to be sure they eat the right combinations of foods to get adequate and complete protein.

### Vegetarian Protein Combinations

Eat one serving from two or more of these columns in one meal to obtain complete protein.



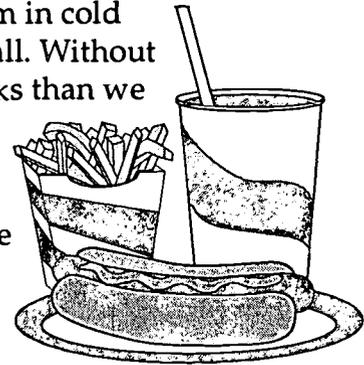
The body loses protein every day. Therefore, we need to eat a complete protein food or the right combination of foods everyday to meet our protein needs. However, any extra protein we eat is stored as fat in the body. As is true of all nutrients, too much protein will have some unhealthy effects.



## Fat: A Necessary Nutrient—In Moderation

Recently, fat has gotten a bad name. It is true that eating too much fat or carrying too much on the body is not healthy. But like every nutrient, fat is an important and *necessary* part of our diet.

Fat is a major source of fuel. Almost every part of the body can use fat as energy. Fat is an essential nutrient for the health of every cell in the body. Fat also insulates the body, much like a warm jacket. Without fat on our bodies, we would have a difficult time keeping warm in cold weather. Fat also pads the body against injury in a fall. Without fat, we would suffer from far more bruises and breaks than we do. Fat also cushions our organs such as the liver and pancreas.



As you can see, we wouldn't perform very well if we didn't eat some fat. However, there are better and worse kinds of fats. *Saturated fats* come mainly from animal products. Foods that are high in saturated fats include dairy products (whole milk, butter, and cheese), bacon, sausage, lunch meats, hot dogs, hamburgers, steak, and palm oil (used in many junk foods). The body uses saturated fats to make *cholesterol*. Although some cholesterol is necessary for good health, excess cholesterol will clog arteries and put a strain on the body. Too much cholesterol can lead to heart disease, artery disease, and strokes.

*Unsaturated fats* come from vegetables, nuts, and seeds, as well as from animals that swim or fly such as fish, chicken, turkey, and duck. A healthy diet uses foods with unsaturated fats rather than saturated fats.

## Vitamins and Minerals: The Helper Nutrients

Both **vitamins** and **minerals** do not supply the body with energy. However, without these essential nutrients, the body could not carry out many of its necessary functions. These substances are *helper nutrients*—they *help* the body do its work. We can get enough vitamins and minerals in our diets simply by eating a variety of healthy foods.

Without vitamins the body can suffer tragic effects. A lack of vitamin A, for example, can cause blindness. A lack of vitamin C can cause gum



## Vitamin & Mineral Requirements and Sources

Vitamin	U.S. RDA			Sources
	Adults	Children	Infants	
<b>A - Retinol</b>	5000 I.U.	2500 I.U.	1500 I.U.	Carrots, sweet potatoes, yams, liver, deep yellow vegetables, green leafy vegetables
<b>B<sub>1</sub> - Thiamine</b>	1.5 mg	0.7 mg	0.5 mg	Lean pork, nuts, fortified cereal, peas, dried beans, enriched rice or pasta
<b>B<sub>2</sub> - Riboflavin</b>	1.7 mg	0.8 mg	0.6 mg.	Liver, whole milk, yogurt, cottage cheese, eggs
<b>B<sub>3</sub> - Niacin</b>	20 mg	9 mg	8 mg	Liver, meat, poultry, fish, peanuts, fortified cereal products
<b>B<sub>6</sub></b>	2 mg	0.7 mg	0.4 mg	Whole grain cereals, red meats, liver, legumes
<b>F - Folic Acid</b>	0.4 mg	0.2 mg	0.1 mg	Whole grain bread, lean beef, leafy green vegetables, broccoli
<b>C - Ascorbic Acid</b>	60 mg	40 mg	35 mg	Broccoli, oranges, grapefruit, strawberries, tomatoes
<b>D - Calciferol</b>	400 I.U.	400 I.U.	400 I.U.	Fortified dairy products, fish liver oils, egg yolk, salmon, tuna, exposure to sunlight
<b>E - Tocopherols</b>	12 I.U.	10 I.U.	5 I.U.	Corn oil, vegetable oil, egg yolks, wheat germ, green leafy vegetables
Mineral	U.S. RDA			Sources
	Adults	Children	Infants	
<b>Calcium</b>	800-1200 mg	600 mg	400 mg	Milk, milk products, cheese, sardines, salmon, peanuts, dried beans
<b>Chlorine</b>	No U.S. RDA	No U.S. RDA	No U.S. RDA	Table salt, kelp, olives
<b>Iodine</b>	800-1200 mg	50 mg	40 mg	Seafood, iodized table salt, vegetables grown in iron-rich soil, kelp
<b>Iron</b>	800-1200 mg	10 mg	6 mg	Liver, kidney, pork, clams, red meat, egg yolk, oatmeal
<b>Magnesium</b>	800-1200 mg	60 mg	40 mg	Grapefruit, lemons, nuts, seeds, apples, dark green vegetables
<b>Phosphorus</b>	800-1200 mg	500 mg	300 mg	Eggs, nuts, fish, poultry, meat, whole grains
<b>Potassium</b>	No U.S. RDA	No U.S. RDA	No U.S. RDA	Orange juice, citrus fruits, green leafy vegetables, bananas
<b>Sodium</b>	No U.S. RDA	No U.S. RDA	No U.S. RDA	Salt, shellfish, kidney, bacon, carrots, beets
<b>Sulfur</b>	No U.S. RDA	No U.S. RDA	No U.S. RDA	Fish, eggs, cabbage, lean beef
<b>Zinc</b>	15 mg	5 mg	5 mg	Lamb chops, wheat germ, round steak, eggs, pork loin



disease and loss of teeth. On the other hand, taking too much of a vitamin can also damage our health. Vitamins, like all nutrients, must be taken in the right amounts to achieve good health.

Two of the most important minerals for growing teenagers are calcium and iron. Calcium helps the body grow and maintain strong bones and teeth. A shortage of calcium during childhood and adolescence can lead to weak and fragile bones in later life.

Iron helps the body grow and resist diseases. Too little iron can lead to anemia, a disorder that leaves a person feeling weak. Iron deficiency can easily occur in girls and women, who lose iron when they menstruate.



Too much of a mineral can be harmful. For example, too much sodium, or salt, can lead to high blood pressure.

The chart on the previous page lists the vitamins and minerals you need to keep your body operating efficiently and to keep you feeling healthy. The chart lists the amount of each vitamin and mineral we need, and from which foods we can get these nutrients. The amount we need of each nutrient has been suggested by nutritionists and scientists on behalf of the U.S. government. *RDA* stands for *Recommended Daily Allowance*. The charts also describe the function of each essential vitamin and mineral, as well as what happens to the body when it does not get enough of each vitamin and mineral.

### **Water: Drink to Your Health**

Water is not considered a food. It is, however, an essential nutrient. Water is necessary for all body processes. Water is part of our blood. It helps deliver nutrients to all parts of the body. We wouldn't be able to digest food without water. We also wouldn't be able to get rid of waste in our body without water. By perspiring, or sweating, we are able to maintain our body temperature.

The body loses water everyday. We lose water through perspiration and urine, and when we exhale our breath. Because water is so important to the health of the body, lost water must be replaced. A loss of 10 percent of your body's total water can cause health problems. A 20 percent loss can



cause death. To replace the water your body loses, drink at least eight to ten 8-ounce glasses of water a day. Those of us who perspire heavily or who exercise often in the very hot Florida sun need to drink even more water. It is a good practice to drink before, during, and after exercise. Do not let your thirst be your guide. By the time you feel thirsty, your body is already low on water.



## Developing a Nutritious Diet: The Food Pyramid

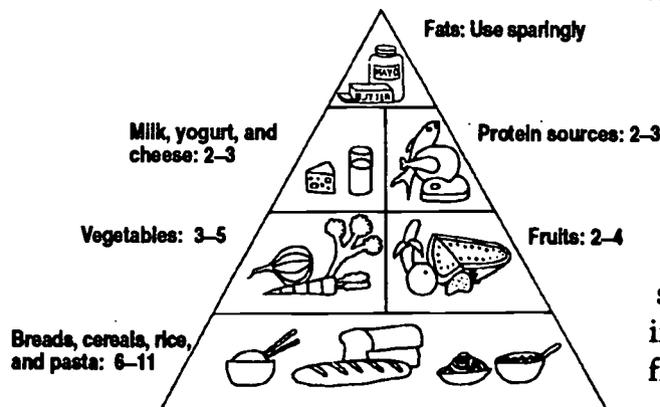
Although the body is much more complex than a machine, it does have some similarities. The body must be taken care of to work well. Many Americans are very choosy about what kind of oil they put in their cars. They use a high-octane gas because they want their cars to have that extra zip as they roll down the highways. Unfortunately, some of those same Americans are not as choosy about the food they put in their bodies. Eating food that provides us with the right nutrients is one of the most important ways to keep our bodies running smoothly.

### The Food Pyramid: A Guide to a Healthy Diet

The United States Department of Agriculture (USDA) and the United States Department of Health and Human Services have developed guidelines to help Americans choose a balanced diet. They are easy-to-follow guidelines that show how many servings from each of the five food groups we should eat every day.

#### The Food Pyramid

(Suggested number of servings per day)



The *food pyramid* recommends that whole grains such as cereals, bread, rice, and pasta make up the largest part of our diets.

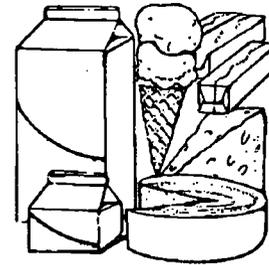
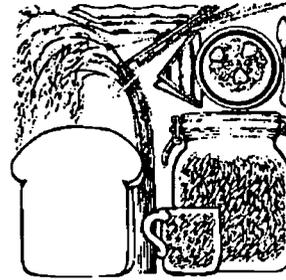
A healthy diet should include 6-11 servings of whole grains each day. The pyramid also recommends 3-5 servings of vegetables and 2-4 servings of fruits to help increase our carbohydrate and fiber intake. The pyramid recommends eating only 2-3



servings of dairy products, and lean meat, fish, poultry, or nuts. Fats, oils, and sweets should be eaten sparingly.

A *serving size* for food from each food group is the following:

- Breads, cereals, rice, and pasta: one slice of bread;  $\frac{1}{2}$  cup of cooked cereal, rice, or pasta; one ounce of ready-to-eat cereal;  $\frac{1}{2}$  bagel or English muffin
- Vegetables:  $\frac{1}{2}$  cup cooked or raw vegetables; one cup of leafy raw vegetables
- Fruits:  $\frac{1}{2}$  cup of fruit or a typical serving of fruit (for example, one apple, one banana, one orange,  $\frac{1}{2}$  grapefruit)
- Milk, yogurt, and cheese: one cup milk or yogurt;  $1\frac{1}{2}$  ounces of cheese
- Protein sources: two to three ounces lean meat, poultry, or fish; one egg;  $\frac{1}{2}$  cup of beans; two tablespoons of peanut butter.

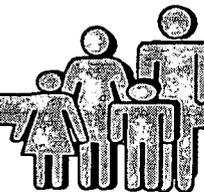


By following this chart, we will also get the right percentages of carbohydrates, proteins, and fats. Most nutritionists recommend that 60 percent of our total daily calories come from carbohydrates, no more than 30 percent come from fat, and 10 percent come from protein. Remember: A gram of fat contains more than twice the number of calories as does a gram of carbohydrate. We often reach our recommended fat intake much sooner than we think.

## Calories: The Measure of Energy

Most of us think of calories as something in food that makes us fat. When we eat foods with too many calories, we gain weight. When we eat foods with fewer calories, we gain less weight or lose weight. In a sense, this is true.

But another way of thinking about calories is to see them as units of energy. A calorie is a measure of the energy in foods. No matter what kind of food a calorie comes from, a calorie supplies your body with the same amount of energy.



Think of the calories you eat as energy you take in. Think of the work (or play) your body does as energy you spend. Then see your body as reflecting the sum of this energy equation. If you take in more calories than you expend, your body will gain weight. If you spend more calories than you take in, your body will lose weight. If you take in as many calories as you expend, your body will maintain its weight.

The average teenage girl needs about 2300 calories a day. The average teenage boy needs about 2700 calories a day. If you are very active and exercise strenuously, your body will need more calories to balance the energy equation. If you do not exercise and spend your time sitting or walking slowly, your body will need fewer calories to balance the energy equation.

To figure the calorie content of a food, you first must know its weight. Most foods are measured in grams or ounces. (Twenty-eight grams equals one ounce.) One gram of fat supplies your body with nine calories. One gram of carbohydrate or protein supplies your body with four calories. You can eat twice as many grams of carbohydrates or proteins than of fats and still take in fewer calories.

The difference between eating fat or carbohydrates does not stop there. When we eat fat, the body does very little work on the fat before adding it to our fat cells. In other words, the body does not use very much energy to turn the fat in foods into fat on our bodies. On the other hand, when we eat more carbohydrates than our bodies need, our bodies have to work hard to store the extra carbohydrates in our bodies. The body uses one-quarter of the calories in extra carbohydrates, turning them into glycogen or fat stores for use at a later time. The math of fats and carbohydrates is

**POP SECRET®**

**NUTRITION INFORMATION PER SERVING**

	AS PACKAGED	AS POPPED
SERVING SIZE	3 CUPS	
SERVINGS PER CONTAINER	4	
CALORIES	90	70
PROTEIN, g	2	2
CARBOHYDRATE, g	13	12
FAT, g	4	3
POLYUNSATURATED, g	less than 1	less than 1
SATURATED, g	1	less than 1
MONOUNSATURATED, g	2	2
CHOLESTEROL, mg	0	0
SODIUM, mg	200	160

**PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)**

	AS PACKAGED	AS POPPED
PROTEIN	2	2
VITAMIN A	.	.
VITAMIN C	.	.
THIAMIN	.	.
RIBOFLAVIN	2	.
NIACIN	.	.
CALCIUM	.	.
IRON	2	.

\*CONTAINS LESS THAN 2 PERCENT OF THE U.S. RDA OF THESE NUTRIENTS.

INGREDIENTS: POPCORN, PARTIALLY HYDROGENATED SOYBEAN OIL, SALT, NATURAL FLAVOR. FRESHNESS PRESERVED BY TBHQ AND CITRIC ACID.



easy. Eat nine calories of too much fat and you store almost nine calories on your body. Eat four calories of too much carbohydrates and you store only three calories on your body. Remember: You also gain fiber and other essential vitamins and minerals when you eat carbohydrates.

## Focusing on Health: Body Weight and Body Composition

Look around: Few people you see would claim that they are happy with their weight. Most Americans believe they are overweight. Most nutritionists and scientists would agree. The United States has a large population of overweight people. Many of us want to match the weight we find listed for our height on the height-weight chart at the doctor's office. But most people would be surprised to find out that they can weigh more than this chart suggests and still not be fat. In addition, they may weigh less than this chart suggests and still be fat.

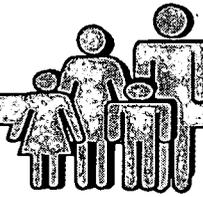
Our weight according to a scale is not as important to our health as is our **body composition**. *Body weight* is the number of pounds we register when we step onto a scale. *Body composition* is the percentage of *lean body mass* on the body compared with the percentage of *fat tissue* on the body. Lean body mass is made up of our muscles, bones, and other tissues and organs. Fat is made up mostly of the soft and untoned tissue we can pinch on our bodies.

Athletes and body builders often are overweight according to height-weight charts. However, they may have very low body fat. Some athletes have less than ten percent or even five percent body fat. A fashion model, on the other hand, may be underweight according to a chart. But she may be storing too much body fat on her thin frame. She may have 30 percent or even 40 percent body fat.

Working to weigh a certain amount of pounds will not insure that a person will be healthy or fit. We should focus, instead, on the ratio of lean body mass to fat on our bodies.

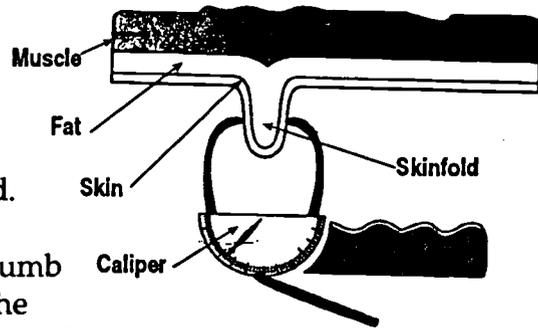
Your body fat can be measured by a health-care professional. Although they can only estimate

Healthy Ranges of Body Fat		
Age	Male	Female
up to 30 yrs.	9—15%	14—21%
30—50 yrs.	11—17%	15—23%
50 yrs. & up	12—19%	16—25%



your body fat, their measurements are close to exact. There are also some simple tests you can perform to see if you are carrying too much fat.

### Caliper Skinfold Measurement



**The Pinch Test.** Pinch the skin and fat at the back of either arm with the thumb and forefinger of the other hand. (Or have a friend help you with this measurement.) As you remove your thumb and forefinger, be careful to maintain the distance between them. Then measure the distance between the thumb and forefinger. A measure of more than an inch means that you are overfat.

**The Waist-Chest Test.** Using a tape measure, measure your waist and your chest. (Girls and women should be careful to measure their chest and not their bust.) Every inch that your waist measurement is greater than your chest measurement may take two years off of your life.

### Overfat: A Health and Social Problem

When we are overfat, we stress our bodies. Extra fat on the body means extra capillaries through which the heart must pump blood. This makes the heart overwork and can lead to heart disease. Extra fat can cause or make worse all of the following: high blood pressure, strokes, certain cancers, diabetes, breathing problems, and problems during pregnancy. It can also lead to a shortened life expectancy.

When we are overfat, we should reduce the fat in our diets and begin an exercise program to burn the fat on our bodies. A person who is extremely overfat is called *obese*. Obesity is considered a disease. A person who suffers from obesity has a high percentage of body fat and a weight that is 20 percent above the healthy weight for his or her height. Obese people often suffer from low self-esteem. They may find it difficult to make friends, to date, or to find proper-fitting clothes. They may even have trouble finding a job. Because their health is at risk, insurance companies may charge them higher premiums for insurance.



## Underfat: Too Lean for Our Own Good

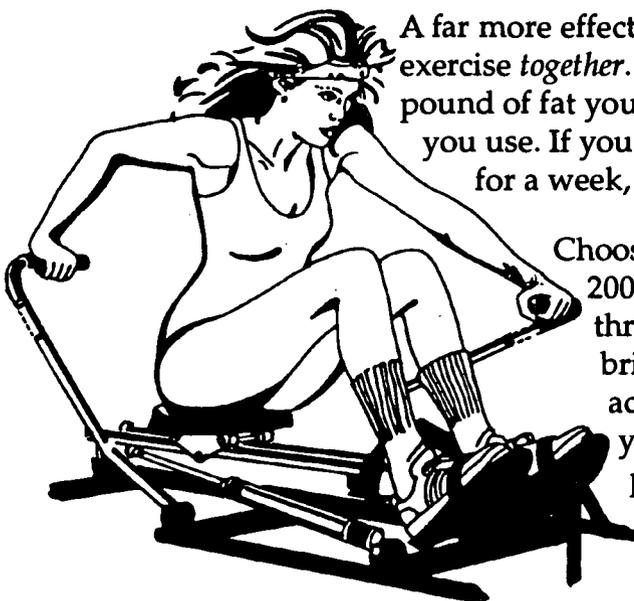
It is also possible that we may be *underfat*, or carry too little fat on our bodies. Fat is a necessary nutrient in our diets and a necessary part of our body composition. Too low a percentage of body fat on our bodies means we have a low store of energy. Should we be unable to eat, we would not survive for very long. Girls and women need a certain percentage of fat on their bodies to menstruate. People with too low a body fat percentage should increase their intake of fat.

## Improving Body Composition: Dieting and Exercising

If you discover that you carry too much fat on your body, you should begin a common-sense program to lower body fat and increase lean body mass. Any good program contains two components: dieting and exercising.

Many people who have lost weight have done so by reducing their food intake. Although it is true that eating less food will make you weigh less, you may end up losing lean tissue rather than fat.

When you drastically reduce your calorie intake, your body begins to think it is starving. To protect itself, your body will begin to burn its own muscle tissue. Muscle is what you want to save and increase, not lose!



A far more effective plan uses a moderate diet and exercise *together*. Set a reasonable goal. To lose a pound of fat you must burn 3500 calories more than you use. If you burn an extra 500 calories a day for a week, you will have lost a pound of fat.

Choose an exercise activity that burns 200 or 300 calories. Exercise at least three or four times a week. Jogging, a brisk walk, or bicycling are all good activities for burning calories. When you exercise, 50 percent to 60 percent of the energy you burn is supplied from body fat.



Finding Caloric Needs		
$\text{Your Body Weight} \times \text{Activity Code} = \text{Caloric Needs}$		
Behavior		Code
Sedentary	Most of each day is spent doing schoolwork or watching TV with little or no leg or arm movement.	13
Light	Most of your time is spent walking slowly or doing light household chores that require standing or light arm movement.	14
Moderate	Most of your time is spent in activities requiring standing and moderate arm work, such as cleaning your room or walking moderately fast.	15
Active	Most of your time is spent performing heavy work, vigorous movement, lifting, or walking quickly.	16
Strenuous	Most of your time is spent in physically demanding activities, such as running, walking hard, or in vigorous sports.	17

On the days you work out, eat 200 or 300 fewer calories than you would to maintain your present weight. On the two or three days a week that you don't work out, reduce your food intake by 500 calories. At the end of a week, you can say good-bye to a pound of weight.

To figure out how many calories a day you can eat to maintain your weight, multiply the number of pounds you weigh by one of the behavior codes in the chart on the left. Then subtract the number of calories you want to reduce your

daily diet by from this total. For example, if you weigh 165 pounds and would describe yourself as *Moderate*, multiply 165 by 15. To maintain your weight, you should eat 2475 calories.

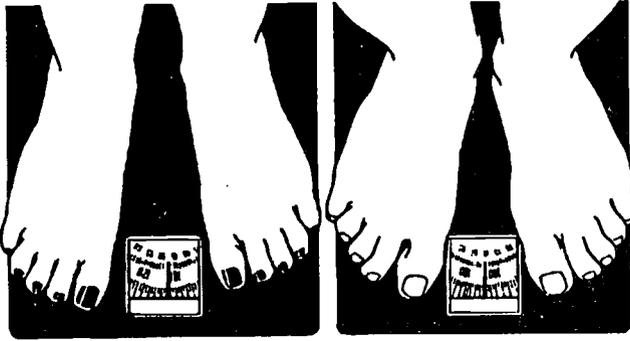
A simple diet and exercise plan such as the one described above has two benefits: (1) You will lose weight without making your life miserable; and (2) It's a plan you can continue for the rest of your life!

Many people who diet go for the quick fix. They starve themselves because they want to lose their excess weight *today*. Studies show that these dieters may lose weight, but they do not keep the weight off. They end up on yo-yo diets—they lose weight and then gain it back quickly. Researchers have discovered that people on yo-yo diets actually make it difficult for their bodies to lose weight. Their bodies begin to hold on to calories rather than try to survive on so few calories. And remember: these people lose very little fat—the weight they lose is mostly muscle.

Activity	Burning Calories		
	Calories Burned Per Hour At Approximate Weight		
	75 lbs	100 lbs	150 lbs
Aerobic class	300	336	360
Bicycling, 6 mph	135	160	240
Bicycling, 12 mph	225	270	410
In-Line Skating	162	216	324
Jogging, 5.5 mph	365	440	660
Jogging, 7 mph	510	610	920
Jumping Rope	415	500	750
Running in place	360	430	650
Running, 10 mph	710	850	1280
Swimming, 25 yds/min	155	185	275
Swimming, 50 yds/min	270	325	500
Tennis singles	220	265	400
Walking slowly, 2 mph	125	160	240
Walking moderately, 3 mph	175	210	320
Walking briskly, 4.5 mph	245	295	440
Weight lifting	225	300	450



If you become desperate to quickly lose weight, there are plenty of other diet plans that people will sell you. You can buy diuretics, or pills that make you lose water weight. You may show a loss of weight on the scale,



but you will have lost precious water from your body, and you will regain the water in time. You can also buy diet pills that will lessen your appetite. You will experience stress and some other harmful effects from these pills. When you stop taking these pills, you still

will have to change the only thing that will help you lose weight and fat and stay healthy: your behavior! Only by changing your behavior—eating less fat and exercising more—can you accomplish your weight and body composition goals.

### Controlling Weight: Tips on Making the Right Food Choices

If we are trying to reduce our fat and calorie intake, or even if we just want to maintain our present body composition and weight, there are some helpful habits we can develop.

- Avoid situations that trigger your need to overeat or to eat a fatty food.
- Do not completely eliminate foods you love, such as chocolate or cheese cake. Depriving yourself leads to diet failure and over-indulging. Instead, reduce the amount of your favorite fatty foods. Rather than eating them three times a week, eat them only twice.
- Reduce the size of your portions. Learn to enjoy every bite rather than gulping them down. Chew your favorite foods *slowly*—treat them as if they are rare.
- Eat plenty of carbohydrates and fiber, and drink plenty of water. Don't ignore your nutritional needs while you eat empty-calorie foods, or foods with few or no calories.



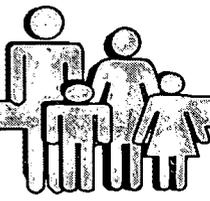
- Make changes in your diet gradually. Don't decide that you are going to remake your diet overnight. Gradual changes are the ones you will stick with.
- Choose whole grains, vegetables, and fruits rather than red meats and other fatty foods. The more foods with fiber you eat, the more filled you will feel. Learn to order foods without the fats that often accompany them. Eat potatoes plain or with just a touch of butter rather than smothered with gravy, butter, cheese, and sour cream.
- Avoid fried foods. Instead, eat foods that have been grilled, roasted, broiled, baked, or microwaved.
- Reduce or eliminate your red meat intake. Instead, eat tuna, chicken (but not fried chicken), turkey, and fish. Trim the fat off of meat and pull the skin off of poultry. Choose low-fat or nonfat milk, yogurt, and cheese.
- Eat meals regularly. If you can, eat four or five smaller meals throughout the day. Eating smaller meals more often will keep your energy level high. When you skip meals, your hunger will eventually drive you to *binge*, or eat too many calories all at once.

## Understanding Food Labels: What's Inside This Package Anyway?

The U.S. government has passed laws to help consumers understand the contents of packaged foods. Labels on packaged or canned foods must clearly identify the name of the product. Many labels also include the variety and style of the food.

On the back of most packages is printed a list of ingredients. This list shows the ingredients in order of decreasing amounts. There is a greater amount of the first ingredient listed than of any other ingredient listed, and so on. So, for example, should sugar appear near the top of the list of ingredients, that particular food may be high in sugar.

INGREDIENTS: POPCORN, PARTIALLY HYDROGENATED SOYBEAN OIL, SALT, NATURAL FLAVOR. FRESHNESS PRESERVED BY TBHQ AND CITRIC ACID.



Recently, special *diet foods* have flooded food stores. The government has restricted the use of certain terms on packaging. A food labeled *low calorie* cannot contain more than 0.4 calories per gram. A food labeled *reduced-calorie* must have at least one-third fewer calories than similar foods. Any food that is *artificially sweetened* must be identified on the label.

The label must include any *additives* or *preservatives* in the food. An additive is a chemical that has been added to the food. These chemicals are used to improve taste, add color, or replace or add vitamins. Preservatives are used to keep food from spoiling.

INGREDIENTS: POPCORN, PARTIALLY HYDROGENATED SOYBEAN OIL, SALT, NATURAL FLAVOR, FRESHNESS PRESERVED BY TBHQ AND CITRIC ACID

A *fortified* food has had vitamins added to it. An *enriched* food has had vitamins added to it to replace those lost in processing.

Many labels also include the following nutritional information:

- |                          |  |
|--------------------------|--|
| <i>Serving Size:</i>     | the amount the manufacturer considers to be a normal portion; portions are often listed in ounces  |
| <i>Servings per Can:</i> | the number of serving sizes, or portions, in the package or can                                    |
| <i>Calories:</i>         | the number of calories found in one serving size, or portion                                       |
| <i>Protein:</i>          | the amount of protein in one serving size, or portion; this amount is usually listed in grams      |
| <i>Carbohydrate:</i>     | the amount of carbohydrate in one serving size, or portion; this amount is usually listed in grams |
| <i>Fat:</i>              | the amount of fat in one serving size, or portion; this amount is usually listed in grams          |



- Cholesterol:** the amount of cholesterol in one serving size, or portion; this amount is usually listed in grams
- Sodium:** the amount of sodium, or salt, in one serving size, or portion; this amount is usually listed in grams
- Dietary Fiber:** the amount of fiber in one serving size, or portion; this amount is usually listed in grams.

Labels often include the *percentage of U.S. Recommended Daily Allowance (US RDA)*. For example, if the label states *Thiamine...12*, then one serving of the food will provide 12 percent of the thiamine recommended for your daily diet by the government.

### **Food Fallacies: Separating Mistaken Ideas and the Truth**

It is both interesting and surprising to see just how many fallacies, or mistaken ideas, many of us have about food and weight control. In spite of how important food is to our health, we still may not be sure what to believe and what to throw away. Here are several of the most commonly believed *fallacies*, followed by the *facts*.

- FALLACY:** I can just go on a *fad diet* to lose weight.
- FACT:** Fad diets are diets that promise fast weight loss. They may help you to lose weight temporarily, but the weight is usually gained back. Only a lifetime commitment to eating low-fat healthy foods and getting regular exercise can make you healthy and fit.
- FALLACY:** Certain foods, diet pills, or diuretics can help *burn fat calories* and help me lose weight.
- FACT:** No foods burn fat. Diuretics are drugs that increase the amount of fluid lost through urine. Diet pills or diuretics may help you to lose water weight, but the pounds lost are not body fat.



**FALLACY:** *Sugary foods* are a good source of quick energy.

**FACT:** Sugary foods may give you an immediate energy boost, but the energy is short-lived. The rise in blood sugar is followed by a feeling of hunger, irritability, and sleepiness.

**FALLACY:** Adding more protein to my diet will help build muscle.

**FACT:** A balanced diet supplies plenty of protein for muscle growth. Excessive amounts of protein are stressful to the kidneys. Like excess fat or carbohydrate in the diet, too much protein will be stored as fat.

**FALLACY:** *Vitamins* will give me more energy.

**FACT:** Vitamins do not supply energy. They only help the body to use energy. Energy is supplied by food in the form of calories. Vitamin supplements may be helpful for individuals with special needs. But for an average, healthy person, a well-balanced diet supplies enough vitamins.

**FALLACY:** *Muscle cramps* indicate a lack of salt intake.

**FACT:** Muscle cramping is most often a result of severe water loss from sweating or over exercising. Salt tablets can worsen this condition by drawing more water out of the muscles and into the stomach.

**FALLACY:** You only burn a lot of calories during *exercise*.

**FACT:** Exercise helps make your body a better fat-burning machine. Regular exercise helps you to burn a high rate of calories at all times of the day, not just during exercise.



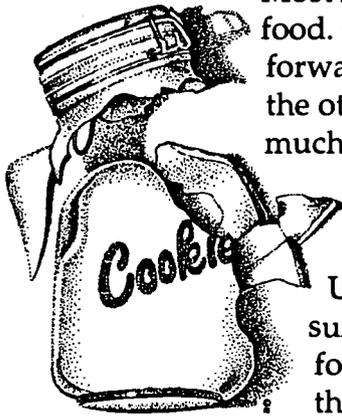
**FALLACY:** Exercise increases your appetite.

**FACT:** Exercise actually lessens your appetite temporarily. Exercise helps you regulate your calorie intake.

**FALLACY:** Breads, rice, pasta, and other carbohydrates are fattening.

**FACT:** Whole grain carbohydrates such as breads, pasta, rice, and cereals have less than half the calories of fat. They are the best source of energy, especially during physical activity. These foods become fattening when we put fat on them.

### Eating Disorders: When Food Becomes the Enemy



Most Americans do not have a perfect relationship with food. On the one hand, we really enjoy food. We look forward to eating a tasty meal with good company. On the other hand, we know that sometimes we eat too much or we eat the wrong foods. Although it is an imperfect relationship, it isn't a distracting or dangerous problem in our everyday lives.

Unfortunately, more than a million Americans suffer from eating disorders. Their relationship with food is an everyday problem that is a danger to their health.

One type of eating disorder is *anorexia nervosa*. This disorder is also called *starvation sickness*. Its victims are usually teenage girls. They refuse to eat or eat too few calories and nutrients to maintain their health. They continue to lose weight because no matter how thin they are, they still see themselves as fat.

Some victims of *anorexia nervosa* have died from starvation. Many others suffer from constant health problems. The human body cannot achieve or maintain health on too few calories.



**Bulimia** is another eating disorder that many people, especially teenage girls, suffer from. Victims of bulimia constantly think about food. They go on *eating binges*—sometimes every day or two. During an eating binge, they will eat thousands and thousands of calories very quickly, and usually in secret. The foods they eat are usually sweets—cookies, cakes, ice cream. After a binge, they force themselves to vomit or use laxatives to get rid of the food before it is digested. Sometimes they starve themselves following a binge.

Bulimia can cause serious health problems. Victims can suffer from kidney damage, abnormal heartbeat, and an imbalance in body fluids. They also irritate their throats from vomiting and may develop an infection of the throat and surrounding area.

People who suffer from eating disorders need help. It is almost impossible to recover from an eating disorder without the help of a professional. Victims should see their doctor, nurse, or local health clinic. For more information on eating disorders, call Glenbeigh Food Addictions at their toll free phone number: 1-800- 4A-BINGE.



## Recap

Many Americans do not choose healthy *diets*. The food we often eat contains empty *calories* or too many calories. We should choose a diet that contains the right combination of *nutrients* we need to help the body grow, repair itself, and fuel itself.

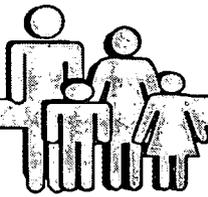
Food contains six different groups of nutrients: *carbohydrates*, *proteins*, *fats*, *vitamins*, *minerals*, and *water*. Carbohydrates are the body's main source of energy in a healthy diet. Proteins are used by the body to make muscle, blood, hair, skin, nails, and the internal organs. Protein is especially important during growth periods, such as adolescence. Although fat is often thought of as a bad or unhealthy nutrient, it is an important and necessary part of a healthy diet. Fat is a major source of fuel and necessary for the health of every cell in the body. However, too much fat can make the body be *overfat*, or carry too much fat.

Vitamins and minerals do not supply the body with energy. They are "helper nutrients" and help the body carry out many of its necessary functions. Water is not a "food," but it is an essential nutrient. Water is necessary for all body processes.

To help select a healthy diet, the United States Department of Agriculture (USDA) has developed the "food pyramid." The food pyramid is a chart that shows how much of the different types of foods we should eat for a *balanced diet*.

Most of us think of calories as something in foods that make us fat. Another way of thinking about calories is to see them as units of energy. A calorie supplies the body with a certain amount of energy.

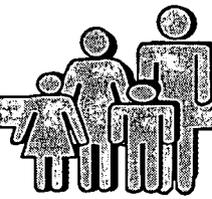
Too many Americans are overweight. However, more important than weight is our *body composition*. Our "body weight" is the number of pounds we weigh on a scale. Our "body composition" is the percentage of lean body mass on the body compared with the percentage of fat tissue on the body. Many athletes and other people with healthy bodies weigh more than a height-weight chart in a doctor's office would recommend. But they have a low percentage of body fat. Not being overfat or underfat is more important to our health than how much we weigh.



To change our body composition and reduce our body fat, we should combine a reduced-calorie diet and exercise. We should not starve ourselves or go on a diet that gets rid of pounds very quickly. These diets are not healthy and will not help us maintain the right weight and body composition. Instead, develop a diet and exercise program you can do for the rest of your life.

Food labels list the ingredients in packaged foods. Food labels also tell us how a food was prepared. The list shows the ingredients in order of decreasing amounts.

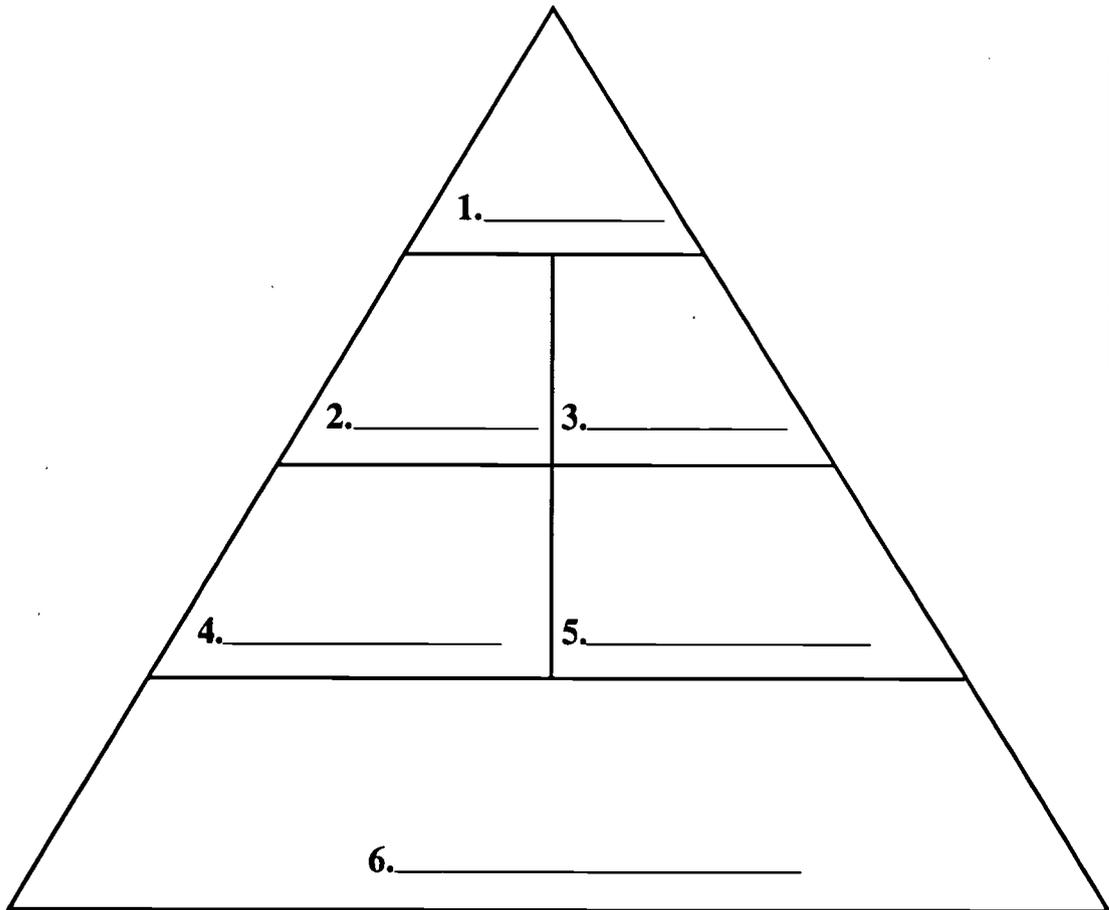
Some people suffer from "eating disorders." *Anorexia nervosa* is an eating disorder in which the victim starves herself and believes she is overweight—no matter how thin she becomes. *Bulimia* is an eating disorder in which the victim eats many calories at a time, or "binges," and then rids her body of the food before it is digested. Both of these eating disorders cause physical and psychological harm. Victims need professional help to overcome these diseases.



## Record

### Completion

*Complete the food pyramid by writing the correct food group next to the numerals 1-6. Write the recommended number of daily servings in the space above each food group.*





## Record

### Fill in the Blanks

Use the word list below to complete the following sentences. Write the correct term on each line.

exercise  
water  
binge

complete  
protein  
cholesterol  
fat

body composition  
carbohydrates  
anorexia nervosa

1. The body quickly digests \_\_\_\_\_ in foods and converts them into a form of energy called *glucose*.
2. \_\_\_\_\_ contains more than twice the number of calories per gram than any other nutrient.
3. Because teenagers are still growing, they need more \_\_\_\_\_ to build muscle than adults do.
4. Many people think weight is the best way to judge fitness; however, we should focus on our \_\_\_\_\_, or how much of our body tissue is fat.
5. Saturated fat comes from animal products. Eating saturated fat can raise our \_\_\_\_\_ level and can lead to heart disease.



6. Without \_\_\_\_\_, we wouldn't be able to digest food, get rid of waste in our body, or maintain our temperature. Because we lose some each day, we constantly need to replace it.
7. Foods that are grown, such as grains, beans, nuts, and vegetables, must be eaten in the right combinations to give our body the \_\_\_\_\_ protein it needs.
8. The best way to lose weight and increase lean tissue is to combine a moderate diet with \_\_\_\_\_.
9. Many people who skip meals to lose weight actually become so hungry that they \_\_\_\_\_ and eat too much.
10. No matter how thin someone suffering from \_\_\_\_\_ becomes, she still sees herself as fat.

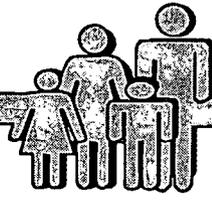


## Record

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. Vitamins will give you energy.
- \_\_\_\_\_ 2. If you have a muscle cramp, you should take a salt tablet.
- \_\_\_\_\_ 3. Regular exercise helps you to burn a high rate of calories at all times of the day, not just during exercise.
- \_\_\_\_\_ 4. Most of the people who go on a fad diet and lose weight usually keep the weight off for a lifetime.
- \_\_\_\_\_ 5. If you want more muscle on your body, eat more protein.
- \_\_\_\_\_ 6. It is not possible to have too little fat on your body.
- \_\_\_\_\_ 7. Body composition measures the number of pounds you register when you step on a scale.
- \_\_\_\_\_ 8. You can eat empty calories without gaining weight.
- \_\_\_\_\_ 9. Fiber helps digested food pass out of the body as stool, and helps keep the digestive tract healthy.
- \_\_\_\_\_ 10. Obesity can lead to heart disease, high blood pressure, strokes, diabetes, and problems during pregnancy.



## Reflect

### Short Answer

*Read each situation described in the paragraphs below. Write a brief answer to describe how you would respond.*

1. On many occasions you've decided to make your *diet* a more healthy one. You decide to stop eating *any* junk food or other food that is not nutritious. However, your plan always fails. You always get to a point where you can't stand such a strict diet. Then you eat some junk food—and then you *binge* and eat a lot of junk food. You have just about given up trying to eat a healthy diet. How can you change your diet so you can maintain a healthy and *balanced diet*?

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2. *Anorexia nervosa* and *bulimia* are diseases that most often are found in teenage girls. Why do you think these diseases most often affect teenage girls?

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3. Take a close look at the foods that make up your own daily diet. Then describe the reasons you choose to eat these foods rather than other foods. You may want to use the following questions as a way to discover what influences your food choices. Have you been influenced by your family or your friends? Have you been influenced by advertising? Do you choose foods based on their taste, their nutritional value, or a combination of the two?

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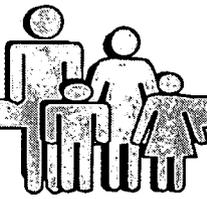


## Review

### Identification

Write the correct term on each line.

- \_\_\_\_\_ 1. organic substances that do not supply energy but that the body needs to grow and function
- \_\_\_\_\_ 2. a measure of the energy found in foods
- \_\_\_\_\_ 3. a mistaken idea
- \_\_\_\_\_ 4. a person who studies the way food affects our health, and who recommends diets for our well-being
- \_\_\_\_\_ 5. substances in food that are a concentrated source of energy for the body
- \_\_\_\_\_ 6. a sugar the body gets from carbohydrate foods and uses as energy
- \_\_\_\_\_ 7. an eating disorder in which a person over-eats and then vomits, or uses diuretics or laxatives to get rid of the food before it is digested
- \_\_\_\_\_ 8. substances in food that are the *main* source of energy for your body
- \_\_\_\_\_ 9. the condition of being extremely fat and overweight



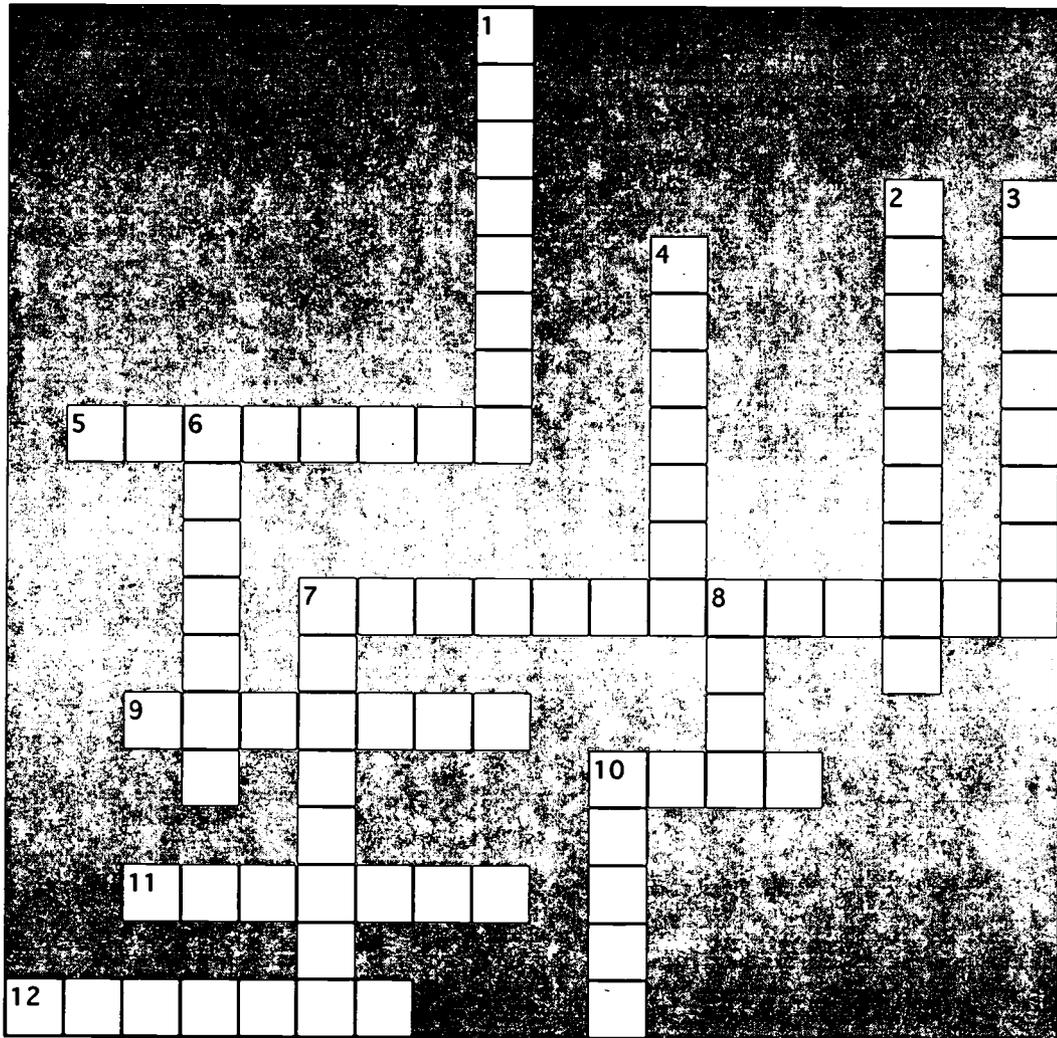
- \_\_\_\_\_ 10. foods eaten daily that contain the right number of servings from each of the five food groups
- \_\_\_\_\_ 11. one of the measurements of your physical fitness; the proportion of fat in the body to lean body mass
- \_\_\_\_\_ 12. stands for *Recommended Daily Allowance*; the amounts of specific nutrients that should be a part of our daily diets
- \_\_\_\_\_ 13. the part of a carbohydrate food that is not digested and helps the body form soft and bulky stools
- \_\_\_\_\_ 14. an eating disorder in which a person refuses to eat and suffers severe weight loss; also called *starvation sickness*
- \_\_\_\_\_ 15. substances in food that the body uses as energy and to grow and repair body parts
- \_\_\_\_\_ 16. inorganic substances that do not supply energy but that the body needs to function
- \_\_\_\_\_ 17. having too much fat on the body
- \_\_\_\_\_ 18. the foods we eat each day or most of the time
- \_\_\_\_\_ 19. substances found in food that the body must have to grow, repair itself, and use as fuel



## Replay

**Solve**

*Use the clues on the next page to solve the crossword puzzle below.*





### Across

5. substances in food that the body uses as energy and to grow and repair body parts
7. substances in food that are the *main* source of energy for your body
9. a mistaken idea
10. substances in food that are a concentrated source of energy for the body
11. an eating disorder in which a person over-eats and then vomits, or uses diuretics or laxatives to get rid of the food before it is digested
12. a sugar the body gets from carbohydrate foods and uses as energy

### Down

1. organic substances that do not supply energy but that the body needs to grow and function
2. substances found in food that the body must have to grow, repair itself, and use as fuel
3. inorganic substances that do not supply energy but that the body needs to function
4. the condition of being extremely fat and overweight
6. having too much fat on the body
7. a measure of the energy found in foods
8. the foods we eat each day or most of the time
10. the part of a carbohydrate food that is not digested and helps the body form soft and bulky stools



# Drugs: Uses and Misuses

Can you...

- explain how drugs work on the body and the brain?
- explain how drugs of abuse create an addiction in users?
- describe the health risks of drinking alcohol, smoking cigarettes, and using other drugs?
- define drug abuse and misuse?
- describe the experience of withdrawal as a user attempts to quit drugs?
- identify the dangers of passive smoke?
- describe what to do if you have a drug problem?

**...You will!**

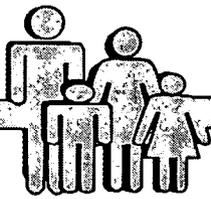


## Ready?

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. Drug addicts and users often lose their families and friends.
- \_\_\_\_\_ 2. Drugs never make a person feel good.
- \_\_\_\_\_ 3. Smokeless tobacco is chewed or dipped.
- \_\_\_\_\_ 4. Even those persons who *don't* smoke can be harmed by smokers.
- \_\_\_\_\_ 5. Pregnant mothers who smoke are depriving their babies of needed oxygen.
- \_\_\_\_\_ 6. Using tobacco in cigarettes, chew, or snuff causes only a few thousand deaths each year.
- \_\_\_\_\_ 7. Three of the most poisonous and harmful ingredients in cigarettes are nicotine, tar, and carbon monoxide.
- \_\_\_\_\_ 8. Cigarette and alcohol advertising has little influence on teenagers.
- \_\_\_\_\_ 9. The last step for an alcoholic on the road to recovery is to realize and accept the problem.
- \_\_\_\_\_ 10. It's OK to mix alcohol and other drugs.
- \_\_\_\_\_ 11. The pregnant woman who drinks or smokes puts her baby at risk.
- \_\_\_\_\_ 12. Alcohol is more damaging to the body than any other drug.



- \_\_\_\_\_ 13. Alcohol attacks the body's central nervous system.
- \_\_\_\_\_ 14. Of all drugs, alcohol can be the easiest to become addicted to and the hardest habit to quit.
- \_\_\_\_\_ 15. Some of the more common legal drugs include cocaine, marijuana, and heroin.
- \_\_\_\_\_ 16. When we take an aspirin for a headache, we are taking a drug.
- \_\_\_\_\_ 17. Drugs affect either the body, the mind, or both.
- \_\_\_\_\_ 18. Over-the-counter drugs require a doctor's prescription.
- \_\_\_\_\_ 19. The power of prescription drugs makes them dangerous.
- \_\_\_\_\_ 20. Taking a drug for something other than medical purposes or in a way that can hurt a person's health is called *drug abuse*.
- \_\_\_\_\_ 21. Drug addiction is a need for or a dependency on a drug.
- \_\_\_\_\_ 22. Mainstream smoke is more harmful to the smoker than sidestream smoke is to the nonsmoker.
- \_\_\_\_\_ 23. Drugs can act on the user's brain.
- \_\_\_\_\_ 24. When abused, drugs harm the body and mind and may cause death.



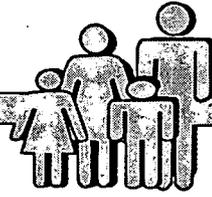
## Remember

*Study the vocabulary words and definitions below.*

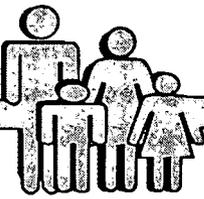
- addict** ..... a person who has or has had a drug habit
- addiction** ..... dependency on something such as a drug or behavior
- addictive** ..... habit forming
- alcohol** ..... the drug found in beer, wine, and liquor; affects the nervous system
- allergic** ..... having an unhealthy or life-threatening response to something
- amotivational syndrome** ..... loss of ambition or long-term goals; disorder caused by marijuana use
- blood alcohol level (BAL)** ..... a measurement of how much alcohol is in a person's bloodstream
- cannabinoids** ..... a group of drugs that produces euphoria and an altered sense of time; includes marijuana and hashish
- chemical dependence** ..... a physical or emotional need for alcohol or other drugs



- depressants** ..... a group of drugs that slows down the nervous system; includes alcohol, barbiturates, and tranquilizers
- dosage** ..... the amount of a drug taken and how often it is taken
- drug abuse** ..... the taking of any drug for other than its medical purpose
- drugs** ..... chemical substances that affect the body, the mind, or both
- euphoria** ..... a feeling of great happiness or pleasure
- fetal alcohol syndrome (FAS)** ..... birth defects found in babies who are born to mothers who abuse alcohol during pregnancy
- hallucination** ..... an experience of seeing, hearing, or feeling things that aren't real
- hallucinogens** ..... drugs that cause a person to see, hear, or feel things that aren't real
- inhalants** ..... substances that produce fumes, which are inhaled for their effects
- inhibition** ..... a blocking or holding back of a behavior or action



- intoxicated** ..... drunk
- misuse** ..... to use wrongly or incorrectly
- narcotics** ..... habit-forming drugs that relieve pain
- nervous system** ..... the system in the body that sends and receives messages to control the body's activities; includes the brain, spinal cord, and nerves
- nicotine** ..... the habit-forming drug in tobacco
- over-the-counter drugs** ..... drugs that can be legally bought without a doctor's note in a grocery store, drugstore, or discount store; nonprescription drugs
- overdose** ..... to take an amount of a drug that can cause unhealthy or life-threatening effects
- physical dependence** ..... a person's bodily need for a drug; also called *physical addiction*
- prescription drugs** ..... drugs that can only be bought with a doctor's note at a pharmacy



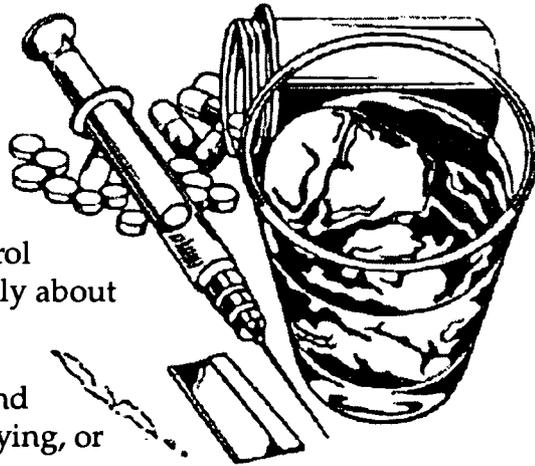
- psychoactive drugs** ..... drugs that affect the brain, or mind; include alcohol, cannabinoids, hallucinogens, stimulants, depressants, and narcotics
- psychological dependence** ..... a person's emotional need for a drug; also called *psychological addiction*
- side effects** ..... the undesired ways a drug acts on the body
- stimulants** ..... drugs that speed up the nervous system
- tar** ..... cancer-causing substance in tobacco
- tobacco** ..... leaves used in cigarettes, cigars, chewing tobacco, and snuff
- tolerance** ..... the body's increasing resistance to the effect of a drug, creating a need for more and more of the drug over time to gain the same results
- user** ..... someone who uses something, such as drugs
- withdrawal** ..... the symptoms experienced by a drug user when he or she stops using a drug



## Read

### Introduction

Hardly a day goes by without a story in the news about drugs. Someone is killed in a drug deal. Someone dies of an overdose of drugs. Someone commits a crime to get money to buy drugs. Someone hurts or kills other people because he or she is out of control while on drugs. These stories are usually about *illegal* drugs.



One-half of all the people in our jails and prisons are serving time for selling, buying, or using illegal drugs. Some of the more common illegal drugs include *cocaine*, *marijuana*, and *heroin*.

However, illegal drugs make up only half the story. The use and misuse of *legal* drugs harms our families and communities as much, or even more, than the use of illegal drugs does. But because alcohol and tobacco are legal, we may be shocked by the cost we all pay when they are misused.

The number of deaths, injuries, and illnesses because of legal and illegal drugs is staggering. In more than one-half of all car crashes in which someone dies, one of the drivers has been drinking. Driving while under the influence of alcohol or riding with someone under the influence is the leading cause of death among teenagers. And 40,000 teenagers are crippled or disfigured because of someone who drove after drinking. Misusing alcohol not only causes us to lose our ability to control a car, it also can make us violent and out of control. More than one-third of all murders, rapes, and assaults are committed by someone who was drinking.

Smoking cigarettes and inhaling the smoke from someone else's cigarette is now one of the leading causes of death in the United States. More Americans will die from tobacco this year than will die from all other drugs—including alcohol—combined! More Americans will die this year from tobacco than have died in World War I, World War II, and the Vietnam war—combined!



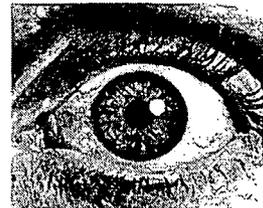
## Drugs: Affecting the Body, the Mind, or Both

A *drug* is any chemical substance that causes a change in the body, the mind, or both. Some drugs are used to promote health. These drugs are called *medicines*. When we get a flu vaccine, we are taking a drug that can *prevent disease*. When we take an antibiotic to fight an infection, we are taking a drug to help *cure a disease*. When we take an aspirin for a headache, we are taking a drug to *relieve* a symptom—pain.

Some drugs are taken to produce a desired feeling. These drugs are called *drugs of abuse*—they are not taken for medical purposes. When someone uses a drug such as marijuana, the user does so to *feel the effects* of the drug. Marijuana and other drugs of abuse can produce feelings of intense pleasure, or *euphoria*. Some drugs of abuse produce feelings of increased energy. Some produce a feeling of tranquillity. These drugs produce certain feelings or emotions by affecting the body's **nervous system**.

The *nervous system* includes the brain, the spinal cord, and the body's nerves. Chemical reactions in the brain enable us to think, feel, and move. When we lift an arm, a message from the brain travels down the spinal cord and through nerves to the muscles in the arm. When we touch scalding water, skin receptors in our fingers send a message to our brain, alerting us to the danger. When we feel pleasure or pain from a sound, sight, or thought, we are experiencing a chemical reaction.

When drugs of abuse act on the nervous system to produce a desired feeling, they also cause abnormal chemical reactions in the brain. These abnormal effects on the nervous system are often experienced as a slowed reaction time, slurred speech, blurred vision, and impaired judgment.



*The Drug Reaction of Constricted or Pinpoint Pupils May Cause Blurred Vision*

## Drugs: Clouding the Mind; Damaging the Body

Because drugs of abuse affect the way users see and think about their surroundings, they may do something that causes injury or death to themselves or to others. Everyone has heard of an accident caused by a teenager who drove while drunk and couldn't see the road or other cars clearly. Alcohol, cocaine, and other drugs of abuse can also cause users to do things they otherwise would not. They may jump from a ledge—



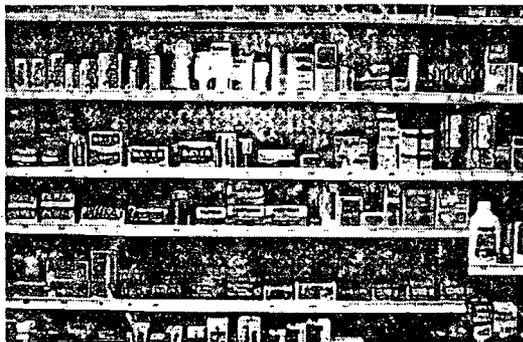
thinking the ground was much closer than it really was. They may believe they are indestructible and do something to defy death—and lose. Drug users can be seriously hurt doing even the simplest things. They misjudge stairs and tumble. They burn themselves because they cannot feel how hot something is. Whenever we alter the body's ability to judge the world around us, we risk injury and death.

Some drugs cripple or kill by attacking the body. Smoking tobacco may cause emphysema, a disease that destroys the lungs and suffocates the victim. Drinking may cause cirrhosis, a liver disease that is often fatal. When we take drugs for medical purposes, we improve the health of the body. But when we take drugs for nonmedical purposes, we damage the body.

### The Different Kinds of Drugs: Over-the-Counter; Prescription; and Illegal Drugs

Drugs are classified in three different ways: **over-the-counter drugs**; **prescription drugs**; and **illegal drugs**. The classification describes how a drug can be legally obtained.

*Over-the-counter* drugs are available without a prescription, or doctor's note. They can be found on the shelves of any drug store or pharmacy. These drugs include aspirin, cold remedies and cough syrups, laxatives, some antihistamines, and many others. These drugs have instructions that are easy to follow. Over-the-counter drugs are also called *nonprescription drugs*.



*Over-the-counter Drugs*

*Prescription drugs* can be obtained only with a doctor's note. A patient presents a prescription to a pharmacist. The pharmacist fills the prescription and provides the patient with instructions on how to use the drug. Instructions include the dosage, or the amount of the drug to be taken, and how often it should be taken. Prescription drugs



can do wonders. They can help a patient fight a life-threatening disease. They can ease a patient's pain. They can help a patient experience the world in a normal way.

Sometimes drugs are called *illegal* because they were obtained without a prescription. For example, a tranquilizer is a drug that helps people relax. If a doctor prescribes a tranquilizer to a patient, the drug is legal. If, however, someone buys the drug without a prescription, the drug is illegal. Some drugs are always illegal because they cannot legally be sold or bought. Illegal drugs such as *heroin* or *LSD* are not used for medical purposes. A doctor cannot prescribe them to a patient.

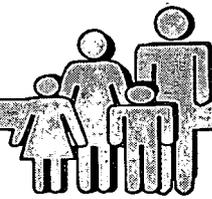
Drugs are complex and mysterious substances. Doctors and scientists are always increasing their knowledge about how a drug works. Therefore, a drug may at first be put into one class and then later be changed to a different class. If an *over-the-counter* drug turns out to be easily misused, its classification may be changed to *prescription*. In some cases, as more is learned about a drug its classification may even be changed to *illegal*. Regardless of whether a drug has been classified as over-the-counter, prescription, or illegal, any drug can be misused. Legally owning a drug does not give anyone the right to give the drug away, sell it, or use the drug in a way it was not intended. These are crimes.

### Over-the-Counter Drugs: Treating Minor Medical Problems

Over-the-counter drugs are used to ease minor medical problems. Aspirins may help lessen the pain from headache. Cough syrup helps eliminate the urge to cough. Laxatives can help the occasional bout with constipation.



These drugs generally do not produce feelings or behaviors that people want. Therefore they are generally not used for unintended purposes. However, if someone does not follow the instructions on these drugs or uses them in ways they are not intended, then the person is misusing these drugs. Even these relatively safe drugs can cause harm. Too much aspirin can cause internal bleeding and other disorders. The constant use of cold remedies can harm a person's sinuses. And many of these drugs can cause sleepiness or an inability to sleep and relax.



## Prescription Drugs: Legal but Dangerous

Prescription drugs are not available without a doctor's note because they can be dangerous. If taken without a doctor's guidance, these drugs can harm and even kill a person. All prescription drugs have side effects. In addition to acting on the body in a desired way, they also act on the body in an undesired way. The *dosage* of a prescription drug needs to be matched to a patient's weight, age, and other factors. A doctor needs to be sure a patient is not allergic to a drug. A doctor even needs to be sure that a prescription drug will not mix in a harmful way with another drug a patient is taking. When two or more drugs are taken at the same time, they can change the way each affects the body. One drug can make another stronger or weaker. One drug can mix with another drug to produce a chemical that acts like a poison in the body.



## Illegal Drugs: Street Drugs

*Illegal drugs* are often called *street drugs*. Some people use an illegal drug because they want to experience its effects. Some people use illegal drugs because they have developed a need for a drug.

You are breaking the law when you buy, sell, or use an illegal drug. In Florida, more than half of all prison cells are filled with drug offenders. The penalties are severe and a drug record can follow you for the rest of your life.

## The Misuse and Abuse of Drugs: Self-Abuse

*Drug misuse* describes taking a drug for the correct purpose, but not following the instructions written on the package or given by the doctor or pharmacist. If the package or prescription says to take a drug every six hours, and someone takes the drug every four hours, that is called *drug misuse*. If the safe dosage for a drug is one pill or tablet and someone takes two pills or tablets, that is also called *drug misuse*.



**Drug abuse** describes the taking of a drug for something other than medical purposes. Using alcohol or cocaine to change the way we feel is an example of drug abuse. Taking a drug in a way that can hurt a person's health is also an example of drug abuse.

## Drugs of Abuse: Altering the Mind and Causing Addiction

Unlike other drugs such as aspirin or antacids, drugs of abuse have certain effects that make them particularly dangerous to the person who uses them. Drugs of abuse change the user's mood or the way a user feels. They can change the way a user thinks or behaves. They can create drug **addiction**, or a need for the drug. Drug addiction is also called *chemical dependency*. The addict has become dependent on the chemical or drug.

Drugs of abuse include *alcohol, marijuana, LSD, mescaline, cocaine (and crack cocaine), amphetamines, barbiturates, tranquilizers, morphine, heroin, and codeine.*

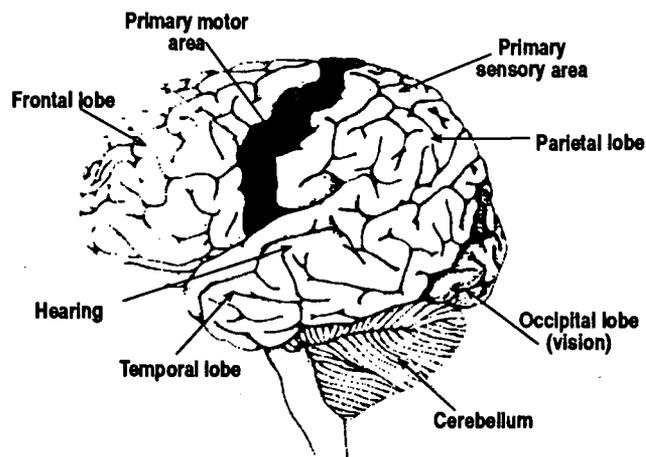
Although the drug in tobacco—**nicotine**—is not considered a drug of abuse, it is one of the most dangerous and damaging drugs in our society.

### Altering the Mind: Producing a High

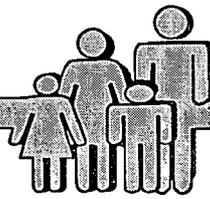
*Drugs of abuse* act on the brain to alter the mood or feelings of the user. Some drugs of abuse such as marijuana and morphine trigger the brain to produce *endorphins*. Endorphins are strong chemicals that eliminate pain and fear and produce euphoria.

*Tranquilizers* or *barbiturates* produce a soothing and quieting feeling by turning off the excitable tissue in the brain or by depressing the nervous system. *Stimulants* excite the brain and stimulate the nervous system.

### Morphine and Endorphins



*Endorphins, Which Alleviate Pain and Fear and Induce Euphoria, are Produced in the Primary Motor Area of the Brain. Morphine Acts Like Endorphins, Producing the Same Effects.*



The feelings these drugs produce make the user want to use them again. When any of these drugs are taken without following doctor's instructions, they are being abused. Abuse can lead to addiction.

### Addiction: The Hook

Drugs of abuse are **addictive**. When a person is addicted to a drug, he or she feels a need for the drug. Addiction to a drug can be physical and psychological. When a person has a **physical dependence**, or has a *physical addiction* to a drug, the body will not function normally without the drug. A person addicted to alcohol needs alcohol to do even easy and routine tasks. Without alcohol, the person will become ill and be unproductive. When a person has a **psychological dependence** on a drug, or has a *psychological addiction*, the drug user feels the emotional need for a drug. The user's mind will be distracted with thoughts of getting and using the drug. Some drugs, such as marijuana, can cause psychological addiction without causing physical addiction.



*This Substance Abuser Burst into a Clinic Armed with Three Guns Demanding Drugs.*

Drugs of abuse also cause the user to develop **tolerance** for a drug. The more a person uses a drug of abuse, the more of that drug is needed to get the effects desired. At first, an alcoholic may need six beers to satisfy an addiction. Later on the alcoholic may need eight beers, and then ten beers, and so on and so on. All drugs of abuse damage the body. The greater the amount used, the greater the damage to the body. In some cases, drug abusers have developed such a high tolerance for a drug that they actually died from the increased dosage they needed.

Drugs of abuse make users not care about the damage the drug is doing to their health. Smokers know cigarettes will kill them, but the need for cigarettes has become greater than their fear of poor health and death. Amphetamine users—called *speed freaks*—may know that they are at risk of having a heart attack or stroke, but they will continue to *speed*.



In lab tests, rats have been given an endless supply of different addictive drugs, such as cocaine. Rats will become so addicted to cocaine that they will stop eating and doing anything else—except taking more and more cocaine. They will continue taking the drug until it kills them. We may be smarter than rats, but many people respond in a similar way to addictive drugs. Many people will continue taking a harmful drug until it damages their health or even kills them.

Drugs of abuse are very hard to quit. Once a person has struggled with addiction that person will always have to fight the disease and work to remain drug free.

### **The Cycle of Drug Use: Use; Abuse; Addiction; and Withdrawal**

The drug user often goes through four stages: drug use; drug abuse; drug addiction; and withdrawal. Although most drug addicts go through these stages, the adolescent is particularly vulnerable to drug addiction. Some scientists believe that the adolescent's brain, which is still developing, is affected more than an adult's brain by the chemicals in drugs.

#### **Drug Use: Socializing with Drugs**

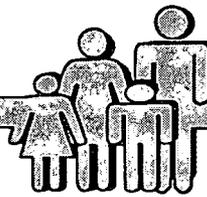
Although people who take drugs of abuse may end up as drug addicts, they usually do not become addicted at first. Most drug addicts begin by smoking the occasional cigarette as an adolescent. They may also drink alcohol. They experiment with an illegal drug such as marijuana. These drugs were used at parties on weekends, and perhaps occasionally on a weeknight. At this point the adolescent could still control the use, and could decide not to smoke, drink, or use marijuana.



*A Marijuana Leaf*

#### **Drug Abuse: The Move towards Addiction**

Some adolescents who occasionally use drugs will begin to use them more frequently. They will begin to buy their own drugs and will use them when alone. They can still choose how much of a



drug they will do and when they will do a drug. They do not show up at school or home intoxicated, or high.

### **Drug Addiction: The Drug Takes Over**

Adolescent users now use the drug every day, or nearly every day. They have developed a tolerance to the drug, so they increase how much they take. They would rather be by themselves than with friends or family. Or they only want to be with others who do drugs. Most or all of their activities now involve buying and doing drugs. Their family relationships and school work suffer. They may be arrested for driving while intoxicated or for buying or possessing a drug. The desire for the drug has taken over their life.

### **Withdrawal: One Price of Addiction**

Addiction to a drug is also called *chemical dependence*. The body's *chemistry* has come to *depend* on a drug. Without the drug, the body experiences many problems. The drug addict's vision may become blurry. The addict may experience stomach cramps and diarrhea. Tremors, or the *shakes*, may occur. The addict may experience cold sweats—feeling both feverish and icy cold. The drug addict in withdrawal even may experience **hallucinations**: The addict may see, hear, and feel things that are not really there.

Addiction to a drug also causes *psychological dependence*, or a craving for the drug. The user may be willing to do anything to get the drug. The emotional need for drugs can cause a person to do things he or she would never do when *straight* and *sober*. People who would otherwise respect their body will sell it to others, even at the risk of contracting the deadly AIDS virus. Getting the drug becomes ... more important than life.

The physical and psychological symptoms experienced by drug users when they quit are part of **withdrawal**. Withdrawal can be so painful that many drug addicts continue to use drugs *not because they enjoy the drug* but because they do *not want to go through the pain of withdrawal*.



## Why People Start Using Drugs

There is probably no single reason why people decide to start taking a drug. Some scientists argue that certain people have personality traits that lead them into drug taking. They may be curious and adventurous. Or they may be particularly vulnerable to peer pressure. When friends dare them or encourage them to take drugs, they are not strong enough to refuse.

The particular experience a person has with a drug can also affect his or her decision to experiment with the drug a few more times. One person may try marijuana and feel sick or feel nothing at all. Another person may experience euphoria. One person may drink and experience a terrible hangover. Another person may wake up after a night of drinking and feel fine.

How society responds to drug use is another factor in whether people will start to use drugs. Drinking alcohol and smoking cigarettes is tolerated in the U.S. People who drive while intoxicated may not suffer severe penalties. Consequently, adolescents and young adults may not view drinking to get drunk as an inappropriate or irresponsible behavior.

The media—films, television, magazines, books, and music—sometimes show drug use as being sexy, or glamorous, or exciting. The rugged cowboy who smokes is still a heroic figure in the media. The wealthy playboy who does cocaine can be an attractive model for some people. Of course, in real life drugs do not make people sexy or attractive. Drugs make people sick. After a few years of doing drugs, the drug user's body will begin to show deterioration. The user's mind will not be as sharp. Unfortunately, when teenagers look at other teenagers who do drugs, they do not see the damage that will occur in the future. Most teenagers have not been using drugs long enough to begin showing the harmful effects.

Doing drugs may be used as a way to rebel. Young people do drugs to rebel against parents, school, and society's expectations of them. People do drugs to escape boredom, to experience something new, or to take a risk. Some people start to use drugs to stay awake, to sleep, or to relieve pain. Some people do drugs to numb themselves from the emotional pain they feel. Adolescents who feel unloved by their parents, or spouses who feel unloved by their husbands or wives, may try to turn off their pain by turning off their feelings with drugs.



## Why People Continue Using Drugs

The reasons why people start using drugs are often not the reasons why they *continue* to do drugs. Drugs of abuse create euphoria, or a feeling of being "high." People become addicted to those feelings. Drug addicts who use heroin would use milk powder if it would get them the same feelings. When the drug wears off, drug users feel depressed. They then need more of the drug to relieve and escape their depression. Drug users fall into a vicious cycle. They take a drug to feel high. But after feeling good they crash into painful and lonely feelings. They then need the drug to escape the bad feelings with which the drug has left them.

People often continue to use drugs because they *cannot stop*. Alcoholics, cigarette smokers, crack cocaine addicts—most people who recognize their addiction to a drug do not want to continue their drug use. Just ask them! But drug addicts believe that they will die if they do not get the drug. They believe that the drug is their source of life. Once someone steps onto the drug wheel, it can be very hard to get off.

## How to Say "No" to Alcohol and Other Drugs

Saying "No" to alcohol and other drugs is not easy for teenagers or adults. You are at a party and it seems everyone is drinking. Someone offers you a drink and you say, "No thank you." The person begins to pressure you: "Come on, have a drink, it won't kill you!" You say again, "No thanks, I really don't want one."

The person starts to tease you, even insult you. "Why not, are you chicken? Can't you handle a beer?" At this point you will want to put an end to the lack of respect for nondrinkers. So simply say: "I don't drink because I don't want to drink." You don't owe anyone more of an explanation. It's your choice and you've made it!

If that person continues to pressure you, simply walk away. No one should pressure you to drink. Only people who have a drinking problem themselves pressure other people to drink (or do drugs).

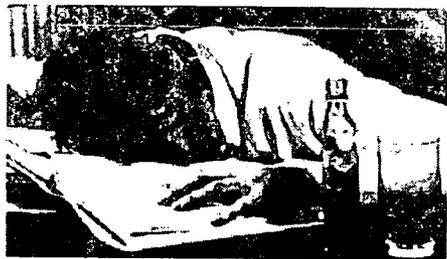




## Alcohol: The Most Commonly Abused Drug

Alcohol is the drug in *beer*, *wine*, and *liquor*. Liquor includes whiskey, gin, and vodka. It is the only legal drug that produces euphoria and can be bought without a prescription. Perhaps that is why alcohol is the most commonly abused drug among teenagers and adults. In the United States, there are 10 million alcoholics, or people who are addicted to alcohol. Many millions more abuse the drug occasionally or frequently.

Of all drugs, alcohol can be the easiest to become addicted to and the hardest habit to quit. We see alcohol from the time we are a child. It's advertised on television. We see people using it to celebrate special occasions, such as a wedding or a birthday. Alcohol is even a part of some religious customs. We watch as our parents or characters in movies use alcohol to unwind and relax in the evening. And alcohol has even become a symbol of growing up. When we reach legal age, we go to a bar and have a drink to show we're *legal*.



*Teenagers are More Likely to Drink "Just to Get Drunk"*

Unlike other drugs of abuse, alcohol can be legally used. If people are trying to stop taking an illegal drug, they can stay away from sellers and other people who use them. It is nearly impossible, however, to stay away from alcohol. We see it in supermarkets and even drug stores. We see people drinking it at restaurants and on television programs.

No wonder alcohol has become such a problem in our society.

### How Alcohol Works in the Body: Attacking the Central Nervous System

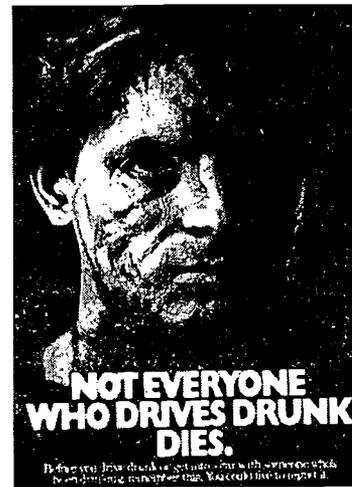
A few minutes after alcohol is drunk, it enters the body's bloodstream. Once in the bloodstream, alcohol travels to every part of body. Drinkers feel the effects of alcohol as it deadens the nervous system. The brain loses some or all of its ability to control behavior. When drinking alcohol, people lose their inhibitions. Without inhibitions, they may do many things they will regret. Some people on alcohol are willing to engage in risky sex. Sex without protection can lead to a sexually transmitted disease (STD) such as the deadly AIDS virus.



The loss of inhibitions may make some people talk more or become loud and aggressive. Some people may become violent. Although alcohol makes some people more active and aggressive, it is not a stimulant. Alcohol is a depressant. It encourages aggressive and risky behavior because it depresses, or shuts down, the part of the brain that controls judgment.

Alcohol also affects the cerebral cortex, the part of the brain where thinking takes place. A person drinking alcohol may forget recent memories and worries. Some people use alcohol to forget unpleasant events. When alcohol wears off, however, the memories and worries return. Covering them up does not make problems go away. Alcohol is *not* a healthy way to resolve problems.

Alcohol also numbs muscle coordination. We all know the body movements of a person who is drunk. They stagger and flail about. Because alcohol deadens the brain's ability to make judgments, drinkers will not be aware of having lost coordination. They may believe they can safely drive a car or swim when they cannot. In 1995 in the U.S. 7,000 teenagers and 32,000 adults will likely die from a car accident caused by a drunk driver.



### **Blood Alcohol Level (BAL): The Measure of Alcohol in the Body**

How the body is affected by alcohol depends mostly on something called the *blood alcohol level* (BAL). In the person who is not an abusive drinker, the liver can process about one drink an hour. One drink is considered one 12-ounce beer, one 5-ounce glass of wine, or 1.5 ounces of liquor. If a person drinks more than one drink an hour, the alcohol begins to build up and affects the body more and more. The chart on the following page describes the effects caused at different BALs.

The effects of alcohol on a person depend on the amount consumed and other factors. Someone who has recently eaten will feel the effects of alcohol more slowly than someone who has not eaten. The same amount of alcohol will affect a thinner person more than it will affect a heavier



person. A person who drinks often will develop a tolerance to alcohol. The more often the person drinks, the more alcohol the person will need to become drunk.

If you drive while under the effects of alcohol (DUI) or while intoxicated (DWI), you stand a good chance of being arrested and losing your license. That is, of course, if you are not one of the 39,000 Americans who will die this year in a car crash caused by someone who is drunk.

### The Hangover: Recovering from Alcohol

When most people wake up after a long night of drinking, they experience a *hangover*. A hangover is really the body going through withdrawal—it no longer is getting alcohol. The head can feel as if it's about to explode as a drum pounds away in the brain. The stomach can become upset and the drinker may experience vomiting or diarrhea—or both. What the drinker is experiencing the morning after is caused by a number of things. Alcohol causes the body to lose water and so the brain has become dehydrated. As the brain begins to rehydrate, or regain water, the nerves hurt as they swell with water. The body also feels the toxic effects of formaldehyde. The gas, formaldehyde, forms as the body breaks down alcohol.

Hangovers can be severe, just ask anyone who is going through one. He or she will probably swear never to drink again.

### Health Consequences

Alcohol has the most damaging effects on the body of any drug of abuse. After a person has been abusing alcohol for some years, he or she can expect one or more of the diseases and disorders described below.

### Effects of Blood Alcohol Levels

BAL	Effects
0.02	Reached after one drink: feeling relaxed and warm
0.05	Heart rate increases; giddy, with lowered inhibitions; judgment is now altered
0.08	Judgment is impaired; person can no longer make reliable decisions about his ability to drive; coordination is slowed; now legally drunk in some states <i>including the state of Florida</i>
0.10	Blurred vision, fuzzy speech; legal intoxication in most states
0.20	Difficulty keeping balance, staggering; double vision
0.30	Can't understand what's seen or heard; confusion; loss of control
0.40	Loss of consciousness
0.50	Breathing may stop; death



*Tissue* in the brain is damaged by too much drinking. Drinkers lose control over the eyeballs and may not be able to move them from side to side. They may develop a staggering walk and look as if they are about to fall over at any moment. They may lose their memory—and probably will begin lying to cover it up. Their ability to think will decline. Their moods may swing from happy to sad without reason. They may begin to feel a burning pain in their legs and feet as their circulation becomes poor. They may fall into a coma ... and die. These are just the possible effects of alcohol on the brain.

The *stomach* also can begin to deteriorate. The stomach can become inflamed and develop ulcers. Cirrhosis, or a diseased liver, will occur as the liver becomes overworked by all the alcohol in the drinker's system. Most alcoholics develop diarrhea, malnutrition, and a diseased pancreas. Any one of these stomach problems can result in death ... and all of them are very painful.

The *heart* will eventually become damaged by years of abusive drinking. The drinker also may develop high blood pressure. Eventually the drinker will suffer heart failure from damaging the heart muscle.

Even the *skeletal muscles* are damaged from too much drinking. They become weak and swollen. Some bones may even die or become arthritic.

The alcoholic also suffers from ugly *facial disorders*. The face becomes red as alcohol makes the blood rush to the surface of the skin. The alcoholic may develop red bumps on the face and nose. The skin can become scaly and covered with dandruff. The skin will eventually turn purple from bleeding in the skin. And the drinker is apt to come down with skin infections from poor circulation.

The drinker may develop *cancer* of the mouth, colon, rectum, stomach, prostate, thyroid gland, or pancreas. Alcoholics may look old, but few of them live very long.

The person who abuses alcohol may suffer from *blackouts*. A blackout is different from passing out. A person can suffer a blackout and not lose consciousness. However, after a blackout, the person will not remember what has happened.



Abusive drinkers can eventually suffer from *hallucinations*. Drinkers will begin hearing voices and seeing things. And their personality may change. A once thoughtful and kind person can become angry, irritable, and impatient.

### Mixing Alcohol with Other Drugs: Dangerous Combination

Drinking while doing other drugs is a dangerous combination. The person who mixes a tranquilizer with alcohol may be depressing the nervous system to a dangerous level. Tranquilizers, sedatives, or any kind of barbiturate mixed with alcohol can cause a person to pass out or even fall into a coma. In addition, because alcohol impairs drinkers' judgment, drug takers may take more pills or drugs than they realize. They may take an overdose of drugs.

### Alcohol and Pregnancy: Risking the Baby's Health

The pregnant woman who drinks puts her baby at risk. Fetal alcohol syndrome (FAS) affects babies whose mothers abused alcohol during pregnancy. The baby can develop birth defects, including mental disabilities and deformed faces. Scientists are uncertain how much a pregnant mother can drink without harming her baby. So the best strategy for a pregnant mother is to avoid alcohol completely.

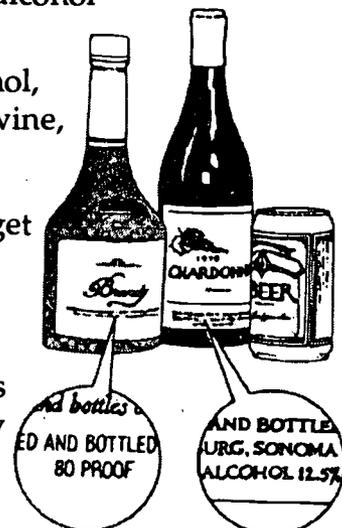
### Myths about Alcohol: What You Don't Know Can Hurt

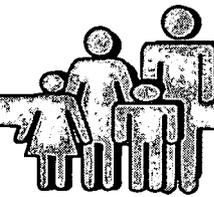
**Myth:** "A can of beer or glass of wine has less alcohol than a mixed drink of liquor."

**Truth:** An ounce of alcohol is an ounce of alcohol, whether it is in a can of beer, a glass of wine, or a mixed drink of alcohol.

**Myth:** "Mixing beer and wine and liquor will get you more drunk than drinking only one of them."

**Truth:** An ounce of alcohol is an ounce of alcohol. It doesn't matter where it comes from, your body will react the same way to it.





**Myth:** "A cold shower or cup of black coffee will sober someone up."

**Truth:** A cold shower or cup of coffee will only keep a drunken person awake. And an awake drunken person is more likely to do something dangerous than one who is let to sleep it off.

**Myth:** "It's OK to mix alcohol and other drugs."

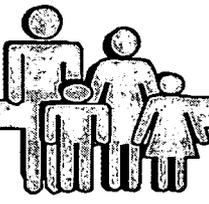
**Truth:** It is very dangerous to mix alcohol with any other drugs. Alcohol can increase or change the effects of other drugs. Alcohol and other drugs are a deadly combination.

## How to Know If You or Someone You Know Has a Drinking Problem

Occasional and moderate drinking for persons of legal age can be a responsible practice. Moderate drinkers are of legal age (21 years old in Florida). Responsible drinkers eat before drinking and drink slowly. Responsible drinkers limit themselves to one or two drinks a day. They respect those around them who do not want to drink. They obey the laws—especially the law against driving while under the influence of alcohol. And healthy drinkers do not let alcohol change their personality. They don't drink to become loud or to feel OK about having casual sex. Alcohol does not become an excuse to behave differently than they usually do.

The person who has a drinking problem or is an alcoholic can be helped. Learn the behaviors of someone who has a drinking problem.

- The problem drinker drinks on an empty stomach and gulps drinks. He or she is *drinking to get drunk*.
- The problem drinker *pressures* other people to drink.
- The problem drinker *only socializes with other drinkers* and is uncomfortable with people who don't drink.



- The problem drinker often gets loud, angry, and violent, or silent and withdrawn when drinking.
- The problem drinker *drinks to solve problems*; he or she believes alcohol will cure her sadness or emotional pain.

### Recovering from Alcohol: Returning to a Productive Life

Alcohol is a very addictive substance. A teenager can become an alcoholic in only a few months of heavy drinking. Alcoholics are willing to give up everything in life to get a drink and continue drinking. Alcoholics often drop out of school, lose their jobs, their families, and even their health. Fortunately, there is help.

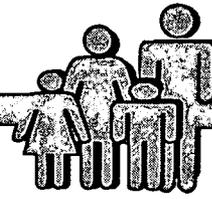
Problem drinkers, or alcoholics, usually go through four steps in their road to recovery. The first step is to realize and accept the problem. As long as drinkers deny they have a drinking problem, they cannot begin to get well. Problem drinkers can be very good at denying their problem. They may tell themselves "I wouldn't drink if others would treat me well." Or "I'm not like these other people who can't handle booze."

Next, problem drinkers enter a program. A program includes individual or group counseling. Sometimes alcoholics will first need to enter a hospital during withdrawal to regain their health and strength. At this point the drinker has begun to share his or her life with the outside world.

The third step takes problem drinkers through self-understanding. Drinkers drink for a reason. They need to become aware of why they drank. They need to see themselves in a new way and to build a self-image that does not include alcohol.

Lastly, problem drinkers need to gain confidence in their ability to work and socialize. Alcoholics have low self-esteem. They need to raise their self-esteem and begin to value their abilities. They need to become productive members of society.

To recover from alcohol, problem drinkers must understand that even when they are not drinking, they are still alcoholics. They must remain on guard against again falling into abusive drinking.



## ***Call for HELP!***

**Alcoholics Anonymous  
(AA)**

**1-212-683-3900**

**National Clearinghouse for  
Alcohol and Drug  
Information**

**1-800-729-6686**

**Alateen/AL-ANON Family  
Group**

**1-800-356-9996**

### **Call for Help: Begin a Program to Recover**

Many groups and agencies have been formed to help people with alcohol problems. Alcoholics Anonymous (AA) is a group that has been helping drinkers stay sober for many years. To reach AA, call 1-212-683-3900. The National Clearinghouse for Alcohol and Drug Information will answer any questions you have about alcohol and how to stop letting it run your life. Their toll free number is 1-800-729-6686. If someone in your family drinks too much alcohol, you also

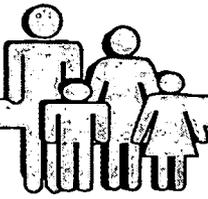
need help. An alcoholic affects not only himself but those around him. Alateen/AL-ANON Family Group is an organization that helps family members of alcoholics recover. Call them at 1-800-356-9996.

### **Tobacco: The Legal Drug That Damages the Body on Contact**

Very few people who have smoked a cigarette enjoyed their first experience. The smoker probably choked and coughed on the smoke. He or she may have even become dizzy, and suffered a headache and an upset stomach. Still, almost one in five teenagers regularly smoke cigarettes. Why is it that people start and continue to use this life-threatening product?

### **Why People Start Using Tobacco: Copying Other People's Behavior**

Few people would ever smoke cigarettes if they weren't influenced and encouraged to do so. Many smokers have been influenced by watching their parents and older siblings smoke. Smoking cigarettes becomes one way to model themselves after their family members. Teenagers are four



times more likely to start smoking if they see their parents or siblings smoking. Parents who smoke should understand that they are probably passing their cigarette habit onto their children.

One-half of all teenagers who have at least two friends who smoke also begin to smoke. Very few teenagers who have no smoking friends become smokers themselves. We can pick our friends, and choosing healthy friends who don't smoke is a good way not to be tempted ourselves to become smokers.

Advertising is also a powerful influence on teenagers. Ads show macho and healthy cowboys smoking as they ride through beautiful nature scenes. Sexy men and women use cigarettes as they socialize. We want to be like these successful and good looking people. And cigarettes appear to be a part of their image, just as the successful business person wears a tailored suit and carries a laptop computer onto a plane. These images, however, are far from the truth. Smokers are not healthy. Neither are they sexy—they smell of stale smoke and have yellow teeth. They may be good looking for a few years, but smoking will cure their good looks with wrinkles and bad skin.

Advertising companies work hard to hook young adults. Advertisers are trying to replace the two million smokers throughout the world who die each year from lung cancer and other smoking-related diseases.

### **Why People Continue to Use Tobacco: The Addictive Drug *Nicotine***

Tobacco is made up of hundreds of chemicals. One of these chemicals—nicotine—is an addictive drug. Smokers become addicted to nicotine. Nicotine is a stimulant and gives smokers a rush. When this rush wears off, smokers begin to go through withdrawal. They feel a letdown. Without another dose of nicotine in their system, smokers may begin to feel irritable, dull, sleepy, and even angry. To avoid these feelings of withdrawal, smokers smoke another cigarette.





Smokers also begin to make smoking a part of their routine. After eating, they light up a cigarette. With a soft drink or beer, they smoke a cigarette. They take a smoke-break at work. They learn to have a cigarette when they awaken in the morning or as they drive to school or work. So their routine reinforces their need for a cigarette. Every time they finish eating, their mind says: "It's time for another smoke!"

Smokers also continue to smoke to avoid *smoker's cough*. If you've ever watched a smoker begin to cough uncontrollably, you have seen *smoker's cough*. This cough is actually caused by tiny fibers in the lungs attempting to clear germs, mucus, and dirt from the lungs. The smoker smokes another cigarette to paralyze these fibers and stop the cough.

Like alcohol, cigarettes are a legal drug. The smoker who wants to quit will have a difficult task. Cigarettes are hard to hide from. We see them in ads, in movies, in restaurants ... everywhere! The best way to avoid a cigarette addiction is not to start smoking.

### How Tobacco Works in the Body

Three of the most poisonous and harmful ingredients in cigarettes are nicotine, tar, and *carbon monoxide*. Nicotine cuts down the flow of blood in the body. Consequently, the body becomes starved for the oxygen carried by blood. The heart pumps harder to try to get more blood and oxygen to the different parts of the body. Nicotine also raises the smoker's blood pressure.

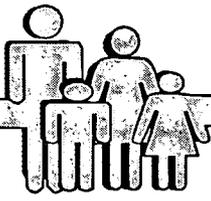
The tar in tobacco is brown and sticky—it is similar to the tar used to cover roads and roofs. The sticky mass coats the smoker's lung. Tar is a cancer-causing substance.

Carbon monoxide is a poisonous gas. It robs the blood cells of oxygen. Smokers are actually choking their body as they inhale smoke. The body will stay short of oxygen for up to six hours after a person smokes a cigarette.



*Smoker's Mouth—Cancer Resulting from Smoking*

Nothing a cigarette actually does to the body makes it feel good or relaxed. Smokers have *taught* themselves to enjoy cigarettes and their harmful effects on the body.



## Health Risks

Tobacco will kill more than 400,000 Americans this year. More than 18 percent of all people who die in this country will die from a smoking-related cause. Cigarettes will even start fires that will kill 5,000 people in the United States this year. If we could end smoking, many long-term health problems we now have would be eliminated. Smokers are twice as likely to die from *cancer* as nonsmokers. Most cases of lung cancer would vanish. There would be many fewer cases of cancer of the throat, kidneys, bladder, and pancreas. Smoking is a major cause of emphysema, a painful disease of the lungs that leaves its victim choking for air.

Smoking also causes immediate health problems. As soon as the smoker takes a few puffs on a cigarette, the heart speeds up. The temperature in the fingers and toes drops—smokers are often cold. Smoking keeps the immune system from doing its job. Consequently, the smoker is more likely than nonsmokers to catch colds, the flu, and other infections.

Pregnant mothers who smoke are starving their babies of needed oxygen. These mothers have more miscarriages, premature births, and low-weight births than mothers who don't smoke.



*Premature, Low Birth-weight Baby*

## Passive Smoke: How Cigarettes Kill Nonsmokers

Unfortunately, even those persons who don't smoke can be harmed by smokers. The smoke inhaled by a smoker is called *mainstream smoke*. The smoke from the burning end of a cigarette is called *sidestream smoke*. Sidestream smoke can be more harmful to a nonsmoker than mainstream smoke is to a smoker. Some studies show that sidestream smoke contains *more* nicotine, tar, and carbon monoxide than mainstream smoke.

If you breathe in the smoke from other people's cigarettes, also called *passive smoking*, you are at risk to develop many of the same diseases and disorders that smokers do. In fact, more than 50,000 people will die from *passive smoke* this year. The children of parents who smoke have more lung diseases than children of nonsmokers.

Remember: Everyone has a right to breathe clean air. Many laws have recently been passed that ban smoking in public places such as



government buildings and universities. You have the right to ask that they are enforced!

## Smokeless Tobacco: Chewing and Dipping

Smokeless tobacco is chewed or dipped. When chewing tobacco is used, a wad or “quid” is placed between the cheek and teeth. The user sucks on it to get taste. When tobacco is dipped, the user places a pinch between the lower lip and teeth. The juices mix with saliva and are absorbed into the body.

The juices from both chew and dip must be spit out or swallowed. The nicotine in both of these tobacco products causes the same health problems that cigarettes do. These products, however, also cause extreme damage to the mouth. Oral cancer, or cancer of the mouth and gums, is a common disease caused by smokeless tobacco. Chewers and dippers also experience tooth decay—their teeth fall out and roots become sensitive to heat and cold.

## Quitting: Being Good to Your Body

Most teenagers who smoke claim they will quit in a year. Three out of four, however, will fail. Smoking is a hard habit to quit—without a plan. There are two basic ways to quit: *tapering off* and *cold turkey*.

When smokers taper off, they begin smoking fewer and fewer cigarettes each day until they finally do not smoke any cigarettes. When smokers use the cold turkey method, they just suddenly quit. They may pick a day after which they will not smoke another cigarette. Some people find this method the easier of the two methods. It is easier for them to smoke no cigarettes than to smoke fewer cigarettes than they usually do.

Recently, a new product has offered smokers help in quitting. This new product is a patch which is worn behind the ear. The patch releases nicotine into the smoker’s body without the use of cigarettes. Each day the smoker wears a smaller patch that releases less nicotine into the body. The gradual withdrawal from nicotine saves smokers the discomfort of physical withdrawal from nicotine.





Although this system and others can help lessen the discomfort of physical withdrawal, almost all smokers have developed a psychological dependence on cigarettes. Cigarettes have been a part of their daily routine. They have come to use cigarettes as a comfort. They look forward to the cigarette at different times of the day. Giving up this comfort will not be easy.

One way to overcome psychological dependence on cigarettes is to tune in to the benefits of being a nonsmoker.

- I can breath deeply, and the air I take in is clean and healthy.
- My food tastes better and my taste is much sharper now that it's not being dulled by cigarettes.
- I don't have to buy or carry cigarettes; I'm saving a lot of money.
- I don't smell; my breath, clothes, and hair smell good again.
- I don't have to offend others and foul their air with my smoking habit.
- I can date many more people who otherwise would not tolerate my bad habit.
- My surroundings are no longer filled with dirty ashtrays and ugly cigarette butts. And I'm not tempted to litter the streets with my cigarette butts.

Try to concentrate on the gains you'll make from not smoking rather than the craving you feel for another cigarette. Avoid the places and situations where you used to smoke—change your routine. When you feel the urge for a cigarette, go for a walk, exercise, spend time with people who don't smoke.

If you need help to quit, see your doctor, nurse, or local health department. The sooner you decide to quit, the easier it will be.



## Psychoactive Drugs: Drugs That Work on the Mind

Drugs of abuse are also known as *psychoactive drugs*. *Psycho* refers to the *mind*, or brain. These drugs act on the user's brain. Some of them will put us to sleep, others will keep us awake. Some of them will make us hallucinate; others will confuse and disorient us. Psychoactive drugs can be classified according to how they act on the brain: **cannabinoids; hallucinogens; stimulants; depressants; narcotics; and inhalants.**

One thing all of the drugs below have in common: They are extremely dangerous. When abused, these drugs will harm the body and the mind. Some of these drugs may even cause death.

### Cannabinoids: Marijuana and Hashish

Marijuana is often called by its slang names, including *pot*, *grass*, *weed*, *reefer*, and *doobie*. Marijuana is smoked as a cigarette, called a *joint*, or in a pipe. Some users eat marijuana. Marijuana comes from the dried flowered tops and leaves of the hemp plant *Cannabis*. Hashish is a concentrated form of marijuana and is usually smoked in a pipe.

#### How Cannabinoids Work in the Body and Mind

When these drugs are smoked, their key ingredient, THC (tetrahydrocannabinols), is absorbed into the lungs. It then travels through the blood to the brain. Once in the brain, it begins to act on the central nervous system. These drugs give the user a feeling of euphoria. Some users will also hallucinate, or begin to see and hear things that aren't really there. Users will also experience an altered sense of time. A few minutes may seem like hours, or an hour may seem like a few minutes. Almost all users feel the urge to eat, an experience commonly referred to as the *munchies*. Marijuana and hash users often have reddened eyes and dilated, or enlarged, pupils. Their mouths often become very dry.

Marijuana and hashish can make some users feel anxious and uncomfortable. They may feel afraid of the surrounding world. This experience is called *paranoia*. Some users will lose their self-confidence and become confused. They may not be able to understand others or put together sentences that make sense. They may lose their coordination,



balance, and ability to drive—just as they would if they were drunk. And they may feel sleepy and weak.

### **Health Risks**

During the 1960s, when marijuana and hashish use was common, users claimed that the drug was safe and not harmful. However, these drugs are not harmless. They damage the lungs more than even tobacco does. Users of these drugs increase the risk of developing lung cancer. These drugs cause the heart to beat faster or irregularly. The user's immune system is impaired and loses some of its ability to fight off diseases. Some marijuana plants have been treated with dangerous and poisonous pesticides. Users will never know whether the marijuana or hashish they are smoking contains these poisons. These drugs also reduce a male's sperm count.

Marijuana and hashish not only damage the body, they also damage the mind. Users experience the loss of their short-term memory. Consequently, they find it difficult to learn while using these drugs. They lose their ability to concentrate and pay attention. Users of these drugs can also develop the **amotivational syndrome**—commonly called *burn out*. Marijuana and hashish users become bored with life and lose their interest in accomplishing long-term goals. They perform poorly in school and work, and they become irresponsible. Scientists and researchers do not think that these drugs cause permanent brain damage.

Although the marijuana and hashish users do not develop a physical addiction, they will develop a psychological addiction. When they stop using these drugs, they will *crave* the drug, or want the drug very much. Their withdrawal from the drug will include restlessness, irritability, and nervousness.

### **Hallucinogens: LSD; Mescaline; Psilocybin; and MDMA**

LSD, mescaline, psilocybin, and MDMA (ecstasy) are the most commonly abused hallucinogenic drugs. LSD (Lysergic Acid Diethylamide) is often called by its slang names: *acid*, *trips*, *cubes*, *dots*, and *big D*. It comes from a fungus that grows on some grains. It is usually swallowed in the form of a capsule, tablet, liquid, or blotter paper. LSD is extremely powerful. One danger in using LSD is that the people who make it often pay little



attention to the amount they put in each dose. A square of blotter paper may contain enough LSD on it to permanently harm or even kill the user.

Mescaline comes from the peyote cactus. Its slang names include *mesc*, *buttons*, *peyote*, and *bad seeds*. It comes in the form of hard brown discs, which are chewed, swallowed, or smoked. It also comes in tablets or capsules that are swallowed. Users may experience vomiting, sweating, and severe stomach cramps.

Psilocybin is a drug that grows on some mushrooms. Its use in Mexican and Central American cultures dates back to 1500 B.C. It is often called *mushrooms* or *shrooms*. The mushrooms are chewed, swallowed, or made into tea.

Although once legal, MDMA, often called *ecstasy*, can no longer be legally produced or used. Many adolescents, however, continue to abuse this drug.

### How Hallucinogens Work in the Body and Mind

Users of a hallucinogenic drug will *hallucinate*. These drugs cause users' brains to alter some or all of the images and sounds they receive. Colors may change or grow brighter as users look at them. Sounds may echo or become louder. In addition, users may see and hear things that are not really there. A streak of light may suddenly pass through the sky. A snake may suddenly wiggle across the floor.

Hallucinogenic drugs are unpredictable. When people take this drug, they cannot know how it will affect their mind. They may experience exciting images and suddenly think new ideas. Or they may have a *bad trip*, and find themselves in a nightmare world they can't escape. Everyone may look like a monster and make them fear for their lives. They may be unable to turn off deafening sounds and blinding lights. As you can see, taking hallucinogens is like rolling dice. You never know what kind of experience you will have or what will happen to you.



## Health Risks

Scientists are unsure whether LSD, mescaline, and psilocybin cause long-term damage to the mind and body. However, these drugs can be very dangerous. They can make users behave dangerously. Users may believe they can fly and jump from a high ledge. They may think a moving car is not dangerous and stand in front of it.

In addition, LSD can leave users with flashbacks. In some cases, people who used LSD weeks or months in the past can suddenly experience an LSD trip. This LSD trip can happen at any time. Users may be driving a car or taking an important exam. Remember: LSD is unpredictable.

Unlike LSD, mescaline, and psilocybin, MDMA (ecstasy) does harm the body. It can cause heart attacks that kill.

Hallucinogenic drugs do not cause withdrawal.

## Stimulants: Amphetamines and Cocaine

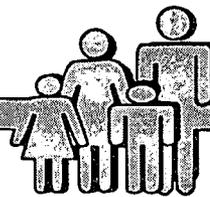
Other than caffeine (the drug in coffee and many sodas), the most commonly abused stimulants are amphetamines and cocaine. Amphetamines have many slang names including *bennies*, *speed*, *uppers*, and *crystal*. They are also called *pep pills*, because they *pep up* the user.



The Coca Plant

Cocaine comes from the leaves of the coca plant and is used in many forms. When it is made into a white powder, it is called *cocaine*. Cocaine is either snorted or sniffed into the nose or injected into a vein. Cocaine has many slang names including *coke*, *snow*, *heaven dust*, *toot*, *lady*, and *line*. In recent years cocaine has been sold in a form that can be smoked, commonly known as *crack*, or *rock*. Crack cocaine is sold in small rocks that look like soap. When it is smoked, it makes a *crackling* sound.

Amphetamine addicts are often called *speed freaks*. Cocaine addicts are often called *coke heads*. And crack cocaine addicts are often called *crack addicts*.



## **How Amphetamines and Cocaine Work in the Body and Mind**

Amphetamines and cocaine stimulate the nervous system. They do have some medical uses. However, when people use them without a doctor's prescription, it is drug abuse.

People who abuse amphetamines, cocaine, and crack cocaine take the drugs to get the euphoria and rush they produce. However, the rush from these drugs lasts a very short time. These drugs also make users feel excited and powerful—as if nothing can hurt them. This feeling alone often leads users of stimulants to commit violent and dangerous acts. People can become addicted to amphetamines and crack after only one use.

Crack addicts and amphetamine addicts are known to do almost anything to get more of the drug. When people use crack repeatedly, they lose interest in everything else. Their thinking becomes confused. Their vision can become blurred. They don't care about eating, having sex, or even caring for their children.

Drug pushers, or sellers, began to make crack or rock because it is cheaper to make than cocaine. Drug pushers could then sell this drug to people who otherwise could not afford to buy it. A dose of crack may cost between \$10 and \$25. A dose of the drug provides 5-20 minutes of a rush. People will often buy and do crack until their money runs out.

### **Health Risks**

People who use amphetamines, cocaine, and crack do much damage to their bodies. Their bodies are forced to work harder than usual. The body is like a machine, and users of stimulants wear their bodies out. These drugs can cause bleeding of the brain, high blood pressure, and heart and liver damage. Users may even become mentally ill. Many users die of heart attacks, seizures, and strokes. Some famous entertainers and athletes have died from using these drugs.



People who snort cocaine damage their nose and sinuses. They may develop constant nose bleeds. The lining of their nose and sinuses may swell up. They may even end up with a hole in the cartilage that separates their nostrils. People who inject cocaine are apt to contract Hepatitis B, AIDS, and other infections.

Smoking crack can cause lung infections and a chronic cough. Pregnant mothers who use crack often have babies with birth defects or babies who die at birth. The babies are born addicted to the drug. They have a difficult time just surviving and will never fully recover from the damage.

Amphetamine, cocaine, and crack addicts develop a psychological addiction. When the drug wears off, they crash and depression sets in. They often will begin a cycle in which they take the drugs to escape the tired feeling. When the drug wears off, they crash again. And so they take the drug again to escape the tired and empty feeling.

During withdrawal they will feel irritable, tired, and sleepy. Most will experience depression and will do most anything to get drugs. Some amphetamine addicts have even committed suicide when they couldn't get the drug.

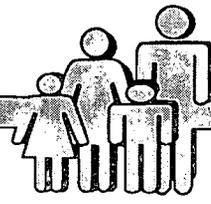
## **Depressants: Barbiturates and Tranquilizers**

Stimulants *speed up* the nervous system. Depressants do just the opposite—they *slow down* the nervous system. The most used and abused depressant is alcohol. Barbiturates and tranquilizers are the other most abused depressants. They come in the form of pills. Barbiturates and tranquilizers have many slang names including *yellow jackets, reds, yellows, downers, goofballs, soapers, ludes, and blues*.

### **How Barbiturates and Tranquilizers Work in the Body and Mind**

Barbiturates and tranquilizers slow the heart rate and lower blood pressure. Used under a doctor's directions, barbiturates and tranquilizers can improve and even save some people's lives. These drugs can help control epilepsy and mental illness.

Abusers of these drugs enjoy having their senses dulled by the drug. They enjoy having their body functions slowed down. They like the sleepy



feeling and calmness brought on by the drugs. Some people even enjoy the confusion, lack of judgment, and forgetfulness produced by barbiturates. However, these drugs pose serious dangers.

### **Health Risks**

Long-term use of barbiturates and tranquilizers can cause depression in users. Because their judgment and memory is poor, they may not remember how many pills they have taken. Consequently, they may take an overdose. An overdose of the drug may cause users to fall into a stupor or coma, and they may die. These drugs are particularly dangerous when mixed with alcohol.

Barbiturate and tranquilizer addicts become physically and psychologically addicted. During withdrawal, addicts will sweat heavily. They may experience nausea and vomiting, and have seizures. They may suffer from panic attacks and even *psychosis*. Psychosis is a mental disorder. People with psychosis often hallucinate. They may withdraw from reality.

### **Narcotics: Heroin; Morphine; Opium; and Codeine**

Some narcotics are prescribed by doctors to relieve pain, coughs, and diarrhea. Narcotics are abused because they produce euphoria in users. The most commonly abused narcotics are heroin, morphine, opium, and codeine. These drugs have many slang names including *smack*, *horse*, *dollies*, *china white*, *hop*, *lords*, and *scag*.

### **How Narcotics Work in the Body and Mind**

The word *narcotics* comes from *narcosis*, which means sleep. These drugs are used to help patients who are suffering from great pain. Narcotics help block pain.

# Abused Drugs and Substances

Drug	Drug Forms	Slang Names	Effects of Normal Dose	Effects of Single Overdose	Effects of Habitual Overdose
<b>Barbiturates</b>	Sleeping Pills	Downers, Godballs, Yellow Jackets, Reds, Phenies, Red Devils	Sleepiness; fatigue; forgetfulness; unable to think clearly	Extreme sleepiness; poor or unclear speech; deep sleep or coma; death	Persistent sleepiness; persistent forgetfulness; psychological and physical dependence; causes tolerance; death
<b>Tranquilizers</b>	<b>DEEP</b>	Schoolboy, H, Horse, Scag, Smack, Dolly, M, White Stuff	Feeling of calm and no worries; induce sleep	Extreme sleepiness; dizziness; poor vision; poor or unclear speech	Psychological and physical dependence; may destroy blood cells; may cause coma; may cause death
<b>Narcotics</b>	Codaine, Heroin, Methadone, Morphine		Stop pain; sleepiness; unable to work or think clearly	Extreme sleepiness; possible deep sleep; possible coma; may cause death	Persistent sleepiness; persistent forgetfulness; psychological and physical dependence; causes tolerance; may cause death
<b>Alcohol</b>	Beer, Wine, Whiskey, Other Liquors	Booze, Hooch	Causes silliness and clumsiness; unable to think clearly or read quickly	Drunkness; upset stomach; coma; death	Weight gain; alcoholism; brain damage; psychological and physical dependence; tolerance
<b>Caffeine</b>	Coffee, Cola, Tea, Cocoa		Feeling of being awake; increased ability to think and read quickly	Crankiness; nervousness; unable to sleep; upset stomach	Extreme restlessness; unable to sleep; upset stomach; bouts of anger; psychological dependence; tolerance
<b>Amphetamines</b>	Benzadrine, Dexedrine, Methadrine	Uppers, Berrnies, Dudes, Speed, Crystal	Increase in blood pressure; increased heart beat; increased breathing rate; extremely awake and overly excited	Extreme restlessness; rapid speech; inability to sleep; cause stomach problems; loss of control of muscle movement	Extreme sleeplessness; poor eating habits; mental illness; skin problems; hallucinations; brain and heart damage; psychological dependence and tolerance; may cause death
<b>Cocaine</b>	Powder, Pills, "Rocks"	Snow, Coke, Fava, Gold Dust, Crack, Rock	Increase in blood pressure; increased heart beat; increased breathing rate; overly excited	Extreme restlessness; inability to sleep; stomach problems; depression; mental illness	Sleeplessness; persistent state of being overly excited; mental illness; damage to blood vessels; psychological dependence and tolerance
<b>Nicotine</b>	Cigarettes, Cigars, Pipe, Tobacco, Smokeless Tobacco	Smokes, Butts, Chers	Feeling of calm; increase in blood pressure	Headaches; upset stomach; loss of appetite	Breathing problems; heart and lung diseases; psychological dependence; tolerance
<b>Marijuana</b>	Cigarette	Pot, Grass, Weed, Mary Jane, Tea, Reeler	Light-headedness; loss of sense of time and how fast things are moving	Feeling of drunkenness and fear; hallucinations	Extreme fatigue; loss of interest in school or work; throat and lung problems; mental illness; psychological dependence; low sperm count
<b>Other Hallucinogens</b>	LSU, Mesocaine, Psilocybin, DM	Acid, Big D, Super, Trip, Outies, Kicks, Businessman's High	Loss of sense of time and how fast things are moving; increase in rate of breathing; hallucinations	Feeling of fear; sickness; mental illness; extreme fatigue; shaking and tremors; hallucinations	Extreme feelings of fear; mental illness; hallucinations; psychological dependence; tolerance
<b>Inhalants</b>	Solvents, Aerosols		Feeling of calm; unable to move well; damage to the nose and lungs	Extreme sleepiness; feeling and look of drunkenness; deep sleep or coma; death	Hallucinations; damage to the brain, liver, kidneys, and bones; psychological dependence; tolerance; death





Codeine is legally used to help people who suffer from intense coughing. It comes in dark liquid, capsules, and tablets. It is abused for the euphoria it produces.

Morphine is a very strong painkiller. Doctors use morphine to give cancer patients relief from the extreme pain they may feel. It comes in white crystals, tablets, and solutions. It is swallowed or injected.

Heroin is the most abused of all the narcotics. It is illegal in the United States and has no medical use. It comes in powder or a tar-like substance. It can be smoked, snorted, or injected. Users of heroin say that all their worries disappear and they feel euphoria. However, when the heroin wears off, users will feel even more of the worry or anxiety they were trying to escape.

Opium relieves pain and produces euphoria. Users lose their appetite and their ability to think and remember. It comes in chunks or powders, and is smoked, eaten, or injected.

### **Health Risks**

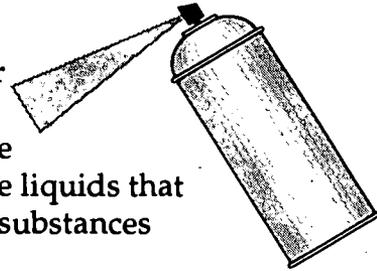
Users of narcotics are often sick. The drug keeps the immune system from working and fighting disease. Abusers who inject narcotics may develop skin infections. Users do not care about their health. They often share needles and many become infected with Hepatitis B or the fatal AIDS virus. Abusers who overdose often die.

Narcotics cause physical and psychological addiction. During withdrawal, addicts experience chills, muscle aches, spasms, nausea, vomiting, and sleeplessness. Withdrawal is so painful that addicts will do almost anything to avoid it. The most important thing in most addicts' lives is to get more of the drug. They will commit crimes and sell their bodies to get a dose, or *fix*, of the drug.



## Inhalants: Solvents and Aerosols

Inhalants are substances that can be inhaled, or breathed in. Users soak a rag with the substance and then inhale the fumes. *Solvents* and *aerosols* are the most commonly abused inhalants. Solvents are liquids that become fumes at room temperature. Aerosols are substances added to products to make them sprayable.



### How Inhalants Work in the Body and Mind

Inhalants work on the cells in the brain. Like hallucinogens, inhalants have unpredictable effects. They may cause excitement, irritability, lack of coordination, or loss of judgment. They may cause sleepiness and affect users much like alcohol does. Some users lose their fear and will do many things they otherwise would not. Some users will even hallucinate.

### Health Risks

Inhalants are easy to find and use, but they may cause some of the most damaging health effects—including death—of any substances abused. They can cause paralysis. They can make users pass out and have seizures. If users pass out while they are in the act of inhaling a substance, they may continue inhaling the fumes and die.

Inhalants also cause brain damage, heart attacks, and lead poisoning. They can damage the nose, throat, lungs, and nervous system. They were never meant to be used in the body, and the body reacts to them as it would to any poison.

People develop physical and psychological addictions to inhalants. During withdrawal, the addict may hallucinate, or have tremors, cramps, and chills.



## Other Illegal Drugs Produced and Sold: *Look-Alikes* and *Designer Drugs*

*Look-alikes* are drugs that look like illegal drugs. They may be advertised in magazines. Some look-alikes claim to be legal stimulants or legal depressants. These drugs are really a mix of over-the-counter drugs. They are legal, but they are also dangerous. Because *look-alikes* are often weaker than illegal drugs, people often take too many of them. These high dosages can cause health disorders including sleeplessness and irritability.

*Designer drugs* closely resemble other illegal drugs in their chemistry. For example, the designer drug MDMA (ecstasy) resembles cocaine in chemistry. They also may have been made by a person who did not know what he was doing. A few years ago, a person made and sold what he thought was a safe narcotic. Those people who used the drug became paralyzed.

## Drug Use: The Penalties You'll Pay

Obviously there are reasons why so many people use drugs. It would be a lie to say that drugs never make a person feel good. Many people who have taken a narcotic did experience euphoria. They did feel light and carefree. They did believe that the feeling the drug gave them was unique and special. If none of these drugs gave users a heightened experience, no one would do them. And the government would not have to make laws against their sale and use.

But look at all the penalties you'll pay for using a drug illegally or for using an illegal drug. Every state in this country has laws against producing, selling, or buying illegal drugs. Once you are a convicted felon, you can no longer vote, hold a federal job, or own a gun, and you may have difficulty getting hired for many responsible jobs.

In addition to the legal penalties, developing an addiction, or chemical dependence, can cost you a lot. Many addicts use all of their money and valuables to buy drugs. They may steal and turn to other kinds of crime to raise money to support their drug addiction. Once addicted, getting the drug becomes the most important thing in their lives. They would steal from family and friends to make sure they can buy drugs.



Drug addicts and users often lose their families and friends. They surround themselves only with others who do drugs. They lose interest in anyone who is not a drug user.

Drugs threaten users' health in many ways. Each time they use drugs, they are risking their health and even their life. One overdose can cause death. If drug users continue to use some psychoactive drugs for months and years, they may be permanently damaging their health. If a woman uses drugs during pregnancy, she also risks the health of her baby.

Many drug users wake up one day and look back on an unproductive life. Very few long-term drug users would choose to be drug addicts—just ask one.

### **What to Do If You Have a Drug Problem**

If you are experimenting with psychoactive drugs, alcohol, or tobacco, stop now. Each time you use any kind of drug, you are one step closer to becoming a full-time user and one step further away from getting free of drugs. If you find that you can't stop experimenting, then you know you need help to quit. Admitting to someone that you need help quitting is a very responsible and mature act.

*Denial* is a strategy used by many drug users to avoid the truth. They deny to themselves and to others the fact that they do have a drug problem. "I could quit anytime I want to," they will say. Or "I only do drugs because there is nothing else to do." They have trouble being honest about their drug use. Check to see if you are using denial to explain your drug problem. Remember: alcohol is the most abused psychoactive drug by adolescents. Answer the questions below:

- Has your personal appearance and hygiene gotten worse since you first used drugs?
- Do you find yourself lying to your parents or friends to hide your drug use?
- Are you spending your money on drugs and borrowing money from others to buy drugs?
- Has your school work suffered since you began doing drugs?



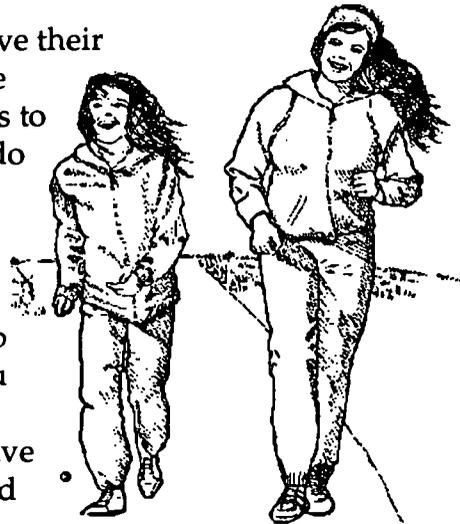
- Has your memory gotten worse since you began doing drugs?
- Do you find yourself spending a lot of time thinking about buying and using drugs?
- Have your relationships with your family and friends suffered since you began doing drugs?

If you answered any of these questions with a “Yes,” then do yourself the biggest favor of your life. Just make a call and talk to *someone*. The National Institute on Drug Abuse Information and Referral Line will help you understand how drugs are affecting your life. They will help you find help. Call their toll free number: 1-800-622-HELP. Pass the word on to a friend who could use the help.

## Alternatives to Drugs

Many drug users began using drugs to relieve their boredom or as something to do. Responsible people, however, find more productive ways to fill their time. Finding interesting things to do is not always easy. You have to take responsibility for your time.

Rather than harming your *body* with drugs, look for some healthful alternatives. Take up a sport. Develop a fitness routine. When you exercise your body, your brain releases *endorphins*. Endorphins are chemicals that give you a natural high. Their effect is often called *runner’s high*.



Rather than harming your mind with drugs, look for some healthful alternatives. Take up an art or craft. The pleasure we get from using our creativity and making something also gives us a rush—a natural rush.



Consider your time as too important to spend in a wasteful activity such as using drugs. Drug use just burns time. All of us have bad days. We may find ourselves wondering whether it matters if we accomplish something. Drug users use their doubt as an excuse to do drugs. People with strong wills and positive attitudes take a different approach. They know that a productive and healthy life will not be given to them. They know that they must make life valuable. And they know that drugs are valuable only to the person who sells them and the drug abuser who uses them.



## Recap

Drugs are classified in three different ways. *Over-the-counter drugs* are easily available at many stores. *Prescription drugs* can only be bought with a prescription, or doctor's note. "Illegal drugs" describe drugs that cannot be legally made or sold. "Illegal drugs" also describe prescription drugs which have been stolen, given away, or sold on the street.

Many drugs are used properly and legally to help people with physical and emotional problems. However, in recent years drugs have become a major concern for our communities. Some drugs are powerful substances that many people are abusing. Some drugs, including *psychoactive drugs*, make users feel *euphoria*, or they speed up or slow down the *nervous system* of drug users. Some psychoactive drugs cause people to *hallucinate*, or see, hear, or feel things that are not real.

Psychoactive drugs include *alcohol*, *cannabinoids* (marijuana and hashish), *hallucinogens* (LSD and ecstasy), *stimulants* (amphetamines, cocaine, and crack cocaine), and *narcotics* (heroin). These drugs can cause users to become *physically dependent*, *psychologically dependent*, or both. When users are dependent on, or *addicted* to, a drug, their bodies need the drug. If they don't get the drug, they will experience *withdrawal*. Withdrawal describes physical or emotional symptoms a person experiences as a drug is cleansed from the body.

Users of psychoactive drugs will also develop a *tolerance* for a drug. They will have to use more and more of the drug to gain the experience they want. The more drugs they take, the more damage could be done to their body.

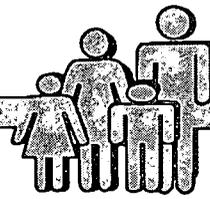
Drugs harm the body in a number of ways. Some can cause immediate harm. An overdose, or too much of a drug, can cause psychosis, brain damage, and paralysis, and even kill users. In addition, some drugs make users behave irresponsibly. A person who is intoxicated will lose coordination and reflexes. However, users will also lose judgment and may believe they can safely drive or do other difficult tasks. Users may *hallucinate* while on a drug and believe they can safely jump from a high ledge. And many drugs cause people to lose their *inhibitions*. They may have casual sex or behave in ways they otherwise would not. Unfortunately, one moment of poor judgment can result in a person



becoming pregnant, or being infected with Hepatitis B or the deadly AIDS virus.

Drugs also cause long-term harm to the body and mind. Alcoholics often suffer from liver disease and other organ damage. Cigarette smokers suffer from lung disease and heart problems, as well as premature wrinkles. People who are addicted to stimulants may die of heart attacks, seizures, or strokes.

Most drug *addicts* become so dependent on drugs that their whole life is centered on getting and using drugs. They may commit crimes to get money for drugs. They often lose their family's support and only make friends with other drug users. Few drug addicts enjoy their way of life—but addiction can be stronger than many people's wills. Escape from addiction can sometimes take years, and may never occur. Fortunately, drug abusers can get help. Many people have recovered from drug *misuse* and *drug abuse*.



## Record

### Fill in the Blanks

Use Read to complete the following sentences. Write the correct answer on each line.

1. Drugs work by affecting the body, the \_\_\_\_\_ , or both.
2. Drugs can kill or cripple in two ways: The drug can cause a \_\_\_\_\_ , such as cancer, or the drug can affect the way a user \_\_\_\_\_ , which can make a user behave dangerously.
3. There are three different groups of drugs: over-the-counter, \_\_\_\_\_ , and illegal.
4. *BAL* refers to the \_\_\_\_\_ in a drinker's body.
5. The use of \_\_\_\_\_ drugs, such as alcohol and tobacco, harms our communities as much, or even more, than use of illegal drugs does.
6. \_\_\_\_\_ drugs are also called *nonprescription drugs*.



7. If someone does not follow instructions on the use of drugs, then they are \_\_\_\_\_ them.
8. Prescription drugs can only be obtained with a \_\_\_\_\_ note.
9. The taking of a drug for something other than medical purposes is known as \_\_\_\_\_ .
10. Drugs of abuse can produce \_\_\_\_\_ , or a feeling of extreme happiness.
11. Drugs of abuse can also create drug \_\_\_\_\_ , or a need for the drug.
12. Drug addiction is also called \_\_\_\_\_ dependency.
13. The cycle of drug use moves from use to abuse to addiction to \_\_\_\_\_ .
14. The most commonly abused drug is \_\_\_\_\_ .
15. \_\_\_\_\_ drugs are classified as cannabinoids, hallucinogens, stimulants, depressants, narcotics, and inhalants.



## Record

### Matching

Match each description in the right-hand column with the correct term in the left-hand column.

Term	Description
_____ 1. physical dependence	A. the emotional need for a drug
_____ 2. psychological dependence	B. an unwanted result on the body
_____ 3. tolerance	C. street drugs
_____ 4. euphoria	D. dependency on something
_____ 5. nicotine	E. a drug or chemical in tobacco
_____ 6. allergic	F. the body needs the drug for normal functioning
_____ 7. dosage	G. loss of interest or ambition
_____ 8. side effect	H. feeling of pleasure or great happiness
_____ 9. addiction	I. an unhealthy response to something
_____ 10. intoxicated	J. amount and frequency to be taken
_____ 11. over-the-counter	K. nonprescription
_____ 12. illegal drugs	L. body's increased need for more and more of a drug over time to get the needed effect
_____ 13. hallucinate	M. an amount of a drug that can threaten life
_____ 14. burn out	N. to hear, see, feel something that is not real
_____ 15. overdose	O. drunk; poisoned with alcohol



## Record

### Completion

*Complete each statement below with as many phrases as you can.*

1. Good reasons for someone to *stop* using drugs include...

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2. A hangover, or withdrawal from alcohol, can cause these feelings in your body...

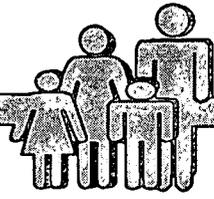
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3. Ways to respond to someone who is pressuring you to drink ...

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4. Good reasons to be a nonsmoker include ...

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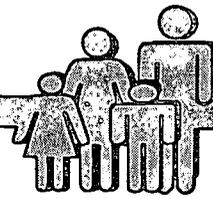


## Record

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. Over-the-counter drugs cannot be abused.
- \_\_\_\_\_ 2. A can of beer or glass of wine has less alcohol than a mixed drink of liquor.
- \_\_\_\_\_ 3. *Denial* is a strategy used by many drug users to avoid the truth.
- \_\_\_\_\_ 4. Half of our prisoners are serving time because of crimes related to drugs.
- \_\_\_\_\_ 5. It's OK to mix alcohol and other drugs.
- \_\_\_\_\_ 6. Driving while drinking is the leading cause of death among teenagers.
- \_\_\_\_\_ 7. Drugs of abuse produce a feeling of euphoria called a *high*.
- \_\_\_\_\_ 8. Alcohol and other drugs are a deadly combination.
- \_\_\_\_\_ 9. A cold shower or cup of black coffee will sober someone up.
- \_\_\_\_\_ 10. The use of tobacco cannot cause death.
- \_\_\_\_\_ 11. Mixing beer and wine and liquor will get you more drunk than drinking only one of them.
- \_\_\_\_\_ 12. The same amount of alcohol will affect a thin person more than it will affect a heavier person.
- \_\_\_\_\_ 13. Alcohol in your nervous system can increase or change the effects of other drugs.



## Record

### Identification

*Write one of the physical effects from the use of tobacco and alcohol beside each number in the chart below.*

Tobacco	Alcohol
1 _____ _____ _____	1 _____ _____ _____
2 _____ _____ _____	2 _____ _____ _____
3 _____ _____ _____	3 _____ _____ _____
4 _____ _____ _____	4 _____ _____ _____
5 _____ _____ _____	5 _____ _____ _____
6 _____ _____ _____	6 _____ _____ _____



## Record

### Identification

*Answer the questions below about each drug in the chart. Write yes or no in each space.*

	Alcohol	Tobacco	Crack Cocaine	Marijuana	LSD
1. Is it a drug?					
2. Is it legal?					
3. Does it impair judgment?					
4. Does it produce euphoria?					
5. Does it cause withdrawal?					
6. Is it health-damaging?					
7. Does it affect relationships?					



## Record

### Classification

Complete the chart below. Write the correct terms in each space.

Psychoactive Drugs			
	Examples	Effects	Health Risks
<b>Cannabinoids</b>	Hashish Marijuana		
<b>Hallucinogens</b>	LSD Mescaline Psilocybin MDMA (ecstasy)		
<b>Stimulants</b>	Amphetamines Cocaine		
<b>Depressants</b>	Barbiturates Tranquilizers		
<b>Narcotics</b>	Heroin Codeine Morphine Opium		
<b>Inhalants</b>	Solvents Aerosols		



## Reflect

### Short Answer

*Answer each question below with a short answer.*

1. Drugs—including alcohol and tobacco—are often described as having damaging effects on the bodies and minds of users. But when teenage students look at other teenagers who use drugs, they often see healthy looking bodies and even some smart minds. Why don't these drug users seem to have been hurt by using drugs? What would be a better way for teenagers to see how drugs can affect users?

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2. Some teenagers have seen how drugs can damage a person. Yet some of these same teenagers still use drugs. What are some of the dangerous beliefs these teenagers use to support their drug use?

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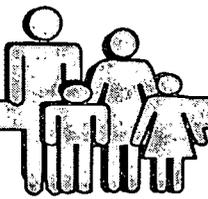


3. Some of the earliest ads for cigarettes actually claimed cigarettes were healthy—the smoke was soothing on the throat. However, cigarettes are not healthy and provide nothing satisfying to a person who is not addicted. What claims do ads use to try to get nonsmokers to start smoking?

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## Review

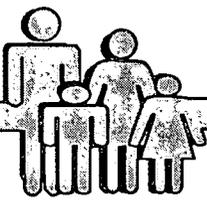
### Identification

Write the correct vocabulary word on each line.

- \_\_\_\_\_ 1. the taking of any drug for other than its medical purpose
- \_\_\_\_\_ 2. a group of drugs that produces euphoria and an altered sense of time; includes marijuana and hashish
- \_\_\_\_\_ 3. a measurement of how much alcohol is in a person's bloodstream
- \_\_\_\_\_ 4. a person who has or has had a drug habit
- \_\_\_\_\_ 5. having an unhealthy or life-threatening response to something
- \_\_\_\_\_ 6. loss of ambition or long-term goals; disorder caused by marijuana use
- \_\_\_\_\_ 7. a feeling of great happiness or pleasure
- \_\_\_\_\_ 8. a group of drugs that slows down the nervous system; includes alcohol, barbiturates, and tranquilizers
- \_\_\_\_\_ 9. a person's emotional need for a drug; also called *psychological addiction*
- \_\_\_\_\_ 10. a physical or emotional need for alcohol or other drugs



- \_\_\_\_\_ 11. a blocking or holding back of a behavior or action
- \_\_\_\_\_ 12. birth defects found in babies who are born to mothers who abuse alcohol during pregnancy
- \_\_\_\_\_ 13. drugs that affect the brain, or mind; include alcohol, cannibinoids, hallucinogens, stimulants, depressants, and narcotics
- \_\_\_\_\_ 14. the system in the body that sends and receives messages to control the body's activities; includes the brain, spinal cord, and nerves
- \_\_\_\_\_ 15. a person's physical need for a drug; also called *physical addiction*
- \_\_\_\_\_ 16. cancer-causing substance in tobacco
- \_\_\_\_\_ 17. chemical substances that affect the body, the mind, or both
- \_\_\_\_\_ 18. drugs that can be legally bought without a doctor's note in a grocery store, drugstore, or discount store
- \_\_\_\_\_ 19. drunk; poisoned with alcohol
- \_\_\_\_\_ 20. the undesired ways a drug acts on the body
- \_\_\_\_\_ 21. habit forming
- \_\_\_\_\_ 22. drugs that can only be bought with a doctor's note at a pharmacy



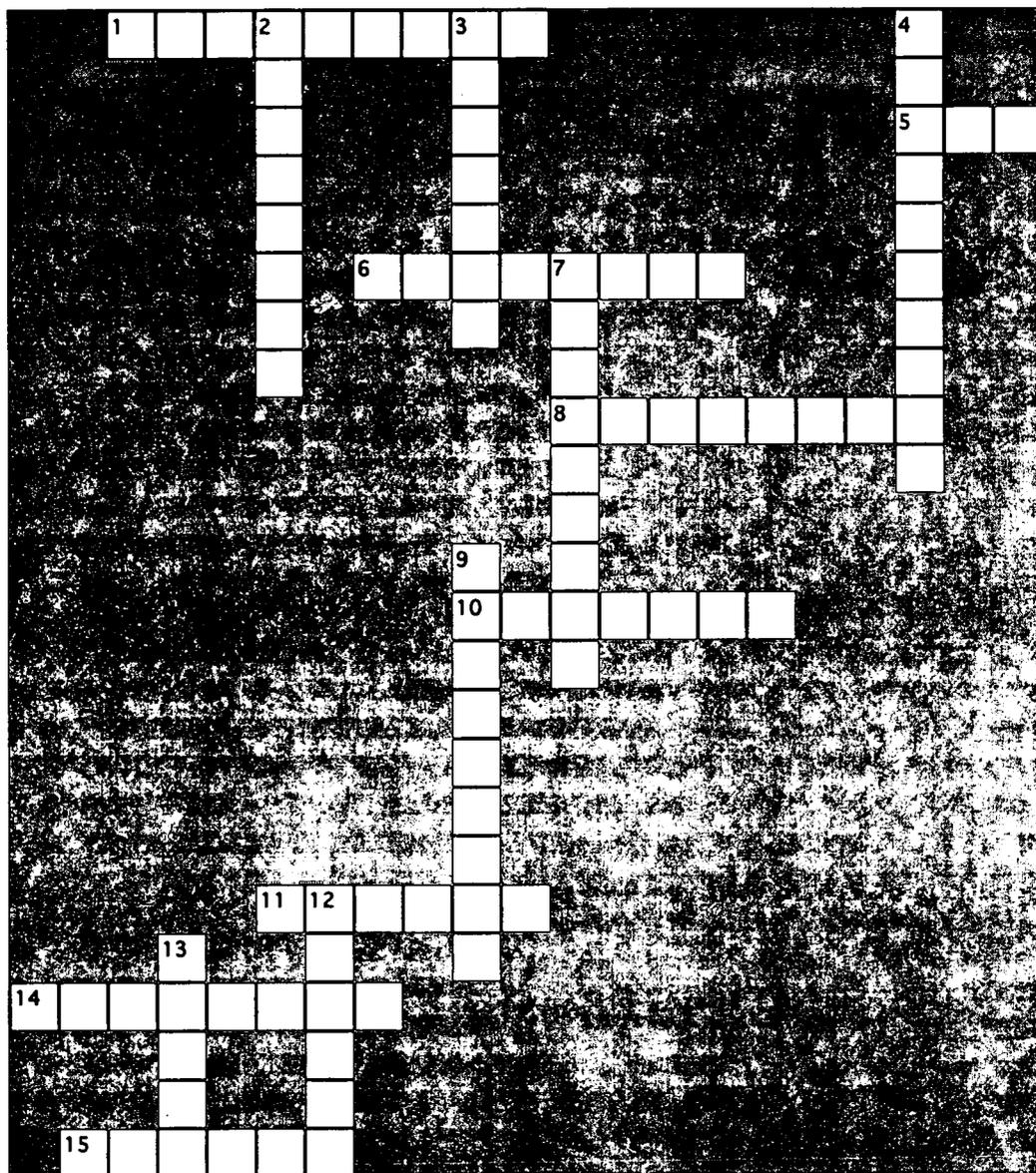
- \_\_\_\_\_ 23. habit-forming drugs that relieve pain
- \_\_\_\_\_ 24. leaves used in cigarettes, cigars, chewing tobacco, and snuff
- \_\_\_\_\_ 25. dependency on something such as a drug or behavior
- \_\_\_\_\_ 26. an experience of seeing, hearing, or feeling things that aren't real
- \_\_\_\_\_ 27. someone who uses something, such as drugs
- \_\_\_\_\_ 28. drugs that cause a person to see, hear, and feel things that aren't real
- \_\_\_\_\_ 29. substances that produce fumes, which are inhaled for their effects
- \_\_\_\_\_ 30. the amount of a drug taken and how often it is taken
- \_\_\_\_\_ 31. the body's increasing resistance to the effect of a drug, creating a need for more and more of the drug over time to gain the same effects
- \_\_\_\_\_ 32. the drug found in beer, wine, and liquor; affects the nervous system
- \_\_\_\_\_ 33. the habit-forming drug in tobacco
- \_\_\_\_\_ 34. the symptoms experienced by a drug user when he or she stops using a drug
- \_\_\_\_\_ 35. to take an amount of a drug that can cause unhealthy or life-threatening effects



## Replay

**Solve**

*Use the clues on the next page to solve the crossword puzzle below.*



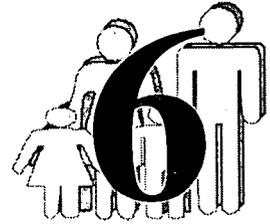


### Across

1. substances that produce fumes, which are inhaled for their effects
5. cancer-causing substance in tobacco
6. the habit-forming drug in tobacco
8. a feeling of great happiness or pleasure
10. the drug found in beer, wine, and liquor; affects the nervous system
11. a person who has or has had a drug habit
14. to take an amount of a drug that can cause unhealthy or life-threatening effects
15. to use wrongly or incorrectly

### Down

2. having an unhealthy or life-threatening response to something
3. leaves in cigarettes, cigars, chewing tobacco, and snuff
4. the symptoms experienced by a drug user when he or she stops using a drug
7. the body's increasing resistance to the effect of a drug, creating a need for more and more of the drug over time to gain the same result
9. habit-forming drugs that relieve pain
12. the amount of drug taken and how often it is taken
13. chemical substances that affect the body, the mind, or both



# First Aid: Emergency Care

Can you...

- define first aid and explain when first aid is used?
  - identify the first aid techniques that are easily learned and can be used to save lives?
  - explain what we should do at an accident scene or if someone suffers a sudden illness?
  - identify the information we should give over the phone during an emergency?
- 
- describe the symptoms of a person who may be suffering from shock or a heart attack?

**...You will!**



## Ready?

### True or False

Write true if the statement is correct. Write false if the statement is not correct.

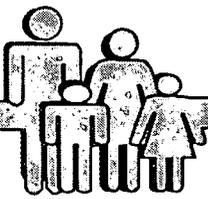
- \_\_\_\_\_ 1. *First aid* is help that is given at a doctor's office during a routine examination.
- \_\_\_\_\_ 2. Life-threatening injuries or illnesses are called *medical emergencies*.
- \_\_\_\_\_ 3. If you come upon the scene of an accident, rush into the scene as fast as you can—a few seconds could save a life.
- \_\_\_\_\_ 4. In most areas, the number to call for help if someone has been hurt is 8-0-0.
- \_\_\_\_\_ 5. Always move a person who has been injured to a more comfortable spot, such as under a tree.
- \_\_\_\_\_ 6. When you call for emergency help, tell the person only the location of the accident; then hang up.
- \_\_\_\_\_ 7. *Rescue breathing* is a technique used to push air into the lungs of a person who is not breathing.
- \_\_\_\_\_ 8. *CPR* is a technique used on a person who is breathing but is unconscious.
- \_\_\_\_\_ 9. A person who is not breathing can survive for 20 minutes without air.



- \_\_\_\_\_ 10. A heart attack will often cause a person's heart to stop beating.
- \_\_\_\_\_ 11. If you think someone is having a heart attack, wait to see how serious it is before calling for help.
- \_\_\_\_\_ 12. Shortness of breath and sweating can be signs of someone having a heart attack.
- \_\_\_\_\_ 13. CPR is a technique used to circulate blood and provide oxygen.
- \_\_\_\_\_ 14. To learn CPR takes years of studying.
- \_\_\_\_\_ 15. Only a doctor, nurse, or healthcare professional can give CPR.
- \_\_\_\_\_ 16. When a person goes into shock, his blood flows too quickly through his body.
- \_\_\_\_\_ 17. The *Heimlich maneuver* is used to dislodge an object or food from a blocked airway.
- \_\_\_\_\_ 18. The Heimlich maneuver is difficult to learn and can only be done by a healthcare professional.
- \_\_\_\_\_ 19. To signal that you are choking and can't breathe, put your hands over your eyes.
- \_\_\_\_\_ 20. To check a person for a pulse, watch to see whether the person blinks.
- \_\_\_\_\_ 21. If you come upon a person who has been badly injured, tell the person if you think he may not live—be honest!



- \_\_\_\_\_ 22. If a person begins choking but can cough, leave the person alone and tell her to continue coughing.
- \_\_\_\_\_ 23. If you think a person cannot breathe, immediately ask her if she wants some water.
- \_\_\_\_\_ 24. To move an injured person, pull the person gently by the arms.
- \_\_\_\_\_ 25. Don't talk to a person who is injured; the person may be confused.



## Remember

*Study the vocabulary words and definitions below.*

**A-B-C-S checklist** ..... the checklist to be done on victims of an accident or sudden illness; check for open *airway*; check for *breathing*; check for *circulation*; and check for *severe bleeding*

**cardiopulmonary resuscitation (CPR)** ..... a technique used to start the flow of blood and oxygen in a person whose heart is no longer beating

**carotid pulse** ..... the pulse on either side of the airway, or *Adam's apple*

**chest compression** ..... a technique used to circulate the blood in a person whose heart has stopped beating

**circulation** ..... the movement of blood through the body

**conscious** ..... describes a person who is awake or who is able to respond

**emergency medical service (EMS)** ..... the team of people who responds to emergencies in each city or town



- first aid** ..... the help that is given first to a victim of an accident or sudden illness
- Heimlich maneuver** ..... a technique used to dislodge a particle such as food that is blocking a person's airway
- medical emergencies** ..... situations in which a person or persons need immediate care for injuries or illnesses
- rescue breathing** ..... pushing air in and out of the lungs of a person whose breathing has stopped
- shock** ..... a possible reaction to injury or illness in which the blood flows so slowly as to threaten a person's life
- unconscious** ..... describes a person who cannot be awakened or who is unable to respond

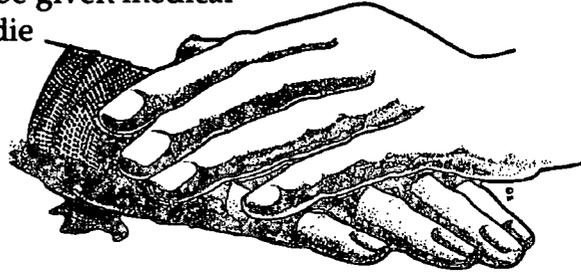


## Read

### Introduction

Every day thousands and thousands of people suffer from a life-threatening injury or illness. Life-threatening injuries or illnesses are **medical emergencies**. Victims must be given medical treatment immediately or they may die or suffer serious, permanent health problems.

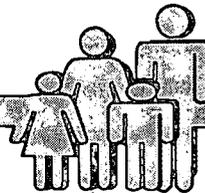
Most of these injuries or illnesses happen outside a hospital or where there is no medical professional to provide immediate treatment. In those cases, victims may not survive if the people who first reach the scene of an accident or illness cannot give **first aid**.



*First aid* is exactly what the phrase describes. It is the help, or *aid*, that is given *first*. Those persons who arrive first at the scene of a medical emergency will only be able to give first aid if they know a few important techniques. Some of the most important techniques are **rescue breathing**, **cardiopulmonary resuscitation (CPR)**, the **Heimlich maneuver**, treatment for severe bleeding, and treatment for **shock**.

Reading descriptions of these techniques is only the first step in being able to use them. All of us should take a first aid and CPR course. Your local Red Cross agency offers training courses.

Learning life-saving techniques and treatments will help both victims and those persons who find themselves at the scene of a medical emergency. Victims will receive the immediate attention they need. Persons who give the treatment will feel the joy and satisfaction of knowing they helped others survive. Imagine finding yourself in the middle of a medical emergency and not knowing what to do. Learn to use your body and mind to save a life.



## Responding to an Accident: Look First; Act Second

Imagine that you are driving down an empty highway. As you come over a rise, you discover a car accident. A few people have been thrown from their cars and lie on the side of the road. A few other people are limping around, but they are bleeding and confused. A few others seem unhurt and may not have been involved in the accident. What do you do?

If you are like most people, your heart will begin to beat very fast and your adrenaline will begin pumping. You will begin to feel your body ready itself to respond to this medical emergency. To help those who are injured, you will need to keep your head and follow a plan.

### Look: Collect Information

First, you will want to *look* and survey the accident scene. Don't be reckless and just rush in to danger. Ask yourself: Is this scene safe for me to enter? Are there any dangers present? Is there a puddle of gasoline leaking from a car or truck? Is there a power line that has fallen? Have chemicals been spilled? Can you smell gas? If you find the scene is not dangerous to yourself, enter the scene carefully.

Next you will begin to *collect information*. This information will be relayed over the phone to the emergency medical service (EMS). EMS is the team of people who responds to emergencies. Whenever you see an ambulance speeding by, you are looking at one part of EMS. In most areas, the phone number for EMS is 9-1-1. In some areas, however, EMS is contacted by dialing "0" and asking the operator to make the connection. Find out your local EMS number and commit it to memory.

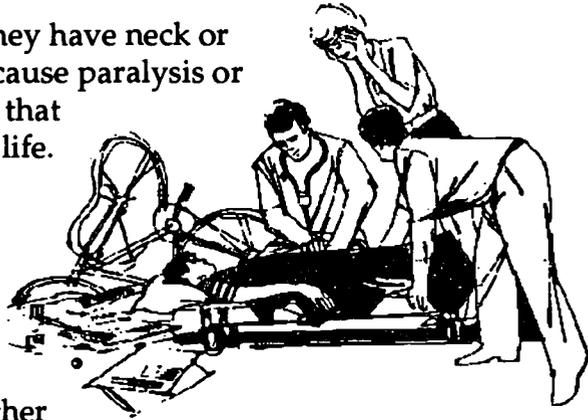


If there are any bystanders, ask them what has happened. Ask one of the bystanders to call EMS. Ask another bystander to alert and direct traffic. If you are alone, you should begin your survey of the scene before going in search of a telephone. Ask one of the victims what has happened. "Are there victims trapped or hidden? How many victims are there?"



Do not move any of the victims. If they have neck or spinal injuries, moving them could cause paralysis or even death. However, you may find that you must move a victim to save her life.

For example, she may be floating in water or trapped near fire. In these cases, move the body in a way that will put the least strain on the neck or spine. Position yourself at the head end of the person. Use the victim's shirt, sweater, or jacket. Gather the victim's clothes tightly behind the neck. Support the victim's head with the clothes and your hands. Then drag the victim to safety by pulling the clothes. Keep her head and body in a straight line. If you cannot use the victim's clothes, place your hands under the shoulders and rest the victim's head on your arms. Pull the victim in a straight line. Always pull the victim the shortest distance possible to escape the danger.

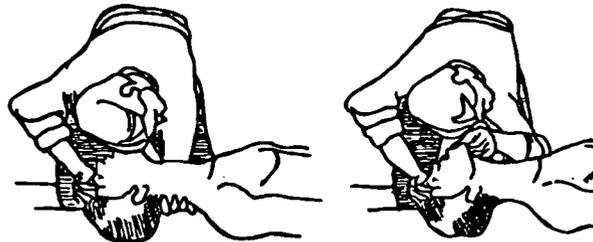


In many accidents more than one person has been hurt. In such a case, you must decide who needs your help most. Use the **A-B-C-S** checklist to decide who has suffered a life-threatening injury. Help those victims first.

- |                   |  |
|-------------------|--|
| (A)irway          | Is the victim's airway blocked?                    |
| (B)reathing       | Has the victim's breathing stopped?                |
| (C)irculation     | Has the victim's heartbeat stopped?                |
| (S)evere Bleeding | Is blood pulsing or gushing from a victim's wound? |

To check for a *blocked airway* and *breathing*, place your ear and cheek close to the victim's mouth and nose. Use your cheek to feel for air. Use your ear to listen for breathing. And use your eyes to see if the person's chest rises and falls.

To check for *circulation*, or if the person's heart is beating, take the **carotid pulse**. You will learn how below.

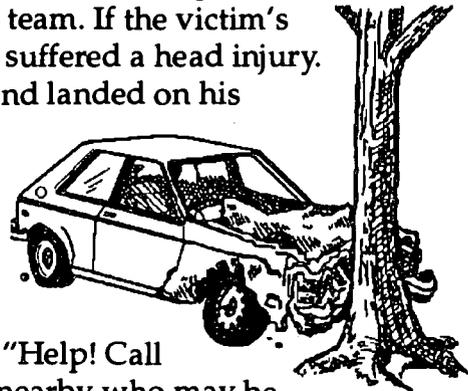




Severe bleeding will usually be evident. However, if a victim is bundled in clothes or otherwise covered, you should check for bleeding.

When you come upon a victim, always speak to him. Tap the victim's shoulder. Do not shake the victim. You may further injure the head, neck, or spine. In a loud voice, ask: "Are you OK?" A person who is conscious will answer you. Anyone who can speak has *not* stopped breathing. If he can answer, he is **conscious**. Use a positive and reassuring tone of voice. How a victim feels about his injuries can make a difference in whether he survives. If a victim loses hope, his body may not work as hard as it can to survive.

Tell a victim that you are there to help him. Ask him for any information about the accident. For example, ask him the following questions: "Can you tell me what has happened? Are you hurt? Where does it hurt?" And ask him *not to move* until help arrives. You will want to pass the answers to these questions on to the EMS team. If the victim's answers do not make sense, he may have suffered a head injury. If he tells you he was thrown from a car and landed on his head, you can assume he has a head and neck injury. Continue asking the person questions. If the person stops answering, she may have lost consciousness.



If at any time the victim does not answer questions or appears **unconscious**, shout "Help! Call 9-1-1!" Try to get the attention of anyone nearby who may be able to help you and who can call for an EMS team. Whenever you find a person who is unconscious, use the A-B-C-S checklist to be sure his injury is not life-threatening.

You may come upon an accident scene but find no bodies or find no one who can tell you what has happened. Use the clues you find to figure out what has happened. Is there an overturned car near a body of water? If so, begin to check the water for victims. Is there an overturned car near an incline. If so, look down the incline to see if someone was thrown from the car. If you find a young child who is unconscious near a power line, assume the child has been electrocuted.

If the victim can talk, tell her you want to help and ask her for permission to begin first aid. Tell her if you have had training in first aid. Remember,



you can get training by taking courses in first aid and CPR, such as those offered by the Red Cross. This unit, however, does not count as training—it is only a description of first aid techniques and CPR.

If any of the victims *cannot breath, has no pulse, or is bleeding severely*, you should give them aid before stopping to phone for help. Once you have given aid or if the victims do not need immediate attention, find a phone and call the EMS team.

### **Act: Call for Help**

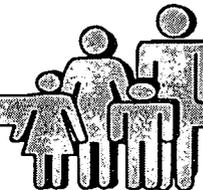
The phone call you or someone else makes to the EMS team can be the difference between saving lives and losing lives. The call should quickly give the person on the other end *all* the necessary information. The information should be relayed in a specific order to the *dispatcher*, or the person who answers calls for the EMS team. Commit this order to memory.

- 1. Tell the dispatcher the *location of the accident*.** Be as specific as possible. Name the nearest cross streets. For example, you might say: "I'm near the intersection of Gaines St. and Jackson Bluff." If you are using a pay phone, the cross streets or the address is often listed on the phone.
- 2. Tell the dispatcher the telephone *number* from which you are calling.** Simply say: "The number here is ...." Read the number directly from the telephone.
- 3. Tell the dispatcher *what has happened*.** Be as specific as possible. Explain what you know about *how the accident happened*. Tell the dispatcher *how many victims* there are and *how badly each is hurt*.

For example, you might say: "There has been a car accident. One car hit another from the side. One car has flipped over and is lying on its roof. There are four victims. One victim is trapped under the flipped car. He can breathe but he cannot move his legs. One victim was thrown from the flipped car. She is unconscious but breathing. The two victims from the other car, a man and a woman, are bleeding severely, but they are

conscious. One of the cars is leaking gasoline onto the street." From this





information a dispatcher can decide how many ambulances to send. She can also decide whether a fire truck or other emergency vehicle is needed.

In another situation, you might say: "An elderly man appears to have had a heart attack. He has fallen and hit his head. He is not breathing and has no pulse. He is pale."

The dispatcher now has a good picture of the medical emergency.

**4. Tell the dispatcher *what is being done* for the victims.** For example, you might say: "I have the two victims who are bleeding applying pressure to their wounds. The bleeding has slowed down. I have not been trained in first aid. What should I do?"

In the case of the heart attack victim, you might say: "I have laid the victim on his back and covered him with a blanket. What should I do?"

The dispatcher now has a good picture of what is being done for the victims. She can direct you to do more or to leave the victims until the EMS team arrives.



**5. Wait for the dispatcher to hang up.** *Never hang up first.* The dispatcher may have important questions or directions for you.

This phone call has prepared the EMS team for what it will find once it arrives at the accident scene. The EMS team will arrive on the scene prepared to jump into action. In a medical emergency, minutes or even seconds can be the difference between life and death.

## Rescue Breathing: The Breath of Life

Accidents or illnesses can cause a person to stop breathing or to be unable to inhale enough oxygen to stay alive. These accidents and illnesses include the following:

- Heart disease or heart attack
- Poisonous gases
- Suffocation
- Stroke
- Electrocution
- Drowning



- Shock or severe bleeding
- Strangulation
- Overdose of drugs
- Airway blocked by food, an object, or the tongue

Rescue breathing is a technique used to push air in and out of the lungs of a person who has stopped breathing. When you give rescue breathing, you breathe air from your own lungs into the victim's lungs. Without air, a person can suffer brain damage in as little as four minutes. A person can die from lack of air in as little as five minutes. And no person can survive longer than ten minutes without air. However, as long as a victim's heart is beating and she is suffering from no other life-threatening injuries, rescue breathing can keep a person alive.

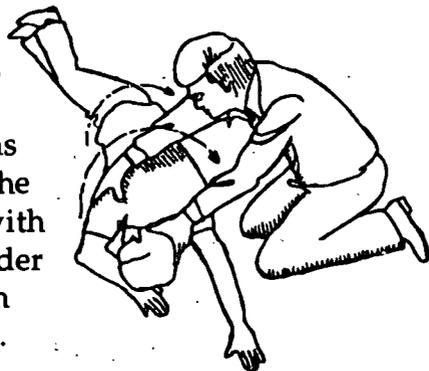


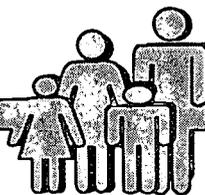
### The First Step: Positioning the Victim

If the victim is not breathing, give either *rescue breathing*, *CPR*, or the *Heimlich maneuver*. CPR and the Heimlich maneuver will be described later in this unit.

Rescue breathing is much easier to give if the victim is lying on her back. If you are fairly sure the victim collapsed and was not injured, turn her onto her back if she is not already. If, however, the victim has suffered an accident, check for breathing. If she is breathing, don't move her onto her back.

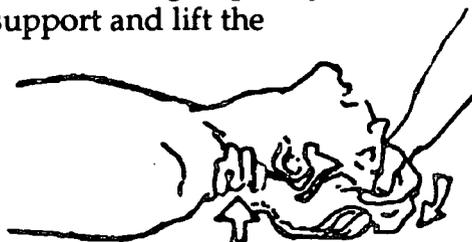
If the victim is not breathing, you must be very careful as you roll her onto her back. Your goal is to roll the victim as a unit, all at once, without twisting any body parts. First, straighten the arms and legs so they won't get in the way. Then roll the victim toward you. Support the head and neck with one hand, and pull with your other hand just under the victim's arm. Remember: Keep the body from twisting so you do not damage the neck or spine.





## The Second Step: Opening the Airway

Once the victim is on her back, her *airway* must be opened. Kneel down at the side of the victim's head. Then place your palm on the victim's forehead and apply backward pressure. Place the fingertips of your other hand under the jaw near her chin. Then support and lift the lower jaw with your fingertips, but do not close the victim's mouth. If necessary, pull the lower lip down slightly with your thumb to keep the mouth open. When you are done, the head should be tilted back and the chin should point straight up. This maneuver will open the victim's mouth and airway, and move the tongue away from the back of throat.



There are four key points to remember for opening the victim's airway.

1. Apply force with your palm on the victim's forehead.
2. Place your fingertips under the bony part of the jaw near the chin.
3. Support and lift the jaw with your fingertips, but avoid closing the victim's mouth.
4. If necessary, pull the lower lip down slightly with your thumb to keep the mouth open.

## The Third Step: Mouth-to-Mouth Breathing

Continue holding the victim's head tilted back. Put your ear just above her mouth and look at her chest. Look, listen, and feel for any signs of breathing. Do this for 3-5 seconds. If she is breathing, you will see her chest rise and fall, hear air at her mouth and nose, or feel air on your cheek.



If the victim is not breathing, you should begin filling her lungs with air. Use the hand you have on her forehead to pinch her



nose shut. This will keep the air you blow into her mouth from escaping through her nose. Take a deep breath and open your mouth wide. Cover the victim's mouth with your own mouth. Make a tight seal. Give the victim two full slow breaths. Each breath should last about one-and-a-half seconds. Remove your mouth from the victim's mouth between breaths long enough to allow her lungs to *deflate*, or to breathe out the air.



If air will not go into the lungs when you give two full, slow breaths, retilt the head and try again. You may not have tilted the head back far enough, and the tongue may be blocking the airway.

### **Alternate Third Step: Mouth-to-Nose Breathing**

On some victims you will not be able to make a tight seal over their mouth. When you blow air into their mouth, the air may leak out. Or, the victim's mouth or jaw may be injured. In some cases the victim's jaw may be shut tight and you cannot open her mouth.

If you cannot make a tight mouth-to-mouth seal, give mouth-to-nose breathing. Tilt the victim's head back. Close her mouth by pushing on the *chin*. Do not push on her throat. Blow two full, slow breaths into her nose. Each breath should last about one-and-a-half seconds. Remove your mouth from the victim's nose between breaths long enough to allow her lungs to deflate.

### **The Fourth Step: Checking for a Pulse**

After you have given two full breaths, check the victim for a pulse. If the person has a pulse, her heart is still pumping. If she does not have a pulse, her heart has stopped and needs to be started pumping again.

Check the *carotid pulse*. It is on either side of the airway, or *Adam's apple*. Place the hand you used to pinch her nose closed back on her forehead. Place the fingertips of the other hand on her Adam's apple. Then slide your fingertips into the groove on either side of the neck. Check the





pulse for at least five seconds but for not more than 10 seconds. (Try to find your own carotid pulse right now.)

If the victim is not breathing and *does not have a pulse*, you should begin giving CPR. (If you have *not* been trained in CPR, continue giving rescue breathing.) If, however, the victim is not breathing but *has a pulse*, you should continue giving rescue breathing.

### **The Fifth Step: Continuing Rescue Breathing**

To continue rescue breathing, use the following steps:

1. Make sure the head is still tilted back or tilt the head back again. (See "The Second Step: Opening the Airway.")
2. Pinch the nose shut again.
3. Take a deep breath, open your mouth wide, and make a tight seal over the victim's mouth, or nose if you can't seal the mouth.
4. Blow to fill up the victim's lungs. Watch to be sure her chest is rising.
5. Listen and feel for air. Watch to be sure her lungs are deflating, or breathing out the air.

Do these five steps every five seconds as you continue rescue breathing. It may help you to count to yourself as you do each step: "one-one-thousand ... two-one-thousand ... three-one-thousand ... four-one-thousand ... five-one-thousand ..."

Stop after one minute or 12 breaths to check for a pulse. Take five seconds to check for a pulse. Check every two breaths after the first minute for a pulse. If at any time you cannot find a pulse, give the victim CPR if you know it.

### **Troubleshooting: Air in the Stomach**

Sometimes when a victim is given rescue breathing, his stomach will fill with air. When this happens, his lungs cannot fill with air. You can get rid



of the air by pushing on the victim's stomach. However, pushing on the victim's stomach can be dangerous. He may vomit and inhale the vomit into his lungs. To avoid filling the victim's stomach with air, remember the following key points:

- Keep the victim's head tilted all the way back.
- Blow just hard enough to make his chest rise.
- Pause between breaths long enough to let his lungs empty and for you to get another breath.

### **Troubleshooting: Vomiting**

If the victim should vomit, carefully turn his head *and* body to the side. Then quickly wipe the vomit out of the victim's mouth and continue where you left off.

### **Follow-Up Care for Rescue Breathing**

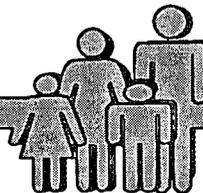
Continue rescue breathing until an EMS team or professional health-care person arrives. You may need to continue rescue breathing for a long time. Some victims can be kept alive by rescue breathing but will not begin to breathe on their own without medical treatment.

If a person begins to breathe after you've given rescue breathing, stay with him. He may stop breathing, and you may need to again begin rescue breathing.

### **The Special Case: Infants and Children**

*Infants*, or babies, are under one year of age. *Children* are between one and eight years of age. Most of the techniques you use to give rescue breathing to adults are also used for infants and children. However, you will need to make small changes in the technique because the bodies of infants and children are smaller.

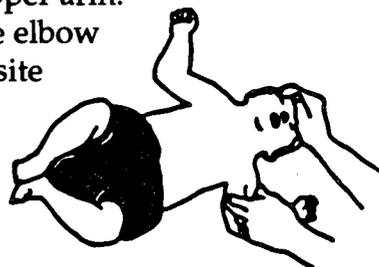
**The Second Step: Opening the Airway.** Tilt the baby's or child's head back gently, but not as far as you would an adult's head.



**The Third Step: Mouth-to-Mouth-and-Nose Breathing.** Put your mouth over the mouth *and* nose of a baby or child. Use a gentle breath on a baby or child.

**The Fourth Step: Checking for a Pulse.** Check the pulse of a baby or child by placing your fingertips on the inside of the upper arm. Place the tips of two fingers halfway between the elbow and the shoulder. Place your thumb on the opposite side of the arm, and squeeze gently.

If a baby or child is not breathing but does have a pulse, give one slow, gentle breath every three seconds.



If the victim is not breathing and does not have a pulse, he needs CPR.

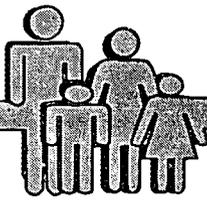
## **CPR: Keeping the Lungs *and* Heart Working**

If a heart attack, illness, or injury makes a person's heart stop beating, he or she will not continue to breathe. If this happens, a person must be given cardiopulmonary resuscitation (CPR). CPR may be the victim's only chance for survival until professional medical care arrives. *Cardio* refers to the heart; *pulmonary* refers to the lungs. CPR is a combination of rescue breathing and chest compression. Rescue breathing provides the lungs oxygen. Chest compression keeps the blood flowing through the body. When you give CPR, you breathe oxygen and circulate blood for a person whose heart and lungs have stopped working.

CPR has saved thousands and thousands of lives. When you learn CPR, you are doing your community a great service. You become someone who can save a life in an emergency. So call your local Red Cross agency and sign up for a CPR course.

### **Recognizing a Heart Attack**

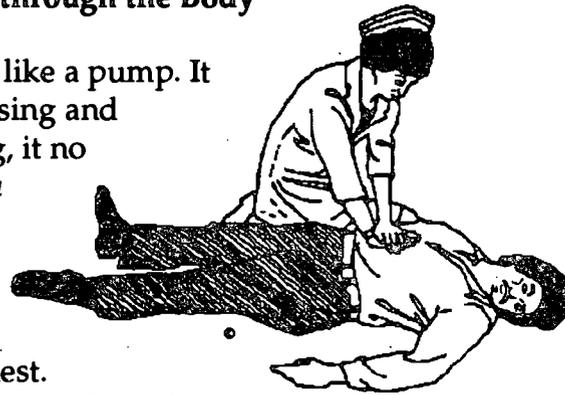
A heart attack will often cause a person's heart to stop beating. The instant you think someone is suffering a heart attack, call an EMS team.



The most common signal that someone is having a heart attack is a feeling of uncomfortable squeezing or pain in the center of the chest. Sometimes the pain seems to be indigestion. The pain may travel out from the center of the chest to the shoulders, arms, neck, and jaw. Other signals include sweating, nausea, shortness of breath, and feeling weak.

### Chest Compression: Pumping Blood through the Body

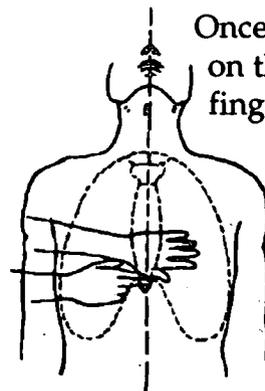
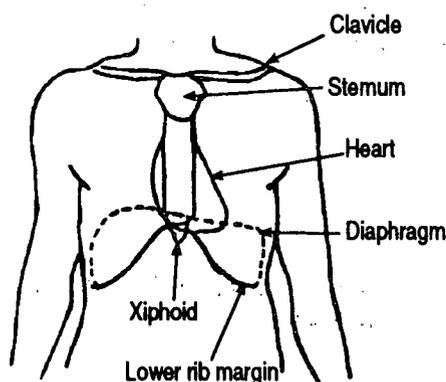
The heart is a large muscle that works like a pump. It pumps blood through the body by closing and opening. When the heart stops beating, it no longer pumps blood. *Chest compression* forces the heart to open and close.



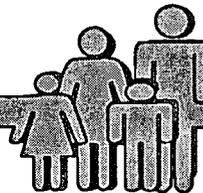
The heart lies between the sternum, or breastbone, and backbone. The sternum runs down the front of the chest. When you give chest compressions, you push on the lower half of the sternum. This push squeezes the heart between the sternum and the backbone. Blood is then pushed through the body.

It is very important to find the right spot on the sternum to push. Find your own sternum—it is the bone in the center of your chest to which your ribs attach. Then trace it down to its tip. The tip of your sternum is called the *xiphoid*.

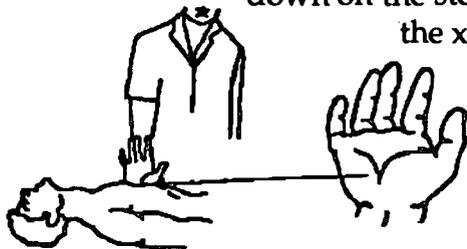
Another way to find the xiphoid is to locate the lower edge of the rib cage. With your middle and index fingers, trace the edge of the ribs up to the notch where the ribs meet the sternum. This notch or center point is the xiphoid.



Once you've found the xiphoid on the victim, put your middle finger on it. Then rest your index next to your middle finger. Your index finger should now be closer to the victim's heart than your middle finger is. Put the heel of your other hand on the sternum



next to your two fingers. You will use the heel of your other hand to push down on the sternum. If, by accident, you push down on the xiphoid, it may damage the victim's liver.



It is better to be too far up on the sternum than too close to the xiphoid.

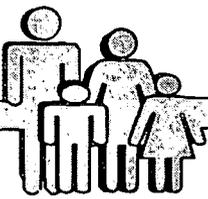
Next, put your other hand on top of the hand now resting on the sternum. Keep the fingers of both hands off the victim's chest. You are more likely to break the ribs if you push with fingers. Use only the heel of your hand to push. Either lace the fingers on both hands together, hold them pointing up in the air, or grasp your wrist with your other hand. Choose the method that is most comfortable for you and helps you keep your fingers off the victim's ribs.

The victim should be on a firm surface before receiving CPR. If the victim is on a soft bed or in the water, your chest compressions will not squeeze the heart between the sternum and backbone. If the victim is on a soft surface and cannot be moved, place a board or other firm surface beneath the back.

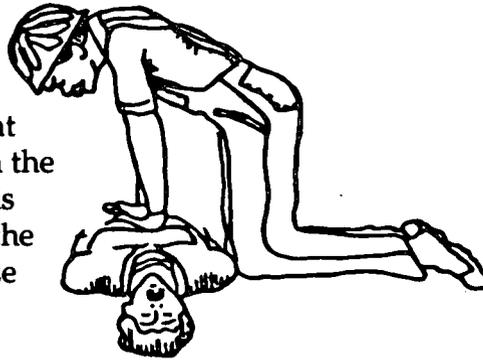
The victim's head should be placed at the level of his heart or slightly lower than his heart. If the head is higher than his heart, blood will not flow to the brain.

Now you are ready to follow the steps for chest compression.

1. Stand on your knees. Do not sit on your heels. Spread your knees about shoulder-width apart. Shift your shoulders so they are directly over the sternum and your hands. *Push straight down!* Use your body weight. Keep your elbows straight. If you do not push straight down, the victim's heart will not be squeezed between his sternum and backbone.
2. As you push, bend from your hips, not your knees. This will help you push straight down. If you find yourself rocking back and forth on your knees, you are not pushing straight down.



3. Be sure to push straight down with your fingers pointing directly away from you. If your hand is at an angle, you will push on the victim's ribs rather than his sternum. This may injure the victim and will not squeeze his heart.



4. Compress the chest of an adult  $1\frac{1}{2}$  inches to 2 inches. Push smoothly. Do not jerk your weight. Do not stop at the top or at the bottom of your push.
5. Compress the chest at a rate of 80-100 compressions per minute. To help you give compressions at the proper rate, count aloud: "One-and-two-and-three-and-four-and ..." Each count should be a little faster than a second. Practice counting using a watch with a second hand.

### Combining Chest Compression *and* Rescue Breathing: 15-2 ... 15-2

Remember: CPR uses chest compression to keep the blood flowing and rescue breathing to provide the lungs with oxygen. During CPR you will give 15 chest compressions—at the rate of 80-100 per minute. After 15 chest compressions, give the victim two full, slow breaths. Each breath should last between one second and one-and-a-half seconds.



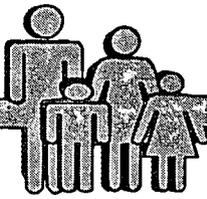
Keep repeating this pattern: 15 chest compressions followed by two slow breaths. Remember the CPR numbers—15-2 ... 15-2 ... 15-2 ... 15-2 ... Each time you begin chest compressions, measure up from the xiphoid to the correct spot on the sternum.



## **The Goal: Reviving the Pulse and Breathing**

Don't lose sight of your goal. You are trying to help the victim regain his breathing and pulse. When you come upon an unconscious person who is not breathing, give him two full, slow breaths. Then spend between five and ten seconds checking for a pulse on his neck.

- If you find a pulse and the victim begins breathing, stop rescue breathing. Continue to check his breathing and pulse often.
- If you find a pulse but no breathing, continue to give rescue breathing. Continue to check for a pulse often.
- If you find no pulse, begin CPR—rescue breathing with chest compressions. Call for help. If someone responds, have the person call for an EMS team.
- Once you have started CPR, check the pulse and breathing after the first minute. Then check it every two minutes after that. Always check for pulse and breathing *after you have given the two breaths*. Do not stop CPR for more than five seconds.
- If you find no pulse or breathing, continue CPR. To continue CPR give two breaths first and then 15 chest compressions.
- If you find a pulse but no breathing, stop chest compressions but continue to give rescue breathing. Continue checking for pulse and breathing.
- If you find a pulse and breathing, stop CPR. Continue checking for pulse and breathing. Either one may stop at any time. Get the person to a hospital or medical professional quickly.

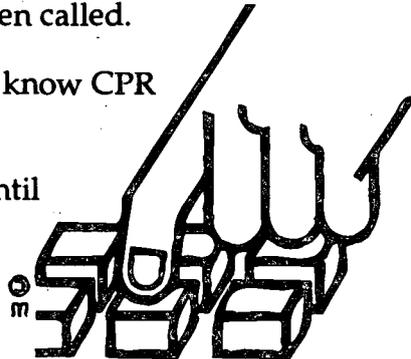


**If a Second Rescuer Arrives on the Scene.** If you have been performing CPR by yourself and another person arrives, you should do the following:

1. Check to be sure an EMS team has been called.
2. Ask whether the other person knows CPR.
3. Finish the 15 chest compressions and two breaths you are giving.
4. If you need rest and the other person knows CPR, ask him or her to take over.
5. While the other person performs CPR, continue checking the victim for a pulse.

**If you arrive on a scene where someone is giving CPR.**

1. Call an EMS team if one has not been called.
2. Tell the person whether or not you know CPR and can take over.
3. If she asks you to take over, wait until she has completed chest compressions and the two breaths.
4. Check for pulse and breathing.
5. If there is no pulse or breathing, begin CPR.



## **Training in CPR: Responsible Citizenship**

What you have just read is a description of CPR. It will prepare you to take a course in CPR. What you have just read, however, does not make you trained in CPR. Only a course given by the Red Cross or some other certified agency can train you.



Learning how to give CPR is a part of responsible citizenship. We owe it to each other to learn the techniques and skills that may save a life. CPR training does not take very long. Taking CPR training is a great gift we can give to our communities. It is a way of showing that we care about others.

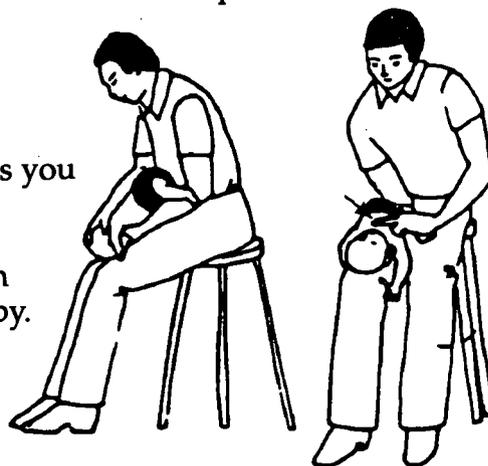
### The Special Case: Giving CPR to Infants and Children

**Giving Chest Compression to an Infant.** To find the right spot on an infant for chest compressions, first place your index finger across the chest so that it touches both of the infant's nipples. Below your index finger, place your middle and ring fingers. The compress with your middle and rings fingers. Be sure not to push too closely to the xiphoid.

- Compress a baby's chest  $\frac{1}{2}$  inch to 1 inch.
- Push smoothly and gently at a rate of 100 times a minute, or about two times a second.
- Give five chest compressions followed by one breath: 5-1 ... 5-1 ... 5-1 ...
- Pause 1-1  $\frac{1}{2}$  seconds after each breath for the baby to exhale.

**Giving Chest Compression to a Child.** Compress a child's chest with the heel of *one* hand. Use the same hand position as you would on an adult. Compress at a rate of 80–100 times per minute. Compress a child's chest a little more than you would a baby's chest—about one inch to 1  $\frac{1}{2}$  inches.

- Give five chest compressions followed by one breath, just as you would on a baby.
- Pause 1-1  $\frac{1}{2}$  seconds after each breath, as you would on a baby.





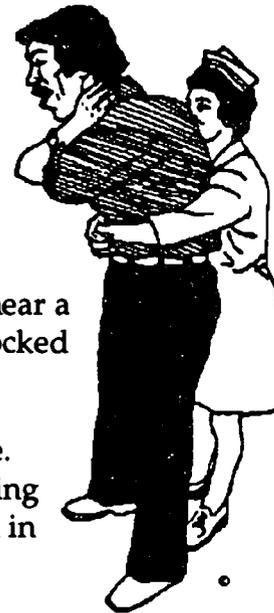
## The Heimlich Maneuver: Opening a Blocked Airway

A person may be unable to breathe because food or an object is blocking his airway. Some of the signs that a person is having trouble breathing are gasping, choking, coughing, and grasping the throat. Grasping the throat is the universal signal that a person is choking. Use it if you ever find yourself unable to breathe.

If you think someone cannot breathe, ask him: "Are you choking?" A person who has a completely blocked airway cannot breathe, cough, or speak. He will only be able to answer by nodding his head "yes." If you get no response at all, assume that the person *is* choking.

If the airway is *almost* completely blocked, you may hear a high-pitched noise when the person inhales. Or you may hear a very weak cough. First aid is the same for a completely blocked airway and an almost completely blocked airway.

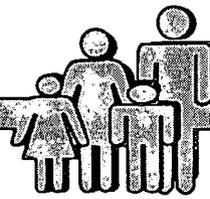
If a person is coughing forcefully, you should let him alone. Encourage the person to continue coughing. Strong coughing is the best method for getting rid of food or an object stuck in an airway. In addition, if a person *can talk*, do not try to remove an object from the airway.



## Helping the Conscious Choking Victim

If the person cannot speak, cough, or breathe, have someone call for an EMS team. Then begin using the *Heimlich maneuver*. The Heimlich maneuver is a technique used to force food or objects out of an airway. People have used the Heimlich maneuver thousands of times to free a person's blocked airway.

The Heimlich maneuver is an *abdominal thrust*. The *abdomen* refers to the stomach. In this technique, you will perform a thrust on the stomach. The air trapped below the food or object will then force or pop it out of the airway.



Begin by standing behind the victim. Then hug the victim by putting your arms under his arms.

You want to give the abdominal thrust at a point on the stomach slightly above the navel, or belly button, and well below the tip of the xiphoid. Remember that pressing on the xiphoid can injure the victim.

Make your hand into a fist. Then put your thumb side against the victim's abdomen. Grasp your fist with your other hand. Then press it into the victim's abdomen with a *quick upward thrust*.

Repeat quick upward thrusts until the food or object pops out or until the victim becomes unconscious.

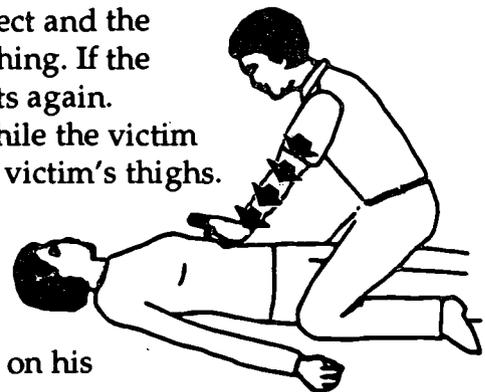
#### **What to Do If the Victim Becomes Unconscious**

If the victim becomes unconscious, gently lay him on the floor. Position him on his back with his face up.

Perform a *finger sweep*. During a finger sweep you will sweep your fingers through his mouth to check for food or an object. The finger sweep must be done carefully. If you just stick your fingers into his mouth, you may push the food or object further into his airway.

Grasp the tongue and lower jaw between your thumb and fingers. Pull the jaw and tongue down towards his chest. With the index finger of your other hand, follow down along the inside of one cheek. Slide your finger until you touch the base of his tongue or his throat. Then sweep across from one side to the other side. Use a hooking action to loosen and remove any object.

If the finger sweep does not remove the object and the airway remains blocked, begin rescue breathing. If the breaths won't go in, begin abdominal thrusts again. However, you will perform these thrusts while the victim continues to lie on the ground. Straddle the victim's thighs. Then put the heel of one hand on the victim's abdomen—on the same spot at which you gave abdominal thrusts when the victim was standing. Put your other hand on top of the hand already positioned on his





stomach. Press on the abdomen with a quick upward thrust. Give six to 10 thrusts. Make each thrust separate from the others.

After giving the six to 10 thrusts, do the following:

1. Move back to the victim's head and perform another finger sweep.
2. Attempt rescue breathing.
3. If air still does not go in, perform another six to 10 abdominal thrusts.
4. Repeat steps 1–3 until you are successful at removing the object and the victim begins breathing.

### What to Do If Your Own Airway Becomes Blocked

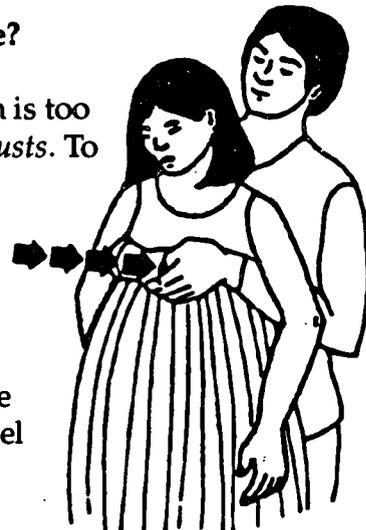
If your own airway becomes blocked by food or an object, first signal to the people around you that you are choking. Use the universal signal—grasp you throat with one of your hands.

If you are alone, give yourself abdominal thrusts. Press your fist slightly above your navel and give quick, inward and upward thrusts. You can also give yourself thrusts by leaning over any firm object, such as the back of a chair or a porch railing.

### What If a Choking Person Is Pregnant or Too Large?

If a pregnant woman begins choking or if the person is too large for you to reach around his waist, use *chest thrusts*. To perform chest thrusts, do the following:

1. Reach around the person's chest from behind, with your arms directly under the victim's armpits.
2. Place the thumb side of your fist on the middle of the sternum at about the level of the person's armpits.





3. Grasp your fist with you other hand, and pull straight back with quick thrusts.

### **Severe Bleeding: Life-Threatening Loss of Blood**

Severe bleeding must be treated immediately. A victim can die from blood loss in a few minutes or even a few seconds. Severe bleeding is defined as blood that is spurting or gushing from a wound. You may think that a person has lost a lot of blood when this isn't the case. Even a small amount of blood can be shocking and may look like much more than it really is.

Before treating severe bleeding, put on a pair of rubber gloves, if they are available. Whenever possible, do not come into contact with another person's blood. After you've treated a bloody wound, wash your hands with soap and warm water.

To stop severe bleeding, place a thick pad or a sterile dressing on the wound. Then apply continuous and direct pressure—press hard on the wound and do not stop pressing to check the wound. Never apply a tourniquet on your own. A tourniquet often will cause the limb to die and it will have to be amputated.

If there are no broken bones near the wound, elevate the wound. Raising it higher than the heart will slow down the bleeding.

After the bleeding stops, dress the wound with an antiseptic and a sterile gauze. Seek medical attention immediately.

### **Shock: The Body's Response to Severe Injury or Illness**

In some cases, after an injury or illness, a person will go into shock. When a person experiences shock, her blood begins to flow so slowly as to threaten her life. The body's vital *organs* such as the brain, heart, and lungs cannot survive for long without blood circulating.

Always consider shock when a person has suffered an injury or illness. Shock can be caused by bleeding, poisoning, insect bites and stings, snakebites, electrical shock, burns, heart attacks, severe injuries, and even



psychological trauma. A person may go into shock after seeing an accident or someone die. Shock can sometimes be difficult to recognize. If there is any chance a person has gone into shock, treat the person immediately and call an EMS team.

### **The Signs of Shock: Changes in Behavior and the Body**

Shock has many signs. During shock a person may behave in a confused way. Her pulse or breathing may be very rapid or very slow. Her arms and legs may tremble or be very weak. Her skin may become cool and moist. Her lips or skin may become blue or pale. Or her pupils may become enlarged.

### **Treating Shock: Improving Blood Flow and Maintaining Temperature**

To treat shock, you want to help the victim's blood flow to the important organs—brain, heart, and lungs. If you do not think the victim has head or neck injuries, put the victim on her back. Raise her feet off the ground from eight to 12 inches. Use any available object to rest her legs on, such as a blanket, piece of wood, box, or books.

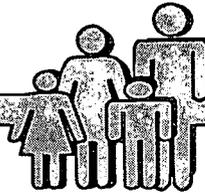


If you think or know the victim has a head or neck injury, keep her lying flat on her back and wait for an EMS team. Do not move the victim unless there is immediate danger, such as a fire, electrical wires, or poisonous gas.

Sometimes a victim in shock will begin vomiting. If this happens, place the victim on her side so her airway does not become blocked.

If the victim has trouble breathing, place her in a semi-sitting position, using boxes, pillows, or blankets to raise her head and back. This position will ease her breathing.

When in shock, a victim's temperature may drop. A lower temperature than normal slows the flow of blood. Keep the victim from getting cold by putting blankets underneath and around her. However, do not overheat the victim. Too much heat will draw blood away from the vital organs. If the victim is outside on a hot day, put some shade over her and loosen her clothing.



## Recap

*First aid* is the help that is given first in a *medical emergency*. Most injuries and illnesses happen where there is no health-care professional to provide immediate treatment. In these cases a victim may not survive if the people who first reach the scene of an accident or illness cannot give first aid until an *emergency medical service (EMS)* team arrives.

Some of the most important first aid techniques are *rescue breathing*, *cardiopulmonary resuscitation (CPR)*, the *Heimlich maneuver*, treatment for severe bleeding, and treatment for *shock*. Your local Red Cross agency offers training in CPR and first aid.

When you find a victim who is injured, ill, or unconscious, use the *A-B-C-S checklist*. (A) Is his airway blocked? (B) Has his breathing stopped? (C) Has his heartbeat and circulation stopped? (S) Is he bleeding severely from a wound?

If the victim has a blocked airway or is giving the universal signal for choking, use the Heimlich maneuver to free his airway. If the victim has stopped breathing, begin giving rescue breathing. Rescue breathing will supply the victim's lungs with oxygen and may help the victim begin breathing on his own. If the victim has no heartbeat or pulse, begin giving CPR. CPR combines rescue breathing and *chest compressions*. CPR is used to keep the blood circulating in a person whose heart has stopped working. If the victim is bleeding severely, apply direct pressure to the wound. Always check for shock in a person who has been injured, who is suffering from a sudden illness, or who has experienced a psychological trauma.

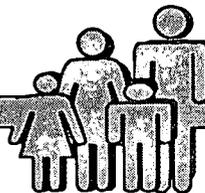


## Record

### Matching

Match the term in the left-hand column with its description in the right-hand column. Write the correct answer on each line.

	Term	Description
_____	1. A-B-C-S	A. this is checked to see if a person's heart is beating
_____	2. Heimlich maneuver	B. in this situation, injured or ill people need help quickly
_____	3. shock	C. describes the movement of blood through the body
_____	4. rescue breathing	D. use this technique on adults who are choking on an object or food
_____	5. medical emergency	E. this includes many different techniques used to help injured or ill persons
_____	6. emergency medical service (EMS)	F. this checklist should be done on victims of accidents or illness
_____	7. cardiopulmonary resuscitation	G. this is a possible response of the body to accident, illness, or psychological trauma
_____	8. carotid pulse	H. this technique includes mouth-to-mouth and mouth-to-nose
_____	9. circulation	I. the team of people who responds to emergencies
_____	10. first aid	J. this technique can save someone who is not breathing and whose heart is not beating



## Record

### Short Answer

*Use Read to answer each question below.*

1. Why should you never rush onto the scene of an accident?  

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2. What should you do to find out whether a person is conscious or unconscious?  

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3. Why should you never hang up first when reporting an emergency to a dispatcher?  

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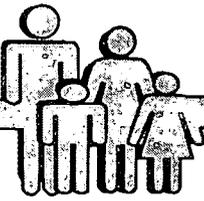
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4. Why should you not move a person who has suffered an injury?  

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5. What is the most common sign that someone is having a heart attack?  

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6. How do you check someone for breathing?

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7. How do you check someone for a pulse?

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8. What are two signs that a person may be in shock?

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9. What is the most important first aid treatment for a person who is in shock and has not suffered a head or neck injury?

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10. If you have to move a person who has suffered an accident, how should you do it?

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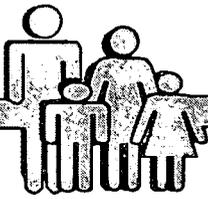


## Record

### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. Learning first aid takes many years of studying.
- \_\_\_\_\_ 2. In most areas, the phone number to reach emergency medical services (EMS) is 9-1-1.
- \_\_\_\_\_ 3. You cannot use the Heimlich maneuver on yourself if you begin choking on food.
- \_\_\_\_\_ 4. If you think someone or yourself is having a heart attack, call EMS immediately—do not wait to see if the pain goes away.
- \_\_\_\_\_ 5. A person in shock may suffer a drop in his temperature and may need to be kept warm and covered with blankets.
- \_\_\_\_\_ 6. A *finger sweep* is used to check a victim's mouth for food or an object that may be blocking the airway.
- \_\_\_\_\_ 7. Use a positive and reassuring tone when you speak to victims—do not let victims lose hope.
- \_\_\_\_\_ 8. A-B-C-S stands for *airway, breathing, contact, and strangling*.
- \_\_\_\_\_ 9. If a victim begins to vomit and does not have an injured neck or spine, turn the victim to the side so she will not suffocate.



- \_\_\_\_\_ 10. When you learn CPR, you are doing your community a great service—you will be able to save a life in an emergency.
  
- \_\_\_\_\_ 11. If possible, wear rubber gloves to avoid contact with another person's blood.
  
- \_\_\_\_\_ 12. Use direct and continuous pressure on a wound to stop the bleeding.



## Reflect

### Short Answer

*Read each situation described in the paragraphs below. Write a brief answer to describe how you would respond.*

1. Imagine that you come upon an accident scene. You have been trained in rescue breathing and CPR. You find two people, both unconscious. One of the persons is not breathing, has no pulse, and is very cold to the touch. The other person is not breathing but does have a pulse. Which person do you attend to first? Why?

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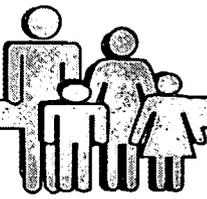
2. Imagine that you come upon an accident scene. An EMS team is just driving off with the victims. You are left alone with another person who saw the accident. He is starting to shiver and complains of feeling very cold. His lips are turning blue, and he tells you he is feeling very weak in the legs. What should you do before finding help?

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3. Why is learning first aid and CPR a community service and an act of good citizenship?

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## Review

### Identification

Write the correct term on each line.

- \_\_\_\_\_ 1. a possible reaction to injury or illness in which the blood flows so slowly as to threaten a person's life
- \_\_\_\_\_ 2. a technique used to dislodge a particle such as food that is blocking a person's airway
- \_\_\_\_\_ 3. a technique used to start the flow of blood and oxygen in a person whose heart is no longer beating
- \_\_\_\_\_ 4. describes a person who cannot be awoken or who is unable to respond
- \_\_\_\_\_ 5. describes a person who is awake or who is able to respond
- \_\_\_\_\_ 6. pushing air in and out of the lungs of a person whose breathing has stopped
- \_\_\_\_\_ 7. the checklist to be done on victims of an accident or sudden illness; check for open *airway*; check for *breathing*; check for *circulation*; and check for *severe bleeding*
- \_\_\_\_\_ 8. the help that is given first to a victim of an accident or sudden illness
- \_\_\_\_\_ 9. the pulse on either side of the airway, or *Adam's apple*



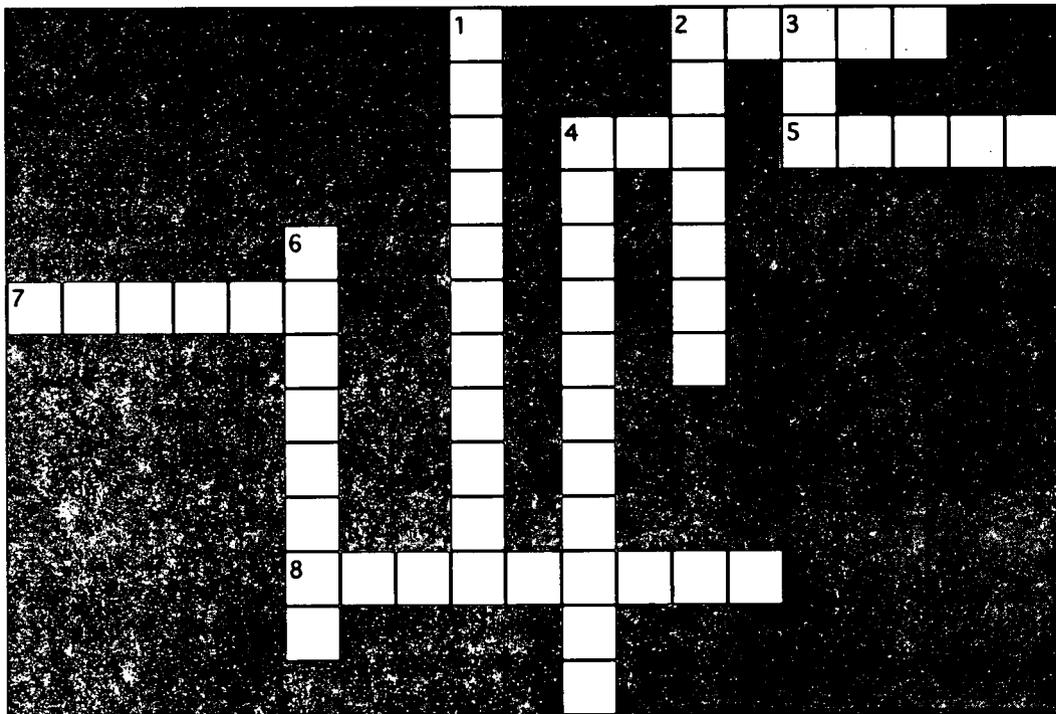
- \_\_\_\_\_ 10. the team of people who responds to emergencies in each city or town
- \_\_\_\_\_ 11. a technique used to circulate the blood in a person whose heart has stopped beating
- \_\_\_\_\_ 12. the movement of blood through the body
- \_\_\_\_\_ 13. situations in which a person or persons need immediate care for injuries or illnesses



## Replay

### Solve

Use the clues on the next page to solve the crossword puzzle below.



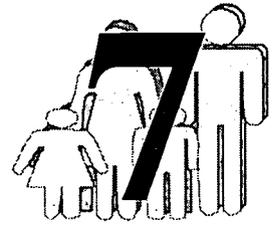


### Across

2. \_\_\_\_\_ compression is a technique used to circulate the blood in a person whose heart has stopped beating.
4. \_\_\_\_\_ is a technique used to start the flow of blood and oxygen in a person whose heart is no longer beating.
5. a possible reaction to injury or illness in which the blood flows so slowly as to threaten a person's life
7. Pushing air in and out of the lungs of a person whose breathing has stopped is called \_\_\_\_\_ breathing.
8. describes a person who is awake or who is able to respond

### Down

1. describes a person who cannot be awakened or who is unable to respond
2. The \_\_\_\_\_ pulse is located on either side of the airway, or Adam's apple.
3. the team of people who responds to emergencies in each city or town
4. the movement of blood through the body
6. \_\_\_\_\_ maneuver is a technique used to dislodge a particle such as food that is blocking a person's airway.

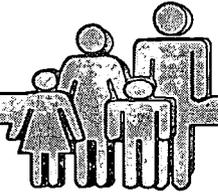


# Consumerism: Using Money Wisely

Can you...

- explain the meaning of consumer and consumerism?
- explain what a budget is and how to develop a budget?
- identify the different kinds of credit and how they are best used?
- explain the questions smart consumers can use to make the best selection from the many items and brands in the marketplace?
- identify some of the fraudulent practices consumers may face?
- describe some of the advertising practices often used?

**...You will!**

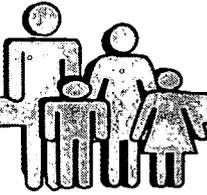


## Ready?

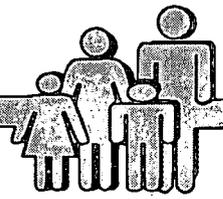
### True or False

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 1. *Consumerism* is another word for spending more money than you earn.
- \_\_\_\_\_ 2. *Consumers* buy goods and services.
- \_\_\_\_\_ 3. A compact disc is considered to be a *good*, but a haircut is a *service*.
- \_\_\_\_\_ 4. Living on a *budget* means planning how you will spend and save your money.
- \_\_\_\_\_ 5. Your *wants* include your lunches at school and your new clothes.
- \_\_\_\_\_ 6. If you have a savings account, you won't ever need to borrow money.
- \_\_\_\_\_ 7. Any *credit card* can be used for any purchase.
- \_\_\_\_\_ 8. *APR* stands for advantage pricing rate.
- \_\_\_\_\_ 9. Credit card *fraud* is not common.
- \_\_\_\_\_ 10. The recommended limit for money owed on credit card accounts and installment loans is not more than 50 percent of your monthly take-home pay.



- \_\_\_\_\_ 11. Sometimes a more expensive item is a better buy than a similar but less expensive item.
- \_\_\_\_\_ 12. Products that are frequently *advertised* on television are usually better buys.
- \_\_\_\_\_ 13. Advertisers use celebrities and generalities to persuade us to buy their products.
- \_\_\_\_\_ 14. *Fixed expenses* should not be figured into your budget.
- \_\_\_\_\_ 15. Save all your expired credit cards.
- \_\_\_\_\_ 16. Giving your credit card number over the phone to an unknown company is an unsafe practice.
- \_\_\_\_\_ 17. *Lenders* can legally deny you a loan based on your financial history.
- \_\_\_\_\_ 18. Lenders can legally deny you a loan based on your race, religion, marital status, sex, or nationality.
- \_\_\_\_\_ 19. The most important question to ask yourself before purchasing an item is, "What is the brand name?"
- \_\_\_\_\_ 20. Only poor people need to follow a budget.



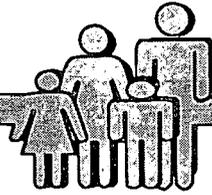
## Remember

*Study the vocabulary words and definitions below.*

- advertising**..... the practice of using paid announcements in newspapers and magazines, over radio and TV, on billboards, etc., to sell products
- annual percentage rate (APR)** ..... the yearly percentage rate charged on a loan or debt
- balance** ..... difference between the amount paid and the remainder that is owed
- budget** ..... a plan for saving and spending money
- consumer** ..... one who buys a product
- consumerism** ..... the practice of spending money wisely
- contract** ..... an agreement enforceable by law between two or more parties
- credit** ..... buying something now and paying for it while you use it or at a later date
- credit card** ..... a small card that identifies a person as having a credit account with a store or financial institution



- discretionary** ..... left to your own judgment or choice
- finance charge** ..... the actual dollar amount of interest or penalty a consumer is charged; often equals the APR expressed as a dollar amount
- fixed expense** ..... an expense which will not change from week to week or month to month  
*Examples:* rent; loan payments; car insurance
- fraud** ..... trickery or deceit
- goods** ..... items for sale that can be touched and carried away  
*Examples:* computers; bicycles; clothes
- installment loan** ..... a loan or debt that is repaid in fixed monthly amounts
- interest** ..... the rate charged on money borrowed or owed
- late fee** ..... a penalty charged for a late loan payment
- lender** ..... an institution or individual who makes loans



- membership fee**..... a yearly fee charged to credit card holders for the use of the card
- minimum payment** ..... the smallest amount a *lender* will permit a borrower to pay each due date on a loan or debt
- needs**..... goods and services that are necessities— food, clothing, shelter, and medical care; also includes loan payments
- revolving credit account** ..... an account that permits consumers to make monthly payments on a debt; minimum payment is usually a percentage of debt plus interest charge
- services** ..... activities that people want done for them but are unwilling or unable to do for themselves  
*Examples:* haircut; dental work; college or vocational education
- wants** ..... goods and services that a consumer may want to buy but are not necessities



## Read

### Introduction

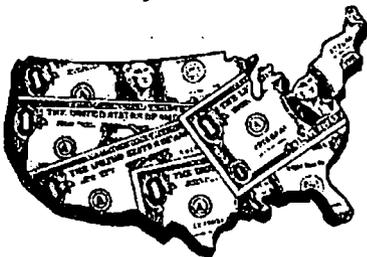
A consumer is someone who buys something. Some of the things consumers buy can be touched and carried away after they are bought. These items are called *goods*. That CD you recently bought is a good. So is a computer, a bicycle, and clothing. Eventually, a good is used up or worn out. Consumers can also buy *services*. *Services* can be seen, but are not used up in the same way goods are. Services are often performed on something already owned. When you have a dress or suit dry cleaned, your hair cut, or your lawn mowed, you are buying a service. Doctors, dentists, accountants, attorneys, and mechanics all offer a service. What you buy from them is their ability to do something.



When consumers attempt to buy the best goods and services at the lowest prices, and to borrow money wisely, they are practicing *consumerism*. Humans have been *consumers* and have practiced *consumerism* for thousands of years.

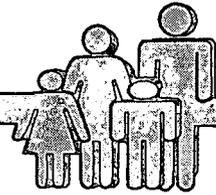
But now more than ever we are challenged to be *wise* consumers. With so many different kinds of jeans or bicycles or CD players to buy, how can we determine which product is the best value? Advertising blares at us that this one is *the best* and that one is *the answer to your problems* and this other one is *guaranteed to be the lowest priced*.

Not only are we faced with more and more choices, but we're managing more income than ever before. The average person will earn and manage more than a million dollars in his or her lifetime. Even teenagers in the United States will spend 10 billion dollars this year! How wisely will you spend and borrow money?



### Budgeting: Taking Control of Our Money

If we had all the money in the world, we wouldn't have to think about how to spend our money. We would buy anything and everything we



want and need. But we are not fabulously wealthy. We have a limited amount of money, and we have to make *choices* about how to spend and save our income.

Some of us think about the choices we make. We set aside enough money during the week so we can enjoy a concert on the weekend. If we want to begin saving for college or vocational school, or buy an expensive item such as a computer or car, we set aside some money every week until we've saved the necessary amount.



However, some of us make choices without thinking. We spend all of our money for the week by Thursday and then find ourselves without the money to see a movie or go to a restaurant on the weekend. We never seem to have the money for those things we really want. When we think back, we may not even know where our money went. We started the day with a five-dollar bill in our pocket and little by little it disappeared. We just can't seem to hang onto our money!

The best way to take control of our money is to make a **budget**. A *budget* is a plan for spending and saving money. Corporations and businesses budget their money. So do governments and individuals. They see how much income they have and decide how to use that income to reach their goals. Some of us may imagine ourselves in the future as presidents of large corporations. But if we can't manage our small incomes, how can we ever manage the thousands, even millions, of dollars a business may earn and spend?

### **Develop a Plan: Charting Income and Spending**

At first we have to follow a series of steps to develop a budget. After a while, these steps will become a natural part of our lives.

**Figuring your income.** Begin by figuring the income you earn over a period of time. If you have a part-time job and receive a check every week, then develop a weekly budget. If you receive a check every two weeks, then make a budget based on two weeks. Include all of your income: your paycheck, allowance, even the occasional baby-sitting money you earn from a neighbor.



**Tracking your spending.** Next begin keeping track of all the money you spend during a budget period. If you're planning a biweekly budget, then record every purchase for two weeks. To gain a good overview of your spending practices, do this for an additional two-week period.

<b>ACME</b>		April 24, 1994				
PAY TO THE ORDER OF		Juan Rivera	\$ 309.00			
Three hundred nine and 00/100 DOLLARS		John J. Schmidt Vice President				
DEPT.	EMPLOYEE	CHECK #	WEEK ENDING	GROSS PAY	NET PAY	
04	Rivera, J.	20566	9/17/94	400.00	309.23	
TAX DEDUCTIONS			PERSONAL DEDUCTIONS			
FT	FICA	STATE	LOCAL	MEDICAL	UNION DUES	OTHERS
80.27	26.80	---	---	10.50	---	---

**Examine the ways you've spent money.** Separate your list into **needs** and **wants**. Needs are goods or services or payments that are important and essential. Needs are items or costs you have to use money for—whether you want to or not. Buying lunch at school is a need. So is buying school supplies and school clothes. Making your weekly payment on a loan from your parents is also a need. (You need to be a responsible person.) Do you need to drive to your job and pay your own car insurance? Then list the cost under *needs*.

<b>Wants</b>	
sweater	\$40.00
pizza	8.50
movie	5.00
fingernail polish	4.00
renting a video	3.00
	<u>\$60.50</u>

<b>Needs</b>	
repay loan to Mom	\$5.00
toothpaste	2.17
bus fare	8.00
	<u>\$15.17</u>

Some of the payments you make on needs do not fit neatly on weekly, biweekly, or even monthly budget. You may pay your car insurance every three months or every six months. Divide your car insurance so it fits your budget period. If you pay \$150 every three months, figure your biweekly car insurance cost to be \$25.

When you get older, your needs will probably include many more **fixed expenses**. *Fixed expenses* don't change from week to week. Your rent will be a fixed expense. Each month you'll pay your landlord the same amount. Your car payments and any other loan payments will be fixed expenses. List these costs on the *need* side of your budget.

Some things we spend money on are not needs. They are *wants*. Although we enjoy these items, we could do without them—if we wanted to. That CD just released by your favorite rapper or group is a want. So is that ice



cream you wolfed down between lunch and supper. And remember that cute little pet rock you bought and got bored with after a few days? That's a want, too.

Now add up the total cost of all your *needs* for a week. Subtract the total cost of your needs from your total income. Whatever money is left can be spent in whatever way you choose, or can be used for **discretionary** spending. But wait! Don't rush off to spend that money on any *want* that jumps into your head. Consider the different ways you might want to use that money. Set some goals!

You know you like to buy a new bathing suit every spring. But last spring you didn't have the money to buy the suit that caught your eye. Figure the cost of a new suit now, and divide the cost by the budget periods left between now and spring. Set that money aside each budget period and when spring comes ... so will a new bathing suit.

Consider opening a savings account at a bank. No matter how small the amount is, saving money from your income is a good financial practice.

And having a savings can give you security. If some unexpected expense pops up, you'll be prepared. Without savings, you'll have to borrow money and be in debt to pay for those financial bumps in the road up ahead. A savings account gives you more control over your future.

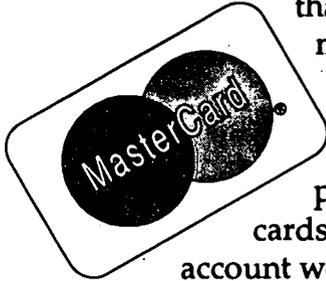
Now obviously even a budget won't permit you to buy everything you want. So decide which of your wants are the most important. Helping you get the things that are most important to you is one of the benefits of having budgeted your money.

Biweekly Budget	
<i>Income:</i>	
Part-time job (take-home pay)	\$71.50
Neighborhood lawn mowing	20.00
	\$91.50
<i>Saving and Spending:</i>	
<i>(Needs)</i>	
School lunches	\$15.00
School supplies	4.40
Car insurance	25.00
Bus pass	7.50
<i>(Wants)</i>	
Movies and entertainment	\$15.00
Savings	15.00
Other (gifts, etc.)	9.60
	\$91.50



## Using Credit: Borrowing Money

During most of our country's history, business was done as *cash and carry*. You paid for something when you bought it. **Credit**, or buying now and paying later, has all but replaced the old system. More than a trillion dollars in credit purchases a year are made by consumers in the U.S.



No matter how well we budget our money, many of us will choose to use credit for some of our purchases. We may use **credit cards**—small plastic cards that show the identification number of a credit account we have with a store or a financial institution. Or we may take out a loan with a bank or other financial institution. Whatever form of credit we use, we are borrowing money. Borrowing money can be very helpful in achieving the lifestyle we want to live. Borrowing money can also be a dangerous practice for those who are not well informed or who abuse their credit.

### Credit Cards: Plastic with Purchasing Power

Businesses offer consumers three different types of credit cards.

**Single-purpose credit card.** The *single-purpose* credit card is issued by a company for use only at stores or businesses they own. Some big oil companies, department stores, airlines, and even restaurants and hotels offer customers single-purpose credit cards.

Businesses offer single-purpose credit cards for one reason. They want to encourage people to buy from their particular company. Drivers are more likely to gas up at a station at which they can charge their gas purchase. If we don't have money but need some clothes, we'll go to the department store where our *plastic*—a credit card—is accepted. Many of these cards offer **revolving credit accounts**. Each month the consumer can make a **minimum payment** on the **balance** she owes. However, the consumer also has to pay interest on the entire balance.

**Bank credit cards.** These credit cards are offered by banks and other financial institutions. The most well known are Visa and MasterCard. Many businesses throughout this country and the world accept Visa and



MasterCard in payment for purchases. These cards are attractive to retailers and businesses because the bank, not the user of the card, pays for the purchases. The bank then collects the purchase price from the cardholder. Like single-purpose credit cards, many bank credit cards offer revolving credit. They also charge interest on any balance the cardholder does not pay in full.

**Travel and entertainment credit cards.** The most well known of these is the American Express card. Others include the Diners Club and Carte Blanche. They can be used at many businesses throughout the world, especially hotels, restaurants, and retail stores. Unlike many single-purpose and bank credit cards, these cards do not offer revolving credit. The balance must be paid in full each month.

### **The Advantages of Credit Cards**

When used wisely, credit cards can make shopping easy for consumers. It can be easier—and safer—to carry a credit card than to carry cash. A lost credit card can be replaced; lost cash cannot be replaced.

A credit card can make it possible for the consumer who hasn't the money at the time of a sale to take advantage of the savings. Credit cards are also useful in emergencies. Expensive car repairs could leave a consumer without transportation if he didn't have the money to cover the cost. But the consumer with a bank card can charge now and pay later.



### **The Pitfalls of Using Credit Cards**

Getting credit cards can be quite easy. Using them wisely is much harder. Many credit card users run up huge amounts of debt. Their lack of discipline leads them to charge more than they can afford. So learn the language of credit and be a wise and disciplined user.

**Membership fee.** Some credit cards charge a yearly membership fee. The cardholder may have to pay from \$25 to \$50 or even more. Be certain to read all contracts before signing them and opening a charge account with any credit card company.



**Annual percentage rate (APR).** Credit cards charge interest on any balance that is not paid in full by the due date marked on each monthly statement. This interest is expressed as an **annual percentage rate (APR)**. Many credit cards charge as much as 18% interest a year on unpaid balances. This works out to 1½% a month (12 months x 1½% = 18%). Although this may not seem like much, on an unpaid balance of \$500, a cardholder will pay \$90 or more in interest over a year. By paying the entire balance due each month, the cardholder avoids any interest.

**Finance charge.** Listed on each monthly statement is a box titled **Finance Charge**. The number in this box is the actual dollar amount in interest or penalty that the company has charged to a cardholder's account. The finance charge is often the APR, or interest, expressed as a dollar amount. The finance charge can also include any **late fees**. Some credit cards not only charge interest on the balance due, but they also charge a *late fee* if they do not receive at least the *minimum payment due* by the due date. This fee can be \$15 or higher.

PLEASE MAIL THIS PORTION WITH PAYMENT TO P.O. BOX 2390

*Lexington's*  
DEPARTMENT STORE

Angela B. Gilman  
#16 Midway Plaza  
7345 N. Main  
Chicago, IL 20002

IF ADDRESS IS INCORRECT, PLEASE CHECK BOX AND CORRECT ON REVERSE SIDE

Account number

ACCOUNT NO.	064-173-357-15
PREVIOUS BALANCE	.00
MINIMUM PAYMENT	20.00
THIS PAYMENT	
BILL CLOSING DATE	04/25/94

Last date transactions were processed

DATE	DEPT.	DESCRIPTION	PURCHASES	CREDITS	PAYMENTS	ITEM NO.
3-28	852	HOUSEWARES	39.90			04-951H
3-28	654	ELECTRONICS	499.00			05-753E

Amount owed.

PREVIOUS BALANCE	FINANCE CHARGES	FINANCE CHARGE	CREDIT RETURNS	PAYMENTS	NEW BALANCE	PAST DUE AMOUNT
.00	538.90	.00	.00	00.00	538.90	.00

ACCOUNT NO.	CREDIT LIMIT	TO AVOID ADDITIONAL FINANCE CHARGE, PAY	PAYMENT DUE DATE	MINIMUM PAYMENT DUE
064-173-357-15	800	BALANCE IN FULL BY DUE DATE	05-25-94	20.00

Membership fee, annual percentage rate (APR), finance charge, late fee—they all add up to this: If you run up a large debt on a credit card and can't afford to pay it in full each month, you're in for some expensive charges. Suddenly, items that seemed like a bargain when you bought them will become very expensive.

So when you consider buying something on a credit card, remember this: If you know you won't be able to pay for it by the *payment due date*, then add the interest (and late fee if there will be one) to the price of the item. Then ask yourself if you really want to make this purchase on a credit card.



## All Credit Cards Are Definitely Not Created Equal

Shop around for the best deal on a credit card. There are many to choose from and new ones are being offered each month. Look for a credit card with the following features:

- low APR
- no annual membership fee or a very low membership fee
- no late fee or a low late fee.

## Protection against Credit Card Fraud

Credit card fraud is a multi-million dollar *business*. Thieves are constantly developing new ways to steal money from people by fraudulently using their credit cards. The following are some tips for avoiding credit card frauds:

- always destroy a credit card that has expired or that has been cancelled
- always check credit card receipts before signing them (make sure the amount of purchase and the total amount are correct)
- save all credit card receipts and compare them with your monthly statement
- never give your credit card number over the phone unless you're charging an item and have checked the company or organization with which you're doing business.

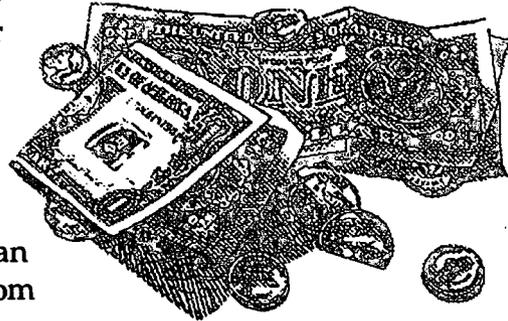


## Installment Loans: Borrowing Money for Expensive Items

Credit cards are one way of borrowing money. They offer the cardholder *open-ended credit*. The company issuing the credit card puts a limit on the total amount a consumer can purchase on his or her card. However, there is no agreement on how much below that limit the cardholder will use.



Another way of borrowing money is called the *installment loan*. An installment loan is a specific amount of money a consumer borrows to pay for a particular item. Without these loans, some people could never buy big-ticket items such as cars, refrigerators, washing machines, or stereo equipment. Most people would have to do without these essential or helpful items for many years while they saved up the purchase price. Installment loans permit consumers to use these items while they pay for them.

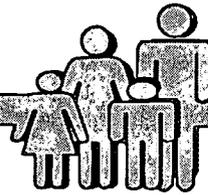


The retailer from whom a consumer buys an item may offer installment loans. Loans from retailers, however, often turn out to be very expensive. Consumers will do better if they take out an installment loan from a commercial bank, credit union, savings and loan association, or consumer finance company. These loans are called *installment loans* because consumers make installments, or payments, on a regular basis. Most contracts call for monthly payments of equal amounts.

Like the loan made on a credit card, these loans also charge interest. The smart consumer shops around and finds the lowest interest rate. Always include the interest charges and any other costs of borrowing money when figuring the cost of a purchase. Some installment loans also charge consumers an initial fee for making the loan.

<b>Actual Cost of a \$4000 Car Loan</b>				
The cost varies depending on the interest rate				
<b>36 Months</b>				
	11% APR	12% APR	13% APR	14% APR
Monthly payment	\$130.05	\$132.86	\$134.78	\$136.71
Finance charge	\$714.38	\$782.86	\$851.93	\$921.58
Total \$ cost	\$4714.38	\$4782.68	\$4851.93	\$4921.58
A longer loan term lowers monthly payment, but increases total cost				
<b>48 Months</b>				
	11% APR	12% APR	13% APR	14% APR
Monthly payment	\$103.38	\$105.34	\$107.31	\$109.31
Finance charge	\$962.34	\$1056.10	\$1150.88	\$1246.68
Total \$ cost	\$4962.34	\$5056.10	\$5150.88	\$5246.68

This search for the lowest interest rate is easier than it sounds. Financial institutions use many different methods to calculate interest. Consequently, a loan with an interest rate of 15 percent may actually end up being more expensive than a loan with an interest



rate of 16 percent. The smart consumer asks for a table that explains exactly how much interest will be paid over the life of the loan. The smart consumer also asks a financial expert not connected to the lender to review all contracts. Remember—once you sign a contract, you'll have to live with it!

Many installment loans have a clause that permits the lender to *repossess*, or take back, the item purchased if the consumer does not make payments on the loan. Some contracts permit the lender to take a percentage of the consumer's wages if payment is not made. This process is called *garnishing wages*.

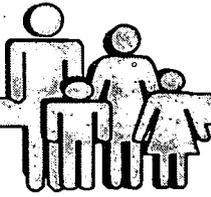
Most financial institutions will check your financial history before making you a loan. They will judge whether you will be able to make payments on an installment loan. They will want to know how much you earn, how long you've worked at the same job, and whether you've used credit responsibly in the past. No financial institution can deny you a loan if you meet their standards. They cannot deny you a loan based on your sex, marital status, race, religion, national origin, or age (unless you are under the legal age).



### **Wise Borrowing and What to Do If You Can't Make Payments**

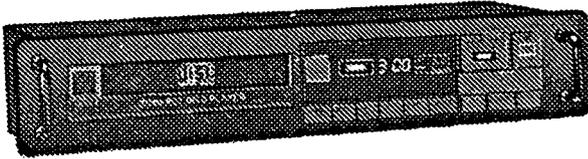
The wise borrower uses a formula to keep her debt under control. She doesn't let the total of her credit payments exceed more than 20 percent of her after-tax income. If her take-home pay is \$1200 a month, her total payments on credit card charges and installment loans will not be more than \$240 ( $\$1200 \times 20\% = \$240$ ).

If you find that you can't make payments on a credit card or installment loan debt, call the lender. Lenders want to help you make a plan to pay off debt. It is to their advantage if you make partial payments rather than making no payment. If your debt is from a credit card, the company will stop your credit. But if debt is too heavy, you wouldn't want to continue using your credit card anyway.



## Buying for Value: Knowing the Questions to Ask

Finding the money with which to buy something is only part of the work a smart consumer does. Few consumers have avoided the experience of buying something only to get it home and find it really wasn't what they wanted or it was poorly made. It's easy to know you want a CD player or a computer. But with all the types and brands on the market, how can you know which is the right one for you? Consumers can use some handy categories to help them sort through the many items that fill the marketplace.



### Price: How Much Will This Cost?

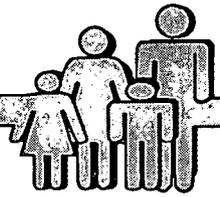
Sure, it's easy to look at price tags of different items and see which is the cheapest. But the cheapest is not always ... the cheapest. Be sure to include all the costs. Will the item need to be delivered? If so, how much will delivery cost? What about installation? And if the item needs to be serviced in the future, how much will that cost? Does the warranty cover the entire purchase?

### Performance: How Well Does It Work?

Consumers can find helpful guides that compare the performance of different brands of the same item. Magazines such as *Consumer Reports* can be found in any local library. They list the results of different tests and studies on consumer goods and services. Consumers can often test items in the store or, in the case of a car, on the road. Check to see if a watch is accurate, if stereo speakers provide dynamic sound, and if a car holds the road.

### Durability: Will It Last?

Don't be afraid to jiggle the knobs on a toaster-oven, or check all the gauges in a car. A reputable store or retailer will not object. If you're buying a shirt, check to see how securely the buttons are sewn, or how well the zipper on a pair of jeans zip. If repairs had to be made, how expensive would they be? Does one brand offer a longer warranty than the others?



### Convenience: Will I Enjoy It?

How well is the item designed? Will I have to make myself into a pretzel to check the oil on this car? Is it hard to change CDs on this player? Is this desk the right height for a computer keyboard? Do I find this backpack comfortable when filled with books?

### Safety: Can I *Live* with This Purchase?

Does this car perform poorly in crash tests? Will this hair dryer cause an electrical shock if it touches water? Do the wheels on these roller blades come off easily?

### Adding Up the Score

List the five categories above according to importance. Then give a point value to each item you're considering buying. If you ranked *safety* the most important, give the safest item a 10, the next safest a lower number, and so on. If you ranked *price* the next most important category, give the least expensive item a 9 or an 8, and the next least expensive item a lower number, and so on. When you've numbered all the brands you're considering buying, add up the scores. The brand or item with the highest score may be the one you'll be most happy with.

The possible points in each category is determined by the consumer. For this consumer, *price* was only slightly less important than *performance*.

	Performance (10)	Price (9)	Durability (8)	Convenience (6)	Safety (4)	Total
Sony CD Player	9	7	8	5	4	33
Panasonic CD Player	10	5	7	6	4	32
RCA CD Player	7	9	6	5	4	31
Jandy CD Player	6	8	5	5	4	28

Therefore, a 9-point scale was used for grading *price* and a 10-point scale was used for *performance*.

*Convenience* was only about two-thirds as important as *price*, and so a 6-point scale was used for *convenience*. The Sony, Panasonic, and RCA CD players earned similar scores. But note that the



RCA CD player scored only 7 points in the most important category, *performance*. This consumer should probably choose between Sony and Panasonic CD players for her purchase.

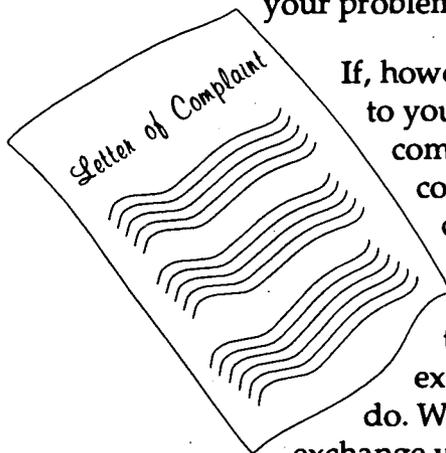
### **Don't Make Snap Judgments: Don't Be Fooled by Price or Name**

Some consumers may think that the most expensive item is the best. Tests and experience have shown that price is not a reliable indicator of quality. Some items are more expensive because a famous person advertises them or because they are made to look expensive.

The brand name of an item is also not a reliable indicator of its quality. A company that made quality products two years ago may have slipped in its quality control over time. And a company that made poor products last year may have improved its production. Don't be fooled by a name.

### **Buyer Satisfaction: Don't Settle for Less**

Stores that don't treat their customers well do not survive very long. So most stores will go out of their way to keep you satisfied ... and returning. If you're unhappy with an item you've purchased, return immediately to the store and explain your complaint. In most cases the store will solve your problem.



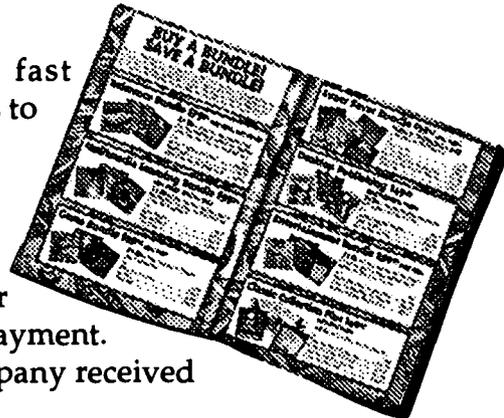
If, however, the store doesn't respond satisfactorily to your complaint, then take your problem to the company's headquarters. The address of the company headquarters and the name of the company's president can be found in *Standard and Poor's*, a reference book in your local library. Address your letter to the president. Explain your complaint and explain what you would like the company to do. Would you like it to refund your money? exchange your purchase for another item? or repair your purchase? The more specific you are, the greater the chance the company will respond to your problem.



## Consumer Fraud: Buyer Beware

In all of your consumer transactions, be wary. Millions of dollars a year are bilked out of the consumers who were a little too trusting or were unaware of their rights.

Ordering goods through the mail is fast becoming one of the most popular ways to shop. And, when done right, mail order can save the consumer time and money. To be safe, never send cash through the mail. One dishonest individual in the process can remove your cash from your order. Use checks or money orders as payment. They can be used as proof that the company received your money.



Thieves have attempted to fraudulently get money from consumers by using the mail. Consumers are mailed merchandise. Enclosed with the merchandise is a note that says: "If you'd like to keep this merchandise, send money to the address below. If you choose not to keep this merchandise, return it to the address below."

Under federal law, consumers are not responsible for merchandise they receive in the mail that they have not ordered. You are under no obligation to pay for unordered merchandise. You also do not have to pay the postage and return the merchandise. Remember: Do not let thieves pressure you through the mail or over the phone to hand over your money, your credit card numbers, or anything. Simply ignore them.

Some retail stores use a practice called *bait and switch*. They advertise a low-priced model of a certain item. This item is called the *bait*. It attracts consumers into the store. However, when consumers try to purchase that item, the salesperson tries to sell a higher-priced model. This is the *switch*—the switch to a more expensive purchase. The salesperson may claim that the lower-priced item has been sold out, or is not very good, or doesn't have the necessary features that the higher-priced model does. When you hear this pitch from a salesperson, you know you're in a bait and switch. Leave the store and don't return.



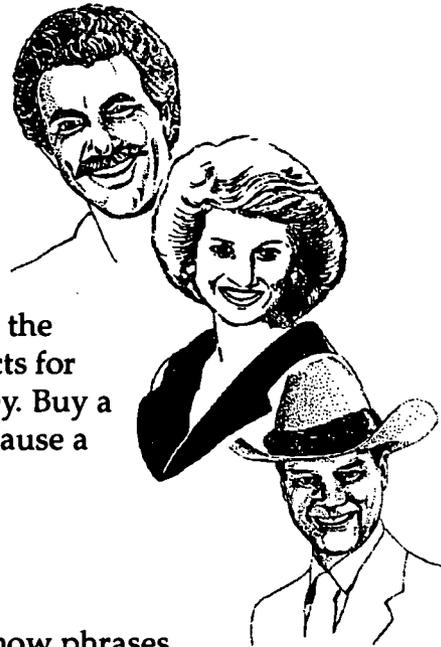
## Advertising: Pressing Our Buttons

Historians claim that people began advertising their services as early as 1000 B.C. So advertising has been around for a long time, but it has changed through the years. In its earliest form, advertising informed consumers of the product and the price. Over time, however, advertisers have added a twist. They began attempting to make us believe that unless we buy their goods we are incomplete, less lovable, even less human!

Advertising will probably always surround us. We can't change that. We can, however, be aware of how advertisers try to hook us into buying their goods. This education can help keep us from buying things simply because we were convinced we needed them for our happiness. Happiness, popularity, and romance are never as easy as buying a pair of jeans or drinking a soda.

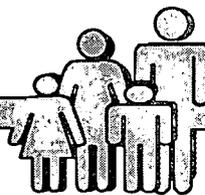
### Celebrity Testimonials: The Famous Face

You see it on TV all the time. A celebrity sells something. Michael Jordan sells underwear. Cindy Crawford sells soda. A famous athlete sells a sports drink. A beautiful actress sells shampoo. We'll never know if these people use the products they sell. They advertise these products for one reason: money—they are paid lots of money. Buy a product because you think it has value, not because a famous person tells you to.



### Glittering Generalities: Empty Language

Take a look at the language in some ads. Note how phrases such as *the best*, *this is it*, and *it's the real you* are used. Do they really say anything? In what way is this product *the best*? If this product *is it*, what exactly does *it* refer to? And how can an advertiser really know what the *real* us is? Ads often use meaningless language that is intended to catch our ear and suggest something bigger than life. Really listen to ads and you'll be a wise consumer!



### **Appealing to Our Emotions: Playing on Fear**

Many ads play on our emotions. They try to make us feel insecure about ourselves. If we don't use this toothpaste, our teeth won't shine and we'll lose out on love. Use this deodorant or you'll never get that job you want. Drive this car or you're a failure—and everyone will know it. Don't let advertising convince you that your life is incomplete and has no value unless you buy a certain product. Don't let ads tell you who you are or whether you're a success. Be an independent thinker and a wise consumer!



## Recap

*Consumers* need to educate themselves in *consumerism* so they can get the best values when purchasing *goods* and *services*. Wise consumers begin with a *budget*, or a plan for spending and saving their income.

In the past most business was done as “cash and carry.” Buying on *credit* is now one of the most common ways of making purchases. Credit includes *credit cards* and *installment loans*. These forms of credit allow consumers to use a product as they pay for it. Credit cards can make shopping easier, but consumers must discipline themselves so they do not charge more than they can afford. Installment loans are used for big-ticket items. They are usually paid in equal monthly amounts.

The marketplace is flooded with different items and different brands of the same item. Smart consumers use a series of questions to determine which item and brand is the best for them.

Consumer *fraud* is a big business. There are many thieves and dishonest salespeople waiting to take consumers’ money. Consumers need to be aware of the many fraudulent practices they can face. Fraud is practiced in stores, on the phone, and in the mail. Never let anyone pressure you into buying something you don’t want. Never give credit card numbers over the phone unless you are sure you are speaking to a representative of a legitimate company. Never send cash through the mail.

To sell many goods and services, producers use *advertising*. Advertising can be helpful in telling us what goods and services are available and what their prices are. But some advertising tries to hook us into believing that we need a product for our happiness or success. Knowing the language and practices of advertising can help us see through ads and decide what products we really want and need.



## Record

### Short Answer

Use Read to answer the following questions.

1. What is a *consumer*? \_\_\_\_\_  
\_\_\_\_\_
2. What is a *budget*? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why is it important to have a budget? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What are two examples of *fixed* expenses? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Why is it important to have a savings account? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What is an example of a single-purpose credit card? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



7. What features should you look for in a credit card? \_\_\_\_\_

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8. What things can you do to protect yourself against credit card fraud?

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9. What does an *installment* loan permit us to do? \_\_\_\_\_

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10. What should you do if you discover that you cannot make the payments on a loan?

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11. What should you consider when purchasing an item on a credit card account?

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12. What should you do if you are dissatisfied with something you have bought?

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13. How is the fraudulent practice of *bait and switch* used? \_\_\_\_\_

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14. What are two ways that advertisers try to convince consumers to buy their products?

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## Record

### Identification

*Reread the different methods that advertisers use to sell their products (pp. 272-273). Then describe an ad you've watched, heard, or read that uses each method below. Write your examples in the space next to each method.*

Celebrity testimonial: \_\_\_\_\_

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Glittering generalities: \_\_\_\_\_

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Appealing to our emotions: \_\_\_\_\_

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## Record

### Identification

*Write W if the item is a want. Write N if the item is a need.*

- \_\_\_\_\_ 1. a bus pass to get to school and work
- \_\_\_\_\_ 2. a haircut
- \_\_\_\_\_ 3. a payment on a loan from your parents
- \_\_\_\_\_ 4. a CD player
- \_\_\_\_\_ 5. a movie
- \_\_\_\_\_ 6. a physical health check-up
- \_\_\_\_\_ 7. a new pair of shoes for school
- \_\_\_\_\_ 8. a day at Disney World
- \_\_\_\_\_ 9. a Rolling Stones concert ticket
- \_\_\_\_\_ 10. a dental check-up

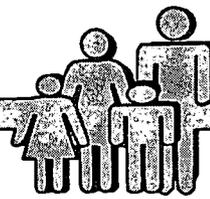


## Record

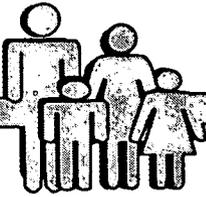
### Fill in the Blanks

*Use Read to complete each statement below. Write the correct term on each line.*

1. \_\_\_\_\_ are items that can be touched or carried away after they are bought.
2. \_\_\_\_\_ loans are often used for buying very expensive items.
3. Doctors, dentists, and accountants perform \_\_\_\_\_ for consumers.
4. Some credit cards charge a yearly \_\_\_\_\_ fee.
5. If the minimum payment on a credit card account is not paid by the due date, a \_\_\_\_\_ fee is charged.
6. When ordering merchandise through the mail, never send \_\_\_\_\_ with your order.
7. To influence consumers to buy their goods and services, producers use \_\_\_\_\_.
8. \_\_\_\_\_ expenses include rent, car payments, and loan payments.



9. You do not have to pay for or return any merchandise you receive in the \_\_\_\_\_ that you *did not order*.
10. The APR is the yearly \_\_\_\_\_ rate charged on an unpaid balance.
11. Getting an \_\_\_\_\_ loan to pay for stereo equipment or another high-priced item allows you to use it while you pay for it.
12. \_\_\_\_\_ is used to "buy now and pay later."
13. If a borrower fails to pay back a loan, the lender may \_\_\_\_\_, or take back, the item purchased.
14. Smart consumers shop around for the \_\_\_\_\_ interest rate on a credit card or loan.
15. Never give your credit card account \_\_\_\_\_ to anyone who does not represent a legitimate company.



## Reflect

### Short Answer

*Read each situation described in the paragraphs below. Write a brief answer to describe how you would respond.*

1. Ava wanted to buy a new mountain bike so she could enjoy cycling through the beautiful nature areas in Florida. She decided that performance and price were the two most important guides. The Rugged-Ride model and the Tough-Terrain model performed equally well. But the Tough-Terrain model was less expensive than the Rugged-Ride model. Based on this information only, should Ava buy the Tough-Terrain model? Explain your answer.

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2. Ava does not have the money to purchase one of the bikes. Her mother, however, has agreed to co-sign a loan so Ava can borrow the money from a local bank. Ava has discovered that the Save-U-Money Bank offers loans at 14 percent *interest*. But the Save-U-More Money Bank offers loans at 13 percent *interest*. What should Ava do before choosing a *lender*?

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3. Ava was very happy with her new Rugged-Ride mountain bike ... at first. Soon she found that the gear-changing mechanism was very hard to move. She had to spend an entire day riding with her bike in the same gear. She took the bike back to the store and explained her problem. The shop promised to fix the problem without a charge. When Ava picked the bike up, the problem had not been fixed. The shop owner said he had done all he could. It was no longer his problem. What should Ava do?

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## Review

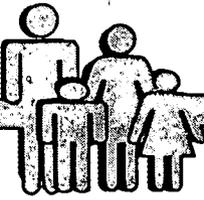
### Identification

*Write the correct term on each line.*

- \_\_\_\_\_ 1. trickery or deceit
- \_\_\_\_\_ 2. the yearly percentage rate charged on a loan or debt
- \_\_\_\_\_ 3. difference between the amount paid and the remainder that is owed
- \_\_\_\_\_ 4. the rate charged on money borrowed or owed
- \_\_\_\_\_ 5. a penalty charged for a late loan payment
- \_\_\_\_\_ 6. the practice of spending money wisely
- \_\_\_\_\_ 7. an agreement enforceable by law between two or more parties
- \_\_\_\_\_ 8. buying something now and paying for it at a later date
- \_\_\_\_\_ 9. activities that people want done for them but are unwilling or unable to do for themselves
- \_\_\_\_\_ 10. a yearly fee charged credit card holders for the use of the card
- \_\_\_\_\_ 11. the smallest amount a lender will permit a borrower to pay each due date on a loan or debt



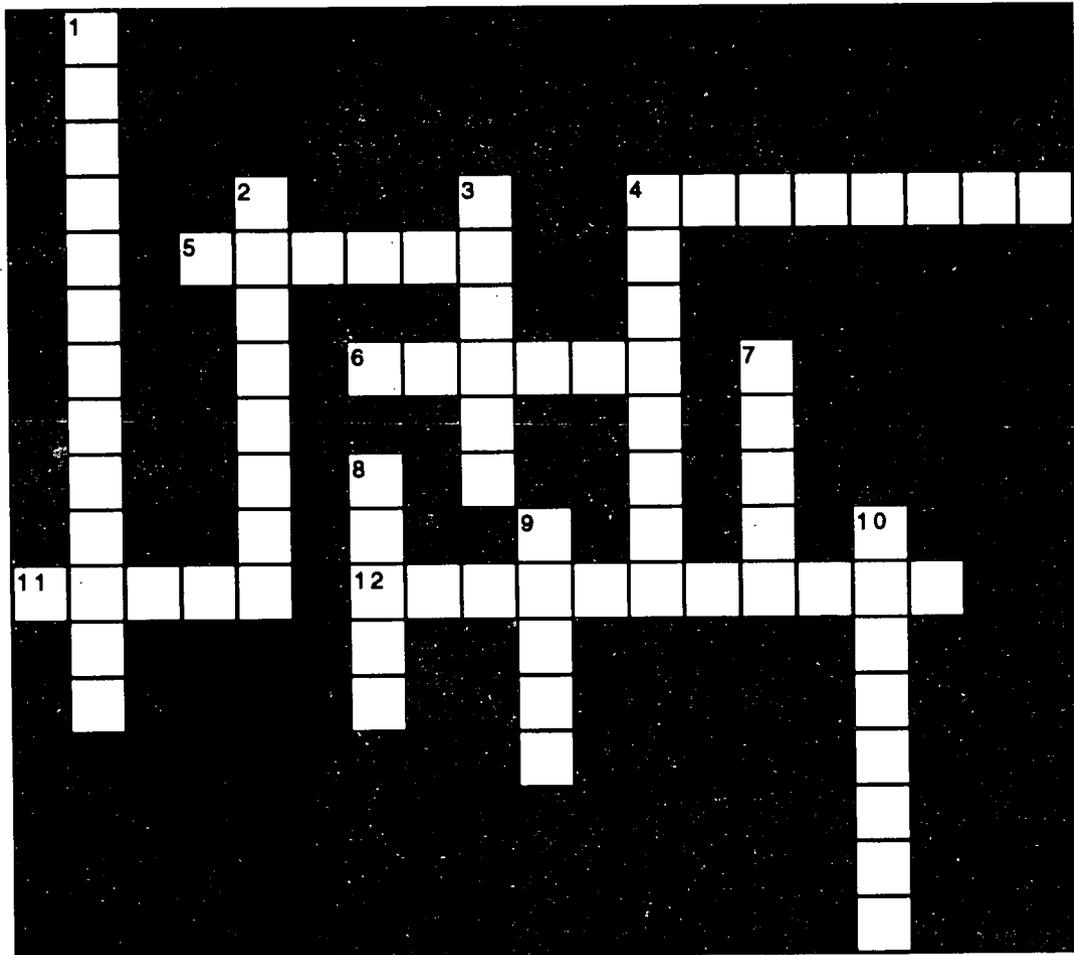
- \_\_\_\_\_ 12. items for sale that can be touched and carried away
- \_\_\_\_\_ 13. a loan or debt that is repaid in fixed monthly amounts
- \_\_\_\_\_ 14. a plan for saving and spending money
- \_\_\_\_\_ 15. one who buys a product
- \_\_\_\_\_ 16. an institution or individual who makes loans
- \_\_\_\_\_ 17. an expense which will not change from week to week or month to month
- \_\_\_\_\_ 18. the practice of using paid announcements in newspapers and magazines, over radio and TV, on billboards, etc., to sell products
- \_\_\_\_\_ 19. goods and services that are necessities—food, clothing, shelter, and medical care
- \_\_\_\_\_ 20. an account that permits consumers to make monthly payments on a debt; minimum payment is usually a percentage of debt plus interest charge
- \_\_\_\_\_ 21. a small card that identifies a person as having a credit account with a store or financial institution

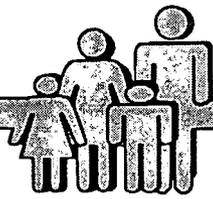


## Replay

### Solve

Use the clues on the next page to solve the crossword puzzle below.





### Across

4. one who buys a product
5. an institution or individual who makes loans
6. a plan for saving and spending money
11. goods and services that a consumer may want to buy but are not necessities
12. the practice of using paid announcements in newspapers and magazines, over radio and TV, on billboards, etc., to sell products

### Down

1. left to your own judgment or choice
2. activities that people want done for them but are unwilling or unable to do for themselves
3. buying something now and paying for it while you use it or at a later date
4. an agreement enforceable by law between two or more parties
7. items for sale that can be touched or carried away
8. trickery or deceit
9. goods and services that are necessities—food, clothing, shelter, and medical care
10. the rate charged on money borrowed or owed

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## Help Agencies

Agency for Health Care  
Administration  
Consumer Assistance/Complaints  
2727 Mahan Drive, Room 351  
Tallahassee, FL 32308-5403  
1-800-342-0828

Alateen/AL-ANON Family Groups  
P.O. Box 862  
Midtown Station  
New York, NY 10018-0862  
1-800-356-9996

Alcoholics Anonymous  
P.O. Box 862  
Midtown Station  
New York, NY 10018-0862  
1-212-683-3900

American Cancer Society  
3710 West Jetton Avenue  
Tampa, FL 33629  
1-800-227-2345

American Red Cross  
Call your local chapter

Center for Disease Control  
1600 Clifton Road NE  
Atlanta, GA 30333  
1-404-639-3534

Florida Abuse Hotline  
2729 Fort Knox Boulevard  
Tallahassee, FL 32308  
1-800-453-5145

Florida Alcohol and Drug Abuse  
Association  
1030 E. Lafayette Street, Suite 100  
Tallahassee, FL 32301  
1-904-878-2196

Florida Department of Insurance/  
Insurance Consumer Services  
200 East Gaines Street  
Tallahassee, FL 32399-0300  
1-800-342-2762

Florida Network of Youth and  
Family Services  
820 East Park Avenue, Suite D-100  
Tallahassee, FL 32301  
1-800-733-8988

Florida Runaway Hotline  
P.O. Box 13087  
St. Petersburg, FL 33733  
1-800-786-2929

Narcotics Anonymous  
P.O. Box 2665  
Tallahassee, FL 32315  
1-904-599-2876

National Clearinghouse for  
Alcohol and Drug Information  
11426-28 Rockville Pike  
Rockville, MD 20852  
1-800-729-6686

National Institute of Health  
9000 Rockville Pike  
Building 1 # 126  
Bethesda, MD 20982  
1-301-496-2433

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## Picture Credits

*Alcohol and Tobacco*. Globe, cancer of the lip p. 173.

*Amphetamines: Danger in the Fast Lane*. Chelsea House. capsules, p. 165.

*Coping with Drinking and Driving*. The Rosen Publishing Group. over-the-counter drugs, p. 155; poster, p. 165; drinking and homework, p. 164.

*Designer Drugs*. Chelsea House. crack in vials, p. 181.

*Drugs and Civilization*. coca plant, p. 180.

*Getting Help: Treatment for Drug Abuse*. Chelsea House. marijuana plant, p. 160; ER armed gunman, p. 5.

*Making Smart Choices about Drugs*. Educational Insights, wine bottles, p. 168.

*Methadone*. Chelsea House. morphine and endorphins, p. 158; opium/poppy, p. 185.

*Talking with Your Child about AIDS*. Channing L. Bete. saying no to dangerous practices, p. 4.

# Appendix C

## Production Software

Adobe Photoshop 2.5. Mountain View, CA: Adobe Systems, Inc.

Aldus Freehand 4.1. Seattle, WA: Aldus Corporation.

Aldus PageMaker 5.1. Seattle, WA: Aldus Corporation.

Microsoft Word 5.0. Redmond, WA: Microsoft Corporation.

OmniPage 3.0. Los Gatos, CA: CAERE Corporation.

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