

*Better***Activity**

Use with Chapter 2, Lesson 1.

**4****Applying Health Skills***Day/***Making Decisions**

Making a decision can be difficult—especially if you are faced with a choice of two options that would have both positive and negative results. Using the decision-making process to think through the choices often helps. For each situation, write ideas to show what a person might think about in deciding what to do.

**Situation 1**

Lisa has been offered a part-time job after school. Her parents believe that school should be most important in a young person's life. However, Lisa could save her parents' money if she bought her own clothes.

1. What are Lisa's two options?

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2. What would be the positive results of each option?

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3. What would be the negative results of each option?

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**Situation 2**

Barry has been invited to a party given by a popular older student. If he goes, Barry might be part of a popular group. However, liquor may be served, and Barry's family is strongly against drinking. Also, Barry's basketball coach is strict about his players avoiding alcohol.

4. What are Barry's two options?

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5. What would be the positive results of each option?

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6. What would be the negative results of each option?

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**Activity**

Use with Chapter 4, Lesson 1.

**12****Applying Health Skills***Day 2***The Road to Mental and Emotional Health**

There are behaviors you can practice that will improve your self-esteem and your overall level of mental and emotional health. Read the situations described below, and recommend an action each person could take to build self-esteem and improve his or her mental and emotional health. Then look at the list of behaviors. Choose the behavior(s) each recommendation best demonstrates. Write the appropriate letters in the space provided.

**Situation 1**

The day before a big basketball game, Lucy snaps at her brother. Lucy then recognizes that she is nervous about the big game.

**Recommended Action:**

\_\_\_\_\_

Behavior: \_\_\_\_\_

**Situation 2**

Lee hopes to play jazz trombone professionally one day. Tryouts for the school band are coming up. Lee is nervous because she knows that she will have to compete with older, more experienced students. However, Lee believes that she is a good musician.

**Recommended Action:**

\_\_\_\_\_

\_\_\_\_\_

Behavior: \_\_\_\_\_

**Situation 3**

Benji left his personal stereo next to an open window. It was ruined by a heavy rainfall. Benji's father points out that he should always close his window before going out.

**Recommended Action:**

\_\_\_\_\_

Behavior: \_\_\_\_\_

**Behaviors**

- a. motivate yourself
- b. focus on strengths
- c. understand and manage feelings
- d. develop a positive attitude
- e. learn from your mistakes

**Activity**

Use with Chapter 9, Lesson 3.

**34****Applying Health Skills**

Day 3

**Keeping Fit**

Physical activity and exercise can help you both manage weight and control blood pressure and blood sugar. As important as exercise is, it is equally important to know how much and what kind of exercise to do. Walking and bicycle riding are both popular forms of exercise. The following charts show suggestions for a walking and a bicycling program.

Read the charts and answer the questions below.

<b>Walking Program</b>		<b>Time</b>
<b>Steps</b>	<b>Plan</b>	
Step 1	Walk at an easy pace	15 minutes
Step 2	Walk faster, covering 1.5 miles	30 minutes
Step 3	Walk as in step 2, covering 2 miles	40 minutes
Step 4	Walk a bit faster, covering 3 miles	40 minutes

<b>Bicycling Program</b>		<b>Time</b>
<b>Steps</b>	<b>Plan</b>	
Step 1	Pedal at an easy pace	5 to 10 minutes
Step 2	Bicycle faster, covering 3 miles	25 minutes
Step 3	Bicycle a bit faster, covering 4 miles	25 minutes
Step 4	Bicycle a bit faster, covering 5 miles	25 minutes

1. Mrs. Horowitz tries to ride her bicycle 3 times a week. It takes her about 5 minutes to cover each mile. What step is she up to?

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2. Susan is now used to her bike. She had spent a week or so going along at easy speeds for about 10 minutes a day, building up her conditioning. What should she do now?

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3. Mr. Ramsey spent 3 weeks at step 2 in the walking program. Now he is at step 3 and is just barely able to cover 2 miles in 40 minutes. What do you suggest he do?

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# Chapter 20 Health Inventory

Day 5

## How Can You Help the Environment?

Rate your awareness of environmental problems and what you can do to help. For each item below, circle the word that tells how often you behave as described.

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|--------|-----------|-------|--|
| always | sometimes | never | 1. Rather than ride in a car, I walk or ride a bike.                                     |
| always | sometimes | never | 2. I turn off lights, radios, and television sets when I am not using them.              |
| always | sometimes | never | 3. I turn down the heat when no one is home.   |
| always | sometimes | never | 4. I do not run the dishwasher or washing machine unless I have a full load.             |
| always | sometimes | never | 5. I do not waste water by leaving it running.   |
| always | sometimes | never | 6. I bring a cloth or reusable plastic bag to carry my purchases when I go to the store. |
| always | sometimes | never | 7. I use biodegradable detergents and other products.                                    |
| always | sometimes | never | 8. I help recycle paper, plastic, aluminum, and glass.                                   |
| always | sometimes | never | 9. I am willing to volunteer my time to make the environment cleaner and safer.          |
| always | sometimes | never | 10. I reuse items by repairing them, selling them, or donating them to charity.          |
| always | sometimes | never | 11. I choose products in reusable or recyclable packages.                                |
| always | sometimes | never | 12. I use public transportation whenever necessary.                                      |
| always | sometimes | never | 13. I buy in bulk when I can.  |
| always | sometimes | never | 14. I use reusable materials instead of paper plates and cups.                           |

### Score yourself:

Give yourself 3 points for each *always* answer, 1 point for each *sometimes* answer, and 0 for each *never*. Write your score here.

36–42: Excellent; you are doing your part for a healthy environment.

26–35: Good; you are trying. Keep up the effort.

Fewer than 26: You need to do a better job of protecting the environment. See what you can do to improve. This is the only world we get.

**Activity**

Use with Chapter 16, Lesson 2.

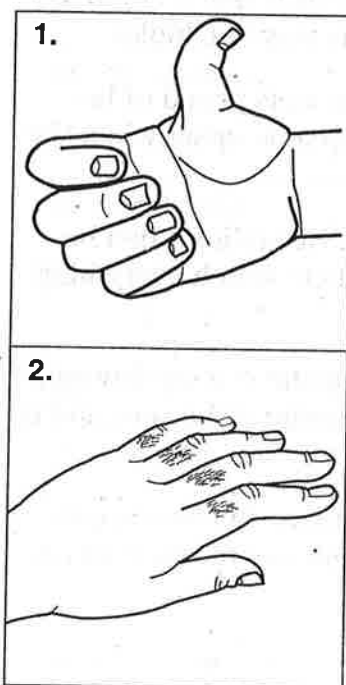
**60****Applying Health Skills**

Day 4

**Dominant or Recessive?**

You have learned that genes determine which traits of your parents get passed along to you. Each parent supplies one gene. Some genes are *dominant*. Others are *recessive*. The dominant gene is the stronger one. This means that if you inherit the dominant brown hair gene from one parent and the recessive blond hair gene from the other, you will have brown hair.

**This activity allows you to look at some other traits that you have inherited and discover whether you have dominant traits or recessive traits. Read the paragraphs below and complete the chart that follows.**



1. Try bending your thumb back. Some people can bend the last joint of the thumb back beyond an angle of  $45^\circ$ , as seen in the picture to the left. This is called hitchhiker's thumb. If you cannot bend your thumb more than  $45^\circ$ , you have the dominant gene *L*. If you can bend your thumb more than  $45^\circ$ , you have the recessive gene *l*. Circle the appropriate letter, *L* or *l*, on the chart.

2. Look at the back of your hand. Examine the first segment of each finger for the presence of hair. In some cases there may be no hair present. In other cases there may be hair on all four fingers, or in still other cases, there may be hair on one, two, or three fingers. See the hair on the fingers in the drawing at the left. If there is any hair at all on the first segment of your fingers, you have the dominant gene *H*. Circle the appropriate letter, *H* or *h*, on the chart.

3. Another trait that you have inherited is a tendency toward right-handedness or left-handedness. Right-handedness (*R*) is dominant over left-handedness (*r*). Circle the appropriate letter, *R* or *r*, on the chart.

<b>My Inherited Traits</b>		
Trait	Visible Characteristics	
1. Thumb Bending	Less than $45^\circ$ <i>L</i>	More than $45^\circ$ <i>l</i>
2. Finger Hair	Hair <i>H</i>	No hair <i>h</i>
3. Right- or Left-Handedness	Right-handed <i>R</i>	Left-handed <i>r</i>