Skills for a Healthy Life

What's Your Health IQ?

Indicate how frequently you engage in each of the following behaviors (1 = never; 2 = occasionally; 3 = most of the time; 4 = all of the time). Total your points, and then turn to p. 642.

1. I review all of my choices before I make a decision.

2. I think about the outcome for each possible choice.

3. I make decisions that support my beliefs.

4. I think about the decisions I make afterward so that I can learn from them.

5. I stop to think about who might be affected by the decisions I make.

6. I usually ask for advice when I have a tough decision to make.

7. If I make a bad decision, I try to correct any problem my decision caused.
SECTION 1
Building Life Skills

SECTION 2
Making GREAT Decisions

SECTION 3
Resisting Pressure from Others

SECTION 4
Setting Healthy Goals

Visit these Web sites for the latest health information:

go.hrww.com

www.scilinks.org/health

www.cnnstudentnews.com

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Amin has been so frustrated. He argues with his dad every day. His allergies are driving him crazy, and he doesn’t know which medicine to buy. What’s worse is that the class bully has been following him around school. Amin knows things need to get better, but he isn’t sure where to begin.

What Are Life Skills?

Like Amin, everybody wants to enjoy the benefits of a healthy life. We all want to be free from sickness. We want to feel good about who we are. However, having a healthy life doesn’t come without effort. Just like you need skills to build a house, you need skills to build a happy, healthy life.

Life skills will help you improve the six components of health: physical, emotional, social, mental, spiritual, and environmental. For example, one life skill can improve your social component of health by teaching you how to communicate more effectively. Another life skill can help your emotional health by suggesting ways to deal with difficult times, such as the death of a family member.

Some life skills can affect all components of your health. For example, one life skill provides suggestions for making good decisions. From the foods you choose to the friends you choose, the decisions you make can affect every component of your health.

Learning to use life skills will boost your wellness throughout your lifetime. However, using life skills takes practice. Just as an experienced builder makes a better house, you can practice life skills to build a healthier life!
Ten Life Skills

Figure 1 lists 10 life skills that can help you lead a healthy life. You will find these life skills throughout this textbook. The life skills are identified by this icon: LIFE SKILL

1. **LIFE SKILL Assessing Your Health** How healthy are you? How do you know if you are doing the right thing for your health? This life skill will help you evaluate your health. It will also help you to evaluate how your actions and behaviors affect your health. This will enable you to find out what you need to do to improve your health!

2. **LIFE SKILL Communicating Effectively** Have you ever had trouble dealing with a classmate or your parents? Have you ever struggled for the right word to say how you feel? This life skill will teach you good communication skills, which include knowing how to listen and speak effectively. These skills will help improve your relationships with your family, friends, classmates, teachers, and other adults.

3. **LIFE SKILL Practicing Wellness** This life skill will show you how to practice healthy behaviors daily so that you can have good lifelong health. Examples of healthy behaviors you may practice are getting enough sleep, choosing nutritious foods, and avoiding risky behaviors.

4. **LIFE SKILL Coping** Dealing with troubles or problems in an effective way is referred to as coping. This life skill will help you deal with difficult times and situations and with emotions such as anger, depression, and loss of a loved one.

5. **LIFE SKILL Being a Wise Consumer** A consumer is a person who buys products (such as food, CDs, or clothing) or services (such as...
CHAPTER 2  Skills for a Healthy Life

The average number of advertisements a person sees in 1 day is 3,000.

6. **LIFE SKILL** Evaluating Media Messages  Public forms of communication, such as TV, radio, movies, newspaper, the Internet, and advertisements are referred to as the **media**. The media have a significant influence on what you learn about the world. This life skill will give you the tools to analyze media messages. Knowing how to analyze media messages will help you make better decisions about your health.

7. **LIFE SKILL** Using Community Resources  A **resource** is something that you can use to help achieve a goal. For example, health clinics, libraries, and government agencies are all community resources. Every community has a wealth of services that provide help for all six components of health. This life skill will help you find these services and will describe how they can assist you.

The following three life skills will be described in more detail in the next three sections of this chapter.

8. **LIFE SKILL** Making GREAT Decisions  Everyone wants to make the right decisions for themselves. This life skill will provide you with steps to help you do just that. Section 2 of this chapter will discuss these steps in more detail.

9. **LIFE SKILL** Using Refusal Skills  This life skill will provide you with different ways you can say “no” to something you do not want to do. Section 3 of this chapter will describe refusal skills in more detail.

10. **LIFE SKILL** Setting Goals  This life skill will provide you with tips to help you reach your goals. Section 4 of this chapter will discuss these tips on setting goals in more detail.

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**SECTION 1 REVIEW**  
Answer the following questions on a separate piece of paper.

**Using Key Terms**

1. Define the term **coping**.
2. Identify the term for “a person who buys products and services.”
3. Identify the term for “something that you can use to help achieve a goal.”

**Understanding Key Ideas**

4. Summarize the importance of practicing life skills for lifelong wellness.
5. Name the life skill that teaches you good listening skills.

6. Identify the life skill that helps you make good decisions when buying health products or services.
   a. Coping  
   b. Practicing Wellness  
   c. Assessing Your Health  
   d. Being a Wise Consumer

7. Name the life skill that will help you say no to something you don’t want to do.

**Critical Thinking**

8. **LIFE SKILL** Practicing Wellness  Choose three life skills. Then, describe how you can apply each of these life skills in your life.
On her way to school, Sina was daydreaming about Marty, the cute senior she met yesterday. To her surprise, he pulled up in his car with his friends. Marty and his friends were planning to skip school and wanted her to come along. Sina froze as she quickly tried to decide what she should do.

Importance of Making Decisions

How many decisions have you made today? You’ve probably made more decisions than you even realize. Every day, people make decisions about what clothes to wear, what to eat, what channel to watch on TV, and whether to press the snooze button on the alarm clock again. These decisions often happen on the spur of the moment. You may even make these decisions without even thinking about them.

Making snap decisions without really thinking about them is alright for the easy things. But if you make impulsive decisions all of the time, you may run into some negative consequences. Consequences are the results of your actions and decisions. Sexually transmitted diseases, pregnancy, tobacco and alcohol addiction, overdoses, and car accidents are examples of negative consequences that many teens have faced because they made fast decisions.

Making decisions is important because you are responsible for the consequences of your decisions. The decisions you make not only affect your health but also can affect the health of others. For example, choosing to drink and drive not only puts the driver in danger but also puts everyone on the road in danger.

Your decisions can also promote the health of your family and the health of your community. For example, you can start a recycling project with your family. You can also start a neighborhood watch program in your community.
Using the Making GREAT Decisions Model

How many times have you made a decision that you regretted later? This is where the life skill for making GREAT decisions can help you by providing a decision-making model. The Making GREAT Decisions model is useful because it requires you to think about the choices and the consequences before making a decision. If you learn how to use the decision-making model, you are more likely to make decisions that have positive consequences.

The steps of the Making GREAT Decisions model are listed in Figure 2. Notice that each step uses the first letter of the word great. Let’s use the model for the decision Sina was facing at the beginning of this section. Recall that Sina has just been asked to skip school with Marty.

**GIVE Thought to the Problem** If Sina doesn’t stop to think about the decision, she might do something she regrets. Therefore, Sina pauses before giving Marty an impulsive answer.

**REVIEW Your Choices** At first glance, you might say that Sina has two choices. One choice is skip school and get into the car with Marty. Another choice is to tell Marty, “No, thanks,” and keep walking to school. Are those two choices the only ones that Sina has? Can you think of any others? Why is Sina tempted to skip school with Marty in the first place? She probably likes him. Maybe she can suggest that they get together at another time.

**EVALUATE the Consequences of Each Choice** In this step, Sina weighs the pros and cons of each possible choice. If Sina skips school, she could get caught and could be suspended from school. If her parents found out, she would be grounded. These consequences would be the short-term consequences.

Sina could also face long-term consequences. These consequences would affect her years from now. Sina thinks that she spotted a six-pack of beer in the back seat. What would happen if she were in the car and they were arrested? She could have an arrest on her record. Or they could get into an accident!

What if Sina follows her second choice—not to get into the car with Marty but to keep walking to school? If she makes this decision, she will not face any serious consequences. But she will miss a chance to be with Marty.

What if she follows her third choice—to turn down Marty’s offer but to suggest that they get together another time? Sina won’t get into trouble for skipping school. Also, she won’t risk getting into a car with people who drink and drive. Wait a minute. If Marty drinks and drives and skips school now, is he likely to do so again? If Sina gets together with Marty, might she find herself in this situation in the future?
**ASSESS and Choose the Best Choice** During this step, Sina makes her choice. She decides which choice best reflects her values. You may recall that a value is a strong belief or ideal. For example, honesty is one of Sina’s values. Values have a big effect on your decision making. If you make a decision that goes against your values, you will feel bad about the decision later. Respecting your values is respecting yourself.

Sina chose not to skip school with Marty. She also did not offer to get together with him later. Lying to her teachers and parents about her whereabouts went against her values. She would face too many negative consequences for skipping school. Going straight to school was a lot less stressful. Sina politely told Marty, “No, thanks.”

**THINK It Over Afterward** Sina thought about her decision. She was glad she didn’t have to lie to her parents. She was also glad that she didn’t have to worry about getting in trouble.

**Making GREAT Decisions Together**

You will likely face situations in which you are not sure what the right decision is. These decisions generally affect your life and health significantly. For this reason, you may feel more pressured to make the right decision. When you have to make difficult decisions, seeking advice from your friends, teachers, and parents can be very helpful. They might see a positive or negative consequence that you didn’t. They can also support you when you need to make an unpopular decision.

Sometimes, we don’t realize how our decisions affect others. For example, if you decide to baby-sit when you feel sick, you might pass the sickness on to the baby. These are the decisions about which you probably would want to ask for advice.

For some decisions, you may need more than just advice. Many decisions require you to collaborate with others. To collaborate is to work together with one or more people. For example, working on a science project with your classmate requires you to collaborate. Some collaborations are more serious. For example, you discover your friend has been talking about suicide. You need to collaborate with your parents to find out how to help your friend. No matter how serious the situation is, learning to work with others helps you find the right solution.

As you get older you will find that skills in collaborative decision making will be very useful. You will use these skills to make decisions with coworkers at your current or future jobs. You will also use collaborative decision making skills with the family you will form. Learning these skills now will help you make better decisions in the future.
Everyone Makes Mistakes

What happens if you find you made a poor decision? It is possible, even likely—even after practicing your decision-making skills! Sometimes, the consequences of wrong decisions are embarrassing or humiliating. Everybody has had that kind of experience. Sometimes, however, wrong decisions can be dangerous to you and to the people around you. These kinds of decisions need to be dealt with as soon as possible.

Stop, Think, and Go  If you made a poor decision, you can use the Stop, Think, and Go process to correct the problem. The Stop, Think, and Go process uses the following steps:

- **STOP** First, stop and admit that you made a poor decision. When you admit that you made a wrong decision, you take responsibility for what you’ve done.
- **THINK** Then, think about to whom you can talk about the problem. Usually, a parent, teacher, school counselor, or close friend can help you. Tell whomever you choose about your decision and its consequences. Discuss ways to correct the situation.
- **GO** Finally, go and do your best to correct the situation. Maybe you simply need to leave the situation you are in. You may have to tell someone about an unsafe situation. You may have to apologize to someone you hurt. In any case, you have had the opportunity to learn from your mistake.

Admitting that you have made the wrong decision is not always easy. You might risk getting in trouble with your parents or teachers. You might make your friends angry. In the long run, though, you’ll feel better. You will know that you adhered to your values and tried to do the right thing.

**SECTION 2**

**REVIEW** Answer the following questions on a separate piece of paper.

**Using Key Terms**

1. **Identify** the term for “a result of your actions and decisions.”
2. **Define** the term *collaborate*.

**Understanding Key Ideas**

3. **Describe** the importance of making decisions.
4. **Identify** the step that is *not* a part of the Making GREAT Decisions model.
   a. Review your choices.
   b. Assess and choose the best choice.
   c. Think it over afterward.
   d. Think quickly.

5. **Summarize** why it is important to think about decisions you make afterward.
6. **Describe** what you can do if you make a wrong decision.

**Critical Thinking**

7. **LIFE SKILL** Making GREAT Decisions  Apply the Making GREAT Decisions model to a situation in which you need to make a decision.
8. **LIFE SKILL** Making GREAT Decisions  Describe a time when you worked effectively with someone else to make a decision.
Here, take this! Don’t say anything or I’ll say it was your idea!” Maiyen’s friend Jeff stuffed candy that he was planning to steal into Maiyen’s pocket. At that moment, Maiyen’s uncle came out from behind the store counter. “Maiyen! How’s your dad?”

Who Influences You?
What style of clothes do you wear? What kind of hairstyle do you have? Your behaviors and decisions are often influenced by many people. For example, your friends can influence you through peer pressure. Peer pressure is a feeling that you should do something because that is what your friends want. Your family can also influence your behaviors and decisions. Even the media (movies, TV, books, magazines, newspapers, the Internet, and radio) influence the decisions you make every day. These influences can be positive or negative.

Positive Influences  Having positive role models and being influenced to improve yourself can be good. For example, let’s say that your closest friends are joining the track team. You decide to join the team, too, to spend more time with your friends. Running around the track improves your physical health, doesn’t it?

Negative Influences  On the other hand, being pressured to do something that you don’t want to do is not healthy. For example, Maiyen is being pressured to steal from her uncle’s store. The consequences of negative pressure can be serious. Some pressures can be life threatening. Examples of pressures that can threaten your life include smoking, drinking alcohol, and using drugs. These pressures often come from your own friends.
Types of Pressure

The people and groups that influence you can pressure you either directly or indirectly. These two types of pressure—direct and indirect—are described below. Examples of each type of pressure are given in Table 1.

**Direct Pressure** The pressure that results from someone who tries to convince you to do something you normally wouldn’t do is referred to as a direct pressure. Refer to Table 1 to determine which kind of direct pressure Maiyen faced. If you answered “threat,” you are correct.

**Indirect Pressure** The pressure that results from being swayed to do something because people you look up to are doing it is referred to as indirect pressure. Indirect pressure is much more subtle than direct pressure. When you are pressured indirectly, you are not directly told or asked to do something. However, you may still feel pushed to do it.

When making a decision, make a conscious effort to determine why you are making that decision. Are you being pressured to behave in a certain way? Does this decision support your values? If your choice harms you or someone else in any way, you might want to rethink the decision.

<table>
<thead>
<tr>
<th><strong>Direct pressure</strong></th>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teasing</td>
<td>Your friends tease you about your clothes being out of style.</td>
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<tr>
<td>Persuasion</td>
<td>You’re too tired to go to the party, but your friend says that a lot of cool people will be there.</td>
</tr>
<tr>
<td>Explanations</td>
<td>The doctor says that your risk of heart disease increases if you do not exercise.</td>
</tr>
<tr>
<td>Put-downs</td>
<td>Some kids call you a wimp because you won’t try out for the soccer team.</td>
</tr>
<tr>
<td>Threats</td>
<td>Your sister threatens to tell on you for failing your math test if you tell on her for getting a detention.</td>
</tr>
<tr>
<td>Bribery</td>
<td>Your parents tell you that they will give you $10 for every A you get on your report card.</td>
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<table>
<thead>
<tr>
<th><strong>Indirect pressure</strong></th>
<th><strong>Example</strong></th>
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<tbody>
<tr>
<td>TV</td>
<td>You start using phrases or slogans from your favorite TV show.</td>
</tr>
<tr>
<td>Radio</td>
<td>A song’s lyrics encourage violent acts or criminal behavior.</td>
</tr>
<tr>
<td>Advertising</td>
<td>You buy a product because the ad says the product will solve a particular problem for you.</td>
</tr>
<tr>
<td>Role models</td>
<td>Your coach volunteers at a fund raiser. You donate money to the fund.</td>
</tr>
<tr>
<td>Popular people</td>
<td>You like the way a certain jacket looks on a popular person, and you want to get one for yourself.</td>
</tr>
<tr>
<td>Famous people</td>
<td>Your hairstyle matches the hair style of a famous actress.</td>
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Refusal Skills

What happens if someone is directly pressuring you to do something that you do not want to do? There are many different ways to refuse to do something. A refusal skill is a strategy to avoid doing something you don’t want to do.

Table 2 lists and gives examples of twelve different refusal skills. You can use one or more of these refusal skills in any situation where you are feeling pressured. For example, Asaf promised his dad he would help clean out the garage on Saturday afternoon. However, his friend Joey wants him to ride bikes instead. Asaf has already told Joey about his promise to his dad, but Joey keeps pressuring him.

How do you think Asaf can use the twelve refusal skills in this situation? Which ones do you think Asaf should try? Can you think of any other possible responses Asaf could use?

Some of the refusal skills might be familiar to you. You might have even used a couple of them. Some refusal skills are better than others for certain situations. Sometimes, you have to refuse in several different ways before people will accept your answer. The more options you know, the more successful you will be at refusing pressure. Practicing each of the refusal skills will help even more.

<table>
<thead>
<tr>
<th>Refusal skill</th>
<th>Sample response</th>
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<tbody>
<tr>
<td>1. Blame someone else.</td>
<td>“My dad would kill me if I didn’t help him.”</td>
</tr>
<tr>
<td>2. Give a reason.</td>
<td>“No, my dad said he’d pay me $20 if I helped out.”</td>
</tr>
<tr>
<td>3. Ignore the request or the pressure.</td>
<td>Pretend that you don’t hear them asking you. Refuse to talk about it.</td>
</tr>
<tr>
<td>4. Leave the situation.</td>
<td>“I’ve got to get going. I’m running late.”</td>
</tr>
<tr>
<td>5. Say, “no, thanks.”</td>
<td>“No, thanks. I’m not interested.”</td>
</tr>
<tr>
<td>6. Say no, and mean it.</td>
<td>“NO, I don’t want to!”</td>
</tr>
<tr>
<td>7. Keep saying no.</td>
<td>“How many times do I have to say no? Stop bugging me!”</td>
</tr>
<tr>
<td>8. Make a joke out of it.</td>
<td>“You probably couldn’t keep up with me on a bike ride anyway.”</td>
</tr>
<tr>
<td>9. Make an excuse.</td>
<td>“No, I’m not feeling well.”</td>
</tr>
<tr>
<td>10. Suggest something else to do.</td>
<td>“Let’s go on a bike ride on Sunday instead.”</td>
</tr>
<tr>
<td>11. Change the subject.</td>
<td>“I heard Nick and Mary are dating.”</td>
</tr>
<tr>
<td>12. Team up with someone.</td>
<td>“Hey David, didn’t dad say we had to do the garage or we’d be grounded?”</td>
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</tbody>
</table>

Ask one or more people who share your values to help you in the refusal. Many voices are better than one!
Practicing Refusal Skills

When you do something again and again, you get good at it. That isn’t a surprise. You know that if you practice playing the guitar, you’ll get better and better at it. If you practice working on those math problems, you’ll get a better grade on the exam. It’s the same thing with refusal skills. The more you practice them, the more natural they will sound when you actually have to use them.

Practicing refusal skills can help you know what to do when you are in a “real-life” situation. If you are experienced in using refusal skills, you will probably make better decisions. The reason is that the decisions you make will be your own, and you will not be pressured by others.

Refusal skills will be helpful for you during your entire life, not just now. Usually, when you hear about peer pressure, people are talking about the teenage years. The truth is that throughout your life you will be in situations in which you feel pressured to do things that you don’t want to do. For example, your boss invites you to the game on Saturday, which happens to be the day your friends planned your birthday celebration. Refusal skills can help you gracefully say “no, thanks.” They will also increase your self-confidence. People will notice your confidence and will be less likely to pressure you.

Role-Playing Refusal Skills

Imagine that you have a couple of friends over to play video games. Your parents went out to dinner so you have the house to yourselves. One friend finds beer in the refrigerator. She suggests that you and your friends drink it. You know your parents will notice if the beer is gone.

1. Reread the list of refusal skills in Table 2.

2. Apply each one of the refusal skills to the situation described above, and role-play each skill with a classmate.

Using Refusal Skills Describe which refusal skill was the most effective.
Saying No with Respect When you practice refusal skills, two basic points are important to remember—always respect others, and don’t put anyone down. One reason that people feel pressured to do things they don’t want to do is that they don’t want to seem disrespectful. However, you can deliver a firm no without being disrespectful. You do not have to insult someone when you are refusing to give in to their pressure. For example, don’t call someone a loser to get the person off your back. That isn’t a positive way to deal with the situation and it won’t get a positive reaction either.

Disagreeing with others or saying no does not mean that people will stop liking you, although it may seem so at the time. If someone gets angry with you for saying no, you should not feel as if you should have said yes.

Persistent Pressure Some people might not stop bothering you. You might have said no in 10 different ways, and they are still pushing you. In this case, you have to leave the situation. (If you can’t leave, find a teacher, a parent, or another trusted adult to help you.) Remember, that even if someone doesn’t respect your no, you don’t have to do what he or she is pressuring you to do. Your values and rights are important.

What do you do if the person who won’t stop pushing you is your friend? You may have to ask yourself if this person is a good person for you to be around. Does he or she respect you and the things that are important to you? If you stopped hanging around with the person, would you have less pressure and stress in your life?

Practicing refusal skills now will help you cope with difficult situations that you might face. The more you practice, the more confident you will be. Before you know it, you’ll be an expert!
Setting Healthy Goals

OBJECTIVES
Differentiate between short-term goals and long-term goals.
Describe six suggestions for setting goals.
Develop an action plan to achieve a personal goal.

KEY TERMS

goal something that you work toward and hope to achieve
action plan a set of directions that will help you reach your goal

Beth’s New Year’s resolutions are to apply to colleges, get a part in the school play, and save money to buy the latest CD of her favorite band. Like most people, Beth has a long list of things she plans to do.

Kinds of Goals

You’ve probably been asked many times about your goals by parents, relatives, teachers, and guidance counselors. A goal is something that you work toward and hope to achieve. If you haven’t been asked about your goals yet, just wait until you interview for a job or fill out a college application! Questions about goals usually come up at interviews and on applications. Knowing what your goals are will help you answer these questions.

Goals are directions for your life. Setting goals can help you stay focused so that you can reach your goals. If you set your goals for the future, you will have a map of where to go. Instead of driving aimlessly around, you know where you are going and what you have to do to get there. There are two types of goals: short-term goals and long-term goals.

Short-Term Goals Goals that can be achieved quickly—in days and weeks—are called short-term goals. What is Beth’s short-term goal? She wants to save money to buy a CD. Other examples of short-term goals that you might have are doing well on an exam or getting up the nerve to ask someone on a date.

Long-Term Goals Some goals may take months or years to achieve. Those goals are called long-term goals. If you know what you want to be “when you grow up,” you have a long-term goal. For example, you may have goals of being a mechanic, traveling around the world, or getting into college.

Achieving long-term goals takes a lot of hard work and determination. You cannot reach them overnight. In fact, some long-term goals consist of a series of smaller, short-term goals. Setting short-term goals makes achieving the ultimate long-term goal easier.
For example, Beth’s long-term goal is to be an actress. Because she knows there are many steps to reach this goal, she broke the goal into smaller goals. This year, she will apply to several colleges to study acting. Also, she will try out for the school play.

**Six Suggestions for Setting Goals**

Long-term goals, such as becoming an actress, may seem too hard to accomplish. Don’t be discouraged. Remember what we said about goal setting being like making a map? You are much more likely to reach your goal if you map out how to get there. Below are six suggestions for setting goals. To help you remember them, think of them as the six S’s.

1. **Safe** The first thing to ask yourself is if this goal can harm you. For example, let’s say that you are overweight and your goal is to lose weight. Losing weight to get in shape and become healthier is a good thing, right? The question is how do you plan to lose weight? If your goal is to starve yourself until you feel sick and weak, your goal is not safe. A safe goal would be to stop eating junk food and start exercising regularly. Do you see the difference?

2. **Satisfying** Goals should be satisfying. You should feel good about yourself when you reach your goals. You might think, Why wouldn’t I feel good about reaching any goal that I have set? Let’s say your goal was to do well on an exam. You did well on the exam, but you cheated. You have no satisfaction because you didn’t reach your goal using your own effort. But if you had earned the grade by studying, you would have felt fantastic!

3. **Sensible** It’s also important that your goals, especially your short-term goals, be sensible, or realistic. For example, setting a goal to become fluent in a second language in a one-month period is not realistic. This is a good long-term goal, but not a good short-term goal. However, like Beth, you can break your long-term goals into short-term goals. For example, each day make a short-term goal to learn five new words in the second language.

   Another part of making a sensible goal is to make sure it is a goal that you can achieve. Don’t set a goal that would be impossible for you to achieve. For example, let’s say you have soccer practice and band practice and you are also on the yearbook committee. It probably wouldn’t be a sensible goal for you to run for student council on top of all of your other responsibilities.

4. **Similar** The goal you set for yourself should be similar to goals you have set in the past. This means that your new goals should not contradict your earlier ones. Let’s go back to the goal of losing weight. But now you have another goal. You want to learn how to bake fancy desserts. Something should tell you that these goals might not work well together. When you have a goal to kick a bad habit, don’t create another goal that will make reaching the first goal difficult.
5. **Specific** Good goals are specific. That is, the steps to achieve those goals are very clear. When people say they want to “be happy,” their goal is not specific. Being happy is a good thing to want to be, but is it a good goal? How do you achieve happiness? Do you plan to be happy by the time you’re 85 or by this weekend? The goal of being happy is too vague.

A more specific way to approach the goal of happiness is to identify what makes you happy. Then you can spend more time doing it. For example, let’s say that you are happiest when you are listening to music. Your goal could be to work in a music store. Then you could listen to music at work and get discounts on CDs!

6. **Supported** The last thing to ask yourself when setting a goal is whether your parents or other responsible adults would support this goal. Most of the time, your goals are positive and would be supported by others. However, some goals might not be supported. For example, let’s say you set a goal to be more successful on your athletic team by using steroids. Most parents would not agree with the way you chose to achieve this goal.

Having your family’s support will help you reach your goal. Share with your family how you plan to reach the goal. They may have suggestions that can help. They also might find problems that you didn’t notice.
Make an Action Plan

Now that you know six suggestions for setting goals, you can use these suggestions to check your goal. The next step is to create an action plan. An action plan is a set of directions that will help you reach your goal. An action plan describes the step-by-step process you will take as you work towards your goal. An action plan also states the date you plan to meet the goal. You may want to record your action plan in a notebook.

Rewards  Your action plan should contain suggestions that will make reaching your goal easier. One idea that helps is to make a list of rewards you will reap for reaching your goal. This list will remind you why you are working so hard. For example, let’s return to Beth’s long-term goal of becoming an actress. What would some of Beth’s rewards be? She is doing what she enjoys. She feels good about her accomplishment. Her talent is admired and respected by other people and by other actors and actresses. If she becomes a really successful actress, she might even become rich and famous!

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**If we did all the things we are capable of, we would literally astound ourselves.”**

— Thomas Edison

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**REACHING YOUR GOALS**

**Materials**

✓ pencil
✓ notebook

**Procedure**

1. **Choose** a short-term health goal for yourself. Record it in your notebook.
2. **Write** how your goal satisfies each of the six suggestions for setting goals.
3. **Create** a step-by-step action plan in your notebook. Record each action you will need to take. Don’t forget to record a goal date!
4. **State** why you want to reach this goal.
5. **Write** the positive and negative influences related to reaching your goal.
6. **Track** your progress daily. Write down each accomplishment and each setback.

**Conclusions**

1. **Analyzing Methods** How can you take advantage of the positive influences that you listed?
2. **Analyzing Methods** What can you do to control or minimize the negative influences that you listed?
3. **Predicting Outcomes** List the benefits and rewards you will gain by achieving this goal.
4. **CRITICAL THINKING** Do you think this goal is realistic? Why or why not?
Influences It is important to know what influences can hurt you and what influences can help you when working on your goal. For example, the six risk behaviors that are common among teens are drug and alcohol use, sexual activity, behaviors that cause injury, poor dietary patterns, tobacco use, and sedentary lifestyle. In Beth’s case, these behaviors not only would harm Beth’s physical health but also could keep her from reaching her goal. What would happen if Beth used drugs? What would happen if she became pregnant before graduating from high school? How would her plans change?

On the other hand, Beth notes the positive influences related to meeting her goal. Your family can be a significant positive influence on your goals. For example, her parents are a big help when she practices her lines. They also drive her to rehearsals and support her in the audience on opening night.

Tracking Your Progress Another important part of the action plan is to track your progress. Every week, Beth writes down what she has accomplished and what has set her back on her road to becoming an actress. This record encourages her when she sees progress. Beth remembers how satisfying it was to write in her notebook the day she got a part in the school play.

Writing down how rehearsals have gone also helps Beth see certain problems. For example, Beth has noticed that forgetting her lines during rehearsal distracts her. Beth has solved this problem by spending a few minutes reviewing her lines on the way to school each day!

Beth also uses her notebook to see which steps she needs to prepare for next. Because Beth’s goal is a long-term goal, she broke it down into smaller, short-term goals. Her next short-term goal is to apply to colleges. She looks forward to the day when she can write down that her favorite college accepted her!

SECTION 4

Using Key Terms
1. Identify the term for “something that you work toward and hope to achieve.”
2. Define action plan.

Understanding Key Ideas
3. Compare short-term goals and long-term goals.
4. Summarize the six suggestions for setting goals.
5. Name the suggestion for setting goals that recommends that you avoid a goal that hurts your health.

6. Identify the suggestion for setting goals that recommends that you choose a goal that is realistic.
   a. sensible
   b. smart
   c. safe
   d. simple

7. List three things you should do when making an action plan.

8. State the six risk factors that can keep you from reaching any goal.

Critical Thinking
9. **LIFE SKILL** Setting Goals Create an action plan to achieve one of your personal goals.
CHAPTER 2
Highlights

Key Terms

SECTION 1
- life skill (26)
- coping (27)
- consumer (27)
- media (28)
- resource (28)

SECTION 2
- consequence (29)
- collaborate (31)

SECTION 3
- peer pressure (33)
- direct pressure (34)
- indirect pressure (34)
- refusal skill (35)

SECTION 4
- goal (38)
- action plan (41)

The Big Picture

✔ Practicing life skills will help you improve your wellness throughout your life. The ten life skills are Assessing Your Health, Communicating Effectively, Practicing Wellness, Coping, Being a Wise Consumer, Evaluating Media Messages, Using Community Resources, Making GREAT Decisions, Practicing Refusal Skills, and Setting Goals.

✔ You can use life skills when you buy health products, make decisions, deal with loss, build relationships, and improve many aspects of your health.

✔ The decisions you make affect not only your health but also other people.

✔ The five steps of the Making GREAT Decisions model are as follows: (1) Give thought to the problem. (2) Review your choices. (3) Evaluate the consequences of each option. (4) Assess and choose the best choice. (5) Think it over afterward.

✔ Learning to collaborate with others will help you make better decisions.

✔ If you make a wrong decision, STOP and take responsibility for it. THINK about talking to a trusted adult to help you correct the situation. GO and do your best to correct the problem.

✔ You can be positively or negatively influenced by friends, family, or the media.

✔ Different types of direct pressures include teasing, persuasion, explanations, put-downs, threats, and bribery.

✔ Different sources of indirect pressures include TV, radio, advertising, role models, popular people, and famous people.

✔ A refusal skill is a strategy to avoid doing something you don’t want to do.

✔ Practicing refusal skills can help you say no to peer pressure with confidence and respect.

✔ Short-term goals can be achieved in days or weeks. Long-term goals may take months or years to achieve.

✔ The six S’s for setting goals are safe, satisfying, sensible, similar, specific, and supported.

✔ An action plan is a set of directions that can help you reach your goal.
CHAPTER 2

Review

Using Key Terms
action plan (41)  indirect pressure (34)
collaborate (31)  life skill (26)
consequence (29)  media (28)
consumer (27)  peer pressure (33)
coping (27)  refusal skills (35)
direct pressure (34)  resource (28)
goal (38)

1. For each definition below, choose the key term that best matches the definition.
   a. all public forms of communication, such as TV, radio, newspaper, the Internet, and advertisements
   b. something that you can use to help achieve a goal
   c. to work together with one or more people
   d. a strategy to avoid doing something you don’t want to do
   e. a person who buys products or services
   f. a feeling that you should do something because your friends want you to
   g. dealing with problems and troubles in an effective way
   h. a result of your actions and decisions
   i. a tool for building a healthy life

2. Explain the relationship between the key terms in each of the following pairs.
   a. direct pressure and indirect pressure
   b. goal and action plan

Understanding Key Ideas

Section 1

3. Choose a life skill, and describe how you could use it effectively for long-term wellness.
4. Identify the life skill you would use to evaluate how your actions affect your health.
5. Identify the life skill you would use to help you say no to peer pressure.
   a. practicing wellness  c. using refusal skills
   b. setting goals  d. coping
6. CRITICAL THINKING Explain how you could use the Communicating Effectively life skill.

Section 2

7. Why is it important to evaluate the consequences of each option before you make a decision?
8. Identify the step in the Making GREAT Decisions model in which you determine whether you made the right decision.
9. Which of the following is not a step to take if you have made a wrong decision?
   a. think  c. stop
   b. forget  d. go
10. CRITICAL THINKING Write a paragraph about a decision that you made that affected other people.
11. CRITICAL THINKING Name a situation in which you would use collaborative decision-making skills?

Section 3

12. Describe how each of the following influences affects your behavior.
   a. friends  c. the Internet
   b. family  d. TV
13. Which three kinds of direct pressure do you experience most often?
14. Which three kinds of indirect pressure do you experience most often?
15. Describe a refusal skill you have used before.
16. Identify the refusal skill that requires support from others.

Section 4

17. What is the difference between a short-term goal and a long-term goal?
18. State an example of a short-term goal that you would like to reach this week.
19. Which of the following suggestions for setting goals recommends you choose a goal that will make you feel good about yourself?
   a. similar  c. satisfying
   b. specific  d. safe
20. State how each of the six risk behaviors could affect one of your goals.

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Interpreting Graphics

Study the table below to answer the questions that follow.

<table>
<thead>
<tr>
<th>Refusal Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pressure</td>
<td>Response</td>
</tr>
<tr>
<td>1. “Everyone else is doing it.”</td>
<td>1. “Do you have to do what everyone else does?”</td>
</tr>
<tr>
<td>2. “Don’t you want to know what it’s like?”</td>
<td>2. “Okay, just this once.”</td>
</tr>
<tr>
<td>3. “Please, do it for me.”</td>
<td>3. ____________</td>
</tr>
</tbody>
</table>

21. Which response above is a good example of a refusal skill?

22. CRITICAL THINKING Change the bad example of a refusal skill into a good example of a refusal skill.

23. CRITICAL THINKING Use a refusal skill to fill in a response for item 3.

Activities

24. Health and You Draw a map for a long-term goal you have set for yourself. Draw and label a road to show the path you will take. Use symbols such as rivers for challenges you expect to face. Draw and label bridges to symbolize ways to overcome these challenges. Draw a triumphant image to show the accomplishment of your goal.

25. Health and Your Family Write about a time when your family made a group decision on something you were going to do, such as where to go for dinner or how to spend a vacation.

26. Health and You Write about a real or imaginary situation in which you used or could use three or more of the life skills discussed in this chapter to improve your life.

Action Plan

27. Setting Goals Write an action plan for a long-term goal of yours. Apply the six suggestions for setting goals. Break up the goal into short-term goals. Set a date to accomplish the long-term goal. Determine the positive and negative influences that may affect your goal.

28. In this passage, the word ambiguous means
   A negative.
   B not clear.
   C complicated.
   D hopeful.

29. What can you infer from reading this passage?
   E Sina skipped school with Marty.
   F Marty was pulled over by the police.
   G Marty had a great day with his friends.
   H all of the above

30. Write a paragraph describing all of the reasons why Sina shouldn’t skip school with Marty.
Self-Diagnosis and the Internet

Self-diagnosis is our personal evaluation of our own health issues. We usually use self-diagnosis, for example, when we are coming down with a cold, when we have the flu, or when we have a rash from poison ivy. In the past, if a condition were more complex or more dangerous, people went to a doctor for a professional diagnosis. Most people still do, but today many people are turning to the Internet to find the answers to their medical questions.

Web Sites Often Have Inaccurate Information

One health issue that many people go to the Internet to understand is skin cancer. Doctors at the University of Michigan wanted to find out if Internet sites that provide information on skin cancer were accurate. What they found was quite alarming. Their study revealed that most sites contained incomplete information and that one in eight contained wrong information. It is important to remember that many Web sites lack accurate information about prevention, diagnosis, and treatment.

Some Sites Are Not What They Claim To Be

Unfortunately, some sites contain areas of self-diagnosis simply to sell you a worthless product. Many unscrupulous Internet merchants are simply seeking to make a lot of money in a hurry. If someone sells you a bracelet to cure a rash, it does more harm than only costing you money. If you buy the bracelet, you may be using a useless trinket to ignore a serious condition. Such bogus sites often spring up on the Internet and then disappear just as quickly. Other sites mean well but offer cures that have not been fully tested. The people behind these sites may have your best interest at heart, but their sites may not have the objectivity of a carefully trained doctor.
How Can the Internet Help?

The Internet has many sites that offer self-diagnosis charts, tests, and evaluations. For example, if you have a skin problem, you can go to a site, answer a few questions, and arrive at a medical conclusion. In many cases, such Internet sites can help you understand your problem. By comparing your symptoms with those listed on a site, you may figure out what is wrong.

As good as Web self-diagnosis may be, it is also filled with dangers. Self-diagnosis on the Web

▸ is not a substitute for a doctor’s professional evaluation
▸ may be based on information that is inaccurate or false
▸ is often conducted on sites that want to sell you something or that contain highly questionable health practices

Your Doctor Knows

A doctor has been trained to look carefully for all of the evidence of a disease or disorder. In addition, your doctor is less likely to make a mistake than you are while you are sitting and worrying in front of a computer. For example, suppose that moving the left side of your face became difficult and you couldn’t blink your left eye. If you looked up the symptoms on a computer, you might think you had Bell’s Palsy, an annoying disruption of your facial nerves. According to the Internet, your problem will go away on its own. Your doctor, however, may ask you if you had a recent rash, had joint pain, or had been hiking. Your doctor knows that nerve problems in the face can be a symptom of something else. He or she will evaluate all of your symptoms and might diagnose Lyme disease and take appropriate steps. Your self-diagnosis would have prevented you from getting the antibiotics needed to combat Lyme disease.

Wise Use of the Web

The Internet can help you see the seriousness of a symptom or can provide additional information. For example, if you have already seen a doctor, you can read more about your diagnosis and can educate yourself. In addition, you can use the Internet to gather information in private. But the Internet is only one tool to support your health. Use it wisely in addition to consulting health professionals.

1. **Summarizing Information**  What are three dangers of using Internet sites for self-diagnosis of health issues?

2. **Applying Information**  How has Internet technology changed self-diagnosis from the way people diagnosed themselves in the past?

3. **CRITICAL THINKING**  How can you determine if a Web site contains medically accepted information?