

HEALTH

Healthy Choices, Smart Habits, Strong Relationships

Health guides students as they develop the skills they need to improve their personal and interpersonal health. Each health skill is taught and then reinforced, ensuring that students master these essential life skills.

BUILDING HEALTH SKILLS

- **Real-World Situations** set the scene for learning new health skills.
- **Practice the Skill** gives students an opportunity to practice and apply.
- **Hands-on Activities** engage students in active explorations that reinforce important health concepts.
- **Media Wise** checklists let students evaluate how the media influences the decisions they and other teens face.
- **Health in Real Life** activities ask students to apply health concepts learned in the classroom to their lives at home, at school, and in their communities.

Media Wise

Evaluating Diet Plans

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

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

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

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



Health at Home

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

Health at School

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



Practicing Healthful Behaviors

Managing Your Time

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

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

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

| Monday | |
|--------|---------------------|
| 8:00 | Algebra I |
| 8:15 | English |
| 8:30 | American History |
| 8:45 | Latin |
| 9:00 | Lunch |
| 9:15 | Spanish I |
| 9:30 | Basketball Practice |
| 9:45 | |

- Make a daily "To Do" list.**
 - Before you go to bed, make a list of the tasks you need to do the next day.
 - Include tasks that you know you have to do, such as homework and chores, along with tasks that you would like to do.
 - Break long-range tasks, such as term papers and projects, into smaller, more manageable tasks. This makes it easier to fit these tasks into your schedule.
- Prioritize your tasks.**

Rate each task according to this scale.

A = very important
B = somewhat important
C = not very important

| To Do List | |
|----------------------------|---|
| Do math homework | A |
| Do history | B |
| Outline history paper | A |
| Organize CD's | C |
| Call grandmother | B |
| Watch TV | C |
| Practice jump shots | B |
| Get permission slip signed | A |
- Plan your day.**
 - Assign an amount of time for each task. Make a practice of allowing more time for a task than you think it will require.
 - Use copies of the grids you made in Step 1 to schedule your tasks.
 - Do not schedule too many tasks each day. Allow some time for unplanned events.
 - Try to do "A" tasks before you do "B" tasks, and "B" tasks before you do "C" tasks, even if a "C" task is easier.
- Monitor your progress.**

At different points during the day, ask yourself, "Is this the best use of my time?" If your answer is no, consider these questions:

 - Am I doing a "C" task because an "A" task seems overwhelming? If so, break the "A" task into smaller steps that can be done in less than fifteen minutes.
 - Am I avoiding a task because I am afraid to fail or make a mistake? You can waste a lot of time worrying about a task. If you just begin doing the task, you may realize that it is not as difficult as you thought.
 - Is this the right time to do this task? For example, if your math homework is challenging, don't leave it until late at night when you are tired.
 - Am I being distracted by phone calls or instant messages? Tell your friends when it is okay to contact you and when you need time to concentrate on homework or chores.

Practice the Skill

- For one week, keep track of how you spend your time each day. Decide whether or not you are spending your time wisely. Are there tasks that you can eliminate? Are there tasks that you can do more quickly?
- During the second week, make a "To Do" list each day. Break down complex activities into a set of simpler tasks. Assign a specific, realistic amount of time for each task.
- Use the A-B-C scale to prioritize your tasks and then decide which tasks you will do in each of the available time periods. Do your "A" tasks first each day, followed by "B" and "C" tasks.
- If you are having trouble finishing your task, ask yourself the questions from Step 5.
- At the end of the week, report to your class on how helpful the time management process has been for you. What can you do to improve your time-management skills?

Managing Stress 69



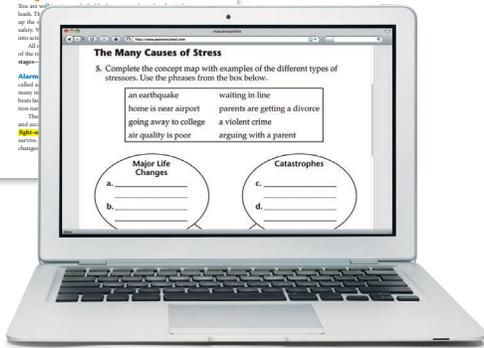
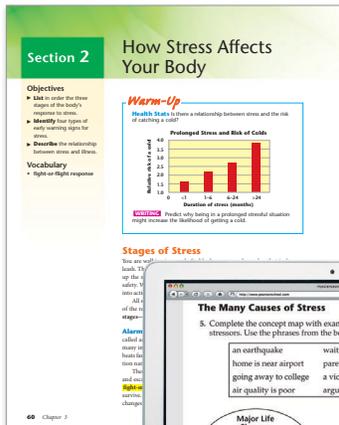
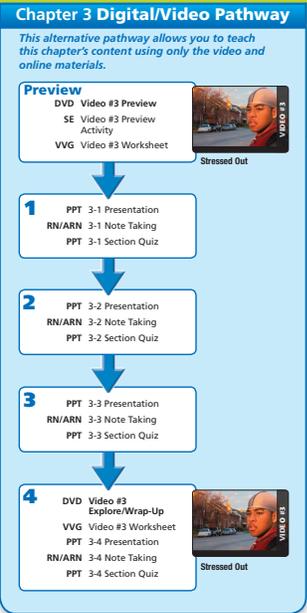
HEALTH



TEENS TALK VIDEO SERIES

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

- Videos feature real teens facing real issues in their daily lives.
- The Video Pathway in the Teacher's Edition guides you how to organize your teaching around the videos.
- Video Viewing Guide with teaching strategies plus worksheets in English and Spanish.



PERSONALIZED LEARNING

What's different about each of the students in your classroom? Just about everything. Health includes the resources you need to ensure every student reaches success.

- Building Health Skills, Warm- Up Activities, Media Wise, and Hands-On Activities offer opportunities for **active involvement and peer communication**.
- **Visual Learning** strands include graphs, charts, illustrations, and photos to clarify complex topics for students who think visually.
- **Chapter Planning Guides** label activities by level of difficulty, to help you meet the needs of all students.
- Program resources are identified by level—for students with special needs, less proficient readers, all students, gifted and talented students, and English language learners.

Savvas.com/Health

Contact Your Savvas Representative Request samples, set up a personal walkthrough, and learn about additional support.

SAVVAS.COM/FIND-MY-REP

SAVVAS
LEARNING COMPANY

Savvas.com
800-848-9500

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved. Savvas™ and Savvas Learning Company™ are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

Join the Conversation
@SavvasLearning



Get Fresh Ideas for Teaching
Blog.Savvas.com