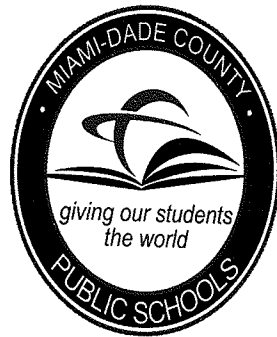


**HEALTH EDUCATION
ACTIVITIES AND LESSONS**



**SENIOR HIGH SCHOOL
FOR TEACHER TRAINING PURPOSES
MIAMI-DADE COUNTY PUBLIC SCHOOLS**

MIAMI, FLORIDA

DECEMBER, 2010

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

Dr. Solomon C. Stinson, Chair
Perla Tabares Hantman, Vice Chair
Agustin J. Barrera
Renier Diaz de la Portilla
Dr. Lawrence S. Feldman
Dr. Wilbert "Tee" Holloway
Dr. Martin Stewart Karp
Ana Rivas Logan
Dr. Marta Pérez

Eboni Finley
Student Advisor



Alberto M. Carvalho
Superintendent of Schools

Milagros R. Fornell
Associate Superintendent
Curriculum and Instruction

Dr. Maria P. de Armas
Assistant Superintendent
Curriculum and Instruction, K-12 Core

Mr. John Doyle
Administrative Director
Curriculum and Instruction, Social Sciences and Life Skills

TEN REASONS FOR HEALTH EDUCATION IN YOUR SCHOOL

As a part of maturation, every child must learn to become the caretaker of his or her own body and assume responsibility for personal health and well being. This is a learning process. Proper health education is essential in preparing a child to deal with this responsibility. Through good health education, you can provide students with this responsibility.

- An appreciation for good personal health
- pride in developing and maintaining good personal health
- A sense of personal health responsibility
- interest in the health and safety aspects of their own daily activities
- An understanding of their own growth and development
- needed information on crucial problems such as self-medication, nutrition, obesity, sex education, includes sexually transmitted disease, mental health and substance abuse
- The opportunity to use real problems in studying the process of critical thinking and decision-making
- A feeling of responsibility for community health
- an opportunity to develop the ability to understand and interpret health information
- The opportunities through good health consumerism to recognize quackery, charlatanism and false advertising of health services and products:

School health education is the process of providing learning experiences for the purpose of influencing knowledges, attitudes and conducts related to individual, family, and community health. Parents have the privilege and the primary responsibility for the health of children and youth.

SCHOOLS HAVE A VERY VITAL SECONDARY RESPONSIBILITY

CDC

SIX CATEGORIES OF RISK BEHAVIORS

- * BEHAVIORS THAT RESULT IN UNINTENTIONAL (ACCIDENTS) AND INTENTIONAL INJURIES (VIOLENCE AND SUICIDE)
- * TOBACCO USE
- * ALCOHOL AND OTHER DRUG USE
- * SEXUAL BEHAVIORS THAT RESULT IN HIV INFECTION, OTHER STDS, AND UNINTENDED PREGNANCY
- * DIETARY PATTERNS THAT CONTRIBUTE TO DISEASE
- * INSUFFICIENT PHYSICAL ACTIVITY

PREVENTABLE RISK BEHAVIORS

- Tobacco use
- Poor eating habits
- Abuse of alcohol and other drugs
- Behaviors that result in intentional or unintentional injury
- Physical inactivity
- Sexual behaviors that result in HIV infection, other sexually transmitted diseases, or unintended pregnancy

I. POSITIVE EMOTIONAL DEVELOPMENT

List of Definitions

1. **Projection** - a defense mechanism; denying an unwanted trait and assigning it to someone else.
2. **Schizophrenia** - a mental disorder and the most common type of psychosis; literally, split mind.
3. **Substance Abuse Disorder** - signs and symptoms characteristic of substance abuse.
4. **Panic Attack** - nervousness and anxiety due manifested during unexpected situations.
5. **Chronic Depression** - long-lasting feeling of sadness, worthlessness, helplessness, or isolation.
6. **Phobia** - a constant, unreasonable fear of a situation or object.
7. **Repression** - a defense mechanism; pushing painful thoughts or feelings away.
8. **Denial** - a defense mechanism; the refusal to recognize reality.

Mental Illness Vocabulary

Imagine that you are a school counselor. Read each of the imaginary problems below. Then, in the space provided, write the term that describes the student's behavior. Use the words listed in the box.

1. Jillian has talked of becoming an actress for years. Lately her friends have noticed that she has started telling untrue stories about being in films and meeting movie stars. She is often incoherent when she talks and has begun to ignore her personal hygiene.

Behavior: _____

2. Every time a math test is announced, Sheryl pretends that she does not hear the teacher.

Behavior: _____

3. Though Jerome has told his friends that he and Karen have broken up, Karen continues to act as if they are still going steady.

Behavior: _____

4. Whenever Carol is feeling angry, she accuses her parents of being mad at her.

Behavior: _____

5. Joshua has developed an irrational fear of automobiles.

Behavior: _____

6. Whenever Latisha is forced to give a speech, her pulse races, she has trouble breathing, and her chest hurts.

Behavior: _____

7. Ever since Steve's parents divorced, he has been losing weight, has been doing poorly at school, and is alienating all his friends.

Behavior: _____

8. To overcome her shyness, Evelyn has begun drinking several beers before going to parties.

Behavior: _____

<p>projection schizophrenia substance abuse disorder panic attack chronic depression phobia repression denial</p>

1. schizophrenia
2. repression
3. denial
4. projection
5. phobia
6. panic attack
7. chronic depression
8. substance abuse disorder

Assignment Discovery Online Curriculum Body Invaders: Depression

Curriculum Focus

Health

Grade level

9-12

Duration

One or two class periods

Objectives

Students will

- review what they've learned about clinical depression and various treatments; and
- create a poster that highlights one common misconception about depression, and the truth behind that myth.

Materials

- Computer with Internet access
- Print resources about depression
- Poster board, markers

Procedures

1. Begin the lesson by reviewing what students learned about depression in the video. What is depression? What are some different types of depression? What are some causes of depression? Describe different treatments available.
2. Next, have students work in pairs and discuss what facts in the video they found most surprising. Tell students they will choose one fact they'd like to explore further to create a "Myth and Reality" poster about that aspect of depression. Their poster should highlight one misperception and feature the truth. Encourage students to use facts from the video and their own research. They can also include quotes from a variety of sources: the video, their research, or anonymous interviews. Below are some ideas for common misperceptions about depression. You may choose to use them to spark discussion among students.
 - Depression is just a feeling; you can snap out of it if you try hard enough.
 - Only a few "crazy" people really get depressed.
 - Depression only occurs when bad things happen.
 - It's easy to make yourself feel better.
 - There's nothing you can do to treat depression.
 - Medicines like Prozac and Zoloft are "happy pills."
 - Only adults suffer from depression.
 - Therapy's just lying on a couch talking about your childhood.
 - Antidepressants can help anybody with depression.

- There are no outward signs of depression.
 - People dealing with depression never experience extreme highs.
3. Student pairs should use print and online resources in their research. The following Web sites are a good starting point:

Discovery Health: Depression

<http://health.discovery.com/diseasesandcond/encyclopedia/2847.html>

Teen Health: Depression

http://www.kidshealth.org/teen/your_mind/mental_health/depression.html

National Depressive and Manic-Depressive Association: Stories of Depression

<http://www.ndmda.org/storymenu.html>

4. Once students have completed their posters, have them make presentations to the class. Then, as a class, discuss the steps students should take if they suspect they are suffering from depression themselves. What steps should they take if they think a friend is suffering from depression?
5. Display student posters in a school hallway or other high-traffic location.

Evaluation

Use the following three-point rubric to evaluate students' work during this lesson.

3 points: Students were highly engaged in class discussions; they created comprehensive and thoughtful posters that included several relevant facts and quotes.

2 points: Students participated in class discussions; they created somewhat comprehensive posters that included some facts and at least one quote.

1 point: Students participated minimally in class discussions; they created simplistic poster with few or no facts or quotes.

Vocabulary:

bipolar disorder (manic depression)

Definition: A type of depression that has either subtle or extreme "high" periods alternating with "low" periods of depression.

Context: Bipolar disorder, or manic depression, is a disorder of the brain.

depression

Definition: A medical condition that leads to intense feelings of sadness or despair; these feelings don't go away on their own, and are not necessarily related to a particular life event.

Context: People of all ages can suffer from depression.

neurotransmitter

Definition: Chemicals in the brain that allow nerve cells to "communicate" with one another

Context: Too few or too many neurotransmitters may be released and cause or contribute to depression.

psychotherapy

Definition: A treatment that tries to eliminate or control mental illness symptoms through talking; the relationship between a therapist and a client is crucial.

Context: Several types of psychotherapy are available: Psychodynamic therapy looks at past traumas, while behavioral psychotherapy tries to change negative patterns of behavior or thought.

Academic Standards

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal health; Risks and benefits

Credit

Joy Brewster, freelance education writer, editor, and consultant

MY MOST EMBARRASSING MOMENT

Materials needed:

paper
pen or pencil

Procedures:

1. Have each child share a brief account of "My Most Embarrassing Moment" or "My Worst Mistake." (This does not have to be a written assignment. Give the option to draw a picture or relate the story orally.)
2. The children who wish to may share their experiences with the others. (To motivate the group to participate and share their experiences, you might want to go first to demonstrate that adults also make mistakes and that your mistakes are acceptable, too.)

HUMAN EMOTIONS AND ATTITUDES

Anger	Jealousy
Anxiousness	Kindness
Boredom	Loneliness
Calmness	Love
Cheerfulness	Optimism
Conceit	Patience
Confidence	Pessimism
Courage	Prejudice
Cowardice	Quiet
Cruelty	Self Assurance
Depression	Selfishness
Embarrassment	Shyness
Envy	Tension
Fear	Tolerance
Friendliness	Vigor
Humor	Worry
Insecurity	

Self-Assessment: Likes and Dislikes

Have students take out a piece of notebook paper, draw a line down the center, and label the two columns as follows:

Things I Like About My Body	Things I Wish Were Different About My Body
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

This is a private exercise. The lists are not to be shared. Emphasize that the purpose is for students to clearly identify what they like and don't like about their physical makeup and thus to understand their body image at this moment in development.

After students have finished their self-assessments, ask them to:

- Draw a box (□) around all those things on both lists that cannot be changed by personal behavior on their part. (ACCEPT THESE!)
- Place a checkmark (✓) by all those things on both lists that will correct themselves in time as they grow and mature over the next few years. (BE PATIENT FOR THESE!)
- Draw a circle (○) around all those things on both lists that they could change or enhance if they worked at it or decided it was important enough to do. (CONSIDER DOING SOMETHING NOW ABOUT THESE!)

4. To Think About

- What are some of the things that you wrote on your papers that you do like about your body?

My Anger Contract

These are five things that make me angry:

1. _____
2. _____
3. _____
4. _____
5. _____

When I'm angry, I usually do this: _____

I do this because _____

After learning different ways of dealing with anger, I would like to try something new. The next time I'm angry, I would like to _____

What I'm doing now to control my anger might be good, but it never hurts to try something else.

Signed,

Stressed Out?

List things that cause you stress. Divide them into things you can control and things you can't control. Then indicate how you can manage the stress or who can help you when things are out of your control.

Things That Cause Stress

That I Can Control	That I Can't Control
How I Can Manage	Who Can Help

Name _____

Period _____ Date _____

FAMILY ENRICHMENT WORKSHEET

PEER PRESSURE

Discuss with parents or grandparents and write your response.

1. What are some of the positive and negative aspects of belonging to a group?

2. How can a person maintain her/his individuality and yet remain part of the group?

3. Ask parents what types of peer pressure they experience at work or in the community.

II. COMMUNICATION, COPING AND INTERPERSONAL SKILLS

INTERPERSONAL RELATIONS

Put Answers in Outline Form

1. List three (3) things you should not do on a date.
2. Give three (3) examples of Love.
3. What does it mean to be infatuated with someone?
4. List three (3) types of dates.
5. Give two values found in dating.
6. List three (3) reasons for or against pre-marital sex.
7. Give two (2) reasons for going steady.
8. Give two (2) reasons against going steady.
9. List three (3) things a boy should do on a date.
10. List three (3) things a girl should do on a date.

Peer Pressure: Questions For Discussion

1. What is peer pressure?
2. How important are peers to teens?
3. How much influence over one's life should peers have?
4. Why is it important for teens to develop their own beliefs and stick to them? (They are ultimately responsible for their own behavior.)
5. Does it bother you to be called chicken or stuck-up by your peers when you don't go along with the crowd?
6. What does being popular mean? How important is being popular as compared to other values or goals in life? What are some ways to be popular?
7. What are some good things about belonging to a group? What are some bad things about belonging to a group?
8. What is friendship? (Friendship is important as a support to deal with peer pressure.)
9. Why do boys feel the need to "make it" with a girl?
10. Do boys have the right to pressure girls with "Have sex with me or I won't see you again?"
11. What does it mean to "use" someone?
12. How would you describe a good relationship?
13. What do guys want most from having a girlfriend? What do girls want most from having a boyfriend?
14. What do you think about a boy who doesn't respect his girlfriend's wishes not to become sexually involved?
15. What do you think about a girl who gives in when she doesn't really want to?
16. How true is it that "everybody's doing it?"
17. How true is it that if a boy doesn't have sex with a girl he is homosexual?
18. What are some reasons a person may not engage in sexual relations?
19. What is society's attitude toward boys who are virgins through adolescence and early adulthood? Is it more difficult for a guy to say "no" than it is for a girl?
20. Why is it hard to say "no" in sexual situations?

Name _____
Period _____
Date _____

COMMUNICATIONS SURVEY

DIRECTIONS: Check all that apply to you/your feelings.

1. You're talking to your friend, but he/she keeps on reading a magazine.
 - a. You feel hurt that he/she doesn't want to talk to you.
 - b. You believe he/she is rude to ignore you.
 - c. You think he/she didn't hear you and you speak louder.
 - d. You believe you must be disturbing him/her and go away.
 - e. You ask him/her to please stop and listen for a minute.

2. What do you consider your biggest problem in communications?
 - a. Your shyness and inability to speak up.
 - b. Telling a funny story.
 - c. Listening.
 - d. Being able to stop talking and let others speak.
 - e. Presenting your ideas in a clear, forceful manner.

3. You go to talk to you teacher/boss about a problem. He/she keeps looking at the clock, shuffling papers and speaking to others who stop to talk.
 - a. You feel angry at them for being so rude.
 - b. You feel sorry for them for being so overworked.
 - c. You think they are very busy and important.
 - d. You feel they do not consider you very important.
 - e. You tell them you don't mean to interrupt but will only take a minute.

4. Write down the names of people you consider to be good listeners.
 - a. Yourself
 - b. _____
 - c. _____
 - d. _____

5. Write an example of verbal listening.

6. Give an example of non verbal (body language) listening.

FACTS ON SUICIDE

Since 1960, the suicide rate for young people ages 15-19 has tripled.

There are 1/2 million attempts each year.

Suicide is the 2nd leading cause of death for adolescents with at least 6,000 deaths annually. This is approximately 20-25 per day or one attempt every minute.

83% of adolescents who complete suicide talked to someone about their possible suicide in the week prior to the event - over 50% told friends or peers.

Certain emotional and behavioral disturbances may indicate a potential suicide. These signs include:

- Noticeable change in eating and sleeping habits
- Persistent boredom
- Running away
- Personality change
- Difficulty concentrating
- Violent or rebellious behavior
- Withdrawal from family or friends
- Decline in quality of school work
- Drug or alcohol abuse
- Neglect of appearance
- Recent loss or breakup of relationship

IMPORTANT FACTS THAT YOU SHOULD KNOW ABOUT SUICIDE

- Suicide is the #2 cause of adolescent death.
- Approximately 276,000 U.S. high school students require medical attention annually due to suicide attempts.
- Most teenagers really don't want to die.

MOTIVES

Impossible situation
Overwhelming pressure to produce
Revenge
Self hatred

RISK FACTORS/WARNING SIGNS

Substance abuse
Long-term depression
Feeling of hopelessness
Obsession with death
Suicidal threats
Making final arrangements
Dramatic change of behavior or personality
Social isolation
Family factors
Stressful life events (loss of loved one)
Lack of problem solving skills

WHAT YOU CAN DO IN A CRISIS SITUATION

Recognize the signs of depression
LISTEN ! Focus on the needs of the person
Encourage expression of feelings
Ask feeling, meaningful questions
Take time & be supportive
Tell someone - Get Professional help
Stay with the person

TEENAGE SUICIDE

TRUTH OR MYTH

- _____ 1. Suicide is inherited and runs in the family.
- _____ 2. Suicidal people are committed to dying.
- _____ 3. An unsuccessful suicide attempt is only a way to get attention and is not serious.
- _____ 4. Suicide is a lower class phenomena.
- _____ 5. Talking about suicide encourages it.
- _____ 6. Adolescence is a trouble-free time of life.
- _____ 7. Suicide is an impulsive act and occurs without warning.
- _____ 8. People who talk about suicide don't really do it.
- _____ 9. A positive change in behavior following long-term depression means the risk of suicide is over.

WHAT NOT TO DO IN A CRISIS SITUATION

Don't sound shocked

Don't lecture or pass judgment

Don't pass it off as a ploy for attention

Don't ignore a threat.

IF YOU HAVE SUICIDAL THOUGHTS.....

GET HELP!!

DON'T GIVE UP!!

YOU ARE IMPORTANT!!

**ALL PROBLEMS CAN BE HANDLED WITH HELP FROM
PROFESSIONALS.**

TEACHER INFORMATION SHEET SUICIDE

Suicide threats or attempts by adolescents should always be taken seriously. Distressful events such as conflicts with family members, breakup of a romance or poor grades may be the "last straw" in precipitating a suicidal attempt but these events do not necessarily cause a suicide. Typically, adolescents who attempt suicide have experienced long-standing problems related to family discord, instability, disruption and/or dysfunction which result in the impairment of the youth's coping skills. Adolescents who attempt suicide feel rejected, unworthy, maladjusted, and unloved.

Prediction of suicide is difficult. People who have made a previous attempt are a much higher risk for future attempts (33-60% will try again and 5-10% will succeed). Other persons who can be considered as high-risk include those who have lost a parent during childhood (especially through suicide), alcohol and drug abusers, and those who have experienced psychotic disorders in the past. Research has shown that 22% of suicide-attempting adolescents had experienced the recent death of a friend or relative prior to their attempt. A suicide attempt is usually planned in advance. The adolescent believes that suicide is the only solution after considering what other alternatives he or she may have. Symptoms the adolescent may exhibit during this period include depression, withdrawal, sleeplessness, unusual sleep patterns, poor appetite, nervousness, psychosomatic disorders, substance abuse or runaway behavior. Further clues to potential suicide may include increased risk-taking, unusual recent behavior (e.g., giving away valuable possessions, unaccountable disruptions of close relationships) or recent changes in lifestyles.

These symptoms will hopefully alert a well-informed teacher, counselor, parent or peer. When people respond with scorn or a lack of interest, the likelihood of suicide being attempted and completed is greatly increased. However, when the adolescent receives concern and attention to the problems, suicide attempts can be averted and their likelihood of recurrence can be substantially reduced.

Specifically, what can teachers do? Be sure to contact an administrator or guidance counselor. The following steps are taken from an article by Ralph M. Smith and Paul Mauceri entitled Suicide - The Ultimate Middle School Trauma; Middle School Journal, 1982.

Step 1: Listen.

The first thing a person in a mental crisis needs is someone who will listen and really hear. Every effort should be made to understand the feelings behind the words.

Step 2: Evaluate the seriousness of the youngster's thoughts and feelings.

If the person has made clear self-destructive plans, the problem is apt to be more acute than when his thinking is less definite.

Step 3: Evaluate the intensity of the emotional disturbance.

It is possible that the youngster may be extremely upset, but not suicidal. If a person has been depressed and then becomes agitated and moves about restlessly, it is usually cause for alarm.

- Step 4:** *Take every complaint and feeling the student expresses seriously.*
Do not dismiss or underestimate what the person is saying. In some instances, the person may express his difficulty in a low key, but beneath his seeming calm may be profoundly distressed feelings. All suicidal talk should be taken seriously.
- Step 5:** *Do not be afraid to ask directly if the individual has entertained thoughts of suicide.*
Suicide may be suggested, but not openly mentioned, in the crisis period. Experience shows that harm is rarely done by inquiring directly into such thoughts at an appropriate time. As a matter of fact, the individual frequently welcomes the query and is glad to have the opportunity to open up.
- Step 6:** *Do not be misled by the youngster's comments that he is past his emotional crisis.*
Often the youth will feel initial relief after talking of suicide, but the same thinking will recur later. Follow-up is crucial.
- Step 7:** *Be affirmative but supportive.*
Strong, stable guideposts are essential in the life of a distressed individual. Provide emotional strength by giving the impression that you know what you are doing, and that everything possible will be done to prevent the young person from taking his life.
- Step 8:** *Evaluate the resources available.*
The individual may have both inner psychological resources, including various mechanisms for rationalization and intellectualization which can be strengthened and supported, and outer resources in the environment such as ministers, relatives, and friends whom one can contact. If these are absent, the problem is much more serious. Continuing observation and support are vital.
- Step 9:** *Act specifically.*
Do something tangible; that is, give the youngster something definite to hang on to, such as arranging to see him later or subsequently contacting another person. Nothing is more frustrating to the person than to feel as though he has received nothing from the meeting.
- Step 10:** *Do not avoid asking for assistance and consultation.*
Call upon whomever is needed. Do not try to handle everything alone. Convey an attitude of firmness and composure to the person so that he will feel something realistic and appropriate is being done to help him.

Additional preventive techniques for dealing with persons in a suicide crisis may require the following:

- *Arrange for a receptive individual to stay with the youth during the acute crisis.*
- *Do not treat the youngster with horror or deny his thinking.*

- *Make the environment as safe and provocation-free as possible.*
- *Never challenge the individual in an attempt to shock him out of his ideas.*
- *Do not try to win arguments about suicide. They cannot be won.*
- *Offer and supply emotional support for life.*
- *Give reassurance that depressed feelings are temporary and will pass.*
- *Point out that, while life exists, there is always a chance for help and resolution of the problems, but that death is final.*
- *Focus upon survivors by reminding the youngster about the rights of others. He will leave a stigma on his siblings and other family members. He will predispose his friends and family to emotional problems and suicide.*
- *Call in family and friends to help establish a lifeline.*
- *Allow the youngster to ventilate his feelings.*
- *Do not leave the individual isolated or unobserved for any appreciable time if he is acutely distressed.*

These procedures can help restore feelings of personal worth and dignity, which are equally as important to the young person as to the adult. In so doing, the adult helping agent can make the difference between life and death. A future potentially productive young citizen will survive.

III. RESPONSIBLE DECISION MAKING AND PLANNING

TEACHER RESOURCE INFORMATION: A DECISION-MAKING MODEL

Remind the students that decision making is with us every day of our lives, particularly in Family Life/Human Sexuality. The type of decisions we make and the ensuring consequences can have a great impact on our self-esteem and future happiness.

Having a model to make smart decisions can help one gain control of his/her life and avoid struggling between what to do and what not to do. It is also a tool to help one examine very difficult decisions and create a firm base for positive action.

In small groups, have the students review and brainstorm what they believe are the logical and necessary steps in decision making. After each group reports their steps, summarize by using the following "Model for Decision Making" adapted from Risk to Take, Choice to Make, Education Development Center.

MODEL FOR DECISION MAKING

1. STATE THE PROBLEM

"What must I decide?"

2. IDENTIFY THE ALTERNATIVES

"Is there anything else I can do?"

Alternative 1 _____

Alternative 2 _____

Alternative 3 _____

3. SELECT ONE ALTERNATIVE

"Which of the above choices feels best to me now?"

4. TEST IT IN YOUR MIND

"Let me think about the possible outcomes of my decision."

	POSITIVE		NEGATIVE	
	Self	Others	Self	Others
Short term			Short term	
Long term			Long term	

DOES THIS OUTCOME MAKE ME FEEL OKAY?

NO **YES**

RETURN TO AND TRY ALTERNATIVE 1 **ACTION**

REVIEW & REFLECT

"What were the actual consequences?"

"What have I learned from this?"

Name _____

Period _____ Date _____

“CASE STUDIES” WORKSHEET

Directions: Write a response to each case study using the Decision Making Steps.

1. Lately you have been tired when you awake in the mornings. You are thinking of skipping breakfast in the morning so that you can get more sleep. However, you know that eating a healthful breakfast is important to optimum functioning. Apply the problem-solving approach and the criteria for responsible decision making to this situation.
2. Your friend is feeling extremely depressed. She performed poorly on a math examination, and she feels she is going to fail the course. She is thinking of not going to math class today and feels that cutting class is no big deal. Your school has very strict rules about people who cut classes. You feel your friend is wrong for not going to class. Apply the problem-solving approach and the criteria for responsible decision making to this situation.
3. Sandy and Mike have been dating for 6 months. Sandy’s parents are going out of town on Saturday night. Mike is pressuring Sandy to let him spend the night. Sandy is afraid to say no for fear of losing Mike. What should she do?
4. Jerry and Nancy have been dating for 1 month. On Friday night they went to the movies then went back to Nancy’s for pizza. Nancy was so happy because Jerry was the perfect gentleman, as always. However, when Nancy returned to school she discovered that Jerry was spreading rumors that they had made love. What should Nancy do?
5. Your grandmother has moved into your home because she is not able to care for herself. One day you notice that she is taking several different unprescribed medications with her regular medicine. It bothers you that she is doing this. Apply the problem-solving approach and the criteria for responsible decision making to this situation.
6. Bob has been dating Susan for 4 months. He really likes her and enjoys being with her. However, Bob has been thinking about making love to Susan. Also, all of Bob’s friends are teasing Bob for not doing it yet and are pressuring him to “be more like them.” What should Bob do?

SINGLE PARENTHOOD

Why Some Choose It

Want to keep the baby, are not ready to get married

Are pressured by family, friends, etc., to keep the baby but not to marry

Will live at home and have the family help raise the child

Believe there is sufficient support from family or other resources

Are not involved with father of baby

Believe that they should raise the baby, that it is their responsibility, since they became pregnant, that a person should not let go of something that is part of them

Feel ready to handle the responsibilities of parenthood

Want someone to love and to love them

Don't believe there is a choice

Father plans to live with mother and child, sharing responsibility

Why Some Do Not Choose It

Believe they cannot cope with the responsibilities of single parenting

Feel pressure from family or peers that this choice is inappropriate

Want to finish education, pursue career goals, etc

Are not ready to settle down

Feel too young to raise a child alone

Think baby would get better care and have a better life if adopted

Lack the financial ability to raise a child

Believe a child should be raised by two parents

Think they would not be accepted socially as a single parent

"MARRIAGE: WHAT IS MOST IMPORANT TO YOU?"

Directions: Read each of the following questions. Circle the one response you would consider the most important about each marriage issue.

1. Which of the following is best?
 - a. to marry young
 - b. to marry later
 - c. to stay single

2. The worst reason two people can get married is:
 - a. for financial security
 - b. because everyone your age is doing it
 - c. secures the relationship

3. The most difficult thing for me to do would be:
 - a. not to get married
 - b. marry someone I really didn't love
 - c. love someone I couldn't marry

4. What is the most important characteristic you look for in a marriage partner?
 - a. common interests
 - b. love
 - c. money

5. Most of my beliefs about marriage come from
 - a. my family
 - b. movies & TV
 - c. friends
 - d. books

Adapted from Skills for Living by Howard Kirschenbaum and Barbara Glaser

WHAT ARE YOUR ATTITUDES TOWARD MARRIAGE?

Your attitudes toward marriage can often give you an indication of your ability to have a happy relationship. Complete the following questions which will help you focus on how you feel about certain issues that are important in marriage.

Answer yes or no.

Part I: Do you believe that...

1. the only way a person can be truly happy is to have a good marriage? _____
2. women work harder than men do to make a marriage successful? _____
3. if you wait too long to get married, you may be set in your ways and become a difficult marriage partner? _____
4. people get married to have children? _____
5. men want to get married more than women do? _____
6. everybody should marry eventually? _____
7. more unhappy marriages than happy ones exist today? _____
8. most single people prefer to be married? _____

Part II: What's most important in a marriage?

Each partner values different things. Rank the following items in order from 1 to 6, with 1 being most important.

- | | |
|-----------------------|--------------------------------------|
| _____ health | _____ fulfilling sexual relationship |
| _____ common interest | _____ financial security |
| _____ appearance | _____ children |

Part III: What characteristics are you looking for in a marriage partner?

Mark those you consider the utmost importance with a "1"; average importance with a "2"; and not important with a "3".

- | | | |
|----------------------|----------------------------------|------------------------|
| _____ ambition | _____ reliability | _____ good looks |
| _____ humility | _____ similar interest to yours | _____ openness |
| _____ tenderness | _____ understanding | _____ friendliness |
| _____ sense of humor | _____ close family relationships | _____ honesty |
| _____ intelligence | | _____ love of children |

Part IV: What have you learned?

1. Do you think your attitudes toward marriage are overall positive?
2. Do you think married people are better off than single?
3. Do you believe children are necessary to a good marriage?
4. Do you prefer to have material needs satisfied rather than emotional ones?
5. Do you think your parents would respond the same way you do?

*Adapted from Scholastic Family Living Program. You and Marriage.

Health Quiz: Marriage and Family

True/False

- _____ 1. A pledge to do something in the future is a commitment.
- _____ 2. Making a commitment helps build trust.
- _____ 3. There is little social pressure in this country to marry.
- _____ 4. A person who gets married for social pressures will generally be happy.
- _____ 5. Any doubt one has about a marriage partner usually disappear after marriage.
- _____ 6. Love is all that is necessary for a successful marriage.
- _____ 7. Two factors critical to a successful marriage are emotional and social maturity.
- _____ 8. Couples that show common interest have high success rate in marriage.
- _____ 9. Early marriage can interfere with a teenager's growth and development.
- _____ 10. Finances are not usually problems in teenage marriages.

**Health Quiz: Marriage and Family
(Answer Key)**

True/False

- T 1. A pledge to do something in the future is a commitment.
- T 2. Making a commitment helps build trust.
- F 3. There is little social pressure in this country to marry.
- F 4. A person who gets married for social pressures will generally be happy.
- F 5. Any doubt one has about a marriage partner usually disappear after marriage.
- F 6. Love is all that is necessary for a successful marriage.
- T 7. Two factors critical to a successful marriage are emotional and social maturity.
- T 8. Couples that show common interest have high success rate in marriage.
- T 9. Early marriage can interfere with a teenager's growth and development.
- F 10. Finances are not usually problems in teenage marriages.

USING NEW SKILLS

1. Have you been more aware of pressures to become sexually involved?

_____ Yes

_____ No

2. List any programs you saw on television this month that you thought pressured viewers about sex.

3. List any new songs you heard that pressured listeners about sex.

4. List any new movies that have sexual involvement in them and that pressured viewers about sex.

5. List any television commercials or magazine ads that you thought pressured people about sex.

6. Did you experience any other pressure to become sexually involved?

7. Did what you learned from us help you say "no" to the pressures you've listed?

_____ Yes

_____ No

_____ Not sure

8. How would you help a friend who was feeling pressured to become sexually involved?

THE CHOICES

Teens involved in a pregnancy find themselves faced with difficult choices. Common arguments for and against a decision for marriage, single parenthood, adoption and abortion are given below.

MARRIAGE AND PARENTHOOD

Why some Choose It

Think the baby should live with two parents

Love the other person - had planned to get married anyway

Believe they are ready for a permanent, committed relationship

Believe it is the "right" thing to do

Want the baby to "have a name"

Are pressured by parents, boyfriend, or peers

Are looking for financial support or sharing of parenting responsibilities

Why Some Do Not Choose It

Aware of the high divorce rate for teenage marriages

Feel they are too young for marriage

Partner does not want to marry or is not seriously committed to the other

Doesn't think partner would make a good parent or spouse

Believe they are not ready to marry, do not love their partner, are not committed to each other

Think they have sufficient support from family or other sources to raise baby alone

Are pressured not to get married

WAYS TO ACHIEVE SUCCESSFUL TIME MANAGEMENT

1. Set realistic & specific (positive) goals.
Understand yourself.
2. Establish priorities based on your values.
(begin with most difficult task)
3. Divide large tasks into small ones.
Planning is important.
4. Develop alternatives.
5. Establish definite time limits - make them realistic.
6. Do one task at a time.
7. Complete each task fully.
8. Don't procrastinate.
9. Use short rest periods to restore energy.
10. Handle things only once when possible.
Perfectionism can be a great waster.

NAME _____

SETTING GOALS

PART I

DIRECTIONS: Select one long-term goal and one short-term goal for yourself. Using the format from the handout "Ways to Achieve Successful Time Management" explain how you plan to reach your goals.

1. My long-term goal is:

2. My short-term goal is:

Assignment Discovery Online Curriculum

Lesson title:

Sexual Harassment

Grade level:

9-12

Subject Area:

Health

Duration:

Two class periods

Objectives:

Students will do the following:

1. Define the term *sexual harassment*
2. Identify examples of sexual harassment
3. Consider appropriate responses to sexual harassment

Materials:

- Paper and pencils
- Newsprint and markers
- Computer with Internet access (optional but very helpful)

Procedures:

1. Write "sexual harassment" on the board or on a piece of newsprint. Ask students if they know what it means. Write down their ideas. Help them understand that sexual harassment is any unwanted physical or verbal advances that have sexual overtones.
2. Then share with students the kind of behavior that is usually considered a form of sexual harassment:
 - Sexual jokes
 - Touching in an inappropriate way
 - Inappropriate gestures
 - Spreading rumors about another person's sexual behavior

Tell students that in 1999 the Supreme Court heard a case about sexual harassment. The high court ruled that schools can be sued if they fail to stop sexual harassment. The court further ruled that schools must take action, such as an education program, to prevent sexual harassment from taking place. If they do not do so, schools are vulnerable if they get sued. For more information on this issue, students can look on the following Web sites:

<<http://www.thesunlink.com/news/may99/daily/0525ala.html>>

<<http://www.apa.org/monitor/oct99/cf9.html>>

<<http://supct.law.cornell.edu/supct/html/97-843.ZS.html>>

3. Tell students that sexual harassment is very common in schools. Incidents at every level, even elementary school, have been reported. To better understand what sexual harassment is and what students can do about it, tell students that they are going to work in small groups to brainstorm examples of sexual harassment. Then they will write a script for a scenario dramatizing the incident, how the students responded to it, and what they can do to prevent such an incident from happening again.

Divide students into small groups and have them begin brainstorming their ideas. If they are having trouble getting started, you may want to suggest a few of the following incidents as examples of sexual harassment:

- Touching a student's private parts
- Drawing sexually explicit pictures and passing them around
- Rubbing up against someone in a provocative way
- Telling sexual jokes
- Spreading rumors about a person's sexual behavior
- Calling other students names with sexual connotations

4. Before students begin writing, direct them to the following Web sites to learn about what is being done about sexual harassment in different schools nationwide, and what legal recourse people have if they are subjected to sexual harassment. Students can incorporate this research into their scenarios.

<<http://www.soroptimist.org/novdec99.htm>>

<<http://www.straussconsult.com/article2.htm>>

<<http://www.apa.org/monitor/oct99/cf9.html>>

<<http://www.gcsd.k12.sc.us/safety/newsletter.htm>>

5. Give students time to work on their scenarios in class. Tell them to be prepared to hand in a complete, written script. During the next class period, ask if any groups would like to present their scenario to the class. Give as many groups as are interested an opportunity to present their scenarios. All students must turn in a complete, written script.
6. To conclude the lesson, give students time to write down their personal responses to having worked on this activity. Were they familiar with sexual harassment beforehand? Have they ever experienced sexual harassment? If so, were they aware of it at the time? Tell students that they do not have to share their thoughts with

anyone. Writing them down is simply a way to bring closure to any personal experiences the lesson may have brought up.

Discussion Questions:

1. Imagine that a friend confides in you that he or she has been a victim of sexual harassment. What would you say to your friend? What would you tell your friend to do about the harassment?
2. Suppose a boy repeatedly tells a girl, in public, that she has a great figure. While at first the girl is flattered, when he keeps talking about her figure publicly, she becomes increasingly uncomfortable. Do you think she has reason to feel uncomfortable? Is this an example of sexual harassment or positive attention? In our culture, do you think it is easy to confuse the two? Give reasons to support your ideas.
3. Do you think there is a relationship between self-esteem and sexual harassment? Do you think people with low self-esteem would be more likely to be the harasser, the victim, or both? Give facts to support your ideas.

Evaluation:

Use the following three-point rubric to evaluate students' ability to discuss sensitive topics with maturity and insight, find out additional information through research, and write a scenario that portrays an incident of sexual harassment and give clear recommendations for how to respond to it:

Three points: showed an above-average level of maturity and insight in discussing sensitive topics; completed the research accurately and thoroughly; wrote a dramatic scenario that covered all the main points.

Two points: showed an average level of maturity and insight in discussing sensitive topics; completed most of the research accurately and thoroughly; wrote an on-grade-level scenario that covered most of the main points.

One point: had difficulty discussing sensitive topics with maturity and insight; completed only a small amount of the research; did not complete the scenario, which did not cover all the main points.

Extension:

Your Day in Court

Turn your classroom into a courtroom. Tell students to imagine that a sexual harassment case has been brought to the attention of the class, and it is about to go to trial. The case involves a male high school student who is accused of making unwanted advances

toward a female student. His advances might include jostling her in inappropriate ways, calling her names with sexual connotations, or spreading rumors about her sexual behavior.

Have students first choose the young man's offense. Then have them determine who will play the following roles: defense attorney, prosecutor, judge, witnesses, and jury members. Then have students prepare for the case. For example, the prosecutor and the defense attorney must prepare their arguments. Suggest that the students playing these roles select a few classmates to help with the research. Other students may play the roles of reporters covering the case for a newspaper, administrators and teachers from the school, and concerned citizens.

After students have prepared, have them present the case. Allow at least two class periods to hear both sides of the argument, call witnesses, and have the jury deliberate. The Web sites listed in the lesson will be helpful in preparing for the trial.

Suggested Reading:

Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships (3rd ed.)

Ruth Bell Times Books, 1998.

This terrific, encyclopedic book for teens covers absolutely everything about sexuality. It begins with the physical and emotional changes that happen as teens mature; other topics of interest to teens are covered, such as eating disorders, substance abuse, living with violence, sexually transmitted diseases, safe sex and birth control, pregnancy, and how to make changes locally and globally. Lots of clear, frank information is conveyed through the voices of real teens.

Sexual Harassment (Current Controversies series)

Louise Gerdes, editor. Greenhaven Press, 1999.

In another excellent book from Greenhaven Press, sexual harassment is examined from all sides. The book answers questions through essays written by a range of professionals. Some of the questions raised include the following: Is sexual harassment a serious problem? What causes sexual harassment? How can sexual harassment be reduced? Are legal definitions of sexual harassment useful?

Vocabulary:

provocative

Definition: Serving or tending to provoke, excite, or stimulate.

Context: Looking at someone in a suggestive way or making an obscene gesture can be **provocative** and hurtful.

sexual

Definition: Relating to or associated with sex or the relationship between the sexes.
Context: During the teen years, young people become more aware of behavior that is **sexual** in nature.

sexual harassment

Definition: Unwanted advances of a sexual nature.
Context: Touching someone in an inappropriate way is an example of **sexual harassment**.

suggestive

Definition: Tending to suggest something improper or indecent.
Context: Parents often object to songs with **suggestive** lyrics.

Academic Standards:

The following standard is from the American Association for Health Education for students in grades nine through twelve.:

1. Students will demonstrate the ability to access valid health information and health-promoting products and services.

This lesson plan adheres to the standards set forth in the *National Science Education Standards*, in particular the category Science in Personal and Social Perspectives.

Credit: Marilyn Fenichel, freelance writer and curriculum developer.

This lesson was prepared in consultation with Shauna Felton, middle school health teacher.

DiscoverySchool.com

<http://www.discoveryschool.com>

Copyright 2002 Discovery.com.

Teachers may reproduce copies of these materials for classroom use only.

IV. NUTRITION AND WEIGHT MANAGEMENT

TEST YOUR NUTRITION IQ:

Name _____

POST

_____ 1. One can of Coke, Sprite or other regular soda contains about: _____

- a. 2 teaspoons of sugar and 32 calories
- b. 5 teaspoons of sugar and 80 calories
- c. 10 teaspoons of sugar and 160 calories

_____ 2. The best way to lose weight is to: _____

- a. Follow a liquid diet plan for at least 2 meals per day.
- b. Eat all the bread, pasta, potatoes and carbohydrates you want, just don't add any fat.
- c. Decrease calories by 300-500 per day and begin an exercise program you will stick with.

_____ 3. Circle the food that does not contain cholesterol: _____

- a. Skinless Chicken
- b. Peanut butter
- c. Hamburger meat
- d. Fish

_____ 4. Which fast food sandwich has the most calories: _____

- a. Burger King Chicken Sandwich
- b. McDonalds Big Mac
- c. Wendy's Big Classic

_____ 5. Pick the worst group of fats for your heart: _____

- a. Saturated fats (butter, lard, dairy)
- b. Trans fatty acids (margarine, hydrogenated oils)
- c. Monounsaturated fats (olive oil, peanut oil)
- d. Polyunsaturated fats (corn oil, soybean oil)

_____ 6. Circle the one that has the most calories: _____

- 1 tablespoon butter
- 1 tablespoon margarine

_____ 7. How many of the following are names for sugar? _____

- glucose
- dextrose
- fructose
- Saccharin
- NutraSweet
- corn syrup
- sucrose
- honey

PRE

POST

8. Circle the correct answers:
To burn off one small bag of french fries (233 calories)
you would need to:

- a. Dance for 42 minutes
- b. Bicycle for 69 minutes
- c. Watch T.V. for 2 hours

9. TRUE or FALSE

It is just as healthy to eat canned vegetables with no added salt,
as to eat fresh vegetables.

10. Circle the correct answers:
To maintain strong bones, it is important to:

- a. Exercise regularly
- b. Eat foods high in calcium, like milk, broccoli, green leafy vegetables
- c. Avoid excessive amounts of protein in the diet
- d. Get enough rest to prevent stress on your bones

11. TRUE or FALSE

Avocados, peanut oil, seeds and nuts contain a high level of
cholesterol.

12. TRUE OR FALSE

Americans get more than 80% of their sodium (salt) intake from
processed and packaged foods.

13. TRUE OR FALSE

Of the 10 leading causes of death in this country, 2 are diet related.

14. Choose the blood Cholesterol profile that is the most desirable:

- a. Total cholesterol 200, HDL 45, LDL 138
- b. Total cholesterol 200, HDL 25, LDL 158
- c. Total cholesterol 210, HDL 65, LDL 128

_____ 15. A food that says "Lite" on the label must contain: _____

- a. A lighter color, texture, or weight
- b. 1/3 fewer calories or 50% less fat per serving than the original
- c. There are no requirements for labeling a food "lite"

_____ 16. TRUE OR FALSE _____

By increasing consumption of artificial sweeteners like Nutra Sweet, the incidence of obesity in America has steadily declined.

_____ 17. Circle the best vitamin supplement to take: _____

- a. A high potency anti-oxidant formula that contains at least 1,000% of the RDA for Vitamins A, C and E.
- b. An amino-acid supplement to help build muscle and lean body mass.
- c. A multi-vitamin that contains about 100% of the RDA for iron, zinc, folate, vitamin C, and B-vitamins.

_____ 18. TRUE OR FALSE _____

Men are at a higher risk of heart attack than women at all stages of life.

_____ 19. Which group of foods on the Food Guide Pyramid does bacon belong to? _____

- a. Meat
- b. Dairy
- c. Fats, oils

_____ 20. TRUE OR FALSE _____

The doughnuts, cookies, pastries, candy and sweets brought to the office by co-workers have no calories!

NUTRITION QUIZ

ANSWER KEY

1. (c) A 12-ounce can of regular soda contains ten to twelve teaspoons of sugar and between 160 and 190 calories. That's more calories than a ½ cup of chocolate ice cream!
2. (c) To lose approximately one pound per week, you must decrease calories by about 500 per day. (3500 calories = 1#). Diet alone is not enough. You must also increase energy expenditure.
3. (b) Peanut butter does not contain cholesterol. Cholesterol is found only in foods from animals. Chicken, fish and beef all contain about the same amount of cholesterol, but skinless chicken and fish have less fat than red meats. Remember its the amount of FAT in your diet that's important for your heart.
4. (a) The Burger King Chicken Sandwich has 688 calories, the Big Mac has 562 calories, and a Wendy's Big Classic has 580 calories. Watch out for fried sandwich entrees, like fried chicken, veal Parmesan and fried fish, all very high in fat and calories.
5. (a) Saturated fats cause the greatest increase in blood cholesterol levels. Trans fatty acids, however, have also been linked to increased blood cholesterol levels.
6. Both a tablespoon of butter and a tablespoon of margarine have the same amount of calories.
7. Six. Nutra Sweet and saccharin are sugar substitutes. Watch out for foods that list more than one type of sugar on the label.
8. (a) and (b). You would have to watch T.V. for over 3 hours to metabolize the fries (i.e. store them as fat).
9. FALSE. Fresh vegetables are healthier-they are higher in fiber, minerals and vitamins than canned vegetables. The canning process leaches vitamins from foods and destroys dietary fiber.
10. (a) (b) and (c). Dietary calcium and weight-bearing exercise like walking, running, aerobics and weight lifting help create strong bones. Excessive protein can leach calcium from bones, therefore, its important to eat a balanced diet with about 10-15% of calories from protein, 20-30% calories from fat, and 50-60% of calories from carbohydrates.
11. FALSE. These foods are high in fat, however, it's monounsaturated - the healthiest kind of fat. Plant foods contain no cholesterol.
12. TRUE!

13. FALSE. Of the ten leading causes of death in the US - 5 are related to diet: heart disease, cancer, stroke, diabetes, and atherosclerosis.
14. (c) Although the total cholesterol is above 200, the HDL (good) is the highest at 65, and the LDL (bad) is the lowest at 28.
15. (b) New food label regulations define the term "lite".
16. FALSE. More Americans are obese or overweight than ever. Increased snacking and decreased activity have led to extra-weight gain.
17. (c) A multi-vitamin with 100% of the RDA is the best choice. Excessive amounts of vitamins can cause toxicity. Amino acid supplements, taken in large doses, can create protein malabsorption.
18. FALSE. After menopause women are at as much risk of heart attack as men. Estrogen appears to protect women from heart attack.
19. (c) Bacon is a high fat food, containing little protein or iron.
20. TRUE. That's why we keep bringing them to the *office* to eat! 😊

EASY SUBSTITUTIONS FOR HEALTHIER LUNCHES AND SNACKS

INSTEAD OF

TRY THIS !

Croissant

Plain dinner roll, or bread

Doughnut, Pastry

Bagel

Chicken Salad, Tuna Salad

Sliced Chicken or Turkey
Breast

Cesar Salad

Garden Salad

Mayonnaise

Mustard

A Slice of Cheese

Sliced Lettuce and Tomato

Chips

Unsalted Pretzels

Candy Bar

Piece of Fruit

Fried Chicken

Baked Chicken without the
Skin

Mashed Potatoes, French fries

Baked Potato

Creamed Spinach

Steamed Vegetables

Candied Baked Apples

Fruit Salad

Soda

Iced Tea or Water

Fried chicken or fish
Sandwich

Grilled Chicken Sandwich or
Plain Hamburger

Broccoli and Cheese Baked
Potato

Potato w/a little sour cream,
Side Salad (lite dressing)

<i>Key Nutrient</i>	<i>Why Needed</i>	<i>Examples of Sources</i>
Protein	Builds and maintains all tissue. Helps regulate body processes. Supplies energy.	Meat, poultry, fish, eggs, milk, cheese, dried beans and peas, peanut butter
Carbohydrates	Supply food energy. Spare protein for tissue building and repair.	Cereals, breads, rice, pasta, fruits, sugar, honey
Fats	Supply food energy in compact form. (Weight for weight supplies more than twice as many calories as protein and carbohydrates.) Carries fat-soluble vitamins.	Meats, dairy products, butter, margarine, salad dressing, oil
Fiber	Helps maintain regularity. Important for reducing risk of many chronic diseases.	High fiber cereals, fruits, vegetables, whole grains
Water	Important part of all cells and fluids in body. Carrier of nutrients to and waste from cells in the body. Aids in digestion and absorption of food. Helps to regulate body temperature.	Water, beverages, fruits and vegetables Most foods contain some water.
Vitamin A	Helps eyes adjust to dim light. Helps keep skin healthy. Promotes growth.	Dark green and deep yellow vegetables, fortified cereals, fortified skim and low-fat milk, liver
Beta-carotene	Form of vitamin A.	Dark green, leafy and yellow-orange vegetables and fruits, some fortified cereals
Thiamin (vitamin B1)	Helps body cells obtain energy from foods. Helps keep nervous system healthy.	Pork, other meats, fish, poultry, eggs, fortified cereals, whole grain and enriched breads
Riboflavin (vitamin B2)	Helps cells use oxygen to release energy from food. Helps keep eyes healthy.	Milk, cheese, fortified cereals, meats, fish, eggs, dark leafy greens
Niacin	Helps the cells of the body use oxygen to produce energy.	Fortified and whole grain cereals, meat, fish, poultry, peanuts and peanut butter
Vitamin B6	Functions in protein metabolism.	Meats and meat alternates, bananas
Folic acid (folic acid, folate)	Used in formation of new cells.	Leafy green vegetables, legumes, seeds, some fortified cereals
Vitamin B12	Used in formation of new cells. Helps keep nervous system healthy.	Animal products (meat, fish, poultry, shellfish, milk, cheese, eggs)
Vitamin C (ascorbic acid)	Makes cementing materials that hold body cells together. Helps in wound healing. Helps build and maintain bones and teeth. Helps cells use oxygen to release energy from food.	Citrus fruit (oranges, grapefruit), strawberries, brussels sprouts, green peppers, some fortified cereals
Vitamin D	Helps body use calcium and phosphorus to build and maintain strong bones and teeth, important in growth.	Foods fortified with vitamin D, such as low-fat milk, margarine. Direct sunlight produces vitamin D in the body. (Vitamin D is a unique vitamin because it can be produced by the body.)
Vitamin E	Antioxidant. (Prevents oxygen from combining with and damaging other substances such as vitamin A and unsaturated fats.)	Nuts, seeds, plant oils, margarine, some fortified cereals
Calcium	Helps build and maintain bones and teeth. Helps blood to clot. Helps nerves, muscles and heart to function properly.	Milk, yogurt, cheese, ice cream, leafy green vegetables
Iron	Combines with protein to make hemoglobin to carry oxygen from the lungs to other parts of the body. Helps cells use oxygen.	Meat, fortified cereals, dried beans and peas, dark green leafy vegetables, dried fruit, blackstrap molasses

NUTRITION WORKSHEET- POPULAR EATING PLACES

Students will compare the different nutritional values at Pizza Hut, Wendy's, Burger King, McDonald's and Taco Bell.

The following values should be established:

1. Total Fat (grams)
2. Saturated Fat (grams)
3. Cholesterol (mg)
4. Protein (grams)
5. Carbohydrates (grams)
6. Calories

PIZZA HUT	WENDY'S	BURGER KING	McDONALD's	TACO BELL
1 Slice Cheese Thin & Crispy 1. 2. 3. 4. 5. 6.	Single 1. 2. 3. 4. 5. 6.	Hamburger 1. 2. 3. 4. 5. 6.	Hamburger 1. 2. 3. 4. 5. 6.	1 Border Light Taco 1. 2. 3. 4. 5. 6.
1 Slice Meat Lovers Hand-Tossed Pizza 1. 2. 3. 4. 5. 6.	Single with Cheese 1. 2. 3. 4. 5. 6.	Cheeseburger 1. 2. 3. 4. 5. 6.	Cheeseburger 1. 2. 3. 4. 5. 6.	1 Regular Taco 1. 2. 3. 4. 5. 6.
1 Slice Pepperoni Lovers Slide Pan 1. 2. 3. 4. 5. 6.	Double 1. 2. 3. 4. 5. 6.	Whopper 1. 2. 3. 4. 5. 6.	Big Mac 1. 2. 3. 4. 5. 6.	1 Regular Taco with Sour Cream 1. 2. 3. 4. 5. 6.
1 Slide Super Supreme Pan Pizza 1. 2. 3. 4. 5. 6.	Double with Cheese 1. 2. 3. 4. 5. 6.	Whopper with Cheese 1. 2. 3. 4. 5. 6.	Quarter Pounder with Cheese 1. 2. 3. 4. 5. 6.	1 Bean Burrito 1. 2. 3. 4. 5. 6.

QUESTION:

Given the above food choices, select the healthiest one and explain why.

Assignment Discovery Online Curriculum

Lesson title:

Eat Right, Stay Fit

Grade level:

Subject area:

Health

Duration:

Two class periods (students will need additional time to keep track of what they eat)

Objectives:

Students will do the following:

- Learn what a healthful diet is
- Assess their eating habits to determine if they are getting the right foods to stay healthy
- Learn about the relationships among metabolism, calories, and diet.

Materials:

- Print resources, such as reference books and encyclopedias
- Internet access
- Food labels (optional but very helpful)

Procedures:

1. Explain that puberty is a time of fast growth, second only to infancy. For this reason, it is important to eat a healthful diet and exercise regularly.
2. Discuss with students that this is also the time in their lives that they should begin taking responsibility for their own eating habits. During this lesson, they will have an opportunity to do so by comparing what they eat with the daily nutrition requirements recommended by the U.S. Department of Agriculture. Before students can do this activity, they need to understand the basics of nutrition. To provide students with this necessary background information, take a few moments to discuss the following key terms with them.

- **diet:** Everything that someone consumes. A balanced diet is based on the scientific principles that healthful foods and appropriate nutrients must be consumed each day.

- **calorie/Calorie:** One calorie is the amount of energy needed to raise the temperature of 1 gram of water 1 degree Celsius. One Calorie, or kcal, is equal to 1,000 calories, the amount of energy required to raise 1 kilogram of water (about 2.2 pounds) 1 degree Celsius. Nutrition is measured in Calories.

- **metabolism:** The number of calories burned at any given moment. An individual's basal metabolic rate (BMR) is a measure of the number of calories burned to keep the person's heart, lungs, and muscles working while the body is at rest. An individual's actual metabolism is higher when the person is active than it is when the person is at rest.

- **nutrients:** Substances found in foods that people need to stay healthy. Proteins, carbohydrates, vitamins, minerals, and fiber are essential elements of a nutritious diet. Proteins make the cells, while carbohydrates provide energy. Vitamins regulate chemical processes in which the body converts food into energy and tissues. Minerals such as calcium are essential for building strong bones and teeth. Fiber helps keep the digestive system functioning smoothly.

3. Tell students to list what they eat over the course of three days. Make sure students include the amounts of each food, as in "two waffles" or "one cup of cereal with 1 cup of low-fat milk."
4. After students have completed their lists, hand out copies of the Food Guide Pyramid from by the U.S. Department of Agriculture. The guide can be found on many products, such as cereal and cracker boxes, or at the following Web site: <http://www.nal.usda.gov:8001/py/pmap.htm>.
5. Have students take a few minutes to look over the Food Guide Pyramid and the recommended daily servings for each food group. Tell students that these servings apply to all people, but as adolescents, they should make one adjustment. They should make sure to eat three or more servings every day from the milk, yogurt, and cheese group to get enough calcium.
6. To help students understand what a serving is, share with them the following equivalencies:

Milk, Yogurt, and Cheese

1 serving = 1 cup of milk or yogurt

1 serving = 1_ ounces of natural cheese, or 2 ounces of processed cheese

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

1 serving = 2-3 ounces of cooked lean meat, poultry, or fish (2 tablespoons of peanut butter count as 1 ounce of lean meat)

1 serving = _ cup of cooked dry beans

1 serving = 1 egg

(2 tablespoons of peanut butter and 1/2 cup of peanuts is equivalent to 1 oz. of meat. Because nuts are high in fat, they must be eaten sparingly. Two tablespoons of peanut butter is about 1/2 of a serving, as is 1/2 cup of peanuts. Rather than eat a complete serving of these foods, it may be wise to supplement these portions with other foods from that food group.)

Vegetables

- 1 serving = 1 cup of raw leafy vegetables
- 1 serving = _ cup of other vegetables, cooked or raw
- 1 serving = _ cups of vegetable juice

Fruits

- 1 serving = 1 medium apple, banana, or orange
- 1 serving = _ cup of chopped, cooked, or canned fruit
- 1 serving = _ cup of fruit juice

Bread, Cereal, Rice, and Pasta

- 1 serving = 1 slice of bread
- 1 serving = 1 ounce of ready-to-eat cereal
- 1 serving = _ cup of cooked cereal, rice, or pasta

7. Using the Food Guide Pyramid and the serving information as guides, ask students to compare what they eat in a typical day with what is considered a healthful, well-balanced diet. Then have them modify their diets by cutting out unhealthy foods, adding healthful foods, and if necessary, increasing or decreasing the number of servings in a particular food group. By making these changes, students will be working toward eating what nutritionists consider a healthful diet. Tell students that they should eat fats, oils, and sugars sparingly because these foods add calories but not nutrients.
8. Tell students that they should also consider metabolism when assessing their eating habits. *Metabolism* is defined as the number of calories your body needs while at rest. A more active individual will have a higher metabolism.
9. Explain to students that there are different ways to calculate metabolism, but all formulas give an approximate number of calories to be eaten each day. Counting calories is useful, but it is much more important to eat the right foods. Physical activity is equally important.

If you feel that providing formulas for students to determine their basal metabolic rate would give them useful information, suggest that they follow these steps:

- a. Women: $661 + (4.38 \times \text{weight in pounds}) + (4.33 \times \text{height in inches}) - (4.7 \times \text{age})$
= BMR
- b. Men: $67 + (6.24 \times \text{weight in pounds}) + (12.7 \times \text{height in inches}) - (6.9 \times \text{age})$
= BMR
- c. To estimate the total number of calories your body needs each day, multiply your BMR by the appropriate number given below:
 - 1.2 for people who get little exercise
 - 1.3 for people who get a moderate amount of exercise
 - 1.7 for people who are very active