

10 Ways to Create a Skills-Based Health Classroom



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Created By Teachers, For Teachers



Mary McCarley
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SHAPE's Southern District
Health Teacher of the Year.



Lindsay Armbruster
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SHAPE's Eastern District
Health Teacher of the Year.



Melanie Lynch
was named SHAPE's
2016 Health Education
Teacher of the Year.



Melissa Munsell
is the Health Education Lead
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Interpersonal Communication



Alcohol Interview

Interview a parent, guardian, or trusted adult to learn more about alcohol use. Ask the following four questions and a question of your own. Discuss each response and ask further clarifying questions, if needed. Then, summarize the person's responses in the space provided. Write a reflection that summarizes your thoughts and feelings about the interview at the end of this activity.

1. As you grew up, were your friends or loved ones negatively impacted by alcohol use? How were they impacted?

2. In your opinion, what are the harmful effects of alcohol?

3. What advice do you have for me about alcohol use today and as I age?

4. What advice do you have for me about rising above the pressure from peers and the media to drink today and as I age? What are effective ways of saying no to drinking alcohol?

Alcohol Interview

5. My question:

Reflection

Write a short reflection in the space below summarizing the experience of interviewing a trusted adult about alcohol use. How was the experience? What did you learn?

Trusted Adult Signature:

Let's Talk Mental Health

Let's Talk Mental Health is a homework assignment designed to help parents or guardians and their children begin or continue the conversation about relevant health-related topics affecting teens and families today and in the future. Complete the activity together and then at the end of the activity, take the pledge to keep talking about important topics.

Part 1

Together, read the scenarios below and choose one. Talk about the scenario and answer the discussion question. Work together to create a plan of action in the event you are ever in this situation. Then, complete the student writing assignment. Record your response in the space provided.

Talk About It

Scenario 1	Scenario 2
Your friend is trying to cope with the divorce of her parents. Not only have her grades dropped, but she is not acting like herself. She seems withdrawn and recently admitted to cutting herself. You are worried that she is depressed. After school today, your friend says she does not feel like living anymore.	You loved elementary school, but middle school has been a big change. Classes are tougher, homework is piling up, and your parents have higher expectations for success. As a result, you feel anxious, frustrated, and sad at times.

Discussion Question

What would you do? Create a plan in case you are ever in this situation.

Student Writing Assignment and Reflection

Summarize and reflect on the plan discussed.

Let's Talk Mental Health

Part 2

Discuss two of the questions below with your parents, guardian, or other trusted adult. Reflect on your discussion and then complete the writing assignment that follows.

Discussion Questions

1. What are some ways to create happiness in your life? How can you be strategic about creating happiness?
2. What is the difference between feelings of normal sadness and depression? What strategies could you use to cope with feelings of sadness or depression?
3. What creates anxiety in your life? What are positive ways to cope with anxiety?
4. What normal changes in behavior and emotion occur during puberty? How do these changes affect mental health?

Student Writing Assignment and Reflection

Write a summary and reflect on the two questions discussed.



Pledge

I commit to having these crucial conversations.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

Let's Talk Student Example

“If there is ever a time where I feel like I need to hide my emotions, my mom reminded me that I can always talk to her. She admits that she is not the best talker and doesn't really enjoy talking through situations like the one given in the scenario. Despite this, she said she will always be willing to talk. My brother and sister also advised me to come to them whenever things are not going so great and I feel kind of weird talking to my mom.”

- Isaiah

Stand Up to Bullying

If you don't have a textbook, then "reviewed in class"

Desserts (Choose one to complete with a partner)

Standing up to bullies practice: With a partner, write a scenario in which one middle school student bullies another. In your scenario, the person being bullied should respond in three different ways based on the strategies on page 501 in the textbook. With your partner, practice these three strategies for responding to a bully. Turn in your scenario and responses to the teacher.

Standing up to bullies practice and performance: With a partner, write a scenario in which one middle school student bullies another. In your scenario, the person being bullied should respond in three different ways based on the strategies on page 501 in the textbook. With your partner, practice these three strategies for responding to a bully. Demonstrate these strategies for the class.

Standing up to bullies skit: With a partner, write a skit in which one middle school student bullies another. In your scenario, the person being bullied should respond to the scenario in three different ways based on the strategies on page 501 in the textbook. Practice your skit and perform it for the class. Use props to enhance your performance.

Stress Survey



Stress Survey

At times, you may feel overwhelmed with stress. You are not alone. While stress is unavoidable, it is important to learn about it and find new strategies to help you manage it. Using the questions in the table, survey five friends about their stressors. Record their responses as you administer the survey. After the survey, educate the people you surveyed on ways to help someone manage stress based on the information presented in Lesson 4.3 of the textbook. Then, analyze your data and complete the survey reflection questions. Share your responses with the rest of the class.

Survey Questions	Person 1	Person 2	Person 3	Person 4	Person 5
Stress level On a scale of 1 to 5, with 1 being low and 5 being high, how much stress do you have in your life?					
Causes of stress In your opinion, what causes the most stress for teens?					
Health impact How do you feel when you are stressed?					
Stress management techniques How do you manage your stress?					
Getting help If you were overwhelmed with stress, would you feel comfortable talking to an adult or asking for help?					

Stress Survey

Survey Reflection Questions

1. Based on your data, are your friends feeling stressed out? What are the causes of their stress?

2. Based on your data, how do your friends feel when they experience stress?

3. Based on your data, how are your friends managing their stress?

4. Reflect on the process of teaching each of the individuals. Were they curious to learn new ways to manage stress? Provide details.

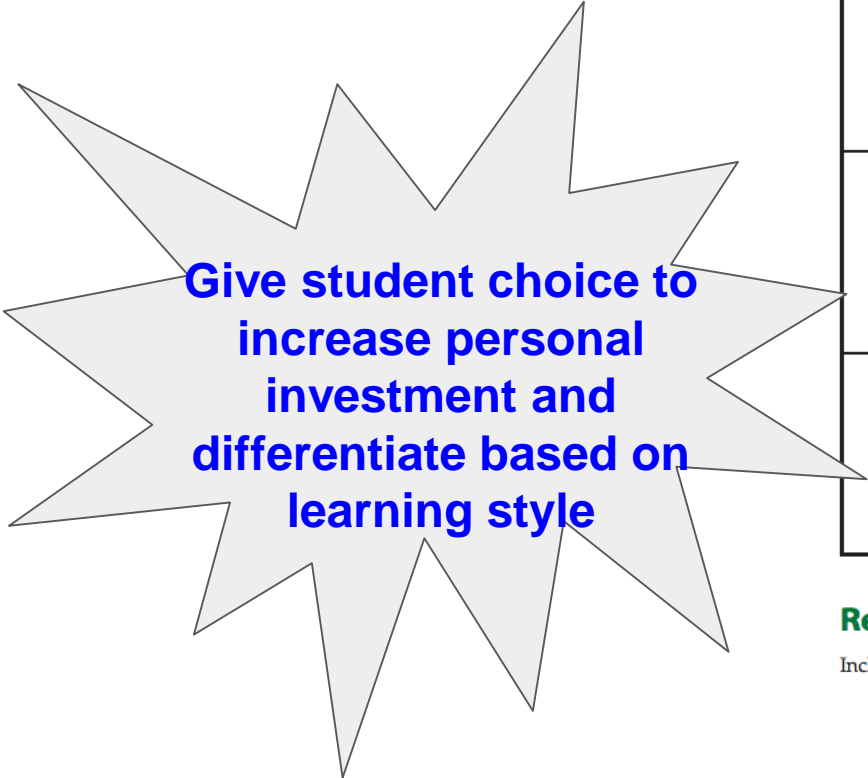
5. Reflect on the content of the survey. Indicate at least three questions you would have included that were not on the survey.

6. Based on your survey data and personal experience with stress, do you think middle school students have high stress and difficulty managing it? What do you think are the effects of not coping and managing these stressors?

Advocacy



Alcohol Awareness Performance Task



**Give student choice to
increase personal
investment and
differentiate based on
learning style**

The end-of-year school dance is approaching, and many of your peers have been talking about parties and alcohol use. Recently, three students were arrested for fighting while under the influence of alcohol. For this activity, you will create a product to raise awareness and educate students at your school about the harmful effects of alcohol. Choose one product to complete from the *Project Choice Board* below. Read the requirements for completing the project and then create your product.

Project Choice Board		
Design a poster	Write a blog post	Create a video public service announcement
Write an article for the school newspaper or website	Student choice (get teacher approval)	Design a brochure
Create a print public service announcement for your school newspaper	Design a flyer	Design a website

Requirements

Include the following information from Chapter 9 in your product:

- Three factors that influence alcohol use and an example of each
- Four effects of alcohol on brain function
- Four long-term health effects of alcohol use
- Six consequences of underage drinking
- Four refusal lines to resist peer pressure to drink alcohol

Be a Physical Activity Advocate

Worldwide, many businesses and companies encourage their employees to exercise daily by offering on-site workout centers, memberships to local health clubs, and longer lunches. Employees who exercise are often more productive at work, miss fewer days due to sickness, and are overall happier, which creates better staff morale. Many schools have also taken this approach of being proactive about incorporating exercise into the school day. Some teachers allow students to take short breaks and exercise in the classroom as a way to boost brain power. Some schools have before- or after-school fitness clubs or organize school-wide events such as *Field Day* or the *Fun Run*. All of these events serve to increase exercise during the school day.



Set the stage

Part 1: Write an Essay

Imagine that your school does not encourage exercise throughout the day. As a result, students are sick often, test scores are lower than expected, and students feel trapped in their chairs all day. Tension is high, and a change needs to occur. You have been chosen to raise awareness and excitement about the importance of exercise. Design a plan to accomplish this goal by implementing a successful fitness program or event. Describe your plan in an essay and make sure to answer the following questions:

- What is your school currently doing to incorporate physical activity into the school day?
- What is your plan to increase physical activity at your school?
- How can you raise awareness and excitement for your fitness program or event among staff and students at your school?



Assess current situation & develop plan

Be a Physical Activity Advocate

Part 2: Create Your Product

To raise awareness and excitement for your proposed fitness program or event, you must create a product that advertises the program or event and explains its benefits. Choose one product to complete from the *Project Choice Board* below. Read the requirements for completing the project and then create your product.

Project Choice Board		
Design a poster	Design a brochure	Create a video public service announcement
Write an article in the school newspaper	Student choice (get teacher approval)	Design a flyer
Write a blog post for the school website	Create a social media post	Write a script for the morning announcements



Requirements

Include the following information in your product:

- Description of your fitness program or event
- Five or more benefits of exercise
- Areas of health- and skill-related fitness your program or event will improve for students
- Physical activity guidelines for children and teens based on the *Physical Activity Guidelines for Americans*
- Other relevant information

Be a Physical Activity Advocate



Make it
meaningful
and
reflection

Part 3: Write a Proposal

Write a proposal to your school administration describing your fitness program or event and the urgency of increasing fitness opportunities for students at school. Include the following in your proposal:

- Description of your fitness program or event
- Explanation of how the fitness program or event will benefit students
- Other relevant information

Choose one assignment to complete from the appetizers section and one assignment from the entrées section. Work with a partner to complete the activity in the desserts section.

Environmental Health Menu

Give student choice to increase personal investment and differentiate based on learning style

Advocacy

Appetizers (Choose one)
Environmental health vocabulary cartoon strip: Review the Key Terms from Chapter 13. Choose four terms and create a cartoon strip using those four terms in the speech bubbles.
Environmental health vocabulary morning announcement script: Write a script for the morning announcements educating middle school students about the importance of going green to reduce pollution. Use four or more Key Terms from Chapter 13 in your script. Underline the terms in your script.
Environmental health vocabulary essay: Write an essay describing how future generations will be affected if people do not take care of the environment today. Include four or more Key Terms from Chapter 13 in your essay. Underline the terms in your essay.
Entrées (Choose one)
Safe chemical use guide: Create a guide to safe chemical use for a classroom teacher who teaches chemistry. Include the following information in your guide: five strategies for safe chemical use and a picture to help demonstrate knowledge of each strategy.
Pollution advertisement: Create a print advertisement highlighting the dangers of one type of pollution: air pollution, water pollution, chemicals, or noise pollution. Include the following information in your print advertisement: sources of pollution, effects of pollution, positive message to encourage others not to pollute, and relevant pictures to enhance your advertisement.
Going green at home flyer: Create a flyer that lists eight or more ways to go green at home. Do additional research, as needed. Include color and pictures to enhance your flyer.
Dessert (Complete with a partner)
Earth Day: With a partner, imagine that you are organizing and carrying out an Earth Day event at your school. In preparation, do research about ways to celebrate Earth Day at school. Decide on an Earth Day event for your school and complete the following two tasks. First, write a letter to your school principal advocating for your Earth Day event idea. In your letter, describe how the event would raise awareness about the importance of environmental health and help the environment. Second, create a flyer to post around the school that raises awareness about and gains support for your Earth Day event. Include the following information in your flyer: details about your Earth Day event, benefits of going green and reducing pollution, and relevant pictures to enhance your flyer.

Going Green at Home

Going green helps the environment by reducing the amount of pollution that enters the air, water, and soil. Going green at home can have many benefits. Some of these benefits include improved air quality, reduced spending, decreased utility bills, and a positive effect on the environment. Even minor changes within the home can go a long way.

Part 1: Strategies for Going Green

To start going green, first investigate your home and look for opportunities for improvement. Then, do additional research to learn about and discover new ways of going green at home. Think about how these strategies have a positive effect on health, wellness, and the environment. Determine the positive effect each change could make. Organize your findings in the table below or in one similar to it. Include five or more ways to go green in your home.

Opportunity for Improvement	Strategy for Going Green	Positive Effects



Introduction
information



Investigate
Research
Impact

Going Green at Home

Part 2: Family Pledge

With your family, discuss your findings from Part 1. Create a family pledge to make two or more positive changes and go green at your home. Include the going-green initiatives you listed in Part 1 in the pledge. Add pictures or images to enhance your pledge. A sample pledge is shown for you.



Pledge

I commit to making the following positive changes to go green at home:

1. Recycle old magazines, aluminum cans, glass bottles, and plastic containers instead of throwing them away to reduce the amount of trash sent to landfills.
2. Turn off the lights when leaving a room in the house to use less energy.
3. Have a leftovers night each week to reduce food waste.

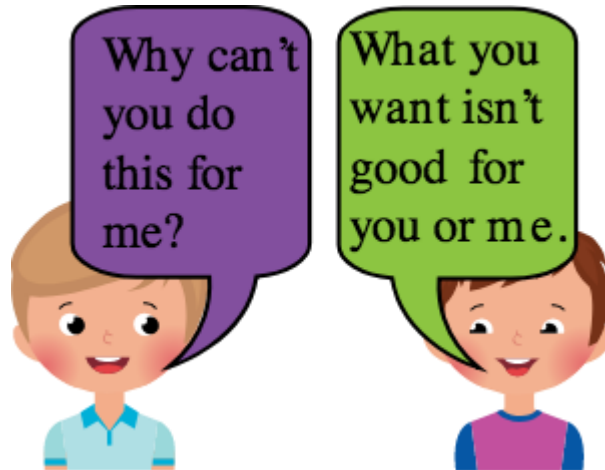


SunnySideUp/Shutterstock.com

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

Negotiation & Refusal Skills




What Would You Do and Say?

**Complete with
a partner then
share as a
group**

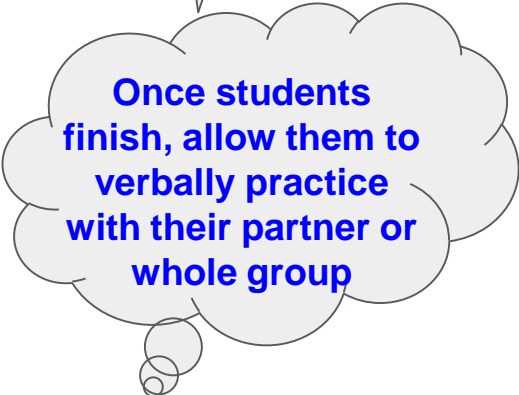
The opportunity to use tobacco products will likely arise in your middle school and high school years. It is important to think about what situations may arise, what to do, and what to say if you are in those situations. Imagine that you are in the following scenarios. Describe what you would do and what you would say to resist the pressure to use tobacco products.

Scenarios	What Would You Do?	What Would You Say?
While at overnight summer camp, John pulls out a vape pen and offers everyone a smoke. All the counselors are already asleep, so there is no worry of being caught. While your friends are eager to try it, you are not.		
During school, you request to leave class and go to the bathroom. Upon entering the bathroom, you see two girls in the back corner smoking a cigarette. You recognize the girls, and they offer you a smoke. As they offer it, you hear a teacher's footsteps walking closer.		
You are hanging out with a small group of friends playing video games in your bedroom. One of your friends pulls out a cigarette and offers it to the group. He proceeds to light it and states that he will blow the smoke out the window. Your parents are downstairs.		
While at a middle school basketball game, you meet up with Casey, a person in whom you are interested. You guys are having a great time at the game. Casey asks you to go on a short walk in the parking lot to get some fresh air. As you are walking, Casey starts to smoke.		

Refusing Tobacco



**Complete with a
partner then
share as a
group**



**Once students
finish, allow them to
verbally practice
with their partner or
whole group**

During your middle school years, your parents or guardian may begin to give you a little more freedom. This freedom may involve less adult supervision, thus creating an opportunity to try a tobacco product or other illegal substance. Saying no to peer pressure can be very difficult. Therefore, it is valuable to practice this skill in a safe classroom environment. To complete this activity, read the statements and indicate refusal responses for each statement. Then, find a partner and practice role-playing your responses.

1. An older cousin states, "It's only one. It's not that big of a deal."

2. An older sibling states, "You can have a puff of mine. I won't tell."


3. A friend states, "I got a vape from my older brother. Want to try it with me? It's not bad like a cigarette."

4. A friend states, "I took my mom's e-cigarette. It's not smoke, just water vapor. When my mom quit smoking cigarettes, she was so proud of herself. An e-cigarette is a better option. Want to smoke it with me?"

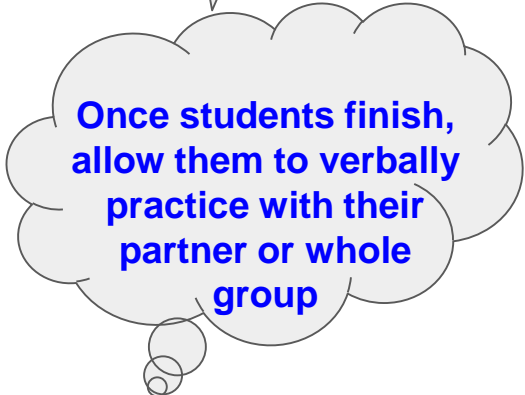
5. While sitting in the back of the school bus, a friend states, "The bus driver can't smell it. We do it all the time. Why don't you just try a little bit?"

6. A friend states, "Smoke with me. It's not a big deal. Your parents smoke, and nothing is wrong with them."

Practicing Continuous Abstinence



Complete with a partner then share as a group



Once students finish, allow them to verbally practice with their partner or whole group

Practicing Continuous Abstinence

Talking about sex with your partner can be awkward and uncomfortable. In order to practice continuous abstinence, however, it is so valuable to practice talking about sex and responding to the pressure to engage in sex. Respond to the following pressure lines to have sex by respectfully and assertively saying no to sex. Include the benefits of abstinence in your response.

1. Your partner says to you, "We have been together for months. I care about you so much and want us to be able to share this special moment together." What is your response?

2. Your partner says to you, "Sex is not that big of a deal. Lots of people have sex without getting pregnant." What is your response?

3. Your partner says to you, "You and I are meant to be together. We will eventually get married, so why wait?" What is your response?

4. Your partner says to you, "I know you are as curious as I am. It will be fun and exciting." What is your response?

5. Your partner says to you, "You are the only one for me. If you really love me, you will have sex with me. I will always be here for you." What is your response?

6. Your partner says to you, "I love you and you love me. What are you waiting for?" What is your response?

Imagine that the following text messages were sent to you during this school year. Respond to the text messages using refusal skills and conflict resolution skills. With a partner, share how you responded to the text messages and discuss how refusing these offers would help maintain good health and wellness.

Responding to a Text Message

Complete with a partner then share as a group

My mom cooked. LOL
Want to walk to McDonalds?

Nobody is home tonight.
Want to come over and get drunk?

Hey, can we play video games today instead of going to the park?

Self-Management



Before identifying any personal hygiene goals, complete the following chart. In the first column, list the steps in your ideal morning hygiene routine. Then, as you get ready each morning, record the hygiene practices you complete using a checkmark. You may not complete each step every morning. Assess how you feel about yourself every day after going through your morning routine. Record how you feel at the bottom of the chart using a scale of 1–5, with 1 being poor and 5 being fabulous. After one week, answer the reflection questions at the end of the activity.

My Morning Routine

Personal Hygiene Practice	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On a scale of 1–5, how do you feel?							

Create a Personal Hygiene Morning Chart

Reflection Questions

1. On days you completed your personal hygiene routine, how did you feel about yourself? How did you feel about yourself on days you did not follow your routine as closely?
2. On which days did you complete your personal hygiene routine? On which days did you not follow your routine as closely?
3. What factors contributed to how well you followed your routine?
4. How could you improve your personal hygiene morning routine?

Could create a similar assignment for goals related to nutrition, fitness, stress management and mental health.

Decision Making



Substance Abuse Unit

Weighing the Pros & Cons

Could create a similar assignment for topics on sexual health, nutrition, fitness, stress management and mental health.

While in middle school, you may encounter a situation in which you are asked to try tobacco, alcohol, or other drugs. Read each of the scenarios in the table below. Then, list all of the possible pros and cons to each of the scenarios from the person's perspective in the scenario. Consider short-term and long-term pros and cons if this behavior continues. Share your answers with a partner. Add to your pros and cons list based on your partner's responses. Save this activity and revisit it after you finish reading Chapters 8, 9, and 10. Reread the scenarios and add to or change your answers based on what you have learned.

Scenario	Pros	Cons
While at overnight camp, one of Maria's roommates pulls out a pack of cigarettes from her suitcase. Maria has never tried a cigarette before and wonders what it would be like to smoke one.		
Mason's parents trusted him and his friend, James, to stay home while they went to dinner. While Mason plays video games, James explores the house until he finds the liquor cabinet. James breaks the lock and takes two big gulps of liquor, then offers it to Mason. Mason does not want James to tease him for not drinking.		

Safety Unit

Staying Safe Home Alone

Once students begin feeling comfortable developing pros and cons to scenarios, request that they make a decision and defend their answer.

Staying Safe Home Alone

Staying home alone as a preteen or teen is a big responsibility. Read the following scenarios about safety when home alone. From the person's perspective in each scenario, consider the pros and cons to each decision. Based on the information presented in Lesson 12.1 of the textbook, decide on the safest decision to make. Be prepared to defend your answer.

Scenario 1

Quietly doing her homework after school, Miranda hears a knock at the door. Her parents are not expected to get home for another hour. Peeking out the window, she sees her best friend and her best friend's uncle, who she does not know very well. It appears that they brought her a dessert. Having some company would be nice since Miranda is often home alone and lonely. Her parents, however, made her promise not to open the door for anyone when she is home alone. Beginning to unlock the door, she hesitates.

1. What are the pros and cons of Miranda letting company inside?

Pros	Cons

2. Should Miranda let her friend and her friend's uncle inside when she is home alone? Defend your answer.

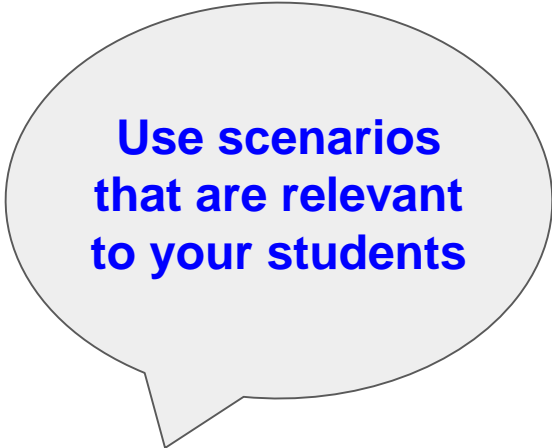
Scenario 2

Naomi documents her life on social media. She loves how connected she feels to her friends and the guy she recently started dating. He attends another school, so connecting with him on social media makes her feel closer to him. Home alone, she sends a series of pictures documenting her painting her nails, making dinner, and doing homework. Getting ready for bed, she creates the following post, but before posting it, she hesitates:

Another night alone. I will tuck myself in.

Suicide Prevention

What Would You Do?



Use scenarios
that are relevant
to your students

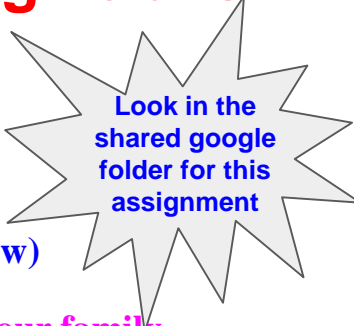
What Would You Do?

If someone is experiencing suicidal thoughts, it is not uncommon for the person to share those thoughts with a friend through a text, social media post, letter, or verbal communication. All thoughts and mention of suicide should be taken very seriously and reported to the appropriate person. Read the scenarios and identify the warning signs of suicide. Decide what you would do to effectively respond to the situation.

Scenarios	Warning Signs of Suicide	What Would You Do?
A friend sends the following text message to you while you are eating dinner: I'm ready for everything to be over. Nothing makes me happy anymore. Life is too hard.		
You receive the following social media post on Saturday at 4:30 p.m.: Tonight will be my last. I've been spiraling down for months and I can't get these thoughts out of my head. I love you and goodbye.		
A friend passes you this letter as you are getting on the school bus to go home: I can still remember when life was good. I was happy. This memory is faint and fading away. I'm only dark inside now and feel nothing. I know that I have not been myself lately. I'm sorry for not wanting to hang out and ignoring you. I want you to know that you have always been my best friend and I will love you forever. Please don't forget me. Please keep this letter a secret.		
On your way to science class, a friend whispers to you: "I'm ready for this to be over. Nobody cares."		

Deciphering Food labels & Change family eating habits

Use the Fooducate App



Look in the
shared google
folder for this
assignment

Goal: Decipher food labels to determine health value

How to administer: Practice in class, practice at home, Complete Project (see directions below)

Directions: With a family member, prepare the weekly grocery list containing 12 foods for your family.

Download the Fooducate app. Go to the grocery store with your family member. Scan the barcodes of your weekly foods to find out if they are a good match for your family's goals. Using the app find a healthier option for that food. What option will you buy?

Food	Grade	Explanation (2 or more points)	Alternatives (At least 1 realistic option for you)	Which one will you buy? Why?

Student Example


Rethinking Grocery Shopping for Your Family

Praises Amponsah

Directions: With a family member, prepare the weekly grocery list containing 12 foods for your family. Download the Shopwell-healthy diet & grocery food scanner (or Fooducate) and complete the introductory information based on your family's needs. Go to the grocery store with your family member. Scan the barcodes of your weekly foods to find out if they are a good match for your family's goals. Using the app find a healthier option for that food. What option will you buy?

STEP 1:

Food	Grade	Explanation (2 or more points)	Alternatives (At least 1 realistic option for you)	Which one will you buy? Why?
Grapes (Red seedless)	A	- Minimally processed - No added sweeteners		I bought the grapes because there was no alternative
Barilla Tomato and Basil Sauce	B-	- Has over 30% of the daily max for salt - Naturally high in Vitamin C	Classico Riserva Pasta Sauce, Roasted Garlic	I bought the alternative because it was about the same price
Cape Cod Chips (original)	B-	- Minimally processed - Naturally high in Vitamin C	On the Border Crisps	I bought both because they both have the same grade
Tostitos Scoops	B-	- 100% whole grain - No added sugars	Tostitos oven baked scoops	I bought the alternative because the oven baked ones contain less fat
Cinnamon Toast Crunch	C+	- Highly Processed - Low fiber - 100% whole grain	Cinnamon Chex	I bought the alternative because it was much healthier and was around the same price
Plantain Chips (Santitas)	C+	- Good source of Vitamin A - Good source of Vitamin C	Unsalted Plantain Chips	I chose the unsalted one because it's better for my grandma



Look in the
shared google
folder for this
assignment

Grocery Store Scavenger Hunt

Comparing Food Labels

Goal: Compare food label to find the healthier choice based on a specific health condition

Directions: Your family has sent you to the grocery store to gather food for the family. Unfortunately, many of your family members are suffering from diet-related conditions, such as high blood pressure and obesity. Read the following scenarios and find the healthiest food choice.

Example of question:

Your mom has *high blood pressure* and has requested that you buy her Progresso Chicken and Sausage Gumbo. Examine the nutrition facts of this soup. Then find a healthier option of soup. Remember she has high blood pressure. She does intend to eat the entire can. What was the name of the soup that you bought?

Justify using specific numbers why you chose that soup over the one that your mom requested

Compare the two labels.

Nutrition Facts

Serving Size: 1 cup (1/2 can) (249g)

Amount Per Serving		Calories from Fat 35
Calories	130	
		% Daily Value*
Total Fat	4 g	6%
Saturated Fat	1.5 g	8%
Trans Fat	0 g	
Cholesterol	15 mg	5%
Sodium	900 mg	38%
Potassium		
Total Carbohydrate	18 g	6%
Dietary Fiber	1 g	4%
Sugars	2 g	
Sugar Alcohols		
Protein	6 g	
Vitamin A	400 IU	8%
Vitamin C	3.6 mg	6%
Calcium	20 mg	2%
Iron	0.72 mg	4%

Student Example

Sodium 10mg	2%
Total carbohydrate 24g	5%
Dietary Fiber 1g	2%
Sugars 15g	3%
Other Carbohydrate 8g	4%
Protein 25g	5%
Vitamin A 10%	10%
Calcium 0%	0%
Vitamin D 10%	10%
Vitamin E 25%	25%
Vitamin B6 25%	25%
Vitamin B12 25%	25%
Niacin 25%	25%
Folic Acid 25%	25%
Phosphorus 4%	4%

Percent of Calories from Fat: 5% Carb: 96% Protein: 8%
(Total may not equate 100% due to rounding.)

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a. What cereal did you choose? corn flakes

b. Justify using specific numbers from the nutrition label why you chose this cereal over Honey Smacks. Compare the two labels.

It has less than 2 grams of sugar which is something that can contribute to diabetes. The Honey Smacks had 15 grams of sugar.

The last 4 items on the grocery list include:

- Cheese
- Bread
- Granola bars
- Lunch meat

Your goal is to choose overall healthy foods for YOUR FAMILY

a. What cheese did you buy? Justify using specific numbers from the nutrition label why you chose this item?
I chose reduced fat Feta cheese because it has only 60 calories and low cholesterol.

b. What bread did you buy? Justify using specific numbers from the nutrition label why you chose this item?
Whole wheat bread is the best option because it has 4 grams of fiber and has low sodium.

c. What package of granola bars did you buy? Justify using specific numbers from the nutrition label why you chose this item?
I chose fiber one trail mix bars because it has 4 grams of fiber which keeps you full.

d. What lunch meat did you buy? Justify using specific numbers from the nutrition label why you chose this item?
I chose turkey breast because it has 70 calories and only 210 mg of sodium.

Parent Reflection Form

Parent, please complete the following form.

Did your child complete the following steps:

YES

NO

Step 1: Go to the grocery store to complete assignment.

☒

☐

Step 2: Discuss healthy eating, food selection, and food preparation with family member

☒

☐

Throughout the nutrition unit, we have focused on improving family health today and in the future. Did you find the conversations with your child helpful?

Yes. We discussed portion size, frying vs. baking and grilling. We talked about organic vs. non-organic. We talked about alternative sources of protein where hidden fats and sugars are located. Also cost was how eating healthy can be less expensive than fatty, sugary pre-packaged food.

Other comments or reactions to the project

I enjoyed discussing with Mohammed finding ways for us to implement healthier eating selections in our home. Mohammed is very conscious about what he eats. He enjoys preparing meals and finding ways to add healthy foods to our diet. He really enjoyed the nutrition unit and the as well as myself and his brother.

Parent Signature: Mary Alkhatib

Date: 5/07/17

Glad to see we are making this a part of the curriculum. Thank you!

Critical Thinking Skills



Depth and Complexity Questioning

Goal: Challenge students to think and problem solve at their own ability

How to Implement: Embed questions into PowerPoints. Use questions to introduce a topic to gauge previous knowledge, extend a topic to challenge students to think beyond the lesson, or help summarize a lesson. These questions could be used as a class discussion, journal entry/class discussion, or quick write at the end of class. Depth and complexity questioning allows students to analyze different perspectives, patterns, trends over time, the big idea, across disciplines, and unanswered questions in health education.


Read, Reflect, Discuss

Scholar: Why do you think most restaurant food is high in fat, sugar, and salt?

Collegiate: What are the consequences to eating a diet high in fat, sugar, and salt? What are some examples of foods that are high in fat? High in sugar? High in salt?

Genius: What are the biological and/or physiological reasons why people overeat especially foods high in fat, sugar, and salt?

Read, Reflect, Write



Look in the shared
google folder for
this assignment

Example of a quick write at the end of a lesson

Scholar: Describe the forms of contraception discussed in today's lesson.

Collegiate: Compare and contrast the different forms of contraception described in today's lesson.

Genius: Why would a couple choose one form over another? Describe scenarios where different forms of contraception are used.

CASE STUDY

Raquel's Risky Behavior

Raquel did not think it was that big of a deal—just a couple hits of marijuana. She felt so free. All her thoughts and worries disappeared. She laughed with her friends that day, but mostly just chilled. When Raquel returned home, her parents were still yelling at each other, and her responsibilities as a big sister felt overwhelming.

Days passed and Raquel remembered craving the feeling of getting high. Tension continued to escalate in her family, and her grades were dropping. She promised herself that she would never smoke again. Raquel's cousin used to make straight A's in high school and had such a promising future until he started smoking marijuana all of the time. Raquel was not sure why he smoked so much considering he did not have any of the problems as she did. Raquel

thought to herself, "I have real problems, and it feels like no one sees me or hears my voice."

Raquel resisted for weeks, and then gave in and smoked with a group of friends—once again, feeling free and happy. She smoked about once a week during the school year. Her home life never got better, and her grades continued to decline throughout the school year.

Finally, school was out for the summer. Raquel's parents allowed her to attend a graduation party with a small group of friends. While at the party, one of Raquel's friends pulled out a handful of pills and offered them to the group. None of the girls seemed interested. Neither was Raquel—although she was a little curious. Her friend said it was Xanax and that the pill would make her feel relaxed. Raquel had promised herself that she would never move onto another drug.

1. How is drug use molding Raquel's future?
1. If you were Raquel's friend, what advice would you give her to cope with her stressful family life? List at least four healthy strategies that Raquel could use to relieve stress and anger.
1. Do you think Raquel will take the Xanax? Why or why not? Defend your answer.
1. Predict whether you think that knowing the consequences will help Raquel to stop using drugs. Defend your answer.

Current Events

Make the articles relevant to the lives of your students

Research in Action

Turn Down Your Music and Take Off Your Headphones

Did you know that listening to loud music—especially on headphones—can lead to permanent hearing damage? Researchers in one study examined the music listening habits of 289 teenagers (13 to 17 years of age). These teenagers were asked how long they spent listening to music using headphones each day, and at how loud a volume. Next, researchers tested the teenagers' hearing in both quiet and noisy environments. Can you predict what they found?

First, 80% of teenagers regularly listen to music on headphones, with 21% of teenagers listening from 1–4 hours each day, and 8% listening for more than 4 hours a day. The hearing test revealed that 25% of teenagers are already at severe risk for hearing loss based on the duration and volume of the music they listen to on headphones. Because hearing loss caused by continuous exposure to loud music occurs gradually, this type of damage is often initially hard to recognize. Unfortunately, that means a considerable amount of permanent hearing damage may already be done before the harm is noticed.



Thinking Critically

1. Given the results of this study, what do your own music listening habits tell you about the hearing damage that you may experience?
2. Do you think the type of music being listened to should be taken into consideration with this data? Do you think listening to classical music loudly on headphones would cause as much damage as listening to rock music?

Vocabulary Review

Make a vocabulary
review more
challenging for
students

Read the news headlines below. The underlined word or words in each headline are the Key Terms from Lesson 14.3. Based on the title of the news article, create and write the first three lines of the news article using your knowledge of the term and context clues from the title of the news article.

Who Is a Friend and Who Is an <u>Acquaintance</u>?	Promoting Respect for Cultural <u>Diversity</u> in the Classroom
<u>Stereotypes</u> of Teens Are Not Always True	Real Friends Versus <u>Virtual Friends</u>
Conquering <u>Cliques</u> in School	

Strategy and Idea Sharing



Need more resources or want to connect?



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