

Harcourt  
**Health  
and  
Fitness**

**Planning Resources**

Grade 5

**Activity Book**



# A Growing and Changing Body

## Directions

- Use lesson vocabulary in the Word Bank to complete each **Summary**.
- Read the directions provided to complete each **Lesson Details**.

### Word Bank

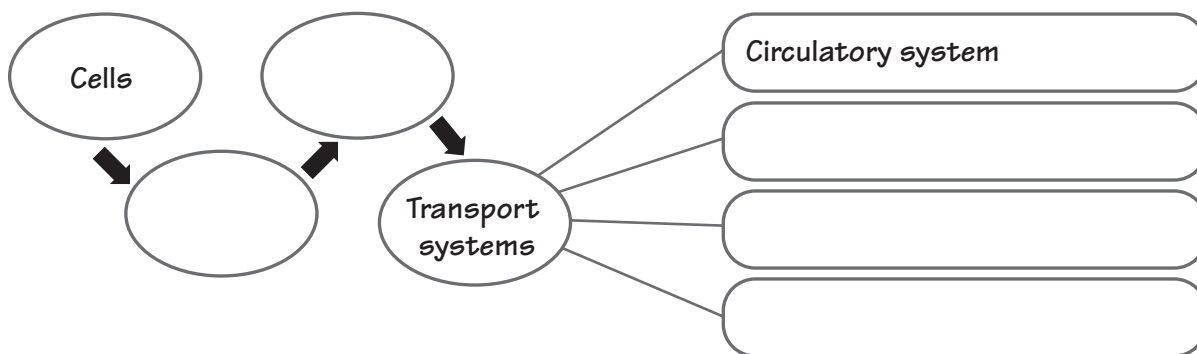
abstract thinking	environment	hormones	neurons	system
cell	growth spurt	joint	organs	tendons
concrete thinking	heredity	ligaments	prenatal	tissues

## Lesson 1 pp. 4-9

**Summary** The basic unit of structure of all living things is the \_\_\_\_\_.

Cells that look alike and work together make up the \_\_\_\_\_ that form body parts. A group of \_\_\_\_\_ form a body \_\_\_\_\_.

**Lesson Details** Use pages 4-9 to complete the graphic organizer.



## Lesson 2 pp. 10-13

**Summary** Two or more bones fit together at a \_\_\_\_\_. There, \_\_\_\_\_, which are strong bands of tissue, attach bones together. Muscles are attached to bones by \_\_\_\_\_. \_\_\_\_\_ send and receive messages to all parts of the body.

**Lesson Details** Use page 13 to explain what happens during a reflex action.

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**Lesson 3** pp. 14-19

**Summary** The passing of traits from parents to children is called \_\_\_\_\_.

Some traits and the way you grow are influenced by your \_\_\_\_\_.

Chemicals called \_\_\_\_\_, produced by your endocrine system, also influence growth.

**Lesson Details** Look at pages 18–19. Use another sheet of paper to explain why physical activity and proper nutrition are important as you grow.

**Lesson 4** pp. 20-24

**Summary** The time before birth is called the \_\_\_\_\_ stage. During this stage you experienced your first period of rapid growth, called a \_\_\_\_\_.

**Lesson Details** Use the chart on page 21 to match the phrases to the stage of life. Each stage has two phrases that match.

- |                 |                     |  |
|-----------------|---------------------|--|
| _____ and _____ | <b>1.</b> prenatal  | <b>a.</b> slow, constant growth                      |
|                 |                     | <b>b.</b> birth until two years                      |
| _____ and _____ | <b>2.</b> infancy   | <b>c.</b> nine months before birth until birth       |
|                 |                     | <b>d.</b> develop the systems needed to support life |
| _____ and _____ | <b>3.</b> childhood | <b>e.</b> two years until about ten years            |
|                 |                     | <b>f.</b> learn to sit up, crawl, walk, and talk     |

**Lesson 5** pp. 26-29

**Summary** Solving problems involving real objects that you can see and touch is called \_\_\_\_\_ . Being able to imagine different solutions to problems is called \_\_\_\_\_ .

**Lesson Details** Use the “Problem Solving Steps” on page 27 to put the list in its proper order.

- \_\_\_\_\_ Choose the best solution.
- \_\_\_\_\_ Brainstorm many possible solutions.
- \_\_\_\_\_ Test the solution. Think about what might happen if you try it.
- \_\_\_\_\_ Identify the problem. State it to yourself.

# Sequence

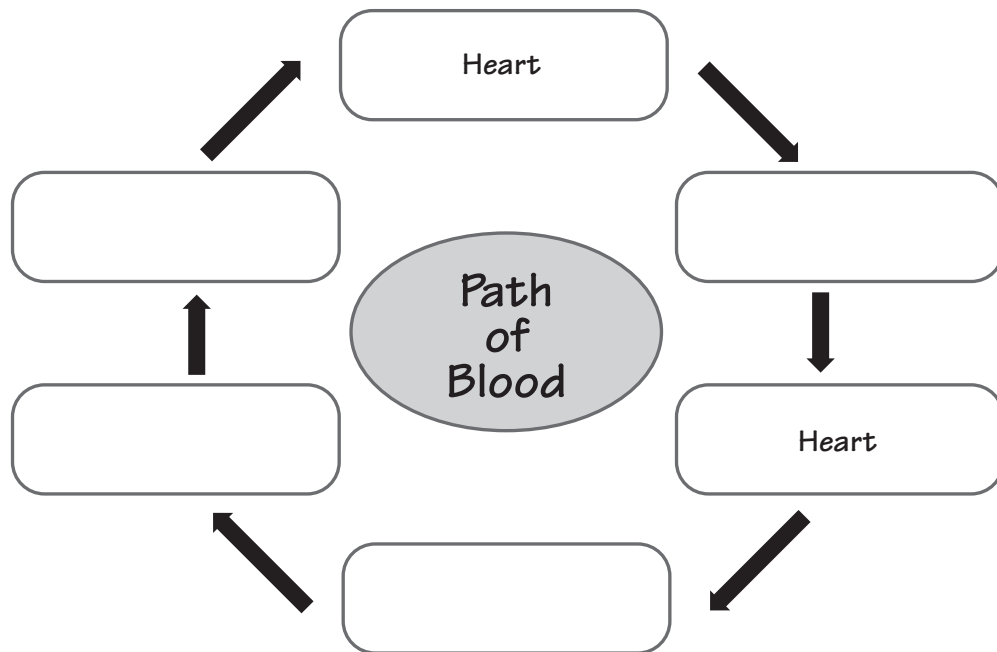
## Delivery Deluxe!

Blood delivers oxygen, materials from food, and hormones throughout the body. It also carries special cells that fight infections. Blood picks up carbon dioxide and other wastes from the cells and carries them to the lungs, kidneys, or skin, where they can leave the body. Blood is carried in one direction from the heart to the body and back to the heart. The blood is enclosed within blood vessels all the way.

How does blood pick up and deliver materials if it never leaves a blood vessel? It does this right through the vessel walls. Oxygen and other materials can move through the very tiny capillary walls, but blood cells cannot. When you accidentally cut your skin, you bleed because you have cut capillaries.

Blood travels first to the lungs, where it flows into capillaries, picks up oxygen, and leaves carbon dioxide. It then goes back to the heart, which pumps it out in arteries that branch into capillaries in every part of the body. The blood delivers the oxygen and other materials to the cells and picks up carbon dioxide and other wastes. Then it travels into capillaries that widen and join into veins. The veins join into one large vein that takes the blood back to the heart, where the process starts all over again. Blood picks up and delivers necessary materials all along the way.

**Fill in the graphic organizer to show the sequence of blood flow through the body.**





Life Skill

# Resolve Conflicts

## Steps for Resolving Conflicts

1. Use “I” messages to tell how you feel.
2. Listen to the other person. Consider that person’s point of view.
3. Negotiate.
4. Find a way for both sides to win.

### Tell how these students could use the steps to resolve conflicts.

**A.** Alicia wants to borrow her sister Maria’s pink shirt to wear on a field trip with her class. Maria is very careful with her things, and she doesn’t want to lend her clothing to Alicia. Alicia says to Maria, “I know you think I won’t take care of your shirt, but I will—I promise.” Alicia listens while Maria explains, “But an accident could happen, and I bought this shirt with my own money!” Alicia becomes very angry and stomps away, complaining about her sister.

- Which steps did Alicia do right, and which could she improve?

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**B.** Antonio’s friend Greg is angry. Greg’s older brother has gotten a job on Saturday afternoons and has been leaving his Saturday chores for Greg to do. Greg has complained to Antonio.

- What could Antonio tell Greg that would help his friend resolve this conflict with his brother?

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# Being a Wise Health Consumer

## Directions

- Use chapter vocabulary in the Word Bank to complete each **Summary**.
- Read the other directions to complete each **Lesson Details**.

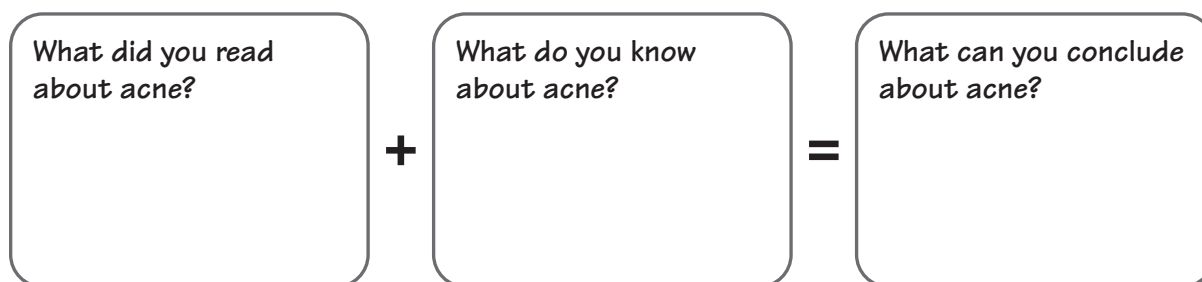
### Word Bank

astigmatism	hair follicle	oil glands	ultraviolet rays
decibels	health consumer	orthodontia	
farsighted	ingredients	plaque	
gingivitis	nearsighted	SPF	

### Lesson 1 pp. 40-46

**Summary** One way to be healthy is to take responsibility for your eyes, skin, and hair. Sunglasses can protect your eyes, and sunscreen with \_\_\_\_\_ 30 or more can protect your skin from the sun's \_\_\_\_\_. Washing your face, hands, and hair gets rid of germs and keeps each \_\_\_\_\_ free of oil produced by the body's \_\_\_\_\_.

**Lesson Details** Complete the organizer to draw conclusions about acne.



### Lesson 2 pp. 48-51

**Summary** Another way to be healthy is to practice dental hygiene. Regular brushing and flossing prevent a buildup of \_\_\_\_\_ on the surfaces of your teeth. Hardened plaque can cause a gum disease called \_\_\_\_\_.

Having crooked teeth straightened, or \_\_\_\_\_, is also a way to practice dental hygiene.

**Lesson Details** Complete the organizer to show the sequence of steps leading to cavities.



**Lesson 3** pp. 52-57

**Summary** Protecting your senses of sight and hearing is important. An eye examination can tell if you are \_\_\_\_\_, are \_\_\_\_\_, or have an \_\_\_\_\_. You can protect your hearing by avoiding loud sounds at or above 85 \_\_\_\_\_.

**Lesson Details** Tell if each statement is true or false.

- \_\_\_\_\_ 1. Loud sounds can cause headaches and earaches.
- \_\_\_\_\_ 2. The brightness of light is measured in units called decibels.
- \_\_\_\_\_ 3. Vision and hearing are senses that tell you about the world around you.

**Lesson 4** pp. 60-66

**Summary** Soap, shampoo, deodorant, and toothpaste are some health-care products used to aid personal hygiene. When you buy items and services related to hygiene, you are a \_\_\_\_\_. It's important to get information, such as a list of \_\_\_\_\_, before buying health-care products.

**Lesson Details** Complete the following sentences about being a health consumer.

- 1. When you buy health-care \_\_\_\_\_ or services, you are a health consumer.
- 2. You should get as much \_\_\_\_\_ from trusted sources as you can before buying health-care products or services.
- 3. Companies sometimes make false claims about a product in their advertising. These false claims are called health \_\_\_\_\_.



# Draw Conclusions

## Choosing Sunscreens

The sun gives off all kinds of rays, not just the light we can see. One type of ray is an ultraviolet (UV) ray, which is the part of sunlight that causes sunburn. You may think a suntan looks healthful, but UV rays damage the skin. Exposure to UV rays causes the skin to wrinkle, and over time it can even cause cancer. One way to protect your skin from the sun's damage is to use a sunscreen. You will get the best protection from the sun's UV rays if you know how to choose the best sunscreen.

When choosing a sunscreen, look for its SPF number on the package. The SPF number gives you some idea of how long you can stay in the sun without getting sunburned. Not everyone gets the same protection from a sunscreen with a particular SPF. The actual amount of time you can safely stay in the sun depends on not only the SPF but also your own skin type. For example, suppose you get a sunburn in 10 minutes without sunscreen. If you apply a generous amount of a sunscreen with an SPF of 30, you should be protected from sunburn for 300 minutes. A friend whose skin burns more quickly than yours will not be able to stay in the sun as long without burning.

Other factors also determine how much protection you get from the sun. Perspiration can cause even the best sunscreen to wash away. So be sure to reapply sunscreen after perspiring, as well as after swimming. Reapply it at least every two hours when in the sun. Also, check with your doctor if you are taking any medications, because certain drugs can increase your skin's sensitivity to the sun.

**Suppose you are going to the beach. Use the graphic organizer to help you figure out how long you can stay in the sun without burning if you use a sunscreen with an SPF of 45.**

<p><b>What I read:</b></p>	+	<p><b>What I know about how quickly I get a sunburn:</b></p>	=	<p><b>Conclusion:</b></p>
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# Life Skill Communicate

## Steps for Communicating

1. Understand your audience.
2. Give a clear message. Use a respectful tone of voice.
3. Listen carefully and answer any questions.
4. Gather feedback.

### Help Denzel and Marta use the steps for communicating.

**A.** The boys in Denzel’s class have volunteered to make 100 sandwiches for a local shelter. Denzel’s job is to see that the sandwiches are made and wrapped for delivery. Before work begins, Denzel must make sure the boys’ hands and fingernails are clean.

- How can Denzel get his classmates to cooperate about washing their hands?

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**B.** Marta and her friends Ellen and Callen are shopping for sunscreen, and they are having a difficult time making a choice. Ellen wants to buy the brand her favorite TV actress advertises. Callen wants the cheapest brand, and Marta wants a sunscreen with an SPF of at least 30.

- How can Marta help her friends make a responsible selection?

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# Word Puzzle

A. Use the clues below to solve the word puzzle.

**Across**

**Down**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>1. a pitlike area from which a hair grows</li> <li>3. a gum disease caused by plaque</li> <li>5. a sticky substance found on teeth</li> <li>6. the straightening of crooked teeth</li> <li>9. invisible rays of energy from the sun</li> </ul> | <ul style="list-style-type: none"> <li>1. a person who buys health products</li> <li>2. what produces oil to keep skin soft</li> <li>4. a rating for sunscreen</li> <li>7. ____sighted people can't see close objects.</li> <li>8. ____sighted people can't see far objects.</li> </ul> |
|---|---|

1						2					
		3									4
			5								
6											
				7					8		
9											

B. Use each of the following words in a sentence: *astigmatism*, *decibels*, and *ingredients*.

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# Foods for Good Nutrition

## Directions

- Use chapter vocabulary in the Word Bank to complete each **Summary**.
- Read the directions provided to complete each **Lesson Details**.

### Word Bank

portion control	proteins	water	calories	food allergy
enzymes	minerals	carbohydrates	vitamins	nutrients
energy balance	additives	preservatives	fats	food poisoning
anorexia	nutritionist	MyPyramid	ingredients	

### Lesson 1 pp. 72-77

**Summary** Substances called \_\_\_\_\_ give your body energy and materials for growth. \_\_\_\_\_ help digest food. Two nutrients your body uses for energy are \_\_\_\_\_ and \_\_\_\_\_. \_\_\_\_\_ are used for growth. \_\_\_\_\_ and \_\_\_\_\_ are nutrients needed in smaller amounts. \_\_\_\_\_ is also an important nutrient.

**Lesson Details** Look at page 76. Why is eating a good variety of foods each day important? \_\_\_\_\_

### Lesson 2 pp. 78-83

**Summary** A scientist called a \_\_\_\_\_ studies how to prepare a healthful diet. \_\_\_\_\_ can help you plan a balanced diet.

**Lesson Details** Use the information on pages 78–81 to complete the table.

Food Group	Example	Amount per Day
Grains	tortillas	5–6 ounces
Vegetables		
Milk		

**Lesson 3** pp. 84-87

**Summary** Limiting the amount of food you eat is \_\_\_\_\_. Excessive dieting, or \_\_\_\_\_, can lead to health problems. The amount of energy in food is measured in \_\_\_\_\_. \_\_\_\_\_ keeps you from gaining or losing weight.

**Lesson Details** Use the information on page 86 to complete the table.

Nutrient	Calories per Gram
Carbohydrates	
Fats	
Proteins	

**Lesson 4** pp. 88-94

**Summary** A \_\_\_\_\_ is a bad reaction to a food that most people can eat.

**Lesson Details** List four things that can affect food choices.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Lesson 5** pp. 96-99

**Summary** All the things that make up a food are its \_\_\_\_\_.

Some packaged foods contain \_\_\_\_\_ and \_\_\_\_\_.

**Lesson Details** List four things you can learn by reading a Nutrition Facts label.

\_\_\_\_\_

**Lesson 6** pp. 102-106

**Summary** Eating uncooked or undercooked foods can cause \_\_\_\_\_.

**Lesson Details** List four rules for safe food preparation.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Compare and Contrast

## Nutrition Facts Labels and Food Advertisements

There are many things that affect the choices we make about foods. One way to get information about food products is by reading the Nutrition Facts label on the food. Another way to get information about foods is through advertisements.

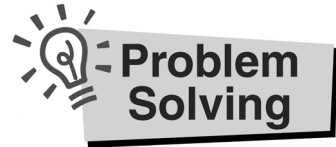
Nutrition Facts labels are found on almost all packaged foods. The Nutrition Facts label lists the serving size and the number of servings in each package. It also tells how many calories and nutrients are in one serving of the food. The label lists how much of each day's recommended nutrients are in one serving of the food. Nutrition Facts labels can be used to choose foods that contain a certain nutrient.

Advertisements for foods are found in magazines, on television, and on billboards. Advertisements are designed to make you want a particular food by appealing to your emotions. Advertisements use pictures or music to make the food seem appealing. Although the information in advertisements must be true, it can often be misleading.

**Using the graphic organizer, fill in the things that are alike and different about Nutrition Facts labels and food advertisements.**

Alike	Different

Name \_\_\_\_\_



Life Skill

# Make Responsible Decisions

## Steps for Making Responsible Decisions

1. Find out about the choices you could make.
2. Eliminate any choices that might make you sick or are against your family rules.
3. Imagine the possible results of each choice.
4. Make the decision that is right for you.

## Use the steps to help these students make responsible decisions.

**A.** Miguel ate a bowl of cereal with milk and a granola bar for breakfast. For lunch, he had yogurt, a tortilla with peanut butter, and milk. Miguel wants an after-school snack. He can choose either crackers or an apple.

- Use what you know about the MyPyramid to explain the most responsible choice for Miguel.

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**B.** Leah's baseball team is having a game and a picnic. The chicken salad, made with mayonnaise, looks delicious. By the time Leah finishes playing baseball and gets in line to select her food, the food has been out in the heat for more than two hours. Leah really wants a small helping of chicken salad. There are peanut butter and jelly sandwiches on the table, too.

- What would be the most responsible decision Leah could make?

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Name \_\_\_\_\_

# Fill In the Blanks

**A.** Answer the question by writing the correct term in the blanks. Use the circled letter from each term to find the hidden word.

<b>food poisoning</b>	<b>enzymes</b>	<b>anorexia</b>	<b>nutritionist</b>
<b>fats</b>	<b>carbohydrates</b>	<b>minerals</b>	<b>portion control</b>

1. What can happen if you eat food that contains germs?

\_\_\_\_\_  \_\_\_\_\_

2. What kind of scientist studies how to prepare healthful diets?

\_\_\_\_\_  \_\_\_\_\_

3. What kind of nutrients are sugars and starches?

\_\_\_\_\_  \_\_\_\_\_

4. What are you using when you limit the amount of food you eat?

\_\_\_\_\_  \_\_\_\_\_

5. Iron is one example of what kind of nutrient?

\_\_\_\_\_  \_\_\_\_\_

6. What is the name of an eating disorder that involves excessive dieting?

\_\_\_\_\_  \_\_\_\_\_

7. What chemicals found in saliva help release nutrients from foods?

\_\_\_\_\_  \_\_\_\_\_

8. Which nutrients contain the most energy per gram of food?

\_\_\_\_\_  \_\_\_\_\_

9. **Hidden Word:** \_\_\_\_\_

**B.** On a separate sheet of paper, write a correct sentence for each of the following terms:  
*ingredients, additives, preservatives, energy balance, nutrients.*





# Keeping Fit and Active

## Directions

- Use the terms in the Word Bank to complete each **Summary**.
- Read the section directions to complete each **Lesson Details**.

### Word Bank

- |                        |             |                    |
|------------------------|-------------|--------------------|
| aerobic exercise       | flexibility | muscular endurance |
| anaerobic exercise     | food        | muscular strength  |
| cardiovascular fitness | sleep       | physical activity  |
| every day              |             |                    |

### Lesson 1 pp. 112-116

**Summary** A healthful lifestyle includes three major components. These components are resting and getting a proper amount of \_\_\_\_\_, getting plenty of \_\_\_\_\_ that is fun, and eating regularly and making good \_\_\_\_\_ choices. These things should be done \_\_\_\_\_.

**Lesson Details** Use pages 112–116 to complete the chart.

List the benefits of a healthful lifestyle in the correct column or columns. Some benefits can appear in more than one category.

**Benefits of a Healthful Lifestyle**

Sleep	Physical Activity	Food Choice
Helps you concentrate	Improves self-esteem	Provides energy

**Lesson 2** pp. 118-123

**Summary** One way to build a healthy cardiovascular system is to do vigorous \_\_\_\_\_ . Some exercises do not build cardiovascular fitness. An exercise of this type is called \_\_\_\_\_. A strong, healthy heart is an indication that you have reached \_\_\_\_\_ .

**Lesson Details** Look at page 122. Explain why the bottom of the Activity Pyramid includes ways you can be active each day.

**Lesson 3** pp. 126-132

**Summary** Many types of exercises build muscle fitness. Different types of exercises increase the three types of muscle fitness, which are \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_ .

**Lesson Details** Use the types of fitness tests on page 130 to complete the table.

Type of Fitness Test	Area of Fitness Measured
abdominal crunches	
jogging one mile	
sitting and reaching	

Using the list of exercises on page 132, complete this graphic organizer to show exercises that can be done at various times of the year.

Summer	Fall	Winter	Spring

# Identify Main Idea and Details

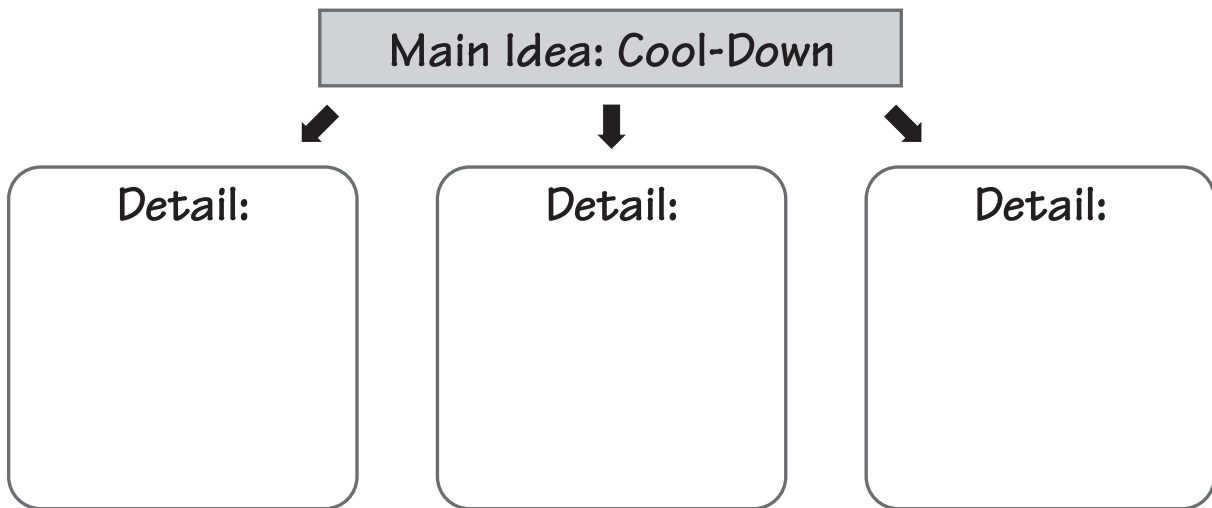
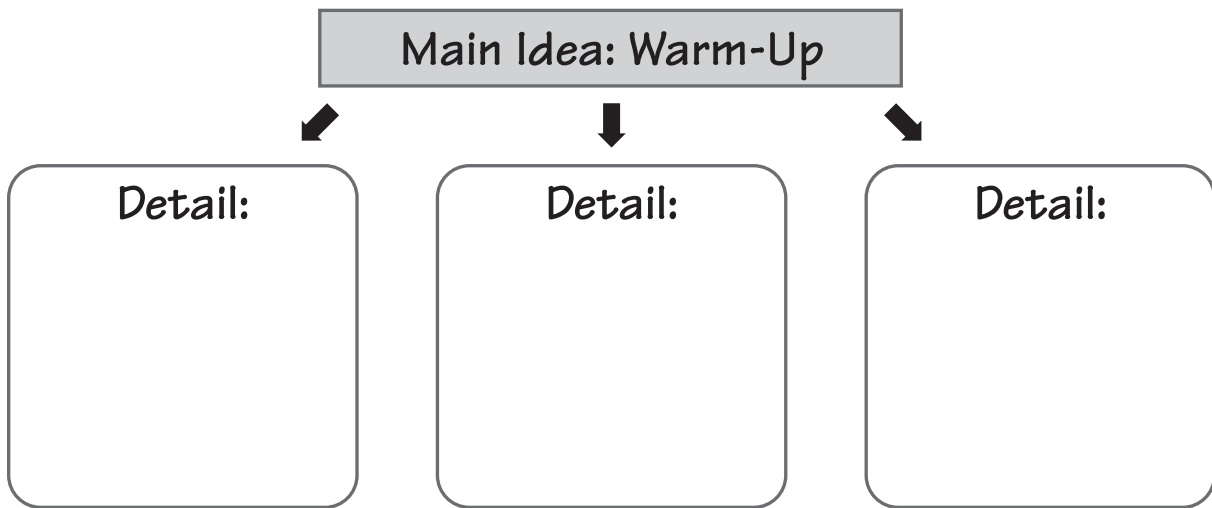
## Safety First

It is important to avoid injuring yourself when you are exercising. Two ways to prevent injuries are to warm up before beginning to exercise and to cool down afterward.

Warming up prepares your heart and other muscles to do hard work. One type of warm-up involves doing a slower version of the activity. Athletes often do stretching exercises before competitions. The warm-up should take at least five minutes.

After the activity ends, a slower version is done to cool down, meaning to bring the heartbeat rate back to normal. Stretching is also done as part of the cool-down. A cool-down should last between five and ten minutes.

Using the graphic organizer, fill in three details about warm-ups and cool-downs.





## Life Skill Set Goals

### Steps Used in Setting Goals

1. Choose a goal.
2. Plan steps to meet the goal, and determine whether you need help.
3. Check your progress as you work toward the goal.
4. Reflect on and evaluate your progress toward the goal.

### Use the steps to help these students set and reach a goal.

**A.** Suzanne's friend Lily wants to run in the big five-kilometer (5-K) race on July 4. She talks Suzanne into training with her so they can run the event together.

- What should Suzanne and Lily do, starting eight weeks before the run, to reach their goal?

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**B.** Tom received in-line skates for his birthday, and he wants to learn how to use them before summer vacation starts in two months. The local fitness center offers lessons. To be allowed to participate, every student must have the proper safety equipment. Tom buys the safety equipment and signs up for the lessons.

- Can Tom reach his goal safely? Why or why not?

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# Use Word Meanings

**A.** For each of the following sentences, circle the letter of the correct answer.

1. Sammy’s mother runs four miles a day. She can use her muscles for long periods of time, which means that she has \_\_\_\_.

- |                             |                             |
|-----------------------------|-----------------------------|
| <b>A</b> aerobic exercise   | <b>C</b> flexibility        |
| <b>B</b> muscular endurance | <b>D</b> anaerobic exercise |

2. Amanda likes \_\_\_\_ that increases her heart rate over a long period of time, like biking, swimming, and jogging.

- |                             |                             |
|-----------------------------|-----------------------------|
| <b>F</b> aerobic exercise   | <b>H</b> flexibility        |
| <b>G</b> muscular endurance | <b>J</b> anaerobic exercise |

3. Loren set a record for the sit-and-reach. She has great \_\_\_\_, or the ability to bend her body easily.

- |                             |                             |
|-----------------------------|-----------------------------|
| <b>A</b> aerobic exercise   | <b>C</b> flexibility        |
| <b>B</b> muscular endurance | <b>D</b> anaerobic exercise |

4. Sprinters do \_\_\_\_, which works muscles hard for a short time.

- |                             |                             |
|-----------------------------|-----------------------------|
| <b>F</b> aerobic exercise   | <b>H</b> flexibility        |
| <b>G</b> muscular endurance | <b>J</b> anaerobic exercise |

5. Robert wants to build his \_\_\_\_\_. He works out every day to try to build a strong, healthy heart.

- |                            |                                 |
|----------------------------|---------------------------------|
| <b>A</b> physical activity | <b>C</b> cardiovascular fitness |
| <b>B</b> flexibility       | <b>D</b> anaerobic exercise     |

6. Michael enjoys weight lifting, which helps him build his \_\_\_\_.

- |                            |                                 |
|----------------------------|---------------------------------|
| <b>F</b> flexibility       | <b>H</b> cardiovascular fitness |
| <b>G</b> muscular strength | <b>J</b> aerobic activity       |

**B.** Choose two of the following vocabulary terms: *physical activity, muscular endurance, muscular strength, flexibility, cardiovascular fitness, aerobic exercise, anaerobic exercise.* Write a correct sentence using each term.

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# Planning for Safety

## Directions

- Use the lesson vocabulary in the Word Bank to complete each **Summary**.
- Use the directions provided to complete each **Lesson Details**.

### Word Bank

concussion	first aid	hazards	pedestrians
emergency	flammable	natural disasters	safety gear

## Lesson 1 pp. 138-145

**Summary** If you are aware of \_\_\_\_\_, you can avoid some injuries.

In an \_\_\_\_\_, it is helpful if you can give \_\_\_\_\_.

You can comfort a person with a brain injury, or \_\_\_\_\_.

**Lesson Details** Reread pages 144–145. Complete this graphic organizer to show the steps for first aid for a bruise.

### How to Treat a Bruise

R:

I:

C:

E:

**Lesson 2** pp. 148-156

**Summary** Wearing the proper \_\_\_\_\_ can prevent injuries when you play sports. Following traffic laws when you ride a bike can help you avoid accidents involving \_\_\_\_\_.

**Lesson Details** Reread “How You Can Ride a Bike Safely” on pages 152–153. Make a list of five items you and your bike should have if you ride at dusk or after dark. Explain how each item contributes to your safety.

\_\_\_\_\_

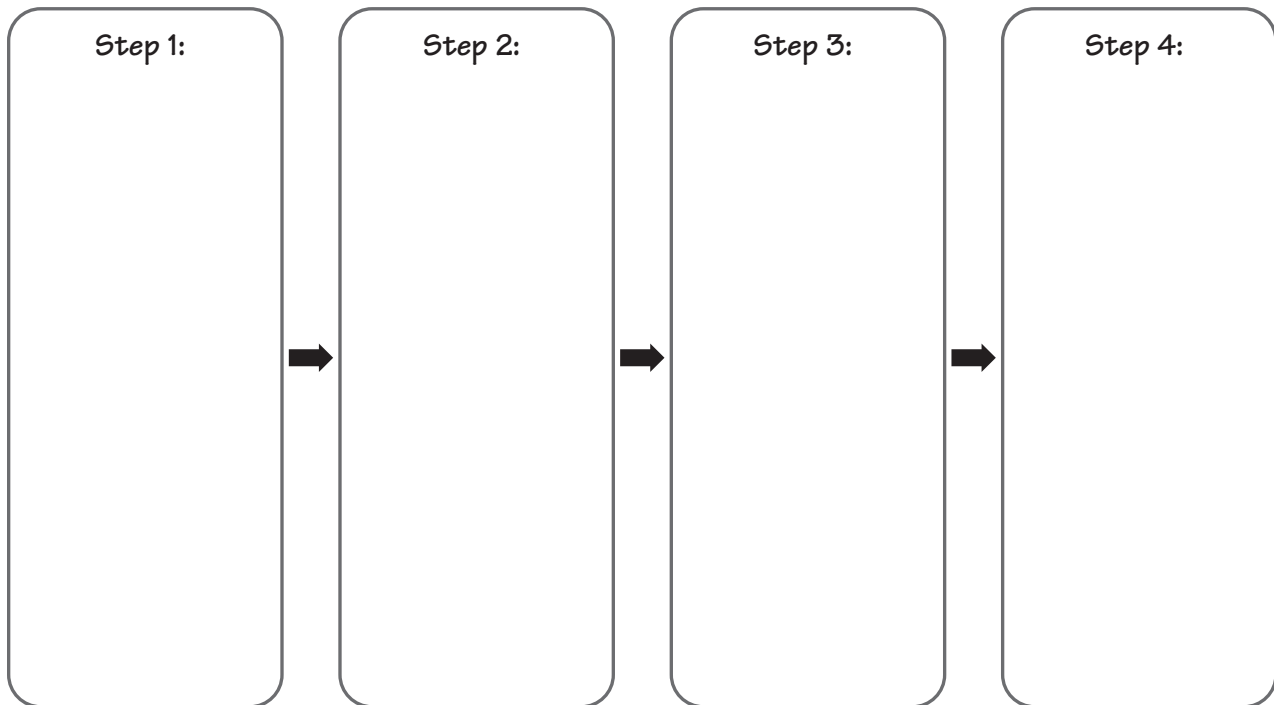
\_\_\_\_\_

**Lesson 3** pp. 158-166

**Summary** Following fire safety rules and knowing how to handle \_\_\_\_\_ materials can help prevent fires. Every family should have an emergency plan to use in case of fire or \_\_\_\_\_.

**Lesson Details** Use page 160 to complete the graphic organizer.

**Family Escape Plan**





# Sequence

## Steps for Emergencies

Yung Luk and his younger brother are walking home from school. Suddenly they hear the screech of car brakes, a loud thump, and the sound of glass breaking. They quickly turn around and see that a minivan has crashed into a light pole. Two children begin to climb out of the van, but the driver, their mother, is not moving. The children say that their baby sister is in the back seat of the van. Yung can hear the baby crying. Yung and his brother are the only other people on the street.

Fill in the graphic organizer to show what steps Yung should take to respond to this emergency.

### Steps for Emergencies

Step 1:



Step 2:



Step 3:





Life Skill

# Make Responsible Decisions

## Steps for Making Responsible Decisions

1. Find out about the choices you could make.
2. Eliminate any choices that are illegal or against your family rules.
3. Ask yourself: What is the possible result of each choice? Which choice would show responsibility?
4. Make what seems to be the best choice.

### Use the steps to help these students make responsible decisions.

**A.** Amanda is at the pool with her swim team. Before practice, some of the girls start a game of “chicken” at the deep end of the pool. Amanda knows the game is fun but that it can be dangerous. She’s not sure if she should join in, sit at poolside, or tell a lifeguard or the swim team coach.

- How can Amanda use the Steps for Making Responsible Decisions to choose what to do?

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**B.** Mac has invited Duane to his house after school. Mac lives about a mile from school. Today, like most days, Mac rode his bicycle to school. Mac suggests that they take side streets where there is little traffic. That way, Duane could ride on the handlebars, and they would get to Mac’s house quickly. Duane points out that Mac could leave his bike at school, and they could both walk or take the city bus to Mac’s house.

- How can the boys make a responsible decision about what to do?

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# Use Word Clues

**A.** Find the words hidden in the word search. Look for words and terms that match the following descriptions. Words may be from left to right, top to bottom, and diagonal. Two-word terms may be split between two lines.

<b>This can cause injury.</b>	<b>This needs quick action.</b>	<b>person walking</b>
<b>brain injury</b>	<b>destructive event of nature</b>	
<b>catching fire easily</b>	<b>immediate care</b>	

F	L	A	M	M	A	B	L	E	N	E
F	I	R	S	T	A	I	D	A	X	M
C	O	N	C	U	S	S	I	O	N	E
S	W	N	A	T	U	R	A	L	F	R
D	I	S	A	S	T	E	R	D	I	G
M	N	O	B	S	L	T	R	C	R	E
R	E	M	E	A	A	A	B	T	S	N
L	C	D	M	N	Z	A	B	C	T	C
Q	E	S	R	A	M	A	R	F	A	Y
P	A	J	H	U	R	F	L	U	I	A

**B.** Write two sentences. Each sentence should use two of the vocabulary words from Part A.

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# Preventing Violence

## Directions

- Use chapter vocabulary in the Word Bank to complete each **Summary**.
- Read the directions provided to complete each **Lesson Details**.

### Word Bank

bully  
gang

terrorism  
violence

weapon  
zero-tolerance policy

### Lesson 1 pp. 172-174

**Summary** Fights, crimes, and threats are examples of \_\_\_\_\_.

Violence that is used for a political goal is \_\_\_\_\_.

**Lesson Details** The first column lists situations that place you at risk for violence. The second column lists behaviors to reduce your risk of violence in these situations. Write the correct letter in front of each situation.

Situation	Behavior
_____ You are walking to a store and see a person who looks threatening.	<b>A.</b> Ask a friend or an older family member to come along.
_____ Two people at school start fighting.	<b>B.</b> Walk away.
_____ Someone threatens to hit you.	<b>C.</b> Get help to break up the fight.
_____ It's Saturday, and you want to walk to your school to shoot hoops.	<b>D.</b> Turn and walk in another direction.

### Lesson 2 pp. 176-179

**Summary** A person who belongs to a \_\_\_\_\_ may carry a \_\_\_\_\_.

If you ignore a \_\_\_\_\_, he or she will usually leave you alone.

**Lesson Details** Suppose a bully threatens you and is holding a knife. On the lines, write five things you should do to stay safe. Use the tips on page 177.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Lesson 3** pp. 182-184

**Summary** A student who brings a gun to school is breaking the school's

\_\_\_\_\_.

**Lesson Details** Suppose you want to walk to the playground in your neighborhood to play. What steps should you take to stay safe? Use the tips on page 182 to help you complete the graphic organizer.

**Before You Go:**

Ask \_\_\_\_\_ from your parents.

Tell your parents: Where \_\_\_\_\_

How \_\_\_\_\_

Who \_\_\_\_\_

When \_\_\_\_\_



**On Your Way:**

Use the \_\_\_\_\_ system.

\_\_\_\_\_ when going places.



**At the Playground:**

If someone bothers you, \_\_\_\_\_.

If a stranger comes up to you, \_\_\_\_\_.

# Identify Cause and Effect

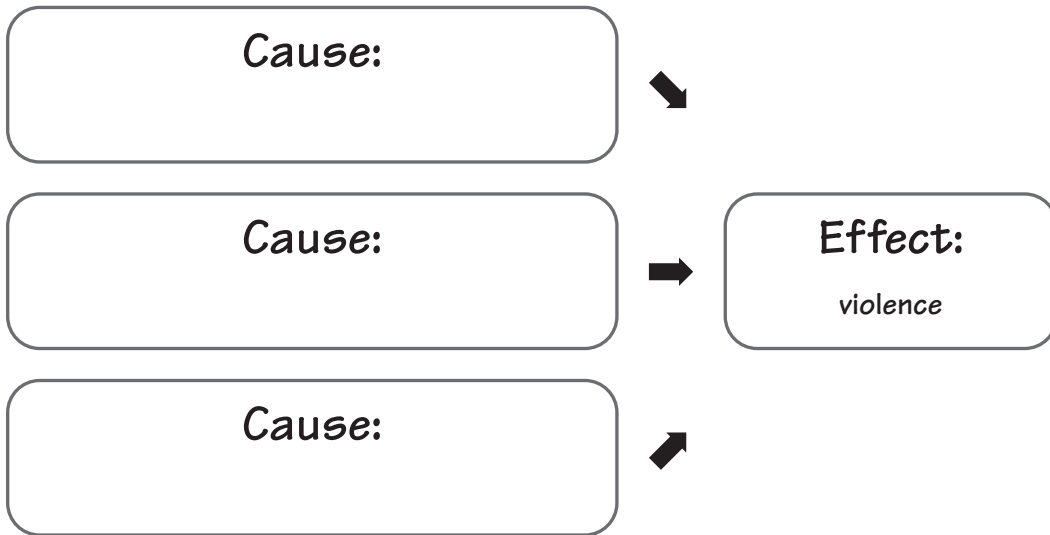
## Causes of Violence

Violence has many causes. One cause is anger that gets out of control. Everyone gets angry, and most people can handle their anger. People who can't control their anger may become violent. One way to manage anger is to talk to a parent or another trusted adult. Another way is to release anger in a safe way. An example is to write about angry feelings in a journal.

Prejudice can sometimes lead to violence. Prejudice is not liking someone because the person is different from you. Some people try to hurt people who are different. One way to deal with prejudice is to talk with people who are different. Usually people find out that they have a lot in common.

Using illegal drugs drives some people to violence. The cost of drugs is often very high, so some people steal money from family and friends to buy drugs. They may even start to commit more serious crimes, such as armed robbery, to buy drugs. One way to avoid using drugs is to stay away from people who use them.

Using the graphic organizer, fill in three causes of violence. Then on the lines below, write one way that violence can be prevented for each cause.




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Life Skill

# Resolve Conflicts

## Steps for Resolving Conflicts

1. Use “I” messages to tell how you feel.
2. Listen to each other. Consider the other person’s point of view.
3. Talk about a solution.
4. Find a way for both sides to win.

### Use the steps to help these students resolve conflicts.

**A.** Diego is sitting on the beach when another boy comes up and kicks dirt at him. The boy tells Diego to move.

- How can Diego use the Steps for Resolving Conflicts to avoid violence?

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**B.** Kaiya’s family has two television sets. Kaiya’s father is watching a program on one TV. She and her brother want to watch different programs on the other TV. The programs are on at the same time. Kaiya and her brother start to argue.

- Explain how Kaiya and her brother can resolve their conflict.

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# Find the Secret Words

**A.** Fill in the words or phrases that fit the definitions in the squares below. Then copy the letters from the numbered boxes into the matching numbered boxes at the bottom of the page.

1. anything that can be used to harm someone
2. a school policy that means no violence and no weapons of any kind are allowed in school
3. someone who hurts or frightens others
4. the use of force and violence against people or property for a political or social goal
5. a group of people who use violence and have a close social relationship
6. any act that harms or injures people

1.

2.     -

3.

4.

5.

6.

**B.** Use each secret word in a sentence that answers the question.

1. How can you avoid violence?

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2. How should you deal with a bully?

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# Learning About Disease

## Directions

- Use chapter vocabulary in the Word Bank to complete each **Summary**.
- Read the directions provided to complete each **Lesson Details**.

### Word Bank

pathogens	abstinence	symptoms	resistance	seizure
antibodies	vaccine	antibiotic	immunization	immunity
chronic	acute	insulin	infection	aerobic exercise
communicable disease		noncommunicable disease		

### Lesson 1 pp. 190–193

**Summary** A disease, like chicken pox, that can spread from person to person is called a(n) \_\_\_\_\_. A disease that does not spread from person to person is a(n) \_\_\_\_\_.

**Lesson Details** List two ways to show respect for someone with an illness or disability.

- \_\_\_\_\_
- \_\_\_\_\_

### Lesson 2 pp. 194–199

**Summary** A fever is one of the \_\_\_\_\_ of a disease. Tiny organisms or viruses that cause disease are \_\_\_\_\_. Pathogens growing in the body cause \_\_\_\_\_. Avoiding behaviors that put your health at risk is \_\_\_\_\_.

**Lesson Details** Use the information on page 196 to complete the table. Write one example of a disease caused by each type of pathogen.

Pathogen	Viruses	Bacteria	Fungi	Protozoa
Disease				



**Lesson 3** pp. 200–205

**Summary** \_\_\_\_\_ made by white blood cells help fight pathogens. The body’s ability to remember how to make these is called \_\_\_\_\_. A(n) \_\_\_\_\_ can give you immunity to a disease. A(n) \_\_\_\_\_ kills certain pathogens. Your body’s ability to fight pathogens is \_\_\_\_\_.

**Lesson Details** Choose four of the following. On a separate sheet of paper write a sentence for each, telling how it protects your body from pathogens.

tears; cilia; saliva; ear wax; mucus; stomach acid; skin

**Lesson 4** pp. 206–209

**Summary** Giving a vaccine in order to prevent disease is called \_\_\_\_\_.

**Lesson Details** List two things that might happen during a visit to a doctor’s office when you are ill.

\_\_\_\_\_

**Lesson 5** pp. 212–218

**Summary** Diseases that last a long time are \_\_\_\_\_. Those that don’t last a long time are \_\_\_\_\_. \_\_\_\_\_ helps the body cells take sugar from the blood. People with epilepsy sometimes have a \_\_\_\_\_.

**Lesson Details** Use the lesson information to complete the table.

Lifestyle Choice	Not using sunscreen	Using smokeless tobacco	Overeating junk foods
Related Disease	skin cancer		

**Lesson 6** pp. 220–222

**Summary** \_\_\_\_\_ can help manage stress and avoid heart disease.

**Lesson Details** On a separate sheet of paper, list three healthful lifestyle choices.



Name \_\_\_\_\_



## Life Skill Manage Stress

### Steps for Managing Stress

1. Know what stress feels like.
2. Try to determine the cause of the stress.
3. Do something that will help you relieve the feeling of stress. Talk to someone you trust about how you feel.
4. Think positively rather than negatively.

### Use the steps to help these students manage stress.

**A.** Keisha is feeling stressed because she has a violin recital, a track meet, and a gymnastics meet—all next week. She knows she also has to study for several tests that are coming up. Keisha has a headache from the stress she is feeling.

- How can Keisha manage her stress to protect her health?

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**B.** Nate is a talented artist. He has entered drawings in a citywide competition. After he enters his drawings, he feels sick to his stomach. He is sure his drawings won't be as good as others entered in the competition.

- How can Nate stop feeling sick?

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## Use Word Meanings

In each of the following sentences, the italicized term makes the sentence incorrect. Find the term in the box that makes the sentence correct. Write the correct term on the line. Use each term only once.

<b>immunity</b>	<b>resistance</b>	<b>acute</b>	<b>bacteria</b>	<b>fungi</b>
<b>antibodies</b>	<b>seizures</b>	<b>insulin</b>	<b>noncommunicable disease</b>	<b>symptoms</b>

- Most colds are *chronic* diseases, lasting about a week or less.  
\_\_\_\_\_
- Diabetes can't be spread from person to person; it is a *communicable disease*.  
\_\_\_\_\_
- Strep throat is a disease caused by *viruses*.  
\_\_\_\_\_
- Your body has a natural *abstinence* to disease.  
\_\_\_\_\_
- Fever and sore throat can be *pathogens* of disease.  
\_\_\_\_\_
- Your white blood cells make *antibiotics* to fight disease.  
\_\_\_\_\_
- Your body's ability to remember how to make antibodies is called *immunization*.  
\_\_\_\_\_
- Infections* can be caused by the disease epilepsy.  
\_\_\_\_\_
- People with diabetes can't make or use *vaccines* properly.  
\_\_\_\_\_
- Athlete's foot is caused by *protozoa*.  
\_\_\_\_\_



# Legal and Illegal Drugs

## Directions

- Use lesson vocabulary in the Word Bank to complete each **Summary**.
- Read the other directions to complete each **Lesson Details**.

### Word Bank

adult	drug	medicines	refuse
behavior	illegal drugs	overdose	self-medicating
dosage	medicine abuse	prescription medicines	withdrawal

### Lesson 1 pp. 228-233

**Summary** A substance that affects the way your mind or body works is a \_\_\_\_\_ . Drugs that help people fight illness are called \_\_\_\_\_ . Some of these can be bought only with a doctor's order. These drugs are called \_\_\_\_\_ .

**Lesson Details** Look at pages 230–231. Describe how prescription medicines and over-the-counter medicines are alike and different.

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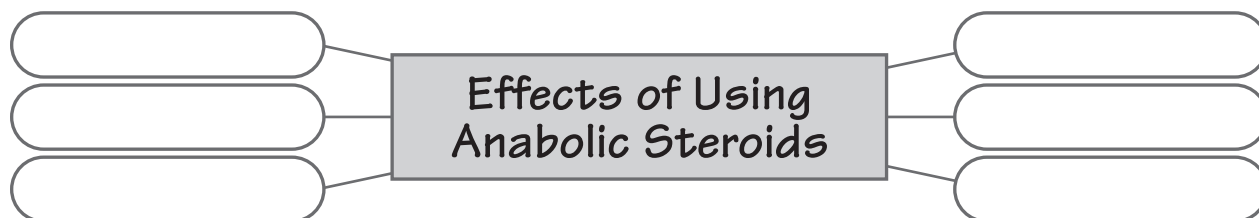


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### Lesson 2 pp. 234-237

**Summary** The right amount of medicine to take is the \_\_\_\_\_ . A person is \_\_\_\_\_ when he or she alone decides what medicine to take. Taking medicine for a reason other than treating illness is \_\_\_\_\_ .

**Lesson Details** Use page 237 to help you complete the graphic organizer.



**Lesson 3** pp. 238-244

**Summary** \_\_\_\_\_ are not medicines. An \_\_\_\_\_ is a dangerously large amount of a drug that someone has taken. People experience a reaction called \_\_\_\_\_ when they stop abusing drugs.

**Lesson Details** Use pages 240–244 to complete the table.

Drug	Effects
Cocaine, including crack	
Marijuana	
Inhalants	

**Lesson 4** pp. 246-249

**Summary** When you say *no* to doing something, you \_\_\_\_\_ to do it.

**Lesson Details** Look at “You Can Say *No*” on page 248. Describe two things you could do to help you refuse drugs. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Lesson 5** pp. 252-254

**Summary** Changes in \_\_\_\_\_ can be a sign of drug abuse. If you suspect that someone you know is using drugs, you can help by talking to a trusted \_\_\_\_\_.

**Lesson Details** List three warning signs that someone may be using drugs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Identify Cause and Effect

## Medicines

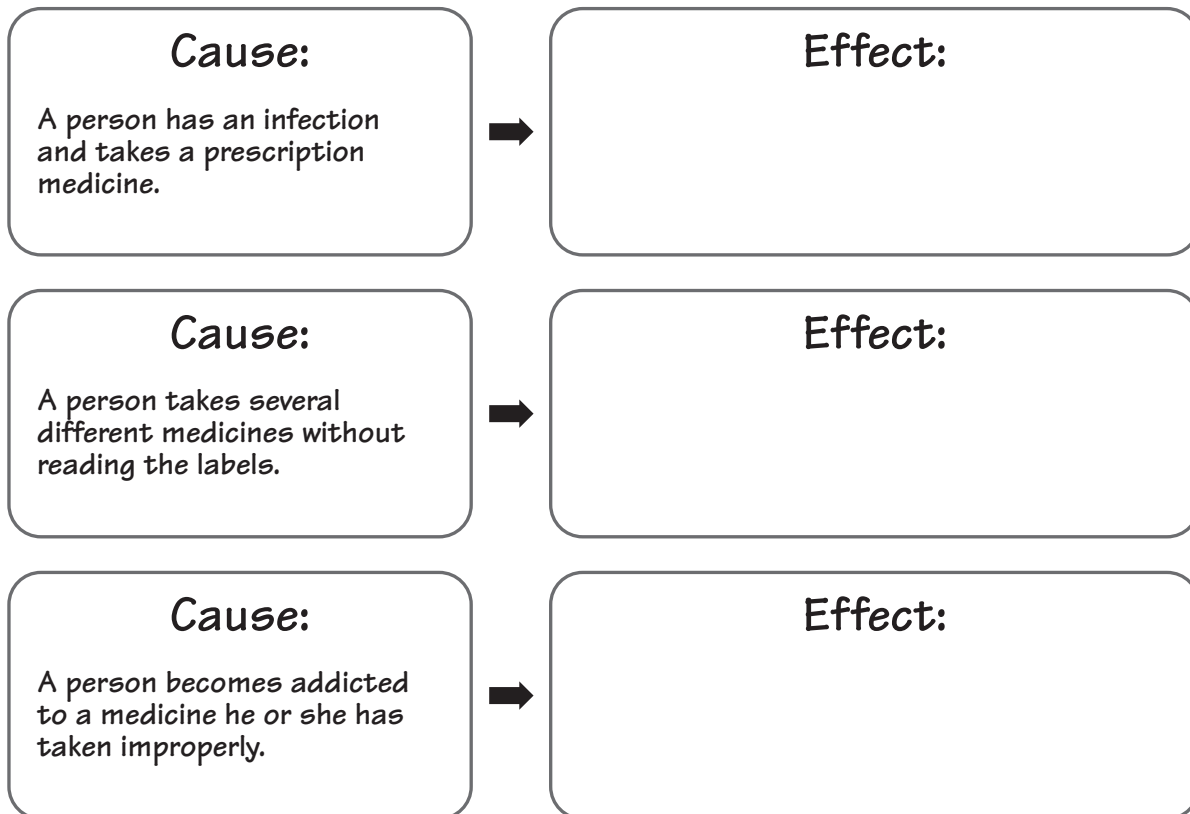
Medicines are drugs that work in the body to prevent, treat, or cure an illness. Different medicines have different effects on the body. Some medicines prevent diseases such as measles or chicken pox. Other medicines are used daily to control conditions such as allergies or high blood pressure. There are also medicines that help the body recover from colds, headaches, stomachaches, and other illnesses.

All medicines have dosage labels that tell how much of a medicine to take and how often to take it. People who do not follow the directions on medication labels are self-medicating. Self-medicating is dangerous because it can lead to negative side effects or an overdose. Medicine abuse occurs when a person knows the correct dosage of a medicine but takes too much of it, takes it too often, or both.

Medicine abuse can lead to addiction. A person who is addicted to a medicine feels that he or she must have more and more of it. If a person does not get treatment for addiction, serious damage to the body or even death can result.

Medicines can have both helpful and harmful effects. When used properly, medicines can keep people healthy. When used improperly, they can cause illness or death.

## Identify Cause and Effect





## Life Skill **Refuse**

### Steps for Refusing to Use Drugs

1. Say *no* and tell why not.
2. Suggest something else to do.
3. Reverse the peer pressure.
4. Just turn and walk away. You can create an opportunity for the other person to join you.

### Use the steps to tell how these students could refuse to use drugs.

**A.** Jerry and Mike were walking home from the park. On their way, they ran into some boys from school who were smoking marijuana. The boys offered marijuana to Jerry and Mike. How could the boys say *no* to smoking marijuana?

- Describe how Jerry and Mike could use refusal skills to tell the boys *no*.

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**B.** Lakisha went over to Kendra's house to study for a test. While she was there, Kendra opened a can of something and inhaled the fumes. She then handed the can to Lakisha and told her that it would help her concentrate as they studied. How could Lakisha say *no* to using inhalants?

- Describe how Lakisha could use refusal skills to say *no* to Kendra.

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# About Tobacco and Alcohol

## Directions

- Use lesson vocabulary in the Word Bank to complete each **Summary**.
- Read the section directions to complete each **Lesson Details**.

### Word Bank

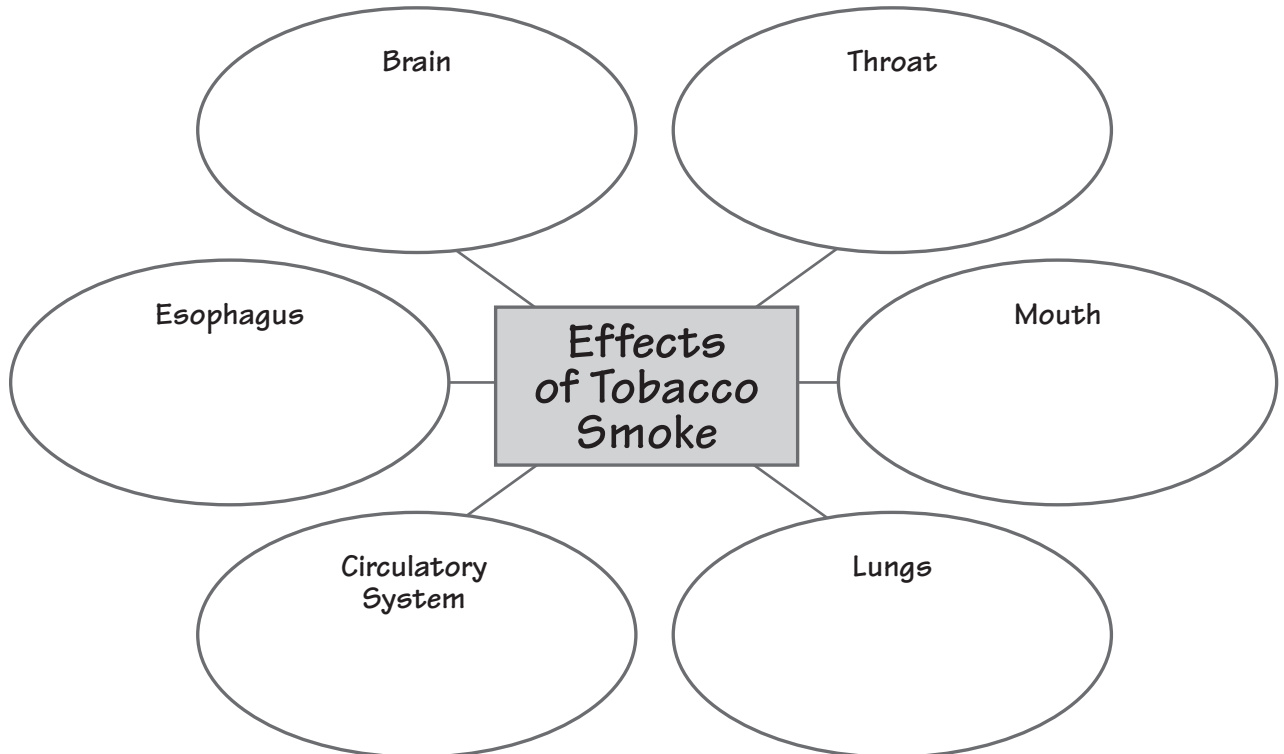
peer pressure	carbon monoxide	illegal	alcoholic
alcoholism	carcinogens	intoxicated	refuse
blood alcohol level	environmental tobacco smoke	nicotine	support

### Lesson 1 pp. 260-265

**Summary** \_\_\_\_\_ are cancer-causing substances that can be found in tobacco smoke. The poisonous gas \_\_\_\_\_ and the addictive drug \_\_\_\_\_ are also found in tobacco smoke.

\_\_\_\_\_, which can harm nonsmokers, contains the same harmful substances smokers inhale.

**Lesson Details** Use page 262 to complete the graphic organizer.



**Lesson 2** pp. 266–272

**Summary** The amount of alcohol in a person’s blood is the \_\_\_\_\_.  
\_\_\_\_\_. When alcohol builds up in a person’s blood, the person  
becomes \_\_\_\_\_. \_\_\_\_\_ develops when a  
person has an addiction to alcohol.

**Lesson Details** Look at pages 268–269. List five ways that alcohol damages the body over a long period of time.

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**Lesson 3** pp. 274–279

**Summary** Many young people choose not to drink alcohol or use tobacco because it is \_\_\_\_\_. Some young people have friends who try to convince them it is okay to use alcohol or tobacco. This is called \_\_\_\_\_. Everyone has the right to \_\_\_\_\_ to use alcohol or tobacco.

**Lesson Details** Look at “You Can Refuse Alcohol and Tobacco” on pages 276–277. Describe two scenarios you could use to help you refuse alcohol and tobacco.

**Lesson 4** pp. 282–284

**Summary** Drinking an increasing amount of alcohol is a sign that a person is an \_\_\_\_\_. A person who has a problem with alcohol needs \_\_\_\_\_ in order to quit drinking.

**Lesson Details** Look at page 282. List four warning signs of problem drinking.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Draw Conclusions

## Harmful Effects of Tobacco

There are many studies that show the harmful effects of tobacco on the human body. While scientists know well what tobacco products are made of, many tobacco users do not. Most types of tobacco contain at least 4,000 ingredients. Several of the ingredients are known carcinogens. That means that every single time a person uses tobacco, he or she is intentionally consuming cancer-causing substances. Also, some people think only smoking cigarettes causes these problems. However, the same carcinogenic ingredients are in chewing tobacco, pipe tobacco, and cigars.

Through their research, scientists have shown that tobacco-related diseases, such as cancer and emphysema, kill half of the people who continue to smoke. That means that more people in America die because of using tobacco than from car accidents, HIV, illegal drugs, suicides, homicides, and alcohol *combined*.

Tobacco is especially harmful to children. When a pregnant woman uses tobacco, her baby is affected by the substances in her blood. Babies born to mothers who use tobacco are more likely to be born early and have a low birth weight. Children who grow up in households where tobacco is used suffer from the side effects of environmental tobacco smoke. Some of these effects include asthma and an increased number of illnesses.

Although scientists have shown that tobacco use is dangerous, many people continue to use tobacco. However, people who quit using tobacco are more likely to live longer and decrease their risk of cancer than those who continue to use tobacco. So, if you don't use tobacco now—don't start. If you do use tobacco—stop now.

Fill in the graphic organizer.

<b>What I Read:</b>	+	<b>What I Know:</b>	=	<b>Conclusion:</b>

Name \_\_\_\_\_



## Life Skill **Refuse**

### Steps for Refusing Alcohol and Tobacco

1. Say *no* and say why not.
2. Use humor to make your point.
3. Suggest something else to do.
4. Just ignore what the person has said.

### Use the steps to help these students refuse alcohol and tobacco.

**A.** Before the school dance, Ryan goes to his friend Aaron's house with several other friends. Aaron takes a bottle of alcohol from his parents' cupboard and offers it to everyone.

- Describe how Ryan can refuse the alcohol that Aaron has offered him.

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**B.** Julie and Jorge are studying for a math test when Jorge gets up and takes a pack of cigarettes out of his backpack. He tells Julie that cigarettes help him relax when he feels tense and asks her to come outside to have one with him.

- Describe how Julie can refuse the tobacco that Jorge has offered her.

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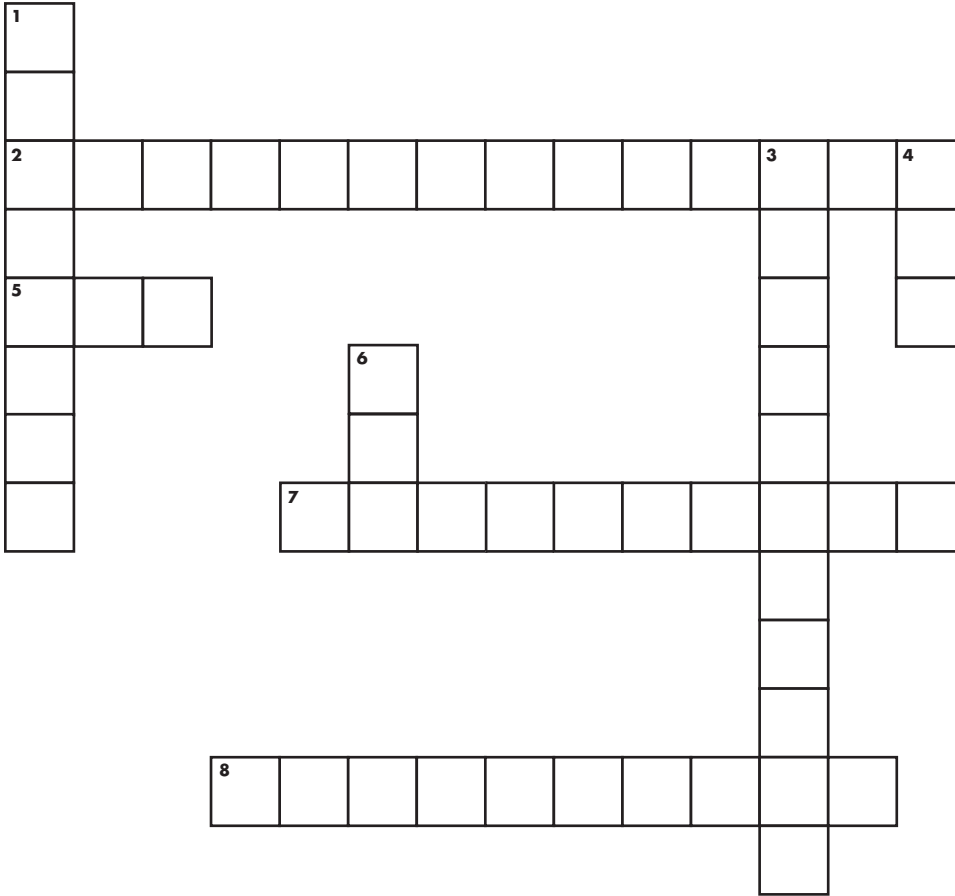
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# Word Puzzle

**A.** Use each clue to complete the word puzzle.



**Across**

- 2. A poisonous gas found in tobacco smoke
- 5. A dark paste that builds up in smokers' lungs and makes breathing difficult
- 7. An addiction to alcohol
- 8. Any substance that causes cancer

**Down**

- 1. A poison found in tobacco
- 3. Affected by the overuse of a drug that builds up in a person's body and that affects his or her well-being
- 4. An abbreviation for a substance in the air that can cause diseases in nonsmokers
- 6. An abbreviation for the amount of alcohol in a person's blood

**B.** Choose two of the vocabulary terms from Part A. Then, on a separate sheet of paper, write a correct sentence using each term.



# Dealing with Feelings

## Directions

- Use lesson vocabulary in the Word Bank to complete each **Summary**.
- Read the other directions to complete the **Lesson Details**.

### Word Bank

attitude	feelings	self-concept	stress
body language	goal setting	short-term	peer pressure
cliques	long-term	stereotype	prejudice

### Lesson 1 pp. 290-293

**Summary** Your \_\_\_\_\_ about life and the things around you affects the way you think. When you think good things about yourself, you have a positive \_\_\_\_\_.

**Lesson Details** Use pages 290–291 to complete the graphic organizer.



### Lesson 2 pp. 294-297

**Summary** \_\_\_\_\_ is the process of choosing goals and working toward them. \_\_\_\_\_ goals can be reached quickly, while \_\_\_\_\_ goals take more time to reach.

**Lesson Details** Look at pages 296–297. How do short-term goals help you reach long-term goals? \_\_\_\_\_

**Lesson 3** pp. 298-302

**Summary** Groups of people that leave others out are called \_\_\_\_\_.

Some people use \_\_\_\_\_ to try to get people to act in a certain way.

**Lesson Details** Use page 301 to fill in the chart. Suppose a friend just told you that he has tried out for a sport you dislike. Provide a response you could give.

Type of Active Listening	Response
Encourage	
Confirm	

**Lesson 4** pp. 304-307

**Summary** \_\_\_\_\_ includes your facial expressions and posture.

Your body's natural reaction to challenges is \_\_\_\_\_.

**Lesson Details** List two ways that you could reduce stress.

1. \_\_\_\_\_ 2. \_\_\_\_\_

**Lesson 5** pp. 310-313

**Summary** A belief that everyone in a certain group is the same is a \_\_\_\_\_ . When you have a negative attitude toward an entire group, it is a \_\_\_\_\_ .

**Lesson Details** Look at "Conflict Resolution" on page 311. Rewrite the list on another sheet of paper. Explain how you could use the steps to resolve a real-life conflict.

**Lesson 6** pp. 314-316

**Summary** Boredom, anger, loneliness, grief, and shyness are all \_\_\_\_\_ .

**Lesson Details** Describe three ways you could cope with loneliness.

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# Compare and Contrast

## Self-Concept

Mrs. Stokes assigns each of her students the name of a former President and gives students two weeks to prepare an oral report to present to the class. During the school day, she allows students to work on their reports in their free time. She has also blocked out time to meet with students who would like to practice their oral reports one-on-one before presenting them to the class.

José is assigned President Grover Cleveland. José has not studied anything about President Cleveland before, but he thinks that it will be fun to learn about someone new. He takes some of his free time each day to work on his project and has a rough draft completed by the end of the first week. He then practices his oral report with Mrs. Stokes. She thinks he has a good start, but she suggests some changes. José then spends more free time during the second week revising his presentation. When it is José's turn to present his report, he feels confident and ready to go.

Maggie is assigned President Woodrow Wilson. When she learns that, she thinks the project will be impossible because she has not even heard of him. During her free time, she doodles on her notebook and complains to her friends that the project is too hard. Finally, at the end of the week, she looks up some information about President Wilson and writes it down. When Mrs. Stokes looks at her notes, she offers Maggie some ideas of where to look for more information. Maggie thinks Mrs. Stokes is unhappy with her efforts and gives up. When it is Maggie's turn to give her report, she feels extremely nervous walking up to the front of the room.

**Using the graphic organizer, fill in the things that are alike and different about these two students—one with a positive self-concept and one with a negative self-concept.**

Alike	Different

Name \_\_\_\_\_



Life Skill

# Manage Stress

## Steps for Managing Stress at School

1. Know what stress feels like.
2. Try to determine the cause of the stress.
3. Do something that will help relieve you of stress.
4. Visualize yourself doing well in the stressful situation.

## Use the steps to help these students manage stress at school.

**A.** Tomorrow Tyron has a unit test in science class. Tyron enjoys science class and has done well on his chapter tests. However, every time he thinks about the unit test, he becomes shaky and his palms get sweaty.

- Describe how Tyron can manage the stress he feels before taking the unit test.

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**B.** Cora tried out for the softball team and made it. Practices have been going well, and her teammates think she is a great addition to the team. However, this afternoon is Cora's first game, and every time she thinks about it she has a sick feeling in her stomach.

- Describe how Cora can manage the stress she feels before her first game.

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# Use Word Meanings

**A.** In each of the following sentences, the italicized word or words make the sentence incorrect. Look at the words below to find the term that makes the sentence correct. Write the correct term on the line. Use each term only once.

<b>attitude</b>	<b>clique</b>	<b>peer pressure</b>	<b>wellness</b>
<b>body language</b>	<b>conflict</b>	<b>stress</b>	

1. A group of people that leaves other people out and doesn't include many different people is an example of a *healthy relationship*. \_\_\_\_\_
2. Posture, facial expressions, and the way you take care of yourself are examples of *self-concept*. \_\_\_\_\_
3. Shawana has a good outlook on her life and her surroundings. Shawana has a positive *habit*. \_\_\_\_\_
4. *Prejudice* is a feeling of tension in your mind and body. \_\_\_\_\_
5. When people have differing needs and wants, a *stereotype* can develop. \_\_\_\_\_
6. When our physical and emotional needs are met, we have *aggression*. \_\_\_\_\_
7. When Jamie resisted doing something he did not want to do, even though his teammates tried to talk him into it, he said no to *conflict*. \_\_\_\_\_

**B.** Choose two of the vocabulary terms from Part A. Write a sentence using each term.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Supporting Your Family

## Directions

- Use vocabulary in the Word Bank to complete each **Summary**.
- Read the directions provided to complete the **Lesson Details**.

### Word Bank

communicate

exploitation

neglect

empathy

health maintenance

negotiate

### Lesson 1 pp. 322-326

**Summary** As you grow older, you become mature enough to feel \_\_\_\_\_, the ability to understand other people’s feelings. You are also mature enough to be able to \_\_\_\_\_ with people. This means that you can calmly discuss problems with another person, finding a solution that satisfies both of you.

**Lesson Details** Use information in Lesson 1 to help you write a paragraph about some of the ways in which you can be a more responsible family member. Include at least five ways you can show you are responsible.

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**Lesson 2** pp. 328-333

**Summary** Families that stay close during good times and bad usually \_\_\_\_\_ well. Not all families are close. Sometimes a parent or guardian fails to provide a child with basic necessities such as food, shelter, or proper clothing. This is called \_\_\_\_\_. Sometimes a parent, guardian, relative, or stranger tries to take advantage of a child in a sexual way. This type of abuse is called sexual \_\_\_\_\_.

**Lesson Details** Complete the graphic organizer below.

Main Idea	Details
Physical abuse	
Verbal abuse	

**Lesson 3** pp. 336-340

**Summary** Families that promote health in the home are usually happier than other families. One way to promote family health is to develop a \_\_\_\_\_ plan. Such a plan lays out the steps to achieve health goals.

**Lesson Details** Complete the tables. The first line has been completed for you.

Ways to Promote Health Within the Family	A Typical Health Maintenance Plan
1. Make time for healthful activities.	1. Exercise at least 30 minutes each day.
2.	2.
3.	3.
4.	4.
	5.

# Identify Main Idea and Details

## Family Time

Families may have very busy schedules. How do they find time to communicate? Some families have discovered that mealtime is a good time to talk about family news. Some even make it a point to cook dinner together. Sometimes schedules do not permit sharing regular family meals. In this case, work with your family to find a time when everyone can be together. Perhaps you can plan a fun activity such as playing a game together or going to a park or beach.

Writing letters and notes is another way for family members to stay in touch. You can write a note to say you are sorry for something you said or did. Your parents may have given you permission to go next door after school. You can write a note to tell your parents where you are and that you will set the table when you get home. Such notes show you care about your family. You don't want them to worry.

You don't always need words to communicate. Doing something special for a family member shows you care, too. A hug, a smile, a wink, or a pat on the back can also communicate feelings.

1. What is the main idea in paragraph 1?

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2. What details support the main idea in paragraph 1?

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3. What details in paragraph 2 answer this question: Why might you want to write a note to your parents or another family member?

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4. How can you communicate that you care about your family without using words?

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Life Skill  
**Communicate**

**Steps for Communicating with Your Family**

1. Understand your audience.
2. Give a clear message.
3. Listen actively.
4. Gather feedback.

**Use these steps to help these students communicate with their families.**

**A.** Mahesh’s mother has remarried. Mahesh is upset because his new stepfather takes a long shower each morning. He takes the shower at the time Mahesh used to take his shower. As a result, Mahesh doesn’t have enough time to get ready for school. He has been late several times.

- How can Mahesh use communication skills to solve his problem?

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**B.** Cheryl recently injured her ankle while she was playing softball after school. She wants to tell her parents about the injury, but she is afraid to do so because she was supposed to be home at the time, doing her homework.

- How can Cheryl use communication skills to solve her problem?

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# Word Meanings

Complete the sentences in the following paragraphs by using terms from the Word Bank. Use context to help you choose the correct term.

**neglect****negotiate****communicate****health maintenance****empathy****exploitation**

1. Sarah used to be very self-centered. She never thought about the feelings of her parents, brothers, sisters, and friends. She is more mature now. She is able to feel \_\_\_\_\_ and can imagine herself in someone else's situation and understand that person's feelings.
2. Juan used to keep all of his problems to himself. As he grew older, he discovered how to \_\_\_\_\_ with his family. He is glad that he has learned to share his viewpoints, thoughts, and feelings with his family during good times as well as bad.
3. There are many types of \_\_\_\_\_, the unfair use of someone. A person who takes advantage of someone in a sexual way is guilty of this type of behavior.
4. Sheena and her family discovered that they were neglecting their health. At a family meeting, they discussed steps they could take to improve and maintain their health. Sheena wrote down these steps and posted them on the family bulletin board. This \_\_\_\_\_ plan has helped improve the health of everyone in the family.
5. Many children in this country are victims of \_\_\_\_\_, a form of abuse. People guilty of this type of abuse fail to provide their children with proper clothing or enough food.
6. Darnell used to get into a lot of arguments with his brothers and sisters. Then, as he became more mature, he learned how to \_\_\_\_\_. Now he is able to resolve conflicts with his brothers and sisters in a give-and-take way.





# Working Toward a Healthful Community

## Directions

- Use lesson vocabulary and other terms in the Word Bank to complete each **Summary**.
- Read the other directions to complete each **Lesson Details**.

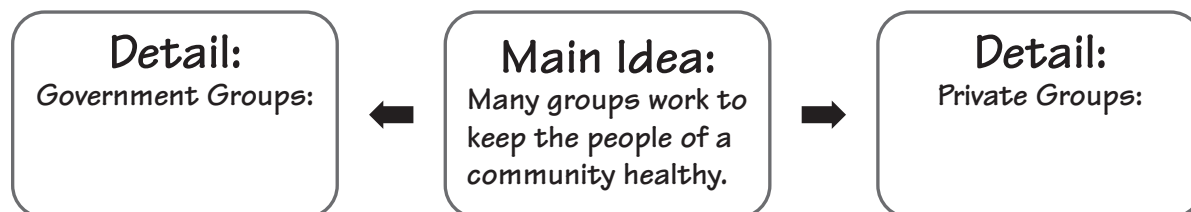
### Word Bank

conserve	evacuation	public health	septic tank
consumer	natural resources	sanitary landfills	sewage
emergency	protect	sanitation	water

## Lesson 1 pp. 346–349

**Summary** The health of all the people in a community is known as \_\_\_\_\_ . Both government and private groups work to study diseases, educate the public, and improve \_\_\_\_\_ supplies and \_\_\_\_\_ .

**Lesson Details** Use pages 346–348 to complete the graphic organizer.



## Lesson 2 pp. 350–353

**Summary** Garbage and \_\_\_\_\_ are waste materials. Sewage can be cleaned at a treatment plant or in a \_\_\_\_\_. Garbage can be burned or buried in \_\_\_\_\_ .

**Lesson Details** Use page 352 to help you number the steps in order.

- \_\_\_\_ Water is piped to homes and businesses.
- \_\_\_\_ A community’s water comes from wells, lakes, rivers, or reservoirs.
- \_\_\_\_ Water is cleaned, treated, and tested for bacteria at a treatment plant.

**Lesson 3** pp. 354-358

**Summary** Floods, fires, and explosions can affect a community. Sometimes the \_\_\_\_\_ is so serious that people have to be sent from their homes to a safer place. This removal of people from their homes is called \_\_\_\_\_.

**Lesson Details** Use page 355 to fill in the blanks.

FEMA helps organize \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ agencies to restore \_\_\_\_\_ and \_\_\_\_\_. It provides \_\_\_\_\_ and \_\_\_\_\_ and assists with \_\_\_\_\_ care. FEMA also ensures a supply of \_\_\_\_\_ and helps people apply for \_\_\_\_\_ to rebuild.

**Lesson 4** pp. 360-363

**Summary** People use materials found in the environment, such as soil, water, and trees, in order to live. These materials are \_\_\_\_\_. It is important to \_\_\_\_\_ natural resources by using them carefully.

**Lesson Details** Choose an item that you use regularly. It can be made of paper, aluminum, plastic, or glass. Tell how you can *reduce* your use of the item, how you can *reuse* it, and how you can *recycle* it. Explain how these actions would conserve natural resources.

\_\_\_\_\_

\_\_\_\_\_

**Lesson 5** pp. 366-368

**Summary** A \_\_\_\_\_ is a person who buys a product or pays for a service. Government and private groups work to \_\_\_\_\_ consumers.

**Lesson Details** Reread pages 366-368. On a separate sheet of paper, write what the FDA and CPSC do.

# Summarize

## FEMA and Community Emergency Response Teams

After the events of September 11, 2001, many Americans were concerned about the safety of their communities. People wanted to know how they could help. They were willing to volunteer and to learn how they could make their communities safer. In response to these nationwide requests, President Bush created the Citizen Corps. The Citizen Corps has four programs:

1. Neighborhood Watch
2. Volunteers in Police Service
3. Community Emergency Response Team
4. Medical Reserve Corps

FEMA is responsible for managing the Community Emergency Response Team (CERT) program. CERT members are trained to help first responders in an emergency situation. First responders include firefighters and police officers. In a big emergency, first responders might not be able to help all the people who need help. CERT teams are trained to do basic first aid and can help with evacuations.

CERT volunteers also are trained to help their communities get prepared for emergencies. They know what supplies should be kept on hand and can help families prepare an emergency communication plan.

Children as well as adults can join CERT. If you are interested in volunteering, talk to your parents. Find out if CERT training is offered in your neighborhood. Take the course, and join a team to help your family and your community.

Use the graphic organizer to summarize the above information.

<b>Main Idea:</b>	+	<b>Details:</b>	=	<b>Summary:</b>
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## Life Skill Set Goals

### Steps for Setting Goals

1. Set a goal.
2. List and plan steps to meet the goal. Determine whether you will need help.
3. Check your progress as you work toward the goal.
4. Reflect on and evaluate your progress toward the goal.

### Tell how these students could use the steps to set goals.

**A.** Ned’s class has been reading about the importance of protecting our natural resources. Ned’s not sure how he can do his part. Then he remembers his mother’s garden. Ned’s mother uses chemicals to fertilize the soil and chemical sprays to get rid of insects that might damage her plants. Ned decides to try to persuade his mother to use fertilizers and insect repellents that will not pollute the environment.

- How could Ned persuade his mother to care for her garden without using chemicals?

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**B.** Lea wants to know exactly how much trash her class makes in a single day. She needs the information to prove how important it is for people to reduce, reuse, and recycle every day in order to conserve natural resources.

- How could Lea plan to gather and share information about the three R’s?

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# Find the Meaning

**A.** In the space provided, write the letter of the word or phrase in Column B that best fits the definition in Column A.

**Column A**

**Column B**

- \_\_\_\_\_ 1. large holes dug in the ground to hold trash
- \_\_\_\_\_ 2. the removal of people from their homes to a safer place
- \_\_\_\_\_ 3. a concrete or steel tank buried in the ground, where bacteria change human waste into harmless substances
- \_\_\_\_\_ 4. the health of all the people in a community
- \_\_\_\_\_ 5. materials found in the environment that are used by people
- \_\_\_\_\_ 6. the safe disposal of human wastes
- \_\_\_\_\_ 7. to save something or use it carefully so it will last longer
- \_\_\_\_\_ 8. a mixture of wastewater and human waste

- a. public health
- b. sanitation
- c. sewage
- d. septic tank
- e. sanitary landfills
- f. evacuation
- g. natural resources
- h. conserve

**B.** Choose two of the vocabulary terms from Part A. Write a sentence using each word.

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