



ELECTIVE

STUDENT BOOK

▶ **Family and Consumer Science**

Unit 1

FAMILY AND CONSUMER SCIENCE

PHYSICAL AND MENTAL HEALTH

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LIFEPAC Test is located at the back of the booklet. Please remove before starting the unit.

Physical and Mental Health

Introduction

Making a healthy, happy home starts with you. In Family and Consumer Science, you'll learn the practical knowledge and skills needed to build and maintain a healthy, functional home environment. In Unit 1, we'll begin with a focus on your physical and mental health, which is the foundation on which you'll build. After all, if you aren't healthy, how will you complete the necessary tasks to make and maintain a healthy home?

In later units, you will learn about topics such as food safety and preparation, home care and maintenance, strategies for staying organized and smart shopping, home decorating and maintenance, developing and maintaining healthy relationships, and childcare, many of which relate to your physical and mental health.

Let's begin with the basic factors that impact your health.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC®. When you have finished this LIFE PAC, you should be able to:

1. Understand how your health impacts your community.
2. Understand how your health impacts your daily living.
3. Be able to explain factors that influence your physical and mental health.
4. Differentiate between mental and emotional health.
5. Describe available health-related services, such as primary and preventive care.
6. Understand the roles of different health care professionals.
7. Describe public health-related services in communities.
8. Understand the concept and importance of social health.
9. Recognize key aspects of socially healthy skills.
10. Understand how your friendships can impact your thoughts and decisions.
11. Analyze how communication is more than just words.
12. Explain how communication is an interpersonal skill.
13. State the steps needed to make decisions.
14. Describe what emotional health is.
15. Understand the classifications of drugs.
16. Define and describe drug abuse.
17. Understand how a variety of drugs functions.
18. Understand the physical and mental impacts of drug abuse.

1. LIVING A HEALTHY LIFE

Living a healthy life requires you understand the different factors that influence your physical and emotional health. In this section, you will learn about the ways nutrition and exercise impact your body as well as the ways social interactions and relationships impact your emotions. We will also discuss the ways responsible and irresponsible living influence your physical and mental health.

You are God's creation and scripture tells us we each have a twofold nature: body and spirit (*Genesis 2:7*). You are also created in God's image and likeness (*Genesis 1:26*). God gave humans **stewardship** over all of earth, entrusting us with the responsibility of caring for the entire world and of His creations. You are one of His special creations, and so you are also responsible for caring for yourself, body and mind.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Understand how your health impacts your community.
2. Understand how your health impacts your daily living.
3. Be able to explain factors that influence your physical and mental health.
4. Differentiate between mental and emotional health.
5. Describe available health-related services, such as primary and preventive care.
6. Understand the roles of different health care professionals.
7. Describe public health-related services in communities.

Vocabulary

Study these words to enhance your learning success in this section.

aerobic

anaerobic

anxiety

cardiorespiratory

depression

disease

health

nutrition

stewardship

wellness

Note: All vocabulary words in this unit appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

THE ROLE OF NUTRITION

Nutrition is a topic you'll learn more about in Unit 2 when we explore more detailed information about how the foods you eat physically impact your body and practical strategies to choose healthy foods. Think about your current food choices. Would you choose to eat a grilled chicken salad with olive oil and vinegar or a cheese burger and fries for lunch? It probably depends on the day and your mood. What do you think would happen if you ate burgers and fries every day for lunch? How do you think you would feel? How do you think that would impact your physical health? What if you ate grilled chicken salad or something similarly nutritious every day? Do you think you would feel differently?



The choices we make in the foods we consume greatly impact both our physical and mental health. Our diet can cause our bodies to be strong or weak and make us feel well or sick. Food can affect how our brains function. It can affect our ability to think and process information, and it can even affect our level of happiness.

Nutrition is the study of food intake and its effects on the body. There is a strong relationship between nutrition and a person's quality of life and potential for disease. The human body needs a combination of protein, carbohydrates, fiber, fats and other nutrients to function properly.

When you reach adulthood and live independently, you'll be making your own choices about the foods you eat every day. You'll be doing the grocery shopping and preparing your own meals. While fast food or frozen foods offer quick, easy solutions, eating pre-prepared food daily can negatively impact your health, not to mention your budget. In this unit, we'll focus on the physical impact of foods, but in Unit 5, you'll learn more about smart shopping for groceries and other household products.

Nutrition plays a large role in contributing to or preventing diseases. Diets rich in saturated fats, cholesterol, and sugar can lead to obesity, cardiovascular diseases, hypertension, and a variety of cancers. The Dietary Guidelines for Americans is a tool that was developed to help Americans make healthy decisions in their lives to improve their overall health. The guidelines recommend meals composed of a variety of fruits, vegetables, whole grains, dairy, protein, and healthy oils while limiting the consumption of saturated fats, sugar, and salt. The guidelines also provide recommendations for caloric intake and physical activity based on age and gender.



HEALTHY COMMUNICATIONS

How much do you talk in a given day? How often do you text or send written communications? Perhaps you also send images or video clips to friends and family throughout the day as well. All of these are forms of communication, which is the process of giving and receiving messages. Communication comes in many forms beyond the spoken word.

While you may communicate through speech a great deal, when you aren't talking, you're still sending messages with your facial expressions and body movements. Your expression or body stance may say, "I'm interested in this" or "Leave me alone" or a variety of other messages that others will recognize. We **communicate** with others through our words, **tone**, and **body language**.

Communication can be intentional or unintentional. And some people are better able to read body language and interpret tone. Two people can say the same thing, but the intent and tone can change how that message is received. The mode of communication matters as well. Something said aloud can be received quite differently in a text.

A little extra awareness, thinking about tone, words, and body language, can help you communicate what you mean to communicate.

EXAMPLE

Tyler walks into a coffee shop and seeing an employee helping a line of customers placing coffee order, he walks to the front of the line and says, "I need an application for a job here."

The employee is frustrated by the arrogance displayed as Tyler cut in front of the customers waiting in line and the tone of his demand for an application rather than first asking of whether the shop was currently hiring. The employee tells Tyler the coffee shop is not currently hiring, even though there is an open position and Tyler misses out on the opportunity for a job.

Considering the story of Tyler, perhaps you can see the importance of being aware of how we talk to others and what we say.

The 7-38-55 Rule. Words, body language, and tone have been mentioned. These three aspects of communication are part of a very famous concept called the 7-38-55 rule, which says that how much we believe and like a person is based 7 percent on the actual words spoken, 38 percent on the tone of voice used, and 55 percent on the message communicated through body language. When there is an incongruity between the three, people tend to believe body language or tone of voice more than the words spoken.

Keep this in mind the next time someone says to you, "What's wrong?" and you snap back, "Nothing!" Just by the anger in your eyes and the tone of your voice, someone is going to know that you are obviously upset and not speaking the truth.

The 7-38-55 rule will help you be a better communicator and have better interpersonal relationships. Now that you know that a conversation is more than a string of spoken words, you can consider how others will perceive your messages. You can work on making sure that your words, your tone, and your body language match up. And, if there are miscommunications, you can clarify and correct misunderstandings by continuing to communicate honestly, which will make your relationships stronger.

Unfortunately, the first list is illustrative of the communication repertoire many inexperienced or self-centered communicators use. Without the good communication skills available to them, they respond automatically to the emotion presented and are consequently unable to communicate successfully in a variety of situations, even if their intentions are toward cooperation and resolution.

Write T for True or F for False.

- 2.22 _____ Cultural communication is the ability to interact in a manner appropriate for the situation, the individuals, and the task.
- 2.23 _____ There is one approach for competent communications.
- 2.24 _____ Learning more about communication options increases your potential for communication competence.
- 2.25 _____ Ignoring a friend who communicates angrily with you displays your communication competence.
-
-

Choose the right behavior. Understanding what behavior is appropriate in a particular context or situation is the next step in becoming a competent communicator. Responding to anger with anger may not be the right choice to make, even if you want to communicate that you are angry. The consequences of a poor response could turn out to be worse than the initial offense.

When considering how to respond to a situation, you should judge your choice against three criteria:

1. Does my choice correspond to what I believe to be true?
2. Does my choice help to bring about the desired outcome?
3. Does my choice take into consideration the feelings and needs of the other person?

The answer to the first question reveals whether the message is an honest one. The second question addresses whether your choice is appropriate for the situation. The third question determines whether your choice is appropriate and good for the other person.

Several other communication skills can be used to answer these questions. For example, listening carefully to what the other person is saying will help you determine the correct response. Listening to the other person is critical to selecting the best way to respond.

Thinking through scenarios can also be an effective tool in choosing appropriate behavior. Rehearsing alternate scenarios in your mind can help you to decide which will have the best results. You might have two choices that are true, necessary, and kind; but one might be better suited for the situation.

A third communication skill that can help you make the most appropriate choice is taking the other person's perspective. By imagining how you might feel in a given situation, you may be able to determine which response is kind or necessary.

SELF TEST 2

Write the letter of the vocabulary word that matches the correct definition (each answer, 3 points).

- | | | | |
|-------|-------|--|--------------------------------|
| 2.01 | _____ | way your voice sounds when you are speaking | a. ecosystem |
| 2.02 | _____ | to give and receive messages | b. interpersonal communication |
| 2.03 | _____ | communications with three or more people to solve problems, share ideas, relate, or influence others | c. personality |
| 2.04 | _____ | ability to interact appropriate to situation, individuals, and task | d. public communication |
| 2.05 | _____ | total of one's mental, emotional, physical, and social characteristics | e. body language |
| 2.06 | _____ | unspoken messages conveyed through behavior, body movements | f. communicate |
| 2.07 | _____ | messages to a large audience | g. small group communication |
| 2.08 | _____ | communication between at least two people | h. tone |
| 2.09 | _____ | a person or group presenting a message to another group formally | i. competent communication |
| 2.010 | _____ | biological community of interacting organisms and their environment | j. mass communication |

Write *T* for True or *F* for False (each answer, 3 points).

- 2.011 _____ Good social etiquette communicates your respect for other people.
- 2.012 _____ People around you can only influence your thoughts and behaviors if only you allow it.
- 2.013 _____ It is our responsibility to develop relational skills.
- 2.014 _____ Good manners are only necessary when interacting with people close to you.
- 2.015 _____ You don't have to have friends to be socially healthy.
- 2.016 _____ Our words are the only way we convey a message when speaking with someone.
- 2.017 _____ It's possible to talk and listen at the same time.
- 2.018 _____ Cultural communication is the ability to interact in a manner appropriate for the situation, the individuals, and the task.
- 2.019 _____ There is one approach for competent communications.
- 2.020 _____ Learning more about communication options increases your potential for communication competence.

Antibiotic drugs are one of the most commonly prescribed drugs. They are used to treat bacterial infections. Antibiotics fight invading bacteria by either slowing their multiplication or destroying them. Antibiotic drugs are chosen according to the place of infection and the type of bacteria. If taken for extended periods, antibiotic drugs can harm the immune system by killing “good” bacteria. Penicillin is an example of an antibiotic drug.

Analgesics are commonly known as painkillers. They come in two forms: non-narcotic and narcotic. Non-narcotic analgesics are used for the treatment of mild pain, fever, or swelling. They work by stopping the transmission of pain impulses to the brain and spinal cord or by preventing the perception of pain. Non-narcotic analgesics, such as aspirin, acetaminophen, and ibuprofen can be dispensed over the counter (without prescription).

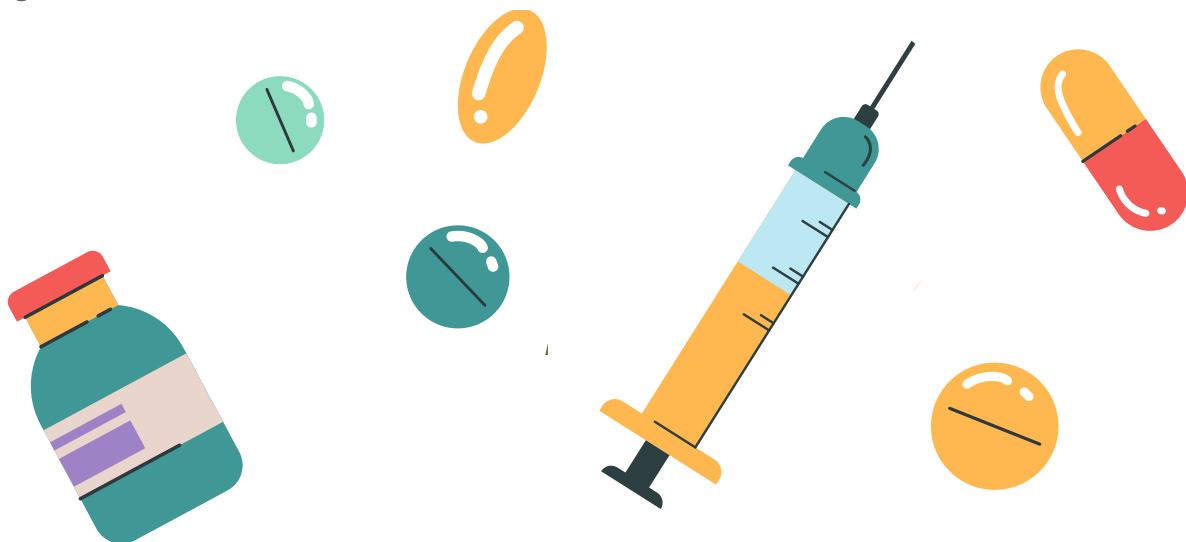
Narcotic analgesics are used for the treatment of severe pain. They contain opium and natural or synthetic derivatives of opium. Narcotic analgesics kill pain by blocking impulses at specific receptor sites of the brain and spinal cord. Because narcotic analgesics contain opium, a drug that can cause addictive euphoric effects, they can only be dispensed by prescription. Some examples of narcotic analgesics include codeine and morphine.

Diuretic drugs help the body to eliminate excess amounts of water in the blood, tissues, or organs by increasing the production of urine. Diuretics are used to treat fluid buildup caused by congestive heart failure, joint injury, cirrhosis of the liver, and kidney disease. They are also used to prevent further complications associated with high blood pressure. Diuretics work by either increasing the volume of blood flow through the kidneys or by limiting the kidney’s ability to put water and sodium back into the blood.

Tranquilizers are used to help treat mental disorders by producing a calming effect. Tranquilizers can be categorized into two groups: anti-anxiety drugs and anti-psychotic drugs. Anti-anxiety drugs are prescribed to help relieve the physical and emotional symptoms of anxiety. They work by slowing brain activity and reducing the heart rate. Valium® is an example of an anti-anxiety drug.

Anti-psychotic drugs are used to treat severe mental disorders, such as schizophrenia. Anti-psychotic drugs work by blocking the effects of certain neurotransmitters on the brain. Neurotransmitters are chemicals that relay messages from one nerve cell to another. Dopamine is a neurotransmitter that is associated with psychotic behavior. Anti-psychotic drugs, such as Lithium, can control the activity of dopamine.

Endocrine drugs (**hormones**) treat disorders of the endocrine system. The endocrine system consists of hormone-producing glands that regulate the body’s functions, metabolism, and growth. Endocrine drugs correct the level of specific hormones in the body. For example, insulin is an endocrine drug. When a person takes insulin, the person increases the level of insulin in his or her body. This is meant to correct the under-production of insulin by the pancreas. Other endocrine drugs include growth hormones, Synthroid, and estrogen.



Physical and psychological effects of alcoholism. Alcoholics can develop severe emotional problems. They can be plagued by sorrow and discontent. Alcohol, which an alcoholic looks to as a cure, only compounds their problems. This growing frustration with self and others often manifests in changes in behavior and personality. For example, a person who was once self-controlled and peaceable might suddenly become irritable and abusive. There is a high rate of suicide among alcoholics.

The physical symptoms of alcoholism might include flushed facial skin, poor overall health, stomach and intestinal pain in the morning, tingling in the legs and hands, confusion, and irregular pulse. These symptoms usually indicate the development or the existence of irreversible damage to body tissues. Some alcohol-related disorders include cancer of the mouth, tongue, and esophagus, cirrhosis of the liver, hepatitis, coronary heart disease, stroke, ulcers, kidney failure, and brain damage. Pregnant women who consume alcohol run the risk of miscarriage or, if they carry their babies to term, a birth defect known as fetal alcohol syndrome, which can severely retard a baby's growth and development.

The effects of blood alcohol levels. Blood Alcohol Levels (BAL) are measured in milligrams percent of alcohol per 100 milliliters of blood. For example, a BAL of .10 indicates that 1/1000 of your blood consists of alcohol.

BAL is affected by the individual's gender, weight, and rate of consumption. For example, a 120-pound woman that has 2 glasses of wine in a two-hour period will have a BAL of .08. However, a man of the same weight that drinks the same amount of alcohol in the same amount of time will have a significantly lower BAL.

BAL	OBSERVABLE EFFECTS
.02	mellow feeling; flushed face; talkativeness
.05	noticeable relaxation; less alertness; reduced self-control; slightly impaired coordination
.08	drunk driving limit; definite judgement and coordination impaired
.10	unpredictable displays of emotion; slurred speech; slowed reactions
.15	clearly drunk; very disoriented and confused
.30	unconsciousness may occur
.40	death possible for some; may lose consciousness
.50	risk of death very high; many stop breathing

Source: www.habitsmart.com: "Understanding Blood Alcohol Level"



LET'S REVIEW!

You've learned that the body and mind are very connected, and that wellness needs to be a priority to fuel all the daily tasks you currently complete and the expanded list of tasks you'll undertake as you grow older. The choices you make have consequences that can impact your physical, mental, social, and emotional health. You'll face important choices as you enter adulthood and using the decision-making guide will help prepare you to make smart choices. Developing emotional health will help you maintain healthy interactions and you can protect your physical and emotional health by educating yourself on drug use and abuse.



Before you take this last Self Test, you may want to do one or more of these self checks.

1. _____ Read the objectives. Determine if you can do them.
2. _____ Restudy the material related to any objectives that you cannot do.
3. _____ Use the **SQ3R** study procedure to review the material:
 - a. **S**can the sections.
 - b. **Q**uestion yourself again (review the questions you wrote initially).
 - c. **R**ead to answer your questions.
 - d. **R**ecite the answers to yourself.
 - e. **R**evise areas you did not understand.
4. _____ Review all vocabulary, activities, and Self Tests, writing a correct answer for every wrong answer.

FAMILY AND CONSUMER SCIENCE UNIT 1: LIFE PAC TEST

Write the letter of the vocabulary word that matches the correct definition (each answer 3 points).

- | | | | | |
|-----|-------|---|----|-----------------------------|
| 1. | _____ | state of being free from illness or injury | a. | wellness |
| 2. | _____ | one's total mental, emotional, physical, and social characteristics | b. | communicate |
| 3. | _____ | taking responsible care of something entrusted to your care | c. | body language |
| 4. | _____ | result or effect of an action | d. | personality |
| 5. | _____ | type of communication between two or more people | e. | health |
| 6. | _____ | transmission of messages to a large audience | f. | mass communication |
| 7. | _____ | measure of your overall health | g. | consequence |
| 8. | _____ | way your voice sounds when you are speaking | h. | stewardship |
| 9. | _____ | to give and receive messages | i. | tone |
| 10. | _____ | unspoken messages conveyed through behavior or body movements | j. | interpersonal communication |

Write **T** for True or **F** for False (each answer, 2 points).

11. _____ Your mental health cannot directly impact your physical health.
12. _____ The concept of overall health includes a person's emotions, social skills, and mental state, as well as physical well-being.
13. _____ People around you can only influence your thoughts and behaviors if you allow it.
14. _____ It is our responsibility to develop relational skills.
15. _____ It's possible to talk and listen at the same time.
16. _____ There is one approach for competent communications.
17. _____ Evaluating your feelings and circumstances influencing them can help you control your emotions.
18. _____ Poor time management can cause emotional stress.
19. _____ Only cigarettes that generate smoke are harmful to health.
20. _____ It's sometimes necessary to seek professional help for emotional difficulties.

