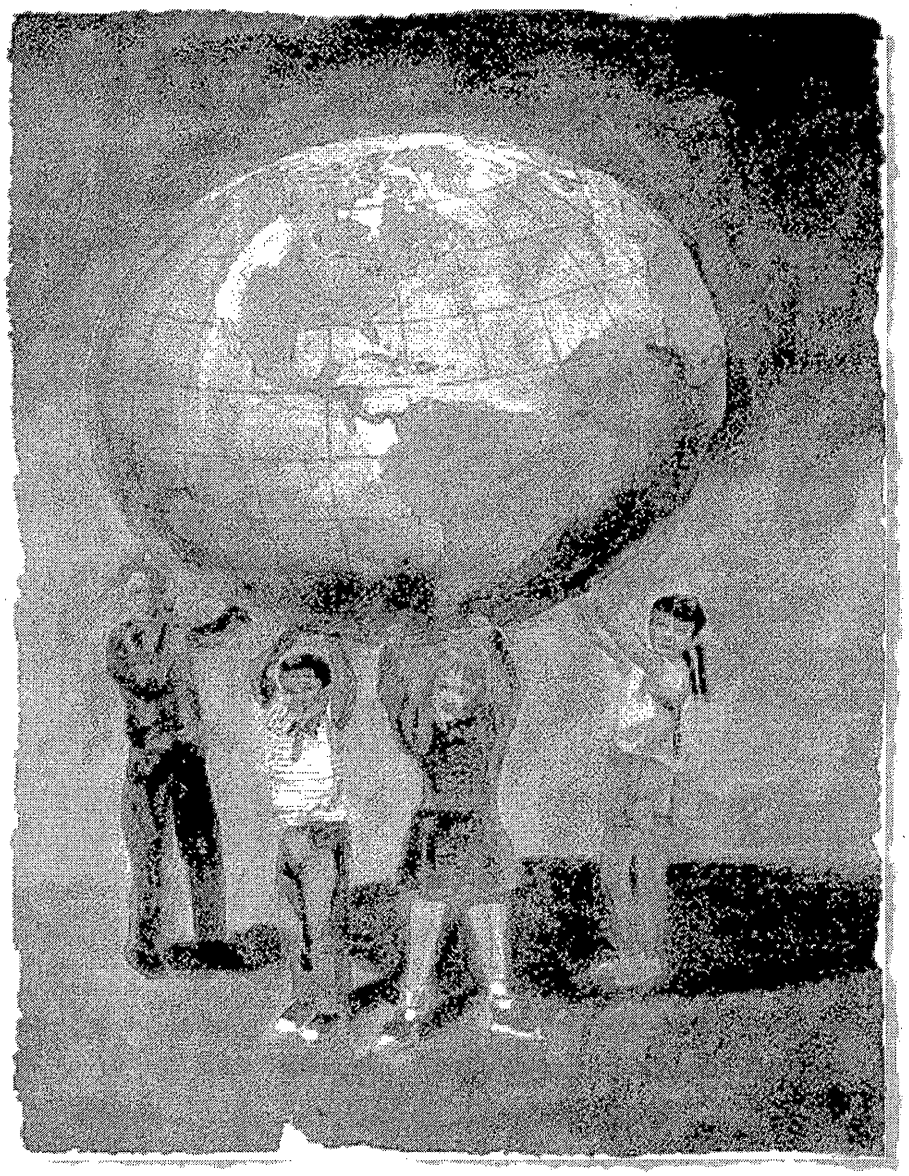
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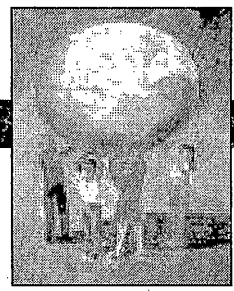
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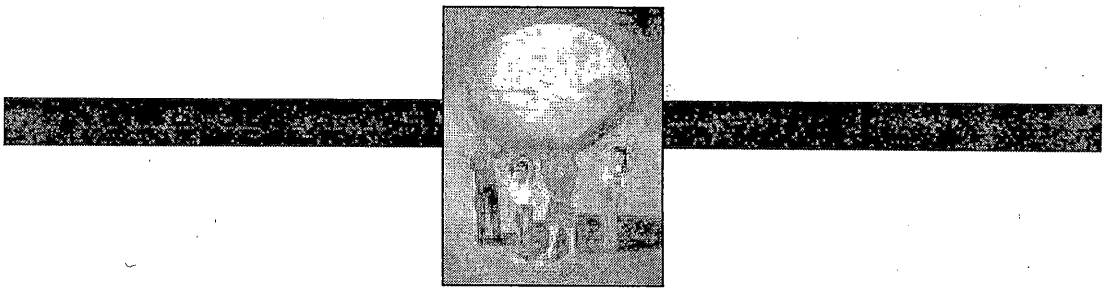
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NEW JERSEY COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION CURRICULUM FRAMEWORK

Visit the *Comprehensive Health Education and Physical Education Framework* on the New Jersey State Department of Education Web Site:

http://www.state.nj.us/education
(Click on "Educators")

YOUR FEEDBACK IS ENCOURAGED!

The New Jersey Comprehensive Health Education and Physical Education Framework, like the Standards themselves, is intended to be a "living" document, subject to periodic review and revision. Comments and suggestions regarding the Framework should be submitted to the New Jersey State Department of Education (Attention: Comprehensive Health Education and Physical Education Coordinator).

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PREFACE

The *New Jersey Comprehensive Health Education and Physical Education Framework* is a resource and guide for educational communities as they restructure schools to align existing health and physical education curriculum with the *Core Curriculum Content Standards.* The *Standards* describe what students should know and be able to do by the end of their K-12 educational experience in New Jersey's public schools. Ultimately, the *Standards* seek to develop citizens who are ***health literate*** and ***physically educated***, individuals who take responsibility for their own health and promote the health of their families and communities.

The *Comprehensive Health Education and Physical Education Standards* and *Framework* are supported by *N.J.S.A 18A:35-5 to 8.* The statute requires all students in grades one to twelve to participate in two and one-half hours of instruction in health, safety, and physical education in each school week. The statute further requires that the conduct and attainment of the pupil in said course shall form a part of the requirements for promotion and graduation. In order for students to achieve the skills and knowledge required by the *Standards,* unstructured play, (such as recess) should not be used to fulfill the health, safety, and physical education mandate. Instructional programs must be designed to enable all students including those in kindergarten, to meet the *Standards* and should be developed, taught, and assessed by certified and trained staff.

This *Framework* is designed for use by educators who practice in a variety of K-12 teaching environments. The document presents broad, overarching concepts and ideas for the development of curriculum and instruction. Additionally, the *Framework* provides an overview of instructional strategies and assessment methods to assist educators in the development of a supportive, effective learning environment.

New Jersey emphasizes the importance of every student linking school-based learning with a career major. Both school-based and work-based experiences contribute to the student's development. In support of this approach, the five *Cross-Content Workplace Readiness Standards* are also included in this *Framework.* Comprehensive health and physical education support and complement school-to-work and career initiatives.

The *Framework* acknowledges that instruction in comprehensive health education and physical education is provided by a broad spectrum of certified staff. Collaboration is the key to effective program planning and implementation. The *Framework* poses many questions about current instructional practices. It is hoped that this document sparks professional discourse leading to effective instructional and assessment practices in every school and at every grade level.

THE VISION: WELLNESS IS THE ART OF LIVING

The New Jersey Comprehensive Health Education and Physical Education Curriculum Framework envisions the following:

- A well-articulated K-12 comprehensive health and physical education program that prepares all students to actively and effectively achieve and promote lifelong wellness;
- A continuous sequence of learning, firmly rooted in both public health and educational research and effective practice;
- An instructional sequence that provides all students multiple opportunities to use the acquired knowledge and skills in meaningful, authentic, and realistic ways; and
- A school community that recognizes and fosters the intrinsic value of wellness.

ACKNOWLEDGEMENTS

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INTRODUCTION TO THE NEW JERSEY FRAMEWORK INITIATIVE

In 1995, New Jersey enacted the *Strategic Plan for Systemic Improvement of Education* to ensure the development and assessment of rigorous academic standards throughout the state. On May 1, 1996, the New Jersey State Board of Education adopted 61 *Core Curriculum Content Standards* in seven academic areas along with five *Cross-Content Workplace Readiness Standards.* For many years, comprehensive health education and physical education has struggled to remain part of a thorough and efficient education for New Jersey students. The adoption of the *Comprehensive Health Education and Physical Education Standards* reinforces the state's continued support for health and physical education as an instructional program designed to foster lifetime wellness. For the first time since the inception of the health, safety, and physical education mandate in 1917, comprehensive health and physical education will be included in the statewide assessment program. Such a commitment to the field cannot be taken lightly. The *Core Curriculum Content Standards* articulate a vision of exemplary instructional programs that promote the intellectual, social, emotional, and physical development of every child. The *Standards* require teachers and administrators to implement programs that clearly enable all students to meet these challenges.

The *Comprehensive Health Education and Physical Education Framework* represents the knowledge, experience, and enthusiasm of a cross-section of New Jersey educators. The *Framework* development team drew from the expertise of leaders in the field, from current health and physical education research, and from existing state and national documents. The *Framework* was reviewed by hundreds of teachers, administrators, school nurses, counselors, parents, and students from across the state. Designed to serve as a catalyst to assist schools in making curricular decisions, the *Framework* is not intended to replace an existing curriculum. It is simply a collection of "tried and true" activities, professional insights, and research that support curricular programs designed to enable all students to meet and exceed the demands set forth by the *Core Curriculum Content Standards.*

Translation of the *Standards* and cumulative progress indicators into meaningful strategies for teaching and learning is a formidable task. Local school districts may choose to implement the *Standards* in varying ways. The *Framework* serves as an anchor, an effective tool to ground the development of curriculum and supportive programs that foster healthy behavior for all New Jersey students. The *Framework* cannot, in and of it itself, change what happens in our classrooms, in the gymnasium, or on the playground. It can, however, serve to focus much-needed discussion on the critical needs of our children and youth and the role that comprehensive health education and physical education can play in addressing those needs.

The document is organized in the following manner:

Chapter 1 **Rationale for the Study of Comprehensive Health Education and Physical Education**
This chapter presents a historical review of the field and an overview of the benefits of comprehensive health and physical education instruction.

Chapter 2 **Program Implementation**
This chapter discusses program models, interdisciplinary instruction, and key elements of effective programs.

Chapter 3 **Linking the *Standards* and *Framework* to Curriculum Development**
This chapter presents the *Standards* and indicators, outlines the curriculum development and renewal process, and discusses dealing with sensitive issues.

Chapter 4 **Learning and Behavior**
This chapter offers an overview of brain research as well as educational and social learning theories.

Chapter 5 **Rethinking Assessment**
This chapter provides an overview of classroom assessment strategies and practices and discusses the statewide student assessment program.

Chapter 6 **Professional Development**
This chapter provides an overview of the newly-enacted professional development requirement, focusing on the elements of effective staff development.

Chapter 7 **Preparing for the World of Work**
This chapter focuses on the implementation of the *Cross-Content Workplace Readiness Standards*.

Chapter 8 **Sample Learning Activities**

Standard 2.1- Health Promotion and Disease Prevention
Wellness; safety; nutrition; environmental health; consumer health; disease prevention and control; growth and development; personal health

Standard 2.2- Personal, Interpersonal and Life Skills
Decision making; problem solving; conflict resolution; stress management; communication skills; coping skills

Standard 2.3 - Alcohol, Tobacco, and Other Drugs
Physical, behavioral, and social effects of the use and abuse of substances

Standard 2.4 - Human Sexuality and Family Life
Human growth and development; relationships; sexuality throughout the life span; pregnancy; parenting; the prevention of sexually transmitted diseases (STDs) and HIV infection

Standard 2.5 - Movement
Locomotor, nonlocomotor, and manipulative movement skills; movement concepts such as rhythm, tempo, force, and projection

Standard 2.6 - Fitness
Health-related fitness components; setting fitness goals; modifying activities for lifetime fitness

Chapter 9 **Instructional Adaptations for Students with Diverse Needs**
This chapter presents modifications to instructional strategies and materials for students with diverse learning needs, including students with disabilities, limited English proficient students (LEP/ESL), and exceptionally able (gifted/talented) students.

Chapter 10 **Technology**
This chapter focuses on the use of technology in the health and physical education classroom.

Appendices The appendices provide additional information to support and clarify elements of the *Framework* and include:

Appendix A: **Instructional Resources**

Appendix B: **Visual Tools to Enhance Learning**

Appendix C: **Sample Assessment Practices**

Appendix D: **The National Standards**

Appendix E: **Cross Content Workplace Readiness Standards**

Chapter 1

RATIONALE FOR THE STUDY OF COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION

Given sufficient attention and support, young people can have the chance to grow up healthy and whole both in body and in mind. What is at stake are not only the precious individual lives of our young people but our national health and our future as a nation.

FRED M. HECHINGER



RATIONALE FOR THE STUDY OF COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION

EDUCATION IN THE ART OF LIVING

School failure is often a symptom of competing issues and problems that overwhelm a student's life. Poor nutrition, lack of sleep, chronic or untreated illness, pregnancy, a disorganized home, substance abuse, or a threatening environment may all contribute to a student's inability to cope with the rigorous demands of learning. Poor health in all its dimensions clearly interferes with school performance (Hechinger, 1992). Young people from all social and economic levels may experience these problems that compete for their time, energy, and commitment.

While most children and adolescents are considered healthy using traditional health markers such as disease patterns, an even more deadly pattern is emerging. Young males, across all races and age groups, are dying at a consistently higher rate than young females. Why? Most of these needless tragedies are the direct result of poor choices resulting in substance use, homicide, or motor vehicle crashes involving the use of alcohol. These tragedies are preventable (Ozer, Brindis, Millstein, Knopf & Irwin, 1998). Preventing health-threatening behaviors and instituting health-enhancing ones are crucial to the prevention of needless death and despair. Empowering young people to make life-enhancing decisions enables them to engage in the work of youth—***learning***. No longer can we rely on miracle cures or one-shot measures to solve these very serious problems. Collectively, we must focus our energies on the prevention of serious and costly health conditions that impact individuals, their families, the community, and the nation. According to John Seffrin, chief executive officer of the American Cancer Society, human health is both an end and a means to an end. For this reason, Dr. Seffrin defines school health education as ***education in the art of living*** (1992, p. 393).

Good health is necessary for effective learning. Feeling physically and mentally healthy is essential as students face intense competition, peer and media pressure, and the stresses of daily physical, emotional, social, intellectual, and work-related activities (Marx, Wooley, & Northrup, 1998). Business and community leaders now recognize the need for a healthy, productive workforce armed with critical-thinking skills, problem-solving skills, cooperative and collaborative qualities, self-management skills, and finely-tuned communication skills (Marx et al.). Many businesses offer employee wellness programs including fitness programs, preventive healthcare, and occupational services to ensure the health and productivity of their employees. Comprehensive health education and physical education play important roles in the development of citizens who are able to form healthy relationships, use social skills appropriately, demonstrate a sense of intellectual curiosity, and practice health-enhancing behaviors in preparation for their role as well-educated, productive citizens (Hechinger, 1992).

The *Comprehensive Health Education and Physical Education Core Curriculum Content Standards* address our greatest threats to morbidity and mortality. In adults, three major causes contribute to two-thirds of all mortality and a great amount of morbidity, suffering, and healthcare costs. According to a 1997 report issued by the Centers for Disease Control and Prevention (CDC), the use of tobacco

products, the consumption of an unhealthy diet, and a daily pattern of inactivity contribute to our nation's battle with heart disease, stroke, and cancer (1997). Significantly, adolescents account for one quarter of all new HIV infections, one quarter of all new sexually transmitted diseases (STDs), and approximately one million pregnancies per year. The leading causes of death in our young people involve intentional and unintentional injuries such as motor vehicle crashes (with one half of those being alcohol related), homicide, and suicide. Clearly, our greatest health challenges are critically linked to the health-related behaviors individuals have chosen to adopt (CDC, 1997). While multiple factors (including heredity and environment) account for a percentage of premature illness and death, lifestyle choices contribute to over 50% of such morbidity and mortality (Allensworth, 1993). Complicating this scenario is the simple fact that poor health choices do not generally occur in isolation; that is, these behaviors cluster in predictable ways and follow a developmental progression.

HISTORICAL BACKGROUND

These facts are not new. Throughout history scientists, physicians, philosophers, and educators have promoted the "laws of health." The ancient Greeks, known for their commitment to preventive medicine and fitness, believed that "Eating alone will not keep a man well; he must also take exercise. For food and exercise, while possessing opposite qualities, yet work together to produce health" (CDC, 1996, p.13). Greek citizens were advised to breathe fresh air, eat proper food, drink the right beverages, get plenty of sleep, and consider their emotions as part of overall well-being. As we approach the 21st century, this continues to be sage advice (CDC, 1996).

After World War I, many states mandated health, safety, and physical education for public school students. The New Jersey mandate, N.J.S.A. 18A: 35-7, was initiated to better prepare young men for the rigors of military service. Since that time, family life education, HIV/AIDS prevention education, and substance abuse education have been added to the original requirement. In addition, numerous statutes require instruction in specific issues such as Lyme disease, sexual assault prevention, fire safety, or cancer awareness. The content of physical education programs has not been so clearly delineated in New Jersey statutes or regulations.

Comprehensive health education and physical education are complementary disciplines, sharing a similar yet distinct body of knowledge. The *Comprehensive Health Education and Physical Education Standards* provide a consolidated approach to instruction with **wellness** as the common theme. The aim of the *Standards* is to enable students to take responsibility for their actions using sound, informed judgment while considering the impact of those actions for themselves, for their family, and for society at large.

For every dollar spent on high-quality, multicomponent school health education, society saves $13 in direct costs (e.g., medical treatment for preventable disease, addiction counseling, alcohol-related motor vehicle crashes, drug-related crime). This includes the indirect costs of lost productivity due to premature death and the social welfare expenditures associated with adolescent pregnancy (Marx et al., 1998). Comprehensive health education and physical education aim to address these serious impediments to school completion, self-efficacy, and wellness. If the purpose of education is to prepare young people for their place in our complex and fast-paced world, then comprehensive

health education and physical education—*education in the art of living*—are significant parts of that preparation. According to Maurice Elias, Ph.D, professor of psychology at Rutgers University and colleagues, schools and communities need to do more to prepare young people for the challenges and demands of life. Their research supports school-based programs that promote social and emotional health as well as physical health. We must teach our children in ways that give them a realistic chance of successfully managing the challenges of learning, growing, and developing (Elias, et al. 1997). Comprehensive health education and physical education aim to provide students with the knowledge and skills to meet those demands.

BENEFITS OF COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION

Comprehensive health education and physical education:

- **Empower** students to make informed decisions about issues that impact their present health, the health of their family and friends, and the health of society at-large.
- **Enable** students to enact health-enhancing behaviors before damaging patterns are firmly established.
- **Enhance** students' ability to become cautious and competent consumers.
- **Strengthen** students' ability to recognize, analyze, and react to unhealthy or dangerous situations in a safe and appropriate manner.
- **Strengthen** students' ability to focus on learning, academic achievement, and preparation for the world of work.
- **Empower** students to navigate through and around conflicting messages, risky behaviors, and mounting pressures and to develop dependable support systems.
- **Assist** students to recognize, understand, and address immediate or chronic health problems in order to prevent long-term health problems.
- **Empower** students to choose lifetime physical activities that they enjoy and have confidence in.
- **Enable** students to participate in lifetime activities that promote, support, and maintain wellness.

COORDINATED SCHOOL HEALTH PROGRAMS

Comprehensive health education and physical education are two components of a nationally recognized model, endorsed by the CDC, that supports and promotes student, school, family, and community wellness. Coordinated school health programs (formerly called comprehensive school health programs) feature eight components that provide a framework for the requisite programs and services shown to promote healthy behavior, promote school attendance and student achievement, and foster environments conducive to school completion (Figure 1). Comprehensive health education and

physical education are best delivered within the context of a coordinated program that includes all eight elements, linked by a common network and philosophy. Schools with coordinated and comprehensive programs in place are considered ***health-promoting*** environments. Coordinated school health programs include:

- Policies and procedures that support and reinforce classroom instruction. Health messages are clear and consistent.
- Access to health services and referrals to community healthcare providers. Classroom instructors, school nurses, parents, and community healthcare providers work as a team to support student health.
- In-school support and referral for those needing counseling services. Classroom instructors and school counselors work in concert with social workers and mental health specialists to provide immediate care in time of crisis and to facilitate long-term care for those who need it.
- A safe school environment. School staff work to provide a clean, safe, drug-free and weapon-free environment.
- Nutritious and appealing food choices. The food services staff provides meals that reflect the tenets of sound nutrition yet are appealing to young people.
- School staff that promote and support wellness. School staff members are supported in their own efforts to achieve health and well-being.
- Parental and community support. Schools involve parents and community members in health promotion efforts and policy making.

Coordinated school health programs are an integral part of school reform efforts. These programs reflect a collaborative school community seeking to enhance the health and well-being of its members. Instructional programs grounded in a health-promoting environment tend to be more successful, more consistent, and more effective. According to the CDC, (Online, HYPERLINK http://www.cdc.gov/nccdphp/dash/cshpdef.htm, 8/14/98) a coordinated school health program includes:

Health Education: A planned, sequential, K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The comprehensive curriculum includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. Qualified, trained teachers provide health education.

Physical Education: A planned, sequential K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills; physical fitness; rhythm and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics. Quality physical education should promote, through a variety of planned physical activities, each student's optimum physical, mental, emotional, and social development and should promote activities and sports that all students enjoy and can pursue throughout their lives. Qualified, trained teachers teach physical education.

Health Services: Services provided for students to appraise, protect, and promote health. These services are designed to ensure access and referral to primary health care services; foster the appropriate use of primary health care services; prevent and control communicable disease and other health problems; provide emergency care for illness or injury; promote and provide optimal sanitary conditions for a safe school facility and school environment; and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health. Qualified professionals such as physicians, certified school nurses, dentists, health educators, and other allied health personnel provide these services.

Nutrition Services: Access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the federal government's *Dietary Guidelines for Americans* and other criteria to achieve nutrition integrity. The school nutrition service offers students a learning laboratory for classroom nutrition and health education, and serves as a resource for linkage with nutrition-related community services. Qualified child nutrition professionals provide these services.

Counseling, Psychological, and Social Services: Services provided to improve students' mental, emotional, and social health. These services include individual and group assessments, interventions, and referrals. Organizational assessment and consultation skills of counselors and psychologists contribute not only to the health of students but also to the health of the school environment. Professionals such as certified school counselors, psychologists, and social workers provide these services.

Healthy School Environment: The physical and aesthetic surroundings and the psychological climate and culture of the school. Factors that influence the physical environment include the school building and the area surrounding it; any biological or chemical agents that are detrimental to health; and physical conditions such as temperature, noise, and lighting. The psychological environment includes the physical, emotional, and social conditions that affect the well-being of students and staff.

Health Promotion for Staff: Opportunities for school staff to improve their health status through activities such as health assessments, health education, and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall coordinated health program. This personal commitment often transfers into greater commitment to the health of students and creates positive role modeling. Health promotion activities have improved productivity, decreased absenteeism, and reduced health insurance costs.

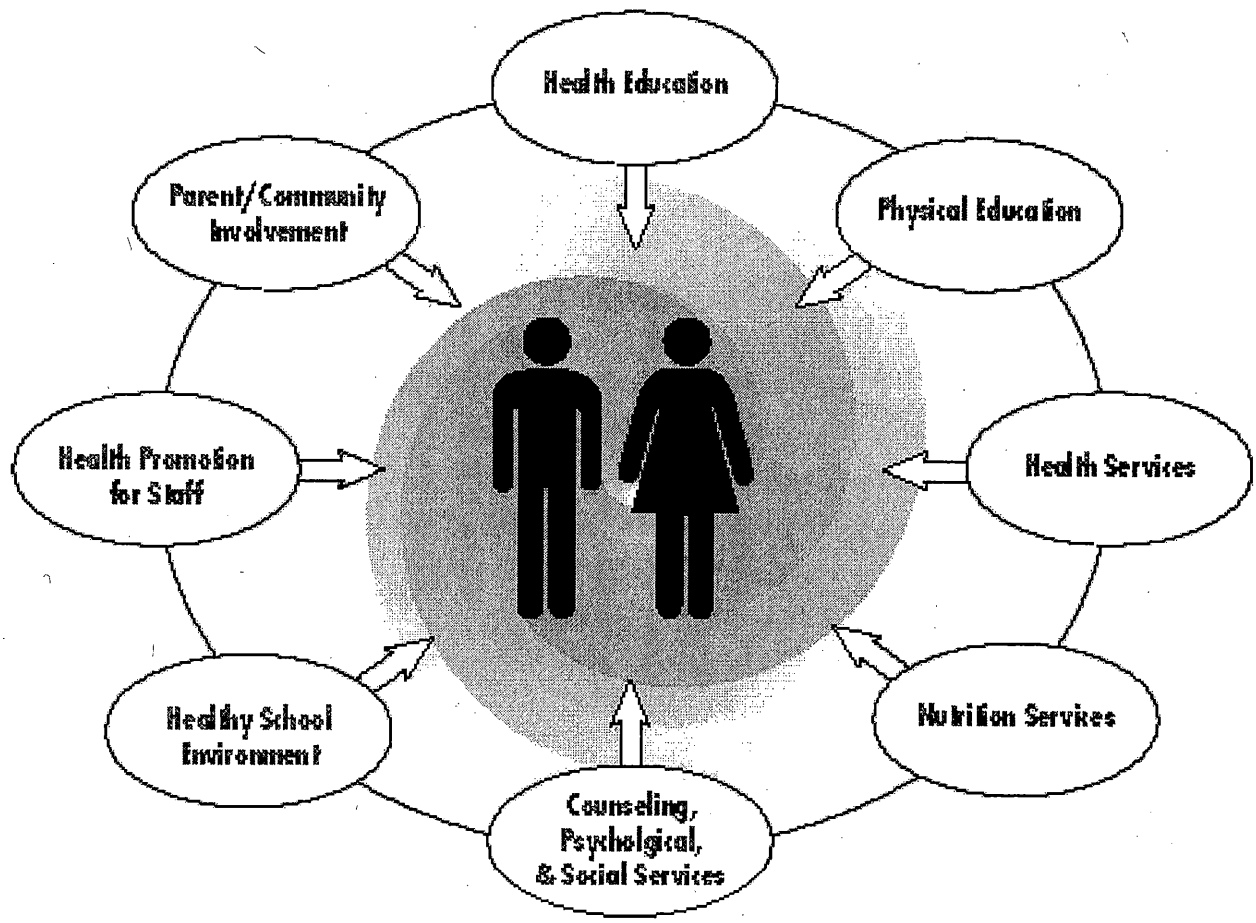
Parent/Community Involvement: An integrated school, parent, and community approach for enhancing the health and well being of students. School health advisory councils, coalitions, and broadly based constituencies for school health can build support for school health program efforts. Schools actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students.

SUMMARY

Poor health in all its dimensions interferes with a student's ability to learn. Comprehensive health education and physical education aim to assist students to enact health-enhancing behaviors to reduce or eliminate the likelihood of health problems that impede learning and productivity. *The Core Curriculum Content Standards for Comprehensive Health Education and Physical Education* address the major causes of mortality and morbidity, empowering students to make sound health choices. Comprehensive health education and physical education are two elements of a coordinated school health program designed to foster wellness for students, staff, and community.

Figure 1

A COORDINATED SCHOOL HEALTH PROGRAM



Chapter 2

PROGRAM IMPLEMENTATION

Coming together is a beginning;
keeping together is progress;
working together is success.

HENRY FORD



PROGRAM IMPLEMENTATION

The Comprehensive Health Education and Physical Education Task Force, convened to develop this *Framework*, spent many hours discussing how New Jersey school districts structure the delivery of health and physical education instruction. New Jersey school districts continue to have a tremendous amount of discretionary power to determine how curricular content will be taught, who will teach it (within the scope of existing licensure regulations) and what materials will be used to support instruction. However, for the first time, the *Core Curriculum Content Standards* provide New Jersey school districts with more specific direction, outlining the content that every student in our public schools must experience.

Instructional program delivery varies at the elementary and secondary levels. Many factors contribute to this variation. At the secondary level, programs tend to be implemented by departmentalized content specialists. At the elementary level, the comprehensive health and physical education program may be implemented by the classroom teacher, with the assistance of a content specialist. Additionally, school facilities may impact the delivery of instruction. Most high schools have dedicated gymnasiums with separate food service facilities. Many elementary schools provide physical education instruction in an "all-purpose" room that serves as the hub for lunch, school assemblies, and special exhibits such as science fairs. This practice may limit the number of hours per day the facility can be used for physical education instruction. Teachers in rural or suburban schools may be able to compensate by taking students outside for structured activities. Their counterparts in urban areas may not have access to safe playgrounds, open play areas, and athletic fields.

The following review of program models may help school districts as they examine their existing health and physical education program and consider possible changes to accommodate meeting the *Standards*. The models presented should not be viewed as an endorsement of a particular model; rather, they illustrate various modes of instruction already in place in New Jersey schools.

AT THE ELEMENTARY LEVEL (K-6)

The classroom teacher instructs all "special" subjects (e.g., art, health, physical education).

Advantages

The classroom teacher can integrate instruction in all content areas. It provides for flexible scheduling and enables the teacher to relate content to actual classroom activity (e.g., address conflict management when fights occur, reinforce hand washing).

Disadvantages

The classroom teacher has minimal preparation in health and physical education. This lack of professional preparation translates into less emphasis on content and skills, especially in areas considered sensitive or controversial. The teacher is more likely to concentrate on what "gets tested" rather than on important concepts and skills. Due to a lack of knowledge and skills in physical education,

the classroom teacher may focus on games and unstructured play instead of developmentally appropriate movement and fitness activities. In addition, classroom teachers may not be familiar with the safe use of equipment used in physical education activities.

The classroom teacher is responsible for health instruction. The content specialist teaches physical education.

Advantages

Once again, this approach supports interdisciplinary instruction and links instruction to classroom life. It allows the physical education specialist to focus on specialized movement and fitness content and skills.

Disadvantages

The classroom teacher and the physical education specialist must collaborate to support related instruction. This may be difficult to accomplish if the specialist teaches at several schools. Unless the classroom teacher is committed to health instruction, the subject may not be taught in sufficient depth to meet the *Standards*.

The classroom teacher and the certified school nurse share health instructional responsibilities. The content specialist teaches physical education.

Advantages

The certified school nurse has a strong background in health content and can be most helpful to the classroom teacher. The school nurse is able to connect classroom behavior and health room behavior and adjust instruction accordingly. Additionally, the school nurse is more comfortable addressing sensitive issues.

Disadvantages

The school nurse's schedule may preclude regular instruction or may interrupt instruction if emergencies arise. Because of the classroom teacher's discomfort or lack of professional preparation, the school nurse may be assigned to deliver instruction in family life education. This creates a fragmented approach to instruction rather than an integrated one. This approach requires both parties to jointly plan instruction; this may be difficult if the school nurse serves more than one school.

The certified school nurse teaches health.
The content specialist teaches physical education.

Advantages

This approach uses professionally prepared staff to deliver health and physical education instruction. Instruction can be delivered in an integrated manner, using a wellness approach. The school nurse can use his/her expertise in healthcare to bridge the gap between knowledge and application. The physical educator can focus on developmentally appropriate practices in movement and fitness.

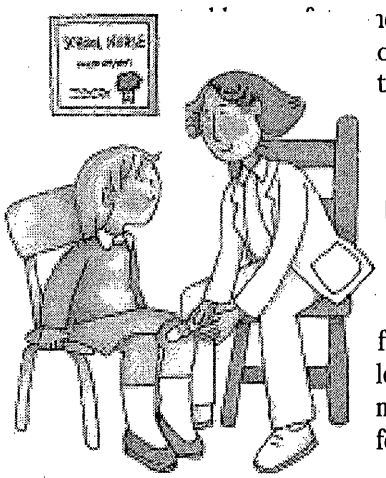
Disadvantages

The school nurse may be required to "travel"—that is, move from classroom to classroom with no home base. This limits the use of some materials and classroom strategies. The school nurse, the physical educator, and the classroom teacher need to schedule planning meetings to discuss issues and concerns that require reinforcement by the classroom teacher. This may be difficult to accomplish due to scheduling and school building assignments. When the school nurse teaches, emergencies may interrupt instruction. For such instances, contingency plans must be developed to provide classroom coverage and instruction.

AT THE SECONDARY LEVEL (7-12)

The certified school nurse teaches health.
The content specialist teaches physical education.

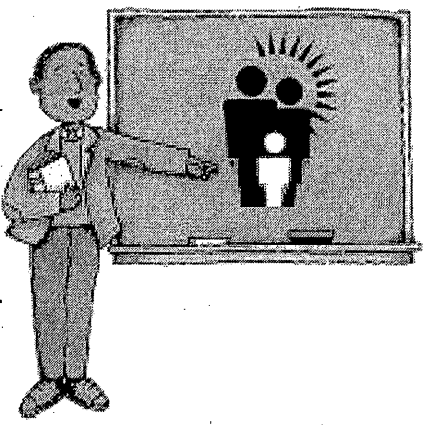
Advantages

As movement and fitness instruction becomes more complex, the physical educator can

ıd management issues and focus on more difficult content and skills. ool nurse can use his/her background to address the myriad of sensitive and complex issues presented by adolescents. This team approach can provide students with instruction that is accurate, wellness-focused and sensitive to their developing needs.

Disadvantages

Instruction may be fragmented; a team approach is needed to avoid this pitfall. The physical educator and school nurse may not be supervised by the same administrator, making collaboration more difficult. The school nurse may have additional responsibilities at this level (e.g., core team) that preclude a regular instructional commitment. Additionally, secondary school physical education teachers often focus on interscholastic athletics rather than classroom instruction.

A variety of subject area teachers (e.g., science, family and consumer science, social studies) provide health instruction. The content specialist teaches physical education.



Advantages

The science teacher has a strong background in the life sciences. The family and consumer science teacher has strong preparation in nutrition, family health issues, and parenting. The social studies teacher has a strong background in sociological and psychological principles that impact relationships. This approach provides for a natural integration of related areas and increases interdisciplinary opportunities. The physical educator focuses on developmental movement and fitness applications and can work with the other instructors to reinforce movement theory.

Disadvantages

The science teacher may focus on life science approaches to the exclusion of skill-based instruction (e.g., refusal skills, negotiation skills). All teachers have a responsibility to teach critical inquiry and problem solving; however, subject area teachers are less likely to teach these strategies from a health perspective. It is important that these skills be taught within a situational context so students can readily apply them when needed. Collaboration with the physical educator may be difficult.

The health and physical education specialist teaches one semester of health and one semester of physical education or teaches a combined program 3-5 days per week.

Advantages

This approach enables the teacher to coordinate instruction during the entire school year. If facilities allow, the program can be structured to provide content and skill instruction on separate days.

Disadvantages

This approach may provide only one-half year of physical activity. Students tend to lose skills over time. If the content is organized as separate courses, it may be difficult to facilitate the mastery of important interpersonal skills (e.g., refusal skills) that need constant practice and reinforcement. In some schools, more time is devoted to games and sports in physical education than to important health and fitness concepts.

The health and physical education specialist teaches both areas in a concentrated block (e.g. 90-minute classes for one-half year).

Advantages

The extended class period allows the teacher to implement a conceptual physical education program, one that emphasizes the skills and concepts to become an intelligent consumer of physical activity. This approach links health and physical education and allows more time for discussion, project work, technological approaches, and critique.

Disadvantages

Students participate in physical activity for only one-half year. This approach may have a minimal impact on fitness and skill development. Because the course is limited to one-half year, it does not allow the teacher to address relevant health issues that arise during the school year.

INTERDISCIPLINARY OR THEMATIC INSTRUCTION

For the purpose of this *Framework, **interdisciplinary instruction*** occurring within the context of health education and physical education means that the central theme and content of instruction is determined by the content specialist (e.g., the physical education teacher or health educator). Various aspects of that content are taught within the context of other subject areas. The health and physical education content specialist(s) retains accountability to ensure that all students receive adequate preparation to meet the *Standards.* Collaboration is the key to this kind of instructional program. Examples of interdisciplinary approaches for health education are listed in the following chart (Figure 2). Figure 3 illustrates how a specific health topic, HIV/AIDS, can be integrated into a number of content areas.

Figure 2

INTERDISCIPLINARY ACTIVITIES FOR HEALTH EDUCATION

Discipline	Growth and Development	Mental Health	Nutrition
Visual and Performing Arts	Study the impact of music on learning	Express feelings through dance.	Compose song jingles that encourage eating breakfast.
Language Arts Literacy	Research advances in growth technology.	Role-play emotions.	Read and interpret food labels.
World Languages	Learn roots used in medical terminology.	Learn three complimentary phrases in another language.	Identify non-English food names.
Mathematics	Chart growth patterns.	Make a pie graph of moods.	Calculate caloric needs and intake.
Physical Education	Understand the effects of exercise on cardiovascular system.	Describe emotions experienced when winning a game.	Cite relationships between fitness and diet.
Science	Describe the physiology of body systems.	Describe influence of hormones on emotions.	Identify essential nutrients and their effects on body systems.
Social Studies	Describe important medical inventions.	Contrast institutional vs. home care for persons with mental health disabilities.	Identify cultural influences on dietary patterns.
Technology	Measure heart rate and blood pressure.	Describe the impact of video games on violent behavior.	Analyze diet using nutrition software.

Figure 2 *(continued)*

Discipline	Environmental Health	Family Life/Sexuality	Diseases/Disorders
Visual and Performing Arts	Develop an environmental calendar using photos.	Analyze song lyrics for sexual messages.	Select artwork for residents of a nursing home.
Language Arts Literacy	Prepare a speech on an environmental issue.	Read about families.	Write a story about what it means to be ill.
World Languages	Research how to deal with health problems when in another country.	Write to a pen pal about family traditions.	Describe, in another language, the signs & symptoms of the common cold.
Mathematics	Calculate levels of air or water pollution.	Calculate the costs of raising a child.	Graph the national death rates from cancer and heart disease and discuss their significance.
Physical Education	Design an environmentally sensitive playground.	Plan and take a family outing.	Demonstrate exercises that tone muscles and describe how the exercises might be used after a stroke or injury.
Science	Compare the health hazards of pesticides.	Trace fetal development.	Examine pathogens under a microscope and relate to disease conditions.
Social Studies	Produce videos showing environmental hazards in the community.	Discuss government regulations that impact families.	Discuss the long-term effects of diseases on society.
Technology	Analyze environmental data for a presentation.	Discuss how technology impacts family life.	Describe ways technology is used to diagnose and treat diseases.

Figure 2 *(continued)*

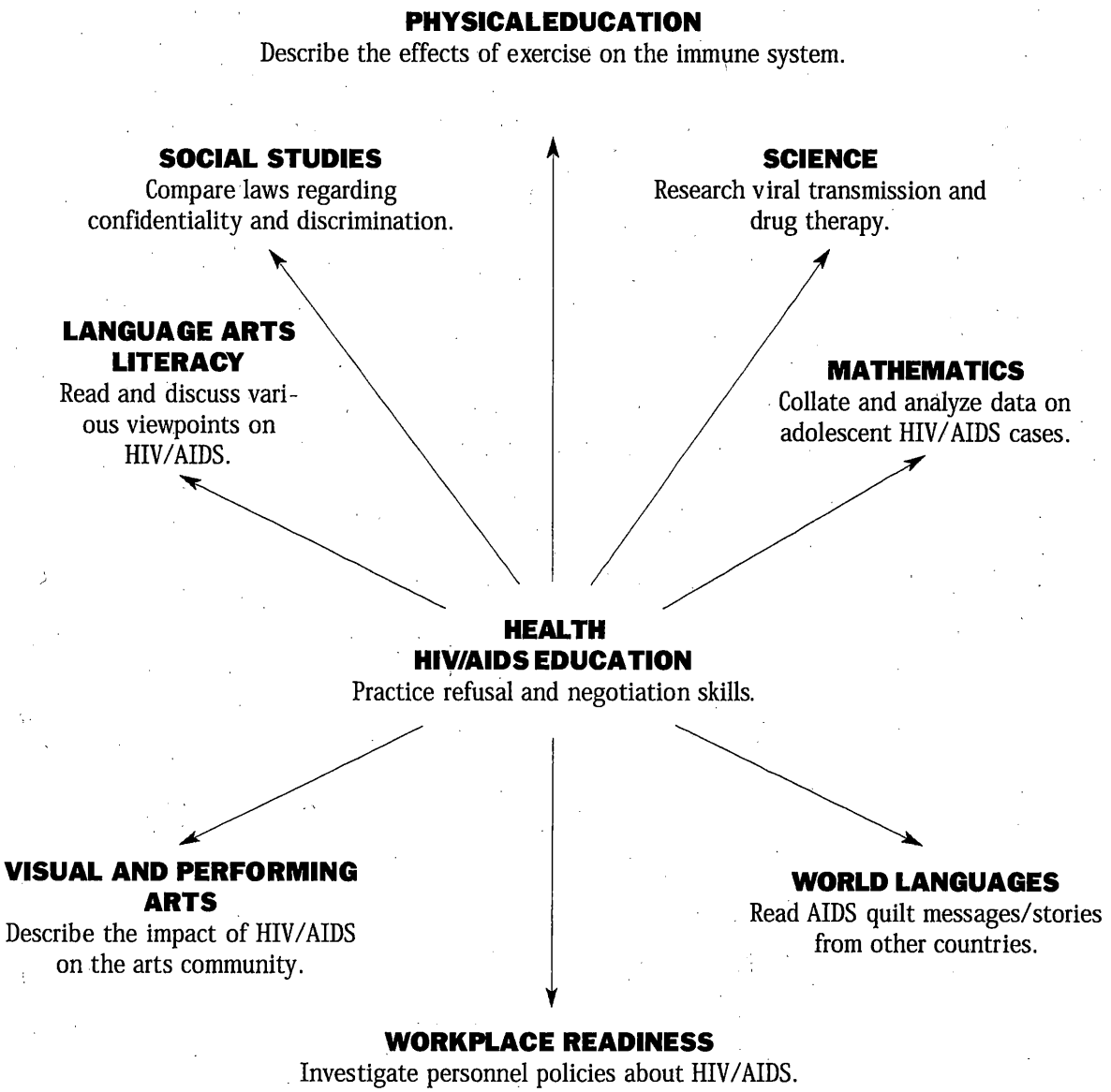
Discipline	Consumer Health	Alcohol, Tobacco, and Other Drugs	Injury Prevention and Safety
Visual and Performing Arts	Identify music used to sell products.	Describe the influence of substance use on music.	Develop an injury prevention program for dancers.
Language Arts Literacy	Read product labels and warnings.	Debate the legalization of marijuana.	Outline first aid techniques.
World Languages	Read menus in another language.	Read alcohol ads from non-English magazines.	Practice asking for help in other languages.
Mathematics	Calculate an annual budget for healthcare products.	Calculate the rate at which an individual metabolizes alcohol.	Calculate the costs of ambulance services for one year.
Physical Education	Evaluate fitness equipment.	Describe the effects of substance use on performance.	Demonstrate first aid for common injuries.
Science	Know the chemical names for common ingredients in medicines.	Describe the effects of volatile chemicals.	List hazards and safety procedures when performing classroom science experiments.
Social Studies	Cite lobbying techniques to change consumer laws.	Explain the effects of substance use/abuse on society.	Describe a major disaster and the government's response.
Technology	Analyze constraints when purchasing a computer.	Graph the use of alcohol by age group.	Identify safe procedures for using technology.

Figure 2 *(continued)*

Discipline	Community Health	Health Promotion
Visual and Performing Arts	Create a logo for a health organization.	Describe how music can be relaxing.
Language Arts Literacy	Create a health brochure.	Write a poem about a positive health behavior.
World Languages	Study the healthcare system in another country.	Describe health practices in another country.
Mathematics	Determine the ratio of services provided by a given agency to a target population.	Graph personal improvement in a fitness program.
Physical Education	Evaluate recreational facilities in the community.	Develop a personal fitness plan.
Science	Discuss science organizations that support community health.	Explain how stress affects the body.
Social Studies	List community resources for health information.	Analyze the impact of disease prevention efforts on society.
Technology	Catalog and advertise volunteer opportunities in the community.	Develop a risk assessment program.

Figure 3

INTERDISCIPLINARY UNIT: HIV/AIDS **GRADE LEVEL: 10**



KEY ELEMENTS OF EFFECTIVE PROGRAMS

The implementation of the *Core Curriculum Content Standards* requires an understanding of the elements that comprise an effective health education and physical education program. For the most part, the professional literature considers health education and physical education as separate entities. This distinction is clearly evident at the national level, where two separate standards documents were developed and sponsored by different professional organizations.

The *National Health Education Standards: Achieving Health Literacy* was developed by a committee of health education professionals from higher education, non-profit organizations, school districts, and state agencies. The national document was supported by the Association for the Advancement of Health Education (AAHE, now known as the American Association for Health Education), the American School Health Association (ASHA), and the American Public Health Association (APHA) and sponsored by the American Cancer Society (ACS). There are seven national standards, each supported by a rationale and numerous performance indicators. The standards focus on knowledge of health content as well as the application of health skills.

Moving into the Future: The National Physical Education Standards was developed by the National Association for Sport and Physical Education (NASPE). A book of voluntary national standards for students in grades K-12, the document is based on the *Outcomes of Quality Physical Education Programs* developed in 1992 by a task force of content experts convened by NASPE. The document presents both content standards and performance standards to address what a physically educated person should know and be able to do.

Both documents were used as references by the *New Jersey Core Curriculum Content Standards* development committee. New Jersey educators should become familiar with the national standards in an effort to better understand the origins of our state *Standards*. A more detailed summary of both documents appears in Appendix D. In this section of the *Framework*, the critical elements of each discipline are discussed separately.

Comprehensive Health Education

According to the Centers for Disease Control and Prevention (CDC), Division of Adolescent and School Health (DASH), *school health education* is a documented, planned, and sequential instructional program for students in Grades K-12 that:

- Addresses and integrates the full range of categorical health problems and issues;
- Is age and developmentally appropriate and is taught at each grade level;
- Focuses on the acquisition of important personal, interpersonal, and life skills;
- Is taught by a trained teacher;
- Is coordinated and managed by an education professional;
- Engages parents and community members; and
- Is periodically reviewed, evaluated, updated, and improved.

Additionally, comprehensive school health education focuses on priority factors that interfere with learning and well-being (Allensworth, Symons, & Olds, 1994). An effective program arms students with the knowledge and skills to avoid the use of alcohol, tobacco, and other drugs; establish healthy

dietary and exercise patterns; employ strategies to prevent intentional and unintentional injuries; and refrain from sexual behaviors that place one at risk for HIV infection, STDs, and unintended pregnancy. Comprehensive school health education is a primary prevention strategy, grounded in both public health and education. It is driven by the needs of students and the community in which they live, play, learn, and work (Marx & Northrup, 1995).

An ever-growing body of research supports comprehensive school health education. Health education programs are constantly reviewed as part of the CDC's Research to Classroom Project. Consistent with CDC's practice of applying research findings to prevent disease and injuries, DASH identifies curricula that show credible evidence of supporting health-enhancing behaviors in our nation's youth. Once programs are identified, CDC provides resources and training for interested states, agencies, and school districts. CDC does not endorse curricula; rather, the **Programs *That Work*** research project provides school districts with research-based information to use when making curricular decisions (CDC, 1998). The criteria used by the CDC to evaluate school health education programs are outlined in Figure 4.

Figure 4

Programs *That Work*: Effective School Health Education Programs

- Are student centered;
- Utilize multiple learning theories and models to support and promote health-enhancing behaviors;
- Focus on the six priority behaviors identified by the CDC;
- Clearly relate to educational outcomes such as school attendance and completion;
- Promote social skills to address a variety of issues and problems;
- Involve peers in mentoring and cross-age teaching;
- Reinforce and recognize positive behaviors;
- Incorporate reading, writing, speaking, listening, and viewing;
- Use discovery and hands-on learning strategies;
- Build self-esteem and self-efficacy;
- Emphasize the intrinsic value of wellness;
- Offer repeated chances to develop, demonstrate, practice, and master social skills;
- Are culturally, ethnically, and gender sensitive;
- Use cooperative learning and team-building strategies;
- Link to the other elements of a coordinated school health program;
- Are supported and reinforced by health-promoting school policies (e.g., substance abuse policies), environmental changes (e.g., lighting, safety), intervention services (e.g., substance awareness coordinator, school nurse), and appropriate role models; and
- Are current, relevant, and accurate.

Comprehensive school health education "bridges the gap" between what students need and what students want. To ignore the personal needs of our students and social needs of our society is to abdi-

cate our responsibility. Schools are ideally positioned to effect change, to observe emerging health and social problems and to serve as the student's primary source of accurate information (Marx & Northrup, 1995). Effective comprehensive school health education can have a positive effect on the school's ability to teach and the student's ability to learn.

Physical Education

The relationship between physical activity and health has never been more clearly outlined. In 1996, the Surgeon General of the United States issued a major report entitled *Physical Activity and Health: A Passport to Good Health for All Americans.* This document serves as a significant contribution to our body of knowledge about activity and wellness. In the introduction, Donna E. Shalala, Secretary of Health and Human Services, urges families to "...weave physical activity into the fabric of their daily lives" (CDC, 1996). New Jersey schools are well positioned in this regard. *The Comprehensive Health Education and Physical Education Curriculum Content Standards* require New Jersey schools to develop a planned and sequential physical education program that fosters lifelong commitment to physical activity.

Regular physical activity greatly reduces the risk of coronary heart disease, which is the leading cause of death in the United States. Physical activity enhances one's mental health by reducing stress as it fosters the development of healthy bones and joints. Unfortunately, here is a description of the current state of physical activity, taken from the Surgeon General's Report (CDC, 1996).

> Most Americans today are spared the burden of excessive physical labor. Few occupations today require significant physical activity and most people use motorized transportation to get to work and to perform routine errands and tasks. Even leisure time is filled with sedentary behaviors such as watching television, "surfing the Internet," and playing video games.

Physical education programs are one means to reduce the incidence of life-threatening disease—an educational response to a public health challenge. Supervised physical activity, such as that occurring in school physical education programs, provides students with opportunities to explore and refine a wide range of life-enhancing physical activities that can become part of the student's daily routine. School-based physical education is the most widely available resource for promoting physical activity among New Jersey's young people.

The *Standards* support the notion that physical education is an academic core subject. With this belief comes accountability. The *Standards* clearly establish levels of achievement and affirm that mere participation in physical activity is not the same as education. We must embrace a new philosophy of physical education, one that emphasizes the principles of movement, fitness, and wellness and empowers students to incorporate physical activity into the fabric of their daily lives. Recent research by Dale, Corbin and Cuddihy (1998) demonstrates that *conceptual physical education,* a program that combines a cognitive, theory-based approach with a sport-based approach, enhances participation in physical activity. Although the research is limited, this methodology seems compatible with the the demands set forth by the *Standards.* Figure 5 summarizes the key elements of effective physical education programs (CDC, 1996).

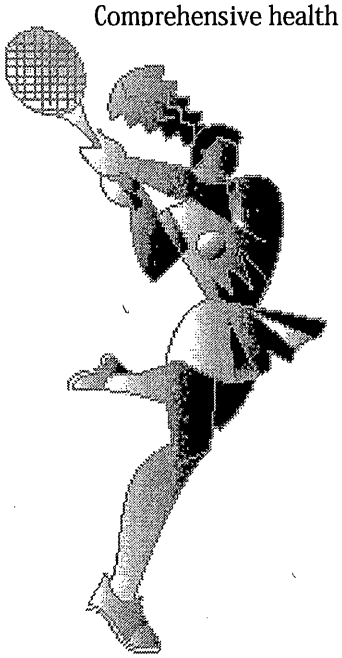
Figure 5

Effective Physical Education Programs

- Develop basic movement and sport skills;
- Focus on critical life skills such as goal setting, self-assessment, and self-monitoring;
- Assist students to improve their health-related fitness;
- Improve social interaction;
- Emphasize cooperative activities over competitive ones;
- Enhance problem solving and critical thinking;
- Promote confidence in one's abilities;
- Emphasize and foster participation and enjoyment;
- Include extended periods of activity balanced with periods of rest and recovery;
- Involve parents, community members, healthcare providers, business, and industry;
- Provide adequate time for explanation, demonstration, practice, reinforcement, and feedback;
- Utilize activities and teaching methods that are age and developmentally appropriate;
- Utilize a wide variety of movement and fitness experiences at varying intensity and difficulty levels;
- Include individual and team activities;
- Consider children's changing capacities to move based on developmental status, previous experiences, skill level, body size, body type, and age;
- Distinguish between physical education and free play, recess, and athletics;
- Use fitness testing as one tool for assessment and planning;
- Modify the rules, equipment, and playing space of adult games and sports to match the abilities of students;
- Provide equal program access to males and females;
- Are culturally and ethnically sensitive;
- Are taught by trained/certified physical education specialists;
- Focus on what students can do, not what they cannot do;
- Adapt activities for students with special needs;
- Stress the safe use of equipment and facilities;
- Comply with federal, state, and local health and safety regulations;
- Support the positive benefits of exercise, never using exercise as punishment;
- Use multiple learning theories/strategies;
- Incorporate reading, writing, listening, viewing, and speaking; and
- Emphasize the short-term and long-term health benefits of physical activity.

SUMMARY

Comprehensive health education and physical education are complementary disciplines with the com-
:omoting wellness. Two national standards
rsey Comprehensive Health Education and
n Core Curriculum Standards. The compreh
and physical education instructional prog
delivered by trained teachers in a health-p
nvironment, supported by policies and prac
reflect the vision and goals of the school
nmunity. Currently, New Jersey school dist
›rovide instruction in comprehensive health
hysical education in a variety of ways. Wit
ementation of standards-based programs,
ed to evaluate their existing instructional
if the content and skills being delivered wi
meet the rigorous demands of the *Standar*





Chapter 3

LINKING THE *STANDARDS* AND *FRAMEWORK* TO CURRICULUM DEVELOPMENT

Vision is the art of seeing the invisible.

JONATHON SWIFT



LINKING THE STANDARDS AND FRAMEWORK TO CURRICULUM DEVELOPMENT

UNDERSTANDING THE LANGUAGE OF STANDARDS

In order to best utilize the *Comprehensive Health Education and Physical Education Standards* in curriculum development, teachers and curriculum developers need to understand the language of standards-based instructional programs. Here are a few key terms used in this *Framework*. The *Comprehensive Health Education and Physical Education Standards* and cumulative progress indicators follow.

- A **core curriculum content standard** (or simply ***content standard***) describes what students should know and be able to do in a particular discipline. Standards outline the broad concepts and skills deemed an essential part of every student's instructional program.

- A **cumulative progress indicator** also describes what a student should know and be able to do but in a more specific manner. It illustrates the standard, focusing on specific knowledge and skills necessary at certain benchmark grades (Grades 4, 8, and 11/12). Students at each benchmark level are expected to master all the cumulative progress in their cluster (Grades K-4, 5-8 and 9-12) and continue to maintain that mastery as they move through the more advanced clusters. Each *standard* has numerous cumulative progress indictors

- A **framework** is a compendium of sample learning strategies, background information, and resources to assist school district staff in the development of an instructional program that will enable all students to meet the *standards*. Activities in the framework are samples; that is, they reflect the creative energy and best practices of teachers from across the State but do not comprise a required curriculum. The *Framework* illuminates the *Comprehensive Health Education and Physical Education Standards* and cumulative progress indicators, giving teachers a better picture of content and expectations.

- There are seven content areas represented as part of the *New Jersey Core Curriculum Content Standards*. In a reference to *Standard* 2.1-4, the number "2" represents the *Comprehensive Health Education and Physical Education Standards*, the number "1" represents the first *Comprehensive Health Education and Physical Education Standard*, and the number "4" represents cumulative progress indicator number 4.

COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION LIST OF STANDARDS

HEALTH PROMOTION AND DISEASE PREVENTION

2.1 All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

PERSONAL, INTERPERSONAL, AND LIFE SKILLS

2.2 All students will learn health-enhancing personal, interpersonal, and life skills.

ALCOHOL, TOBACCO, AND OTHER DRUGS

2.3 All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.

HUMAN SEXUALITY AND FAMILY LIFE

2.4 All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.

MOVEMENT

2.5 All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

FITNESS

2.6 All students will learn and apply health-related fitness concepts.

COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION STANDARDS AND CUMULATIVE PROGRESS INDICATORS

Standard 2.1

All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

Descriptive Statement: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

Cumulative Progress Indicators

By the end of Grade 4, students:

1. Describe a healthy child and identify factors that contribute to good health.
2. Describe the basic structure and function of human body systems.
3. Identify and demonstrate responsible health behaviors for children.
4. Explain how childhood injuries and illnesses can be prevented and treated.
5. Describe potentially dangerous or threatening situations related to childhood activities, develop personal protection strategies, and cite resources for help.
6. Identify common health products and foods found in the home and correctly interpret labels, information, directions, and warnings.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

7. Describe a healthy adolescent, discuss injuries and illnesses common to this age group, and identify ways to prevent, reduce, or eliminate these health problems.
8. Explain how health is influenced by the interactions of body systems and nutritional intake.
9. Analyze how family, peers, culture, media, technology, and the environment affect wellness.
10. Identify and demonstrate health practices that support and enhance personal and family physical and mental health.
11. Analyze a health profile to determine strengths and potential health risks resulting from risk factors and health-enhancing behaviors.
12. Describe situations requiring health services and locate community health care providers comparing their services, benefits, and costs.

13. Examine health product and food labels and advertisements comparing accuracy, content, directions, and value.
14. Analyze the influence of peers and the media on risk behaviors, injuries, and violent behavior.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

15. Describe a healthy adult, discuss adult physical and mental health problems, and use health assessment data to develop strategies for reducing health problems and related risk factors.
16. Analyze the impact of genetic, nutritional, behavioral, cultural, and environmental factors on the functioning of the body systems and use this information to identify responsible health practices.
17. Analyze situations that require professional health services, analyze the costs and sources of payment, and discuss how these factors influence the accessibility and delivery of healthcare.
18. Discuss and compare the influence of public health policy, government regulations, research, medical advances, and the healthcare industry on current and emerging health problems.
19. Describe the principles of injury prevention and risk management, analyze factors that contribute to the incidence of injuries and violence, and develop strategies for prevention.
20. Analyze the influence of the media on risk behaviors, disease prevention, and the incidence of injuries and violent behavior.

Standard 2.2

All students will learn health-enhancing personal, interpersonal, and life skills.

Descriptive Statement: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

Cumulative Progress Indicators

By the end of Grade 4, students:

1. Describe and demonstrate a variety of ways to access and convey health information and ideas.
2. Demonstrate decision-making and refusal skills in situations affecting health and safety.
3. Define health goals, differentiate between long and short-term goals, and set a personal health goal to track progress.
4. Define conflict and demonstrate appropriate nonviolent strategies to resolve it.

5. Describe how culture and the media affect the ways individuals communicate, show emotions, and cope with stress.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

6. Describe and demonstrate ways to access and present health information and ideas, and analyze the information for accuracy and reliability.
7. Describe and demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence adolescent health and safety.
8. Analyze how health decisions and behaviors are influenced by family, peers, culture, and the media, and develop strategies that support effective decision making and safe behavior.
9. Describe how health goals are influenced by changes that occur throughout the life cycle.
10. Analyze the causes of conflict and violent behavior in youth and adults, and describe nonviolent strategies for individuals and groups to prevent and resolve conflict.
11. Describe the impact of crisis, stress, rejection, separation, and loss, and develop coping strategies for each.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

12. Synthesize, interpret, and express information about health issues using valid resources, and adapt the information for different audiences.
13. Analyze social situations and conditions that affect health and safety, and select and evaluate the appropriate skills for each situation.
14. Analyze the causes of conflict in groups, families, and within the community, and demonstrate and evaluate nonviolent strategies to prevent, mediate, and resolve conflict.
15. Analyze the impact of crisis, stress, rejection, separation, and loss on physical and emotional health, and develop coping strategies that consider the influence of family, culture, and personal experience.
16. Develop a plan for lifelong wellness using data from health assessments, family history, nutritional information, and current health practices, and evaluate progress towards meeting health goals in the plan.
17. Predict adult daily needs to maintain a healthy lifestyle, design a plan and budget based on those needs, and justify the plan.

Standard 2.3

All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.

Descriptive Statement: Health-literate and physically educated students know the short- and long-term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

Cumulative Progress Indicators

By the end of Grade 4, students:

1. Define drugs and medicines, describe the purposes and correct use of medicines, and describe the role they play in the maintenance or achievement of wellness.
2. Recognize the physical and behavioral effects of alcohol, marijuana, tobacco products, inhalants, anabolic steroids, and household substances that may be misused for mood-altering effects.
3. Recognize the signs and symptoms of chemical misuse, abuse, and dependency, discuss their impact on personal and family health, and identify resources for help and information.
4. Identify laws related to the sale and use of alcohol, tobacco, and other drugs.
5. Describe how the use, misuse, and abuse of alcohol, tobacco, and other drugs contribute to the incidence of illness and injury.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

6. Classify chemical substances by their actions on the body, and describe the short- and long-term effects of their use.
7. Discuss the appropriate use of medicines and the dangers of drug interactions.
8. Analyze the impact of chemical substances on development, behavior, and activities.
9. Describe the signs and progression of chemical use, abuse, and dependency throughout the life cycle.
10. Identify and explain how to access resources for information, support, and treatment of problems related to the use and abuse of chemical substances.
11. Discuss laws pertaining to the use, sale, and possession of alcohol, tobacco, and other drugs.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

12. Discuss chemical substances according to their uses, actions, and effects on the body.
13. Discuss the influence of the media on the choice, use, and misuse of medicines.
14. Discuss alternative actions for relief or treatment of common health problems.
15. Analyze the short- and long-term effects of chemical use, abuse, and dependency on the body, behavior, work and school performance, and personal relationships.
16. Describe intervention and treatment strategies for chemically dependent individuals, and locate community resources for information, support, and treatment.
17. Interpret laws pertaining to the use, sale, and possession of chemical substances, with an emphasis on laws relating to driving under the influence.
18. Describe how chemical substances used during pregnancy can affect prenatal and early childhood growth and development.

Standard 2.4

All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.

Descriptive Statement: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

Cumulative Progress Indicators

By the end of Grade 4, students:

1. Identify the stages of human development from conception to death.
2. Identify ways to show affection and caring that are appropriate for children.
3. Discuss how family and friends are important throughout life and that relationships require respect for others.
4. Explain different kinds of families and that all family members have rights, privileges, and responsibilities.
5. Discuss the influence of the media on the development of gender stereotypes.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

6. Describe the significant developmental milestones of each stage of human development, with an emphasis on the physical, emotional, and social changes of adolescence.
7. Describe the functioning of the human reproductive system and the physical and emotional changes that occur at puberty.
8. Describe and discuss affection, love, commitment, and sexual attraction and the difference between having sexual feelings and acting on them.
9. Discuss factors that support and sustain relationships such as friendships and marriage.
10. Describe the responsibilities of parenthood, with an emphasis on teen parenthood, and discuss the impact of parenthood on parents, family members, and the child.
11. Discuss the impact of early sexual activity on physical, emotional, and social health.
12. Develop strategies to support sexual abstinence, and compare and contrast methods of contraception used to reduce the risk of sexually transmitted diseases, HIV, and unintended pregnancy.
13. Analyze sexual messages, images, and stereotypes presented in the media and discuss their impact on sexual behavior.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

14. Discuss theoretical models of human personality development.
15. Describe the physical, emotional, and social changes that occur at each stage of human development, and the role of human sexuality throughout the life cycle.
16. Describe how personal relationships evolve over time, focusing on changes in friendships, family, dating relationships, and marriage.
17. Analyze the responsibilities, joys, demands, and challenges of parenthood.
18. Describe safe and effective parenting skills, and identify resources for information and help with parenting.
19. Discuss issues regarding sexual orientation, sexual harassment, sexual assault, and domestic violence.
20. Compare and contrast risk reduction and prevention strategies, including sexual abstinence, monogamy, and methods of contraception.
21. Identify resources that provide information, assistance, and care in addressing sexual and reproductive health and legal issues.

Standard 2.5

All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

Descriptive Statement: Health-literate and physically educated students understand movement concepts and principles and apply them as they practice, assess, and refine movement skills in a variety of physical activities including games, sports, and lifetime recreational pursuits. Knowledge of movement concepts and practice of skills enhance the likelihood of independent learning and participation in physical activity throughout life.

Cumulative Progress Indicators

By the end of Grade 4, students:

1. Perform locomotor (walk, run, jump), non-locomotor (bend, reach, turn), and manipulative (throw, strike, kick) movement skills.
2. Modify basic movement skills by applying movement concepts (direction, speed), biomechanical principles (force, projection), and rhythm (tempo, beat).
3. Adapt movement skills in relation to objects, other participants, and boundaries.
4. Combine movement skills to participate in physical activities such as games, sports, and lifetime recreational pursuits.
5. Describe when, where, and how to use and adapt specific movement skills and concepts in physical activities.
6. Observe physical activities and provide feedback to participants to improve performance.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

7. Describe the characteristics of skilled performance in a variety of physical activities.
8. Modify and combine movement skills using movement concepts, biomechanical principles, and rhythm to improve performance in physical activities.
9. Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a participant in and observer of physical activities.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

10. Analyze and apply movement concepts, biomechanical principles, and rhythm to independently learn, assess, refine, and combine movement skills used in physical activities.
11. Apply the principles of physiology, kinesiology, and psychology to improve personal performance in physical activity.

Standard 2.6

All students will learn and apply health-related fitness concepts.

Descriptive Statement: Health-literate and physically educated students know the components of health-related fitness: cardiorespiratory endurance, muscular strength/endurance, flexibility, and body composition. Considering these components, students are able to meet their personal fitness needs by monitoring and adapting physical activity levels. Health-literate and physically educated students recognize that lifetime fitness activities contribute to wellness.

Cumulative Progress Indicators

By the end of Grade 4, students:

1. Identify the components of health-related fitness and describe activities related to each component.
2. Demonstrate appropriate techniques used in fitness activities.
3. Describe how fitness activities enhance wellness.
4. Participate in health-related fitness activities.
5. Develop and attain a personal fitness goal to improve performance.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

6. Describe the components of health-related fitness and how each contributes to wellness.
7. Discuss and apply basic principles of training to fitness activities.
8. Assess physiological indicators of exercise before, during, and after physical activity, and describe how these can be used to monitor and improve performance.
9. Develop a personal fitness plan, using data from health assessments and fitness testing.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

10. Discuss the physical and psychological benefits derived from health-related fitness activities.
11. Describe how sports injuries can be prevented.
12. Design and evaluate a personal fitness plan, taking into consideration fitness, health and nutritional status, age, interests, and abilities, and discuss how the plan may be adapted to injury, illness, or aging.

CURRICULUM DEVELOPMENT

School district curriculum committees need to examine the big picture as they review, revise, and create a context for student achievement. When creating this vision, the most important factor is linking the *Core Curriculum Content Standards* to the program development process. Before any actual writing occurs, curriculum specialists and teachers need to become fully cognizant of the scope of the *Comprehensive Health Education and Physical Education Standards* and this accompanying *Framework*. Curriculum committees need to update their district goals, soliciting input from school administrators, the board of education, teachers, students, parents, and community members. Creating a vision and pathway for student achievement requires retrospection, data collection, analysis, and an honest examination of the needs of students.

To accomplish this, curriculum developers need to become familiar with various national documents that support and enhance our own state *Standards*. Laying the groundwork for further study, schools need to examine exemplary national curriculum projects (e.g., CDC's Programs*That* Work, National Diffusion Network [NDN] programs) and carefully scrutinize high-quality, commercially produced learning materials. School staff involved in developing curriculum should become familiar with national reviews of health and physical education programs (e.g., *Making the Grade*). Committee members should evaluate district funding for existing programs, looking closely at the use of categorical funding sources (Glatthorn, 1994). When aligning the existing curriculum, the committee should focus on the written curriculum, the tested curriculum, and the supported curriculum to ensure that what is taught is taught more effectively.

Too many times, teachers are given an unreasonable amount of time to adequately prepare for the process of curriculum development. Before one can ever begin to actually write, much research and preparation must take place. To ensure that program offerings enable all students to meet the *Standards*, school district health and physical education curriculum committees should:

- Know the *Comprehensive Health Education and Physical Education Curriculum Standards* and cumulative progress indicators for all grade clusters;
- Know the *Cross-Content Workplace Readiness Standards;*
- Review national standards documents, investigate instructional trends, and update content knowledge through regular reading, the use of technology, and attendance at professional development programs;
- Correlate existing programs of study and instructional objectives with the *Standards;*
- Compare district assessment policy and procedures with actual practice;
- Assess available district-owned materials (e.g., textbooks, packaged curricula, videos, software) for accuracy, availability, and content;
- Determine the teaching strategies/methods most often employed by district health and physical education specialists and compare with national trends and research;
- Determine available staffing resources;
- Analyze and predict staff development needs;

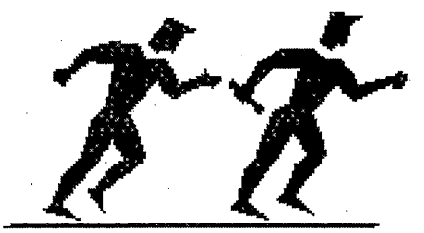


- Investigate the availability of educational materials and resources from outside agencies and organizations (e.g., Audio Visual Aids Commission [AVA], Learning Resource Centers [LRC], Educational Technology Training Centers [ETTC], libraries);
- Determine community health resources (e.g., speakers, healthcare facilities);
- Review the annual budget for health and physical education instruction (do not include athletics);
- Investigate recent purchases and list potential needs (e.g., replacing equipment);
- Examine and analyze health data/profiles for school and community (e.g., *Violence and Vandalism Report, Youth Risk Behavior Survey* [YRBS], *New Jersey Adolescent Health Profile*, HIV incidence, teen pregnancy rates);
- Determine the availability of technological resources (e.g., video camera, digital camera, computers, Internet access, heart rate monitors);
- List available instructional facilities (e.g., pool, tennis courts, classroom, weight room) and when they are available (e.g., all-purpose room not available during lunch or assemblies);
- Determine which school and community programs reinforce and support instruction (e.g., peer mediation, health clinic, Municipal Alliance);
- Consider student body profile data (e.g., cultural and ethnic background);
- Discuss parent involvement, support, or opposition;
- List collegial opportunities and resources in the building or district (e.g., a teacher who is a competitive runner, swimmer, golfer, or gourmet chef);
- Inventory available equipment, considering safety, size, appropriateness, and applicability to program implementation (e.g., bats, balls, headgear, mats);
- Identify potential topics/sources of controversy and develop a plan to address them if they arise;
- Examine the district's program offerings for interdisciplinary opportunities; and
- Develop a list of potential community service projects and school-to-career opportunities related to health and physical education.

Developing curriculum, or even reviewing and revising an existing program, necessitates extensive fact-finding, research, and preparation. Collecting the data, however, is only the beginning. To assist districts to use public health data to support coordinated school health programs, numerous "how-to" manuals have been developed. One such manual, developed by the University of Colorado Health Sciences Center, is a compact notebook of information and worksheets to assist school district personnel to assess current health programming. *School Health Needs: A Starter Kit* provides a step-by-step procedure for collecting background information necessary to plan an effective school health program. *Educating for Health*, developed by the Education Development Center, is a health education curriculum manual that includes sample worksheets, checklists, and sample documents to support a step-by-step approach to curriculum planning.

After collecting and reviewing relevant data, the school district curriculum committee should answer the following questions:

- Do the expectations set forth for students in the *Comprehensive Health Education and Physical Education Standards* and *Framework* match those in our existing health and physical education curriculum?
- Does the existing curriculum address all six *Comprehensive Health Education and Physical Education Standards* and each cumulative progress indicator at the designated grade levels?
- Is there evidence of reinforcement, review, and mastery of the cumulative progress indicators at all levels?
- Are district assessment policies and practices aligned with the *Standards*? Are all teachers employing multiple means of assessment as part of course delivery? What kinds of training have the health and physical education teachers had to ensure consistent and fair assessment? How will students and parents be apprised of student performance?
- What specific program considerations need to be made in light of student body profile data, community demographics, school and community health information, and student, parent, and community expectations?



CURRICULUM RENEWAL

Most school districts will not need to develop a health and physical education program from ground zero. The curriculum renewal process (Figure 6) offers a streamlined, yet still comprehensive, approach to align the existing program with the *Comprehensive Health Education and Physical Education Standards*. The school district committee charged with this task should include a district level administrator, building supervisors/principals, grade level teachers, and health and physical education content specialists. Parents, community leaders, and representatives from business and industry should be invited to participate in the process. Student input is extremely important and most valuable when debating the "appropriateness" of content and materials. The local board of education has the authority to approve curriculum; the committee acts in an advisory capacity only.

Curriculum should be developed before purchasing materials. Too many times, school districts select a textbook or program and tailor the curriculum to meet the program. Curricular goals and instructional objectives, based on the *Standards*, should drive instruction. Even a well-researched commercial program will not be effective if teachers have limited access to program materials or if school staff are not properly trained to utilize the materials. All teachers need access to the entire curriculum in order to envision the spiraling content. The scope and sequence chart should clearly illustrate this. Figure 7 suggests five simple rules to consider when developing curriculum scope and sequence

Teachers not normally involved in health education and physical education programs need to become familiar with the curriculum so health and physical education content and skills can be incorporated into daily classroom activities for reinforcement. By the same token, health and physical education teachers need to know other content area requirements and plan activities that match program goals and objectives. Articulation between grade levels or between schools (e.g., regional sending districts) may be difficult to accomplish but is necessary so that all students can be prepared to meet the *Standards*. Communication and collaboration are essential for effective curriculum development and implementation. This can be accomplished through regularly scheduled articulation meetings, the establishment of content networks, newsletters, and shared professional development opportunities. Finally, after collecting and reviewing the data, school district curriculum committees need to ask one final question:

If classroom practices and expectations do not correlate with the state Standards, what changes could be proposed to align the curriculum with this document?

The development of a "new" curriculum aligned with the *Standards* is not enough. School district curriculum committees should develop an action plan for curriculum implementation, staff development, and expanded local assessment of student knowledge and skills. The plan should clearly delineate the roles of teachers, supervisors, and administrators and should be grounded in the extensive data collected by the committee. The action plan lays the groundwork for teacher/student accountability in the implementation and achievement of the *Standards*.

Figure 6 **STEP BY STEP: CURRICULUM RENEWAL**

STAGE	CRITICAL ACTIONS
1. Plan.	A. Establish the committee. Grade level representation Building representation Community members, parents, students B. Select a chairperson who has access to support services and the authority to direct activities. C. Develop a task list and timeline/action plan. D. Determine health and physical education resources. Materials, equipment, and facilities Support services Consultant services Funding Instructors E. Identify networks.
2. Explore the subject area.	A. Develop a rationale. B. Read state *Standards*, code, and statutes. C. Read national standards documents. D. Observe other programs. E. Review national trends; use list-servs and Web sites to ask questions and gather information.
3. Examine ideas, trends, issues, and materials.	A. Read journals, articles, and summaries. B. Identify current state and local issues. C. Review research-based or evaluated programs. D. Collect public health data. E. Identify available funding and what gets funded. F. Prioritize student needs based on data. G. Examine trends in healthcare, fitness, and social services.
4. Analyze the existing program.	A. Conduct pupil, parent, and teacher surveys. B. Review health data. C. Review program evaluations, if available. D. Analyze instructional time, materials, equipment, personnel, strategies used, and budget. E. Review qualifications of staff and staff development needs. F. Analyze assessment practices in use and review district data.

Figure 6 *(continued)*

STAGE	CRITICAL ACTIONS
5. Develop a recommended course of action.	A. Use the *Standards* and *Framework* to examine gaps in instruction. B. Map content and methods. C. Create a vision or revise the old one. D. Revise the time line and action plan. E. Make formal recommendations to revise.
6. Create or revise the curriculum.	A. Develop an overview. B. Develop scope and sequence. C. Align with *Standards.* D. Develop local assessment measures. E. Complete adaptations, resource lists, etc.
7. Implement the program.	A. Develop an implementation plan. B. Train teachers. C. Monitor student assessment. D. Evaluate the program and modify as necessary. E. Create a time line for the next review. F. Budget for additional supplies, materials, and training. G. Get student, parent, and teacher feedback.

Figure 7

GENERAL PRINCIPLES: DEVELOPING SCOPE AND SEQUENCE

Children are often capable of more than we give them credit for.

- **Simple content/skills should precede complex content.**

  Example: Before students can learn how to prevent the transmission of HIV, they need to understand what causes diseases.

- **Content must match the maturation level of the learner.**

  Example: Discussing puberty just prior to and during the process prepares students for the changes and is of great interest and concern for them.

- **Content that satisfies the immediate needs of the learner is more relevant than content aimed at long-term needs.**

  Example: Driver's education for 16-17 year old students is a highly anticipated class.

- **Content and sequence are often determined by the faculty's philosophy and comfort level.**

  Example: Critical thinking and decision making are important skills taught across all content areas and reinforced by all school staff as part of interdisciplinary teams.

- **Chronological order serves as a guide to sequencing some content.**

  Example: Students better understand some diseases by studying them within the context of the historical period in which they occurred (e.g., black plague, polio, HIV).

THE CURRICULUM DEVELOPMENT TEAM: THE ROLE OF THE CONTENT SPECIALIST

As members of the school district curriculum committee, teachers of health education and physical education are the content "experts." It is imperative that health education and physical education specialists (including school nurses and family and consumer science teachers) are cognizant of the major changes in the field, the most current and relevant topics, and the teaching strategies found to be most effective. As content experts, health education and physical education teachers are expected to define terms, summarize research, and suggest strategies that support the research base.

For some districts, this may be the first time a health and physical education program is offered for students in early childhood programs. Classroom activities may need to be modified for these younger students. As content experts, health educators and physical education teachers may be called upon to actually instruct students in early childhood programs. In other school districts, content specialists may be called upon to assist or train early childhood teachers to provide such instruction. The specialist may be asked to serve as a content resource, providing the early childhood teacher with articles, information, and supportive materials.

It is imperative that health education and physical education content specialists take a lead role in the development of a comprehensive and coordinated program that articulates across grades, schools, and perhaps even districts. As part of the curriculum development and review process, health and physical education teachers need to answer the following key questions:

- What are other similar school districts doing to address the *Standards*?
- What areas do I personally feel uncomfortable or unprepared to teach? What can I do to change that?
- How can I support and develop a health-promoting environment?
- What can I do to showcase the health and physical education program using methods that truly reflect the instructional program?

DEALING WITH SENSITIVE ISSUES

What makes an issue sensitive? How can teachers and school administrators prepare for controversy? By its very nature, health education is a controversial area. When developing the comprehensive health and physical education curriculum, schools need to be cognizant of issues and concerns that may impede instruction. The labeling of topics or teaching methods as controversial could deprive students of valuable information and skills and significantly impact their ability to learn.

Controversy in health and physical education develops when a cherished belief, economic interest, or basic principle is threatened. Traditionally, health and physical education has had its ardent supporters as well as its ardent opponents. Curriculum developers and teachers need to recognize that not all students and their families feel the same way about each issue. Ideas about wellness develop over time and are strongly influenced by family upbringing, past experiences, socio-economic status, and culture. An issue may be very sensitive and personal for one student yet have little impact on another (Dealing, 1997).

Educators need to develop a reasonable and consistent plan to deal with sensitive issues. The plan should allow for an open forum and examination of student and parental concerns. The process of curriculum development and materials adoption can promote proactive, positive interaction, actively engaging students and their families in the development of an instructional program that is relevant and meaningful. Keep in mind that the instructional program should meet the needs of all students, not just a "verbal" minority. Controversy can be positive, generating interest and energy (Newman & Farrell, 1991).

School districts need to develop clear policies about instructional practices. For example, N.J.S.A. 18A:35-4.7[1] allows parents to exempt their child from instruction in those aspects of health education that conflict with their sincerely held religious and moral beliefs. To effectively implement the intent of the statute, school districts need policies that clearly outline the application process, any required meetings with school staff, alternative student assignments, educational assessment, grading, and accountability for both student and teacher. In addition, the student, his/her parents, and the teacher need to discuss the transition into the regular instructional program once the "objectionable" content is covered. Teachers and administrators need to be familiar with such policies and implement them with consistency.

Questions about the health and physical education curriculum should be perceived as opportunities, not as threats. When questions are perceived as threats, teachers or administrators often answer incompletely or delay providing a response, hoping the issue will "go away." Generally, a clear, concise, and honest response to a parental concern will clear up any misconceptions. On the other hand, objections are different from questions. Objections are differences of opinion that are highly emotional, rooted in very personal experiences. School districts need to develop a more detailed plan of action to deal with objections.

[1]N.J.S.A. 18A:35-4.7 Parent's statement of conflict with conscience
Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.

Objections to health and physical education instruction may be handled informally by the classroom teacher or school administrator. These types of objections most often involve policy or process. If a teacher responds to this type of objection, he/she should inform the building administrator by the end of the school day and should follow-up with a written summary of the objection and response within five days. If the objector is not pleased with the informal response, the building principal should address the concerns. If this does not effectively address the issue, the objector should be advised to submit his/her concerns in writing to the school district administration (Newman & Farrell, 1991).

Dealing with controversy in health and physical education is inevitable. The very personal nature of the discipline—discussing death, sexuality, substance use, and even body image—cause some individuals concern. When handling conflict teachers and administrators need to:

- Listen to the whole concern.
- Seek comfort—sit in a relaxing area.
- Personalize the meeting by using the individual's name.
- Speak softly and use "I" messages.
- Ask questions and clarify meaning.
- Never assume anything.
- Pay attention to detail.
- Offer the individual thanks for his/her concerns.
- Involve others in the process, as appropriate (e.g., principal, supervisor).
- Provide alternatives for action.
- Apply the principles of teaching and learning to the discussion. Vary the approaches used to be sure the individual understands the school's position.

While all parties may not agree on what is "best," it is important that school staff recognize the sincere concerns of those who raise such issues. Inviting those individuals to participate in a school health advisory council may help. The American Cancer Society produced a booklet entitled *Improving School Health: A Guide to School Health Councils* to assist school districts in the development of school health councils. The booklet provides school staff, parents, and community leaders with a framework to guide the development of a school health council that can focus on such issues as fiscal and program planning, advocacy, and public relations. School health councils can focus on instructional programs or expand to include all facets of a coordinated school health program. School health advisory councils are not part of the administrative structure of schools and have no authority or legal responsibility for program development or implementation (Bellian, 1998). However, school health councils can examine student and community health concerns from a more holistic approach and provide interventions that address the myriad of health issues.

Dealing with sensitive issues requires school staff to be well informed and confident. Teachers and administrators need to be proactive, developing policies and procedures to address potential concerns. Most of all, school staff should be cooperative and collaborative when reviewing, revising, or developing the health and physical education instructional program.

SUMMARY

Health and physical education specialists have a professional responsibility to become actively engaged in the school district's curriculum revision process. As content specialists, health educators and physical education teachers should be called upon to interpret data, define terms, and evaluate program offerings. The role of health and physical education content specialists is critical to the development of a curriculum that will enable all students to meet the *Standards*. Involving school staff, parents, students, and the community-at-large in the curriculum development process affords program support and reduces the likelihood of controversy.

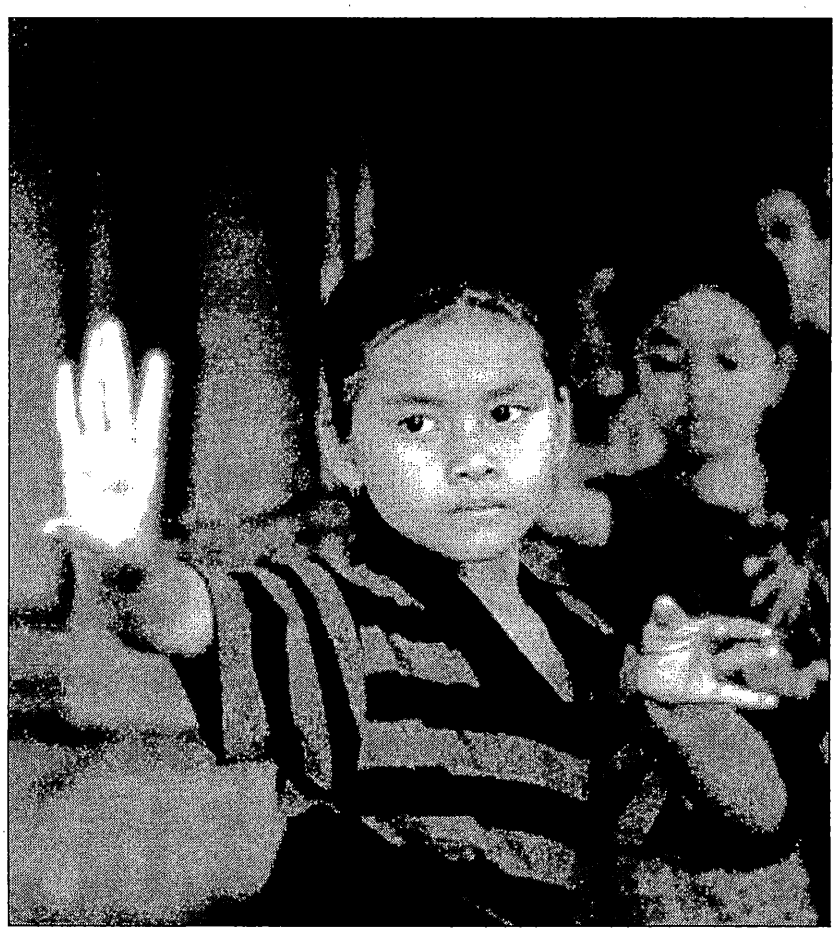


Chapter 4

LEARNING AND BEHAVIOR

Native ability without education
is like a tree without fruit.

ARISTIPPUS



LEARNING AND BEHAVIOR

The intent of the *Comprehensive Health Education and Physical Education Standards* is to ensure that all students are provided the education to make safe, appropriate, and healthful choices—now and throughout life. The term "all students" includes students who are college-bound or career-bound, students who are academically talented, students whose native language is not English, students with disabilities, and students from diverse socioeconomic backgrounds. It conveys a commitment that male and female students will achieve at comparable levels across all areas. In addition, students who can do more than achieve the content*Stand ards* should be afforded the opportunity to do so.

Some might argue that time spent on health and physical education might be better spent on studying classic literature or the life cycle of a tree frog. If the purpose of public education is to prepare young people to become responsible citizens, gainfully employed and self-sufficient, then the rationale for instruction in health and physical education should become clearer. It has been said that students learn better when they are healthy. If students are empowered to make responsible choices about their health now, they will be better able to focus on the study of all other content areas. In the long run, students who are more conscious of the health choices they make are more likely to become healthy, contributing members of the workforce.

This chapter focuses on theories and models of human development that should guide the development and implementation of a comprehensive health and physical education program. It examines elements of the behavioral and social sciences as well as learning theories and models that influence student achievement and health behavior. This chapter is merely an overview. For more information, review some of the references cited at the end of this *Framework*.

LEARNING AND THE HUMAN BRAIN

The cognitive sciences have seen a number of developing theories and research studies that use biological processes to explain learning. While these research approaches are easier to control and study, it is difficult to assimilate the information into concrete principles that teachers can implement. Neuroscientists still disagree on some of the inner workings of the brain. With this in mind, here is one simplified explanation of how the brain learns along with some simple suggestions to enhance students' learning.

Learning changes the brain. With each new stimulation, experience, and behavior the brain can rewire itself. A *stimulus* to the brain starts the process. If we are repeating something we have already learned, the neural pathways become more efficient. Research has shown that many areas of the brain are involved in new tasks but less and less of the brain is involved as the task is learned (Jensen, 1998). The brain's neural networks combine to process an object or event; each area is responsible for a particular element of the task (e.g., color, spatial movement). The daily chemistry of the human brain complicates things even more. The human brain contains dozens of types of *neu-*

rotransmitters, classified both functionally and chemically. Neurotransmitters send either an excitatory or inhibiting message to the receiving *neuron,* much like an on/off switch. This mechanism enables the brain to focus attention or limit activity. Chemically, these substances include *amino acids,* such as glutamate; *monoamines,* such as dopamine or serotonin; and *peptides,* such as endorphins or vasopressin (Sylwester, 1995). An in-depth understanding of neurotransmitters is essential for all teachers **but particularly necessary for health and physical education teachers.** For example, peptides play an important role in modulating emotional states and consequent behaviors. These substances play an important role in the body's response to stress. In addition, exercise and positive social interactions can elevate endorphin levels and help people feel good about themselves (Sylwester). The implications for teachers of health and physical education should be obvious.

WHAT ARE MULTIPLE INTELLIGENCES?

In his Theory of Multiple Intelligences, Harvard psychologist Howard Gardner suggests that intelligence has more to do with the capacity for solving problems and fashioning products in a context-real and naturalistic setting (Armstrong, 1994). Gardner's theories have been embraced by educators as a way to map the broad array of abilities seen in the classroom. Figure 8 outlines classroom applications of Gardner's theory.

Certain points of Gardner's model are important to remember when planning instruction.

Each person possesses all seven intelligences. The theory proposes that all individuals have capacities in all seven areas. Most people are highly developed in some intelligences, modestly developed in others, and relatively underdeveloped in the remaining areas.

Most people can develop each intelligence to an adequate level of competency. If given the appropriate encouragement, enrichment, and instruction, most people can develop all seven intelligences to a reasonably high level.

Intelligences usually work together in complex ways. Intelligences are always interacting with each other. In a kickball game, a child must kick the ball, run to the appropriate spot, and keep score, using three kinds of intelligence to participate in the activity.

There are many ways to be intelligent within each category. This theory emphasizes the many ways individuals show their gifts within their intelligences as well as between the intelligences. For example, a person may not be able to read but may be able to tell a terrific story (Armstrong, 1994).

Figure 8

SEVEN WAYS OF TEACHING

Intelligence	Teaching Activities	Teaching Materials	Strategies
Linguistic	Lectures, discussions, word games, choral reading, storytelling, journal writing	Books, tapes, computers, stamp sets, books on tape	Read about it, write about it, talk about it, listen to it
Logical/ Mathematical	Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking	Calculators, math manipulatives, science equipment, math games	Quantify it, think critically about it, conceptualize it
Spatial	Visual presentations, art, imagination games, mind-mapping, metaphor, visualization	Graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library	See it, draw it, visualize it, color it, mind-map it
Bodily-Kinesthetic	Hands-on learning, drama, dance, sports, games, tactile activities, relaxation exercises	Building tools, clay, sports equipment, manipulatives, tactile learning resources	Build it, act it out, touch it, get a "gut feeling" of it, dance it, perform it, move it
Musical	Super-learning, rapping, songs	CD player, tapes, instruments	Sing it, rap it, listen to it, play it
Interpersonal	Cooperative learning, peer tutoring, community involvement, social gatherings, simulations	Board games, party supplies, props for role-play	Teach it, collaborate on it, interact with respect to it
Intrapersonal	Individualized instruction, independent study, options in course of study, self-esteem building	Self-checking materials, journals, materials for projects	Connect it to your life, make choices about it, self analysis

Adapted from: Armstrong, T. (1994). Multiple intelligences in the classroom. Alexandria, VA: ASCD.

MOVEMENT AND LEARNING

Research conducted by neurophysiologist Carla Hannaford indicates that the inner ear's semicircular canals and the vestibular nuclei are an information-gathering and feedback source for movement. The impulses travel through nerve tracts back and forth from the cerebellum (the part of the brain involved in almost all learning) to the rest of the brain, including the visual system and the sensory cortex. These impulses also seem to impact areas in the brain critical to attention. All together, these actions help human beings to maintain balance, turn thought into action, and coordinate moves. Hannaford supports participation in activities that stimulate inner ear motion such as swinging, rolling, and jumping (Jensen, 1998).

Other researchers have linked pathways from the cerebellum to parts of the brain involved in memory, attention, and spatial perception. Movement and learning seem to have "constant interplay" (Jensen 1998). More than 80 studies presented at the 1995 Annual Society of Neuroscience Conference suggested strong links between the cerebellum and memory, spatial perception, language, attention, emotion, nonverbal cues, and decision-making. According to Eric Jensen (1998), a former teacher and member of the International Society of Neuroscience, these findings strongly implicate the value of physical education, movement, and games in boosting cognition. Research suggests that the relationship between movement and learning continues throughout life.

In the same way that exercise "shapes up" the heart, muscles, lungs, and bones, physical activity strengthens the basal ganglia, cerebellum, and corpus callosum. These areas of the brain influence and control conscious and automatic movement (e.g., being able to walk, talk, and chew gum at the same time!) (Slywester, 1995). Exercise also provides the brain with extra oxygen to enhance greater connections between neurons. Researchers James Pollatschek and Frank Hagan conclude that "children engaged in daily physical education show superior motor fitness, academic performance, and attitude towards school as compared to their counterparts who do not participate in daily physical education" (Jensen, 1998, p. 85). In a Canadian study of 500 children, those enrolled in a daily, one hour physical education class far outperformed at exam time those who did not exercise (Hannaford, 1995).

Essentially, exercise prepares the brain to respond rapidly to challenges. Neuroscientists at the University of California-Irvine discovered that exercise releases a neurotrophic factor that enhances cognition by heightening neuron communication. During a workout, the cerebellum is in high gear. Other studies have shown that children who exercise have higher exam scores and improved short-term memory, reaction time, and creativity (Jensen, 1998). Finally, Arthur Stone of the State University of New York at Stony Brook says: "Having fun may be good for your health. It decreases stress and improves the functioning of the immune system for the three days after the fun." (Jensen, p. 87). For these reasons, all educators ought to be purposeful about integrating physical activity into everyday learning. Larry Abraham, professor at the University of Texas at Austin, states "Classroom teachers should have kids move for the same reason physical education teachers have kids count." (Jensen, p. 88).

CHANGING HEALTH BEHAVIOR

In spite of increased research into the benefits of healthful eating, regular exercise, and other health-promoting strategies, there continues to be an increased need to develop interventions that promote such behaviors. Numerous theories and models have been used in behavioral and social science research to study and promote health-enhancing behaviors. These theories have major implications for classroom instruction and for school and community programs that support and reinforce classroom instruction. The theories are particularly significant when designing prevention and intervention programs that are synergistic, coordinated, and complementary. Key elements of some of the more widely acknowledged theories are summarized in Figure 9.

At one time, it was thought that providing students with facts would result in behavior change. Through research, it has been determined that lack of knowledge is only one of many factors that influences decision making. Given that experts in both health and education have recognized the variety of factors that influence learning and behavior, it seems prudent to institute multiple interventions to foster the adoption of health-enhancing behaviors. Students need to be armed with the knowledge and skills to address a myriad of problems, now and in the future. The decisions made now can have a significant impact on one's quality of life in the future (Allensworth, Symons & Olds, 1994).

SUMMARY

This chapter only scratches the surface of the exciting ideas and theories about how children learn, how movement impacts learning, and how best to structure learning experiences to support health-enhancing behaviors. As an increasing number of programs are developed and tested, this research becomes more important to professional practice. Educators are urged to review some of the materials noted in the reference list for more detailed information about this exciting area.

Figure 9

HEALTH BEHAVIOR THEORIES

THEORY/MODEL	LEVEL	KEY CONCEPTS	EXAMPLE
Classic Learning Theory	Individual	Cues Shaping Reinforcement/rewards ■ Future (looking better) ■ Extrinsic (praise) ■ Intrinsic (feel good)	■ A person establishes a daily walking program and rewards self with a new outfit.
Health Belief Model	Individual	Perceived susceptibility Perceived severity Perceived benefits of action Cues to action Self-efficacy	■ A person decides to use a condom based on his/her perceived susceptibility to HIV (just tested after a "scare").
Transtheoretical	Individual	Precontemplation Contemplation Preparation Action Maintenance (A five-stage continuum related to readiness to change)	■ Sedentary individuals check out fitness clubs and programs.
Relapse Prevention	Individual	Skills training ■ Coping ■ Stress management Risk identification ■ Situational Lifestyle rebalancing ■ Finding solutions	■ An individual has stopped smoking but always has the urge to smoke at parties.
Social Cognitive/ Social Learning	Interpersonal	Environmental influences Personal factors Attributes of the behavior Self-efficacy, confidence, and positive expectations Value the outcome (immediate and long-term) Modeling	■ A person feels energized and better about him/her self after regular exercise and is complimented on performance by the teacher.

Figure 9 (continued)

THEORY/MODEL	LEVEL	KEY CONCEPTS	EXAMPLE
Planned Behavior/ Reasoned Action	Interpersonal	Intention to perform ■ Attitude ■ Outcome expectations ■ Value of outcome Social environment ■ What others think ■ Motive to comply Perceived control ■ Opportunities ■ Skills and resources	■ A person consumes a low fat diet and begins an exercise program, resulting in weight loss that becomes noticed by co-workers who are always trying to lose weight and wear fashionable clothes.
Social Support	Intrapersonal	Instrumental Informational Emotional Appraisal	■ Give a non-driver a ride to an exercise class. ■ Tell a neighbor about a walking program. ■ Call to offer support to a friend quitting smoking. ■ Provide feedback to a friend trying out new skills.
Ecological Approaches (Multiple Levels of Influence)	Environmental	Supportive environments that implement personal skills ■ Intrapersonal ■ Group ■ Institutional ■ Community ■ Public policy ■ Individual ■ Organizational ■ Governmental (Schools, work sites, healthcare facilities, communities)	■ A community creates bike and roller blade paths for citizens to exercise. ■ An employer encourages staff to bike to work or provides an employee assistance program. ■ School policies support a drug-free environment.

Adapted from Centers for Disease Control and Prevention. (1996). Physical activity and health: A report of the Surgeon General. Atlanta, GA: Author.

Chapter 5

RETHINKING ASSESSMENT

It is not that tests ought to drive the curriculum, or that teachers ought to teach to the test. Rather, good assessment is an integral part of good instruction.

HERMAN, ASCHBACHER, & WINTERS



RETHINKING ASSESSMENT

The purpose of student assessment is to provide meaningful feedback that reflects the student's individual growth and allows the student and teacher to plan purposeful and appropriate learning experiences. Meaningful assessment focuses on the knowledge, skills, and behaviors evidenced in the curriculum. Various levels of assessment occur—national, state, local, and classroom—each with a distinct opportunity to provide teachers, students, and parents with important information about student progress.

STATE ASSESSMENT

In the near future, comprehensive health education and physical education will become part of the statewide testing program. Over the next five years, committees of New Jersey educators and measurement specialists will assist in the development and implementation of meaningful assessment tools that accurately reflect student achievement of the *Comprehensive Health Education and Physical Education Standards.* By the year 2005-2006, New Jersey high school students will be required to pass the High School Proficiency Assessment (HSPA) in all content and workplace readiness areas in order to receive a state-endorsed diploma. Health and physical education will be one of the required elements tested at each level of the statewide assessment program: the Elementary School Proficiency Assessment (ESPA); the Grade Eight Proficiency Assessment (GEPA); and the HSPA. At this writing, the assessment tools for comprehensive health and physical education have not yet been developed; therefore, this chapter focuses primarily on classroom assessment in preparation for statewide testing. As more information about the assessment of health and physical education becomes available, school district staff will be advised.

CLASSROOM ASSESSMENT PRACTICES

"Anyone can pass gym. Just show up in your gym shorts and sneaks. Health class? What a joke! All we do is fill in diagrams of body parts and see ancient movies about strange diseases we'll never get in a million years! What a waste?" Sound familiar? If these words can be heard in your halls, classrooms, and gymnasiums, wake up! The days of "show up and pass" are over. Teachers of health and physical education are held to the same high levels of accountability as their math and science counterparts. It is no longer acceptable to simply test students at the end of a unit. If a teacher does not have evidence of student progress (e.g., multiple measures of fitness across time) how can the student be expected to meet the *Standards*? Physical education teachers who only measure sport and fitness skills and pay little or no attention to cognitive assessment are denying students important information that can assist them to achieve the *Standards*. Health teachers who only measure content knowledge and never evaluate student progress in skill development are short-changing students. Student assessment is a critical element of instruction, providing the student with important information about his/her progress. This information enables the student and teacher to collaborate on specific instructional goals so that every student can achieve the *Core Curriculum Content Standards.*

Student assessment is a complex, ever-changing issue. New forms of assessment result from educational reform, developments in psychology and neuroscience, and advances in technology. Classroom teachers need to expand their repertoire of assessment tools and ensure that they are inextricably linked to standards-based instruction. To implement appropriate assessment practices, teachers and school administrators need to consider the overall curricular plan and answer the following questions:

- What information do we need?
- How often do we need this information?
- What will we do with the information?
- What do students, teachers, and parents actually learn from the results?
- How can assessment and instruction become seamlessly institutionalized?

Effective, meaningful assessment demands that teachers know and articulate the major instructional goals. Teachers should ask "What do I want my students to accomplish?" then set priorities and clearly define the aim and purpose of the assessment tasks. In this context, teachers need to consider the following questions:

- What important knowledge do I want my students to develop?
- What personal, interpersonal, and life skills do I want them to develop?
- What metacognitive skills do I want them to develop?
- What types of problems do I want them to solve?
- What physical skills do I want them to develop?

Stating what you are teaching does not answer what the student is learning. Teachers need to focus on what the student can do now that he/she could not do before. How does the student's skill level or knowledge directly relate to instruction? How can a teacher be confident that what he/she is teaching is really what the student needs? How can a teacher be sure that students understand and can use the content of instruction?

Choosing the appropriate assessment measure requires careful consideration of the instructional content; student learning styles; the teacher's comfort level; and space, facilities, and time. Special attention needs to be paid to the correlation of the measure to the content and skills prescribed in the *Core Curriculum Content Standards*. Sample assessment practices are presented in Appendix C. In addition, teachers need to consider the following questions (Herman, Aschbacher, & Winters, 1992) as they organize their instructional assessment activities:

- Does the task or measure match the instructional intent?
- Does the task or measure adequately represent the content and skills you expect students to attain?
- Does the task or measure enable students to demonstrate their progress and capabilities?
- Does the task or measure involve authentic, real-world applications?
- Does the task or measure lend itself to an interdisciplinary approach?
- Can more than one goal/standard be met using this task or measure?

One cannot discuss assessment without some discussion of scoring. A *rubric* is a fixed scale listing the characteristics of performance for each point on the scale. Rubrics are most often used to rate performance tasks, essays, and portfolios and can be modified to serve as a self-assessment tool for students. In physical education, a task card used by a second-grade student to rate overhand throws is an example of a simple rubric. In health class, students utilize a critical elements card to review and assess a partner's response to a problem-solving scenario. As students and teachers become more comfortable using rubrics, they can be used to address student performance, content knowledge or collaborative qualities. Sample rubrics can be found in Appendix C.

ASSESSMENT STRATEGIES

Assessment strategies are determined by the kind of learning to be evaluated. Here are some examples of commonly used assessment methods.

Selected Response/Forced Choice Items

Students are forced to provide a single correct response. This type of assessment has a valid role in assessing pure knowledge and facts, if used as part of a spectrum of evaluation. Examples include traditional multiple-choice items and matching tests. True/false tests and short answer responses, including fill-in-the-blanks, are selected response/forced choice items.

Essay

Essay writing is used to evaluate a student's grasp of important concepts, ideas, and relationships. Essay writing may involve developing an explanation or critique of a subject. Students present an argument, test a hypothesis, compare two ideas, or demonstrate situational decision making. Writing an effective essay requires the student to think logically while relating accurate information and ideas.

Performance Tasks

Performance tasks require the student to actively accomplish complex tasks using prior knowledge and recent learning and skills. These tasks demonstrate a deeper understanding of the content and skills and increase student engagement. Performance assessment involves students in situations where they must construct responses that clearly illustrate that they can apply the knowledge. Authentic assessment involves students in "real-life" activities that tap higher-order thinking skills. These tasks invoke real-world applications and require time and effort on the part of the teacher and student.

Portfolio

A portfolio is a collection of student work, over time, that represents that individual's best work. Included in the portfolio are products from performance tasks that show effort, progress, and achievement. Portfolio assessment allows a teacher to view student progress, considering growth and development. Portfolios can serve to engage students in learning content and help students develop skills of reflection and self-evaluation. Portfolios enable the teacher to document student learning in areas that do not lend themselves to more traditional forms of assessment. Assessment portfolios may be used to demonstrate mastery in any content area and may span any period of time (e.g., one

unit, one semester). Maintaining student portfolios facilitates better communication with students and parents.

Teacher Observation

Teacher observation, long a favorite assessment measure of the physical education teacher, is an informal method of noting student progress. This method is only valid, however, if the teacher is knowledgeable and uses appropriate criteria. Detailed observations should be written in a daily log or tape-recorded. An electronic clipboard or message pad can enhance the teacher's ability to transmit classroom observations to standardized student progress forms. Written anecdotal comments can be an effective assessment tool if based on established criteria that has meaning for instruction. Students need to know the evaluative criteria used by the teacher during formal and informal observations. Teachers need to provide students with feedback to improve performance.

Student Self-Assessment

Involving students in the assessment of their own learning is central to the development of higher order metacognitive skills. Students get involved in goal setting, developing action plans, and keeping track of progress using a log, diary, or chart. Students pose specific questions to guide their own assessment and become actively engaged in the learning and assessment process. One of the enormous benefits of student self-assessment is that it permits a sharing of accountability for student learning.

Assessment Conferences

Assessment conferences offer an opportunity for the student and teacher to meet and discuss progress, to plan new activities to meet goals, and to learn more about each other on the path to learning. Assessment conferences may include any of the above-named measures as part of the data shared. Assessment conferences enable teachers to see their students as complete people with special interests, ideas, and experiences.

SUMMARY

In preparation for the statewide assessment program in comprehensive health education and physical education, local school districts should evaluate their own policies and practices regarding student assessment. All teachers should be actively engaged in developing and implementing classroom assessment practices that employ a variety of methods, cover the essential knowledge and skills required by the *Standards*, and challenge students to use higher order thinking skills. Simply put, student grades in health and physical education should not be based on mere participation, appropriate attire, or effort. Participation in an interscholastic athletic program or alternative physical activity program may not enable a student to achieve the *Comprehensive Health Education and Physical Education Curriculum Standards*. The *Standards* require students to demonstrate an understanding of skilled performance on several levels. Furthermore, students must be able to communicate the theory behind improved performance in a wide variety of lifetime recreational pursuits and fitness activities. Teachers and students should collaborate to develop goals for learning that truly reflect student needs and that enable each and every student to meet the *Comprehensive Health Education and Physical Education Curriculum Standards*. Students and teachers will become more accustomed to the higher demands these *Standards* place on them only if they actively engage in realistic and challenging assessment measures.

Chapter 6

PROFESSIONAL DEVELOPMENT

Teachers, not assessment, must be the cornerstone of any systemic reform directed at improving our schools.

GEORGE MADUAS



PROFESSIONAL DEVELOPMENT

In the book *The Right to Learn*, Linda Darling-Hammond (1997) states:

> When all is said and done, what matters most for students' learning are the commitments and capacities of their teachers. Teaching for understanding cannot be produced solely by spending more money or by requiring that schools use specific texts or curriculum packages, and it cannot be driven by mandating new tests...Although things like standards, funding, and management are essential supports, the sine qua non of education is whether teachers know how to make complex subjects accessible to diverse learners and whether they can work in partnership with parents and other educators to support children's development. (p. 293)

Professional development is more than just ensuring professional accountability. If we expect our students to achieve at high levels, than we too as educators must hold ourselves to higher standards.

THE NEW JERSEY PROFESSIONAL DEVELOPMENT INITIATIVE

In the last decade, New Jersey has made significant reforms to strengthen preservice education and licensing requirements for beginning teachers. In keeping with the adoption of the *Core Curriculum Content Standards* and the educational demands they present, the State Board of Education recently adopted, for the first time, regulations that require professional development for all New Jersey teachers and educational services personnel. In fact, New Jersey was one of the only states that did not already require continuing professional development. These regulations require 100 hours of state-approved continuing education every five years beginning in the year 2000. The content of each individual's continuing education will be specified in his/her Professional Improvement Plan (PIP). In those rare situations when a teacher fails to make annual progress towards the requirement, the school district has the responsibility to take early and corrective action based on accepted principles of progressive supervision and related statutes and regulations. A key element of this initiative is the active, vital role that teachers themselves will play in the establishment of common standards and criteria for educational offerings. These new regulations support school reform initiatives and reflect national trends in professional development.

PROFESSIONAL DEVELOPMENT: A NEW PARADIGM

Professional development is undergoing profound changes to meet these demands. As envisioned by Dennis Sparks and Stephanie Hirsh (1997), there are 11 major paradigm shifts in staff development designed to focus energies on meaningful and productive professional experiences. Staff development is moving:

1. From district-focused to school-focused approaches;
2. From individual development to individual development and organizational development;
3. From fragmented, piecemeal, one-shot efforts to staff development driven by a clear and coherent plan;
4. From a focus on adult needs and satisfaction to a focus on student needs, learning outcomes, and changes in on-the-job behaviors;
5. From training conducted off-site as the primary delivery system to multiple forms of job-embedded learning;
6. From the transmission of knowledge and skills by experts to the study by teachers of teaching and learning;
7. From a focus on generic instructional skills to both generic and content specific skills;
8. From staff developers who function as trainers to those who provide consultation, planning, and facilitation as well as training;
9. From staff development provided by one or two department staff developers to staff development being a critical function and responsibility of all administrators and teacher leaders;
10. From activities directed solely at teachers to programs involving everyone who impacts student performance; and
11. From staff development as a frill to staff development as an indispensable process.

This expanded version of staff development requires significant planning on the part of teachers and school administrators. "Learning to practice in significantly different ways can occur neither through theoretical imaginings alone nor through unguided experience alone. Instead, it requires a tight coupling of the two." (Darling-Hammond, 1997, p. 319) Research supports the notion that teachers learn in much the same ways as students. Rich professional development is centered on the critical elements of teaching and learning: planning, evaluation, development, investigation, and professional discourse. Professional development experiences that succeed provide teachers with experiential engagement in concrete tasks involving teaching, assessment, and observation. The activities are connected to and derived from the teachers' work; thus, teachers are involved in questioning, experimenting, and researching. Professional development enhances collaboration and supports systemic school change efforts. Finally, effective staff development opportunities are sustained and intensive, utilizing such strategies as modeling, peer coaching and mentoring, observation, and collective problem solving to institutionalize the effects (Darling-Hammond, 1997).

ESSENTIAL ELEMENTS OF EFFECTIVE STAFF DEVELOPMENT

Staff development experiences should be varied and intensive and allow time for practice and reflection. Adult learning can take place in many forms and use various processes. Professional development planners need to vary the content and format of these experiences to meet the needs of all school staff. Essential topics for effective staff development experiences are listed below.

Subject Matter

It is imperative that health educators and physical education teachers remain keenly aware of frequent changes in content knowledge. Professional development experiences should focus on the following:

- Current information on topics (e.g., new diseases, cures, drugs, data)
- Relationships between content (e.g., multiple risk behaviors)
- Current research in the field (e.g., CDC profiles, Surgeon General's reports)
- Connections to everyday life (e.g., decisions about sex, drugs, driving)
- Content as a foundation and how ideas can be linked and assembled (e.g., teaching the relationship between physical activity and mood)
- How to determine existing student knowledge and tailor content accordingly
- Laws relevant to content (e.g., DUI laws, confidentiality laws)
- Trends in the field (e.g., healthcare, insurance)
- Resources
- Certification in specific content areas (e.g., water safety, CPR)
- Technology as a tool in instructional delivery
- Skill practice and behavior change

Child/Adolescent Development

Teachers of health education and physical education deal with a wide range of physical, social, and emotional levels of development. It is imperative that teachers have an understanding of the following concepts:

- Normal growth and development
- How students think and behave
- Goals of students
- Student interests
- What students know
- Concepts that may be difficult for some or all of the class to grasp
- Culture, language, family, and gender issues
- Prior schooling
- Knowledge of the community

- Intelligences demonstrated in the class
- Preferred approaches to learning
- How students view the curriculum
- Motivation and feedback
- Student self-images
- What students care about
- What success means to the students

Teaching and Learning

As described in Chapter 4, teachers need to become acquainted with new ideas and theories regarding teaching and learning. Professional development opportunities that focus on teaching and learning should include discussion of the following:

- The kinds and purposes of learning
- The context for learning
- Strategies to support different kinds of learning, materials, and tasks
- Specialized instructional tools (e.g., adaptive equipment)
- Modes of cognition
- Information processing
- Neuroscience/brain research
- Communication skills (e.g., language acquisition)
- Motor development

Assessment

Teachers of health and physical education need time to practice and refine assessment skills. Staff development in this regard should focus on the following:

- Identifying student strengths
- Testing various intelligences
- Interdisciplinary measures
- Reasoning skills
- Developing rubrics, task cards, and self-assessment measures
- Developing performance assessments
- Planning lessons and using assessment
- Instructionally embedded assessment
- Special needs adaptations

Resources

Not only do teachers need to become cognizant of new content information in health and physical education, but they also need to know where and how to access up-to-the-minute information. It is no longer adequate to rely solely on a textbook for instruction. Staff development opportunities need to focus on the following:

- Inquiry beyond textbooks
- Using technology
- Exploring community service, volunteer, or service learning experiences for students and staff
- Locating and using available resources
- Collaborating with community health resources
- Planning, budgeting, and seeking outside funding support for specialized projects

Curriculum Development

Too often teachers are left to their "own devices" when it comes to developing curriculum. Professional development experiences, designed to prepare teachers for curriculum development, should include information about the following:

- State, national, and local standards
- Available resources
- Text and material review and selection process
- Goals and objectives and how they link with assessment
- Interdisciplinary opportunities
- Research based programs (e.g. CDC, NDN)
- Articulation (e.g., grade levels, school-to-school, district-to-district)
- Curriculum revision process
- Analyzing test results, health data, and student behavior to refine and improve program

Collaboration

An effective comprehensive health and physical education program requires the players (students, teachers, other school staff, parents) to collaborate to foster student achievement and success. Professional development opportunities should focus on the following:

- Instructional activities that promote student collaboration (e.g., cooperative learning, teams)
- Productive discourse in the classroom
- Strategies to promote parent involvement
- Strategies to support school and community wellness
- Collaboration with community health resources

- External funding support for programs and projects
- Extracurricular links to classroom instruction
- Peer mentoring, peer mediation, coaching, and cross-age teaching
- School and community partnerships
- School staff networks

IMPROVING TEACHER PERFORMANCE IN THE HEALTH AND PHYSICAL EDUCATION CLASSROOM

Effective comprehensive health education and physical education programs depend on trained teachers. Research indicates that the classroom teacher is the key to student achievement. New and exciting trends in the field, along with emerging health issues and knowledge, necessitate planned professional development experiences that allow teachers to validate existing practices and develop their competence and confidence to implement innovative and effective teaching strategies.

Comprehensive health education and physical education deal with sensitive and sometimes personal issues in both students' and teachers' lives. Effective teacher training builds commitment, understanding, skills, and attitudes that foster instructional practices to support the achievement of the *Standards*. Professional development programs in health and physical education should be designed to:

- Develop positive attitudes towards and commitment to health and physical education;
- Provide teachers with the structure, content, and philosophy of the district's health and physical education program;
- Increase the teacher's understanding of learning theories and principles of behavior change as specifically related to wellness;
- Improve teaching and facilitative skills;
- Prepare teachers to deal with sensitive issues and controversy; and
- Acquaint teachers with school and community health resources that support instruction.

Professional development experiences need to balance health and physical education content and theory with ample opportunities for hands-on experiential learning. Many teachers, accustomed to "read the book and answer the questions" modes of instruction, have a great deal of difficulty adjusting to an interactive classroom and a facilitative role. These same teachers may have difficulty using cooperative grouping, role-play, and case-study approaches. Becoming comfortable with these modes of teaching increases the likelihood that the teacher will at least try to employ the methods in the classroom. Teachers may benefit most from observing master teachers or working with another teacher who is comfortable in a more facilitative role. As new classroom practices are adopted and implemented, coaching and circles (networking groups) reinforce and enhance skill development. Teachers need to become comfortable with these mechanisms in much the same way as students do (Sparks & Hirsh, 1997).

The effectiveness of any health and physical education professional development experience is greatly enhanced by continued support that deals with new questions and problems as they arise. Students often ask questions that may seem inappropriate or may be difficult to answer. How the teacher deals with such questions may determine his/her credibility for the remainder of the year. Practicing similar situations with other professionals enables teachers to anticipate such situations and handle them more effectively when they do arise. Booster sessions, where health and physical education teachers can discuss problems, issues, and successes, help address gaps in preservice educational experiences and provide on-going opportunities for collegial exchange.

Effective staff development addresses the needs of the participants. No doubt the range of content knowledge, skill performance, and commitment will vary among staff members. To develop effective experiences with benefits for all participants, staff development planners should solicit information using a simple needs assessment and use the information obtained to plan experiences focusing on the needs of the participants in relation to the *Core Curriculum Content Standards*. At the conclusion of the session, participant feedback enables the planners to adjust the content and training as necessary and can be used to support additional training sessions.

Professional development in health and physical education is not limited to attendance at workshops or training sessions. Professionals must remain cognizant of emerging health and social issues that profoundly impact health and physical education instruction. One can keep abreast of these changes by reading professional literature, (e.g., *Journal of School Health, Journal of Physical Education, Recreation, and Dance*) and browsing health-related Web sites. Teachers should attend medical seminars and state, regional, and national conferences. In addition, professional health educators and physical educators can be involved in research; take advanced college work in the field; and apply their knowledge and skills in other venues such as healthcare facilities, camps, and recreational programs. Health and physical education networks, organized by state-level organizations such as the New Jersey Association for Health, Physical Education, Recreation, and Dance (NJAHPERD) and the New Jersey State School Nurses Association (NJSSNA), foster professional growth, assist teachers to create purpose and direction, build collaborative structures, and promote commitment. Networks create activities and relationships, provide leadership at the school district or building level, and address specific issues such as funding or community support (Lieberman, & Grolnick, 1997). As informal mechanisms, networks bring people together to discuss issues of importance to the field and will continue to play an important role in professional development experiences.

SUMMARY

Beginning in the year 2000, all New Jersey teachers and educational services staff will be required to accumulate 100 hours of professional development experiences over a five-year period. Research shows that teachers who are supported in a variety of helpful and challenging staff development opportunities become partners in improving their schools and their districts.

> Staff development and school improvement efforts are personal experiences shaped by the players and circumstances involved. They are more than just training designs; they are the net result of planning, trial and error, assessing results, and sustaining commitment to improvement (Loucks-Horsley, et al. 1987, p.7)

For comprehensive health and physical education specialists, staff development opportunities are a critical link to establishing instructional practices that enable students to develop the knowledge and skills needed to become healthy, competent, and caring adults.

Chapter 7

PREPARING FOR THE WORLD OF WORK

I will pay more for the ability to deal with people than any other ability under the sun.

JOHN D. ROCKEFELLER

Knowing is not enough; we must apply.
Willing is not enough; we must do.

GOETHE



PREPARING FOR THE WORLD OF WORK

THE CROSS-CONTENT WORKPLACE READINESS STANDARDS

To help prepare students for a rapidly changing world, the New Jersey State Board of Education adopted five *Cross-Content Workplace Readiness Standards* to be integrated with the seven academic *Standards*. The *Standards* define the skills students need as they pursue college, careers, and adult responsibilities. These *Standards* focus on the requisite skills and knowledge necessary for students to become productive members of the community and the workforce. The *Cross-Content Workplace Readiness Standards* include the following:

- Career planning and work-place skills;
- Use of technology, information, and other tools;
- Critical thinking, decision making, and problem solving;
- Self-management; and
- Safety principles.

Unlike the cumulative progress indicators for the other content areas, the workplace readiness indicators are not organized by grade-level clusters. Because the *Cross-Content Workplace Readiness Standards* and indicators cut across all content areas and grade levels, educational personnel should integrate these concepts into all programs in content-specific and developmentally appropriate ways. To strengthen the linkages between the content areas and the *Cross-Content Workplace Readiness Standards,* the activities and scenarios in this *Framework* include interdisciplinary approaches to workplace readiness. There is a very strong correlation between the *Cross Content Workplace Readiness Standards* and indicators and the *Comprehensive Health Education and Physical Education Standards.* In this *Framework,* every sample learning activity has been cross-referenced with *Workplace Readiness Standards* and indicators. Related workplace readiness indicators "**(CCWR: 1.1)**" are found at the end of each sample learning activity.

To adequately prepare students for tomorrow's world, health and physical education teachers should enlist the assistance of the entire educational team. Preparing students for the world of work requires a team effort, each drawing on the collective expertise of its members. The school counselor plays a pivotal role in this process; however, none of this can be accomplished without strong support from building and district level administrators. School staff should not overlook the important contributions of community businesses and agencies to promote and support workplace readiness knowledge and skills. Sample contributions of these individuals and groups are listed in the chart below.

TEAM PLAYERS FOR THE WORKPLACE

School Counselor

Coordinates; consults; collaborates; serves as a resource; assists students in the academic, vocational, and personal arenas.

School Nurse

Facilitates health service learning experiences; arranges for speakers; coordinates visits to community agencies and health care providers; provides hands-on work experiences in the school health office.

Library Media Specialist

Assists students to access print and technological resources; provides volunteer and work experiences for students.

Nutrition Specialist

Provides work experiences; demonstrates consumer and safety skills.

Recreation Specialist

Assists students to plan and implement a community wellness or fitness day; demonstrates safety equipment; discusses costs associated with community recreation programs; provides job and volunteer experiences for students.

Manufacturing Co.

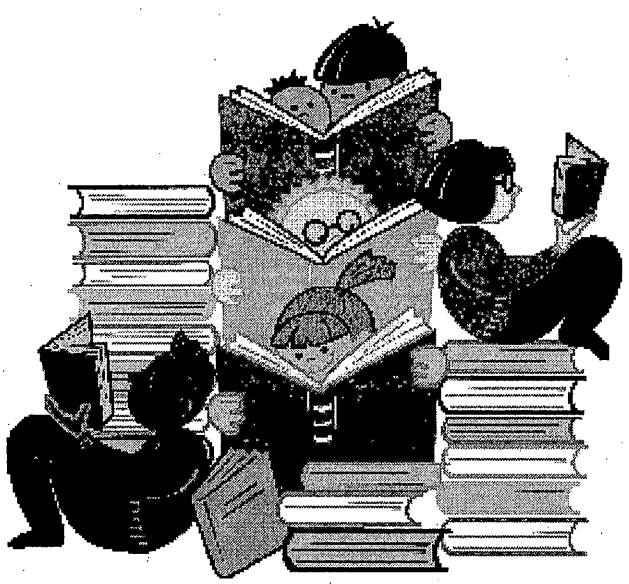
Demonstrates occupational safety measures and policies; demonstrates technology.

PUTTING IT ALL TOGETHER

As society becomes more complex, "traditional" education becomes less relevant due to its fragmentary nature. The combination of interdisciplinary instruction (which combines several content disciplines in a common lesson or activity) and the use of a systems approach (to develop an overview perspective of the actions and forces that impact the activity) produces a highly motivating and engaging context for learning. Experiential education enables students to learn by doing, to plan and design projects, to research possible solutions to specific and general problems and to present the results of their work to others. Students evaluate both the process and the product. These valuable learning experiences integrate academic content so students are able to achieve and in some cases surpass the *Standards.*

The use of "hands-on" learning activities increases student involvement and adds a sense of personal meaning for students. Students are empowered to interact with the "real world"and become excited and committed to projects in which they play key decision-making roles. As needed in the world of work, students learn to communicate, to create, to think on their feet, and to meet tight timelines. Learning to work as part of a team, sometimes as a responsible leader and sometimes as a team player, is an important skill. Part of this process includes learning to communicate effectively. Listening, reflecting, providing constructive feedback, and carefully considering the ideas of others are important skills to take to the workplace. Throughout the process, students gain confidence from the respect and self-satisfaction their success earns.

The following three scenarios illustrate the interdisciplinary, systems-thinking approach to cross-content workplace readiness instruction. While they are presented in elementary, middle, and high school categories, creative teachers can easily adapt the scenarios for use with students at all levels. Connections to health and physical education content follow each activity. The entire text of the *Cross-Content Workplace Readiness Standards* can be found in Appendix E of this *Framework.*



Elementary Level

THE PYRAMID RECONSTRUCTION
(Systems Thinking Project)

GRADE LEVEL: 3-4

GOAL: To discuss and debate the system support mechanism that enabled the Great Pyramid of Egypt to be constructed.

MAJOR SKILLS: Problem-Solving; Thinking Processes; Communication

BACKGROUND
The Great Pyramids of Giza, built over 4500 years ago, continue to impress modern engineers and technologists. These tombs are the most famous pyramids, but there are more than 80 other pyramids in Egypt. The largest of the three, the Great Pyramid of King Khufu, was built about 2550 B.C. At its peak, it was 481 feet tall and had a square base of 756 feet on each side. Approximately 2,300,000 blocks of solid limestone, each weighing about 2.5 tons, were used in its construction. Many scholars have offered theories on how the Egyptian accomplished the construction; however, there is no definitive proof substantiating their findings.

THE PROBLEM
To discover a successful technique to move a large stone up an inclined plane.
The ancient Egyptians were faced with many problems while building the pyramids at Giza 4500 years ago. One of the most obvious problems was moving heavy blocks of stone (about 2.5 tons each) into position to build the pyramid. The largest pyramid at Giza is over 450 feet high and used over 2 million stones. To imagine how high the pyramids actually are, they would be more than one and one-half football fields standing end on end.

MATERIALS
The materials include stone, an inclined plane, sand, water, rope, and wood.

QUALITY WORKERS
The Egyptians needed to be quality workers. Clearly, their finished project is evidence of their ability to work both individually and in teams. The Egyptians understood a great deal about technology and practical problem solving and there is clear evidence they were critical thinkers who knew how to make decisions. We know there was division of labor among the ancient Egyptian workers (e.g., there were surveyors, stone cutters, rope pullers, engineers, architects, and designers). The ancient Egyptians worked on the pyramids only three months of the year, when the Nile River overflowed. In order to accomplish this task, workers must have demonstrated self discipline and self-management skills. The Egyptians needed to be safety-minded to insure that the people who were doing this dangerous work would not be hurt.

SAMPLE CONNECTIONS

THE PYRAMID CONSTRUCTION

Here are some examples of ways a classroom teacher can emphasize various content areas using this specific activity and theme.

Visual and Performing Arts
Students explore the elements of design and aesthetics in the beauty of the pyramid itself (e.g., the interior walls were decorated with paintings).

Comprehensive Health Education and Physical Education
Students explore the diet and exercise patterns of the Ancient Egyptians to explain how they were physically and mentally fit for this arduous task. Students also investigate safety measures that might have been in place to protect the workers during the building process and relate them to modern-day occupational safety concerns.

Language Arts Literacy
In addition to the common research and writing skills used in this activity, students present the results of their findings in an oral or multi-media presentation.

Mathematics
Students explore the importance of geometric shapes and properties in designing the pyramids.

Science
Students construct a chart or diagram which illustrates a variety of system components that are necessary to support the building project. Students explore where the water came from and how it would be transported and stored or the system of levers, wheels, and pulleys used to move the stone.

Social Studies
Students examine the significance of the pyramids to Egyptian culture, looking at religious, social, and economic implications.

World Languages
Students study Egyptian culture and history to determine why early settlers from different communities on the Nile agreed to use hieroglyphics. Students relate this to the economics and agriculture of the region and their impact on the building of the pyramid.

Middle School Level

THE REAL GAME

In April 1998, 46 New Jersey school districts participated in *The Real Game* pilot program. *The Real Game* is an experiential learning program that allows students to experience various aspects of the working world through role-play and games. Using a cross-curricular approach, the program can accommodate up to forty middle and junior high school students (grades seven and eight). As teachers guide students through a series of interdisciplinary exercises and events, they become more aware of the world of work and how their actions in school affect their future. Anecdotal records from New Jersey teachers indicate increased interest in academics as students come to experience and understand the relevance of school studies to life.

HOW THE REAL GAME WORKS

Unit One: LEARNING A LIVING

- The Real Game is presented to the participants as a journey in career exploration that will enable the students to "assume the mantle of the expert."
- Students randomly choose an occupation and explore aspects related to adult life in our society.
- Students complete a pre-test to determine their current knowledge of terminology and other aspects related to the work world and complete the same questionnaire at the end of Unit Five to evaluate their progress.
- Students play the first round of The Spin Game (an interdisciplinary multiple choice question and answer game) and form groups which serve as the basis for subsequent activities.

Unit Two: MAKING A LIVING

- Students explore and express their dreams by choosing items on the wish list that they would like to have in their adult life.
- Students balance a monthly budget and assess what they can actually purchase, considering their income and chance (represented by chance cards).
- Students personalize an activity poster as they gather information on their neighbors' occupations. Activity posters include: transferable skills, annual holidays, gross and net monthly income, income tax, bills, and expenses.

Unit Three: QUALITY OF LIFE

- Students choose leisure and holiday activities while still taking into account the profile assigned to them.
- Students examine necessary daily activities and then choose activities to do during free time.
- Students plan a group holiday while taking into account their budget and the amount of vacation time each member has. This exercise enables students to negotiate and research specific vacation destinations as well as learning about a variety of travel industry occupations.

Unit Four: CHANGES AND CHOICES

- Students learn to deal with unexpected elements that occur in life such as providing support and assistance to colleagues who are faced with a job loss.
- Students work in groups to develop strategies that may bring lead to new possibilities.
- All students are rendered jobless by large-scale disasters. Working as a team, students offer solutions and learn how their transferable skills will enable them to grasp other employment opportunities.
- Students play the second round of The Spin Game so they can continue to explore occupations, terminology and links that exist between their schooling and the work world.

Unit Five: THE PERSONAL JOURNEY

- Students imagine themselves in the future and reflect on their career journey by talking with individuals in the community.
- Students plan a career day and invite guest speakers. Activities such as these enable the students to share their experiences and new knowledge as well as gather information on the present work world and a variety of careers.

HEALTH EDUCATION AND PHYSICAL EDUCATION CONNECTIONS

The very nature of this activity presents a strong correlation to the *Comprehensive Health Education and Physical Education Standards.* Additional ideas to extend *The Real Game* might include the following:

- Students participate in lifetime recreational activities that match their "game profile" and examine the costs, time commitments, and benefits of the selected activities.
- Students consider the impact of the use of alcohol, tobacco, and other drugs on the quality of life, the achievement of their goals and their future while playing the game.
- Students develop a health profile for their *Real Game* character and relate the impact of health status on lifetime decisions.
- Students investigate a variety of health careers and establish a hypothetical career plan.

High School Level

THE LIFE CYCLE OF A PENCIL

ACTIVITY

- Provide each student with a wooden pencil.
- Brainstorm a list of materials that make up the pencil, along with the natural resources from which they are derived.
- Ask the students where these natural resources and other materials come from.
- Discuss possible origins and locate these on a world map.
- Students learn the word for pencil in the languages of each country and determine whether pencils are, in fact, used in each country.

Examples for a wood pencil are listed below:

Country / State	Resource	Country / State	Resource
Canada	Copper	Poland	Zinc
Mexico	Gum (sap)	Italy	Pumice
Brazil	Rubber	Saudi Arabia	Petroleum
California	Incense cedar	Sri Lanka	Graphite

- Students consider the life cycle of a wood pencil "from cradle to grave." Where do the makings of a pencil begin? Where does a pencil stub go?
- Students develop a graphic organizer that represents the formation, use and disposal of a pencil (see Appendix B for sample graphic organizers).

  Include the following steps in the graphic organizer:

  1. Wood harvested; truck hauls tree to mill
  2. Mill prepares lumber; lumber shipped to factory
  3. Graphite mined and shipped to factory
  4. Clay mined and shipped to factory
  5. Gums tapped, prepared and shipped to factory
  6. Pencils are manufactured
  7. Trucker hauls pencils to warehouse or railroad
  8. Trucker hauls pencils to wholesale dealers
  9. Trucker hauls pencils to retail stores
  10. Customer drives to store to buy pencils
  11. Customer uses then discards pencil
  12. Pencil hauled to landfill or incinerator

Activity adopted from: "Resource-go round," Project learning tree activity guide, pp. 316-319.

- Students identify the forms of energy (including human) required to extract, process, manufacture, and transport pencils.
- Students identify where materials might be reused or recycled.
- Students identify and research careers related to pencil manufacturing, distribution, use, and disposal.
- Students provide examples of feedback and explain how feedback is used to control, alter, or effect the behavior of a system. Examples include the following:
  - Overall demand for and sales of pencils;
  - Seasonal fluctuation of sales or decrease or increase of sales;
  - Availability of refillable, plastic pencils
  - Finding new markets for lead pencils;
  - Increased postage for shipping;
  - Increased gasoline prices for hauling;
  - Minimize the environmental impacts of graphite mining, causing a rise in production costs;
  - Development of new technology that is only feasible if greater bulk of pencils are produced;
  - Finding new markets becomes a priority;
  - Using only recycled materials in designing pencil packaging; and
  - Competition has lower price per pencil; production costs must be cut to compete.

HEALTH EDUCATION AND PHYSICAL EDUCATION CONNECTIONS

- Students select a health item or product and research its origins, use, and disposal.
- Students explore occupational health issues related to the use of computers instead of "pencil and paper". How does this impact fitness? Students compare the ergonomic effects of technology versus the use of traditional writing implements.
- Some people fear "lead poisoning" from pencils. Develop an ad campaign that educates the public about graphite versus lead. What is the appropriate first aid for a pencil injury? What effect, if any, does graphite have on the body?
- Students investigate the potential community and environmental health consequences of the use of trees for paper production.
- A pencil is made of many component resources. How might these substances be used to promote health or treat health conditions (e.g., petroleum products, zinc, pumice)?
- Students investigate occupational safety regulations and policies for manufacturing companies and relate to the incidence of injuries; students design an injury prevention program for the company.

Chapter 8

SAMPLE LEARNING ACTIVITIES



SAMPLE LEARNING ACTIVITIES

HOW TO USE THIS CHAPTER

This chapter provides teachers with a wide array of strategies that support the *Comprehensive Health Education and Physical Education Standards* and cumulative progress indicators. The activities in this chapter help to define the *Standards* and indicators. Teachers should use the activities to align their instructional program with the *Standards*.

The sample learning activities were selected for inclusion in this *Framework* after careful review by hundreds of educators, parents, and students. The activities are not listed in priority order and do not constitute a curriculum. The sample activities described in this chapter run the gamut from commonly used, simple, activities to more complicated activities requiring increased time, more in-depth content knowledge, more advanced skills, and more intensive teacher preparation. Some of the activities merely approach the content and objective from "another angle." Sample strategies consider current research about teaching and learning and reflect the many ways students learn. Some of the activities may also help students meet more than one *Standard* or indicator. Teachers are encouraged to review the activities and include those strategies that seem most appropriate for students in their grade level.

When reading this chapter, keep in mind the following information:

- A *Comprehensive Health Education and Physical Education Standard* appears at the beginning of each section of the chapter.
- Each section is divided into three grade clusters: Grades K-4, 5-8, and 9-12.
- The grade clusters are further divided into developmental clusters: Grades K-2, 3-4, 5-6, 7-8, and 9-12.
- A cumulative progress indicator appears at the beginning of each developmental cluster.
- Each cluster contains several titled sample learning activities for the specified indicator. Information about resources to support the activity can be found in Appendix A.
- **"TEACHER TIPS"** are interspersed among the activities. These tips provide helpful ideas, cautions, or pointers for the teacher implementing the classroom strategy. Teacher Tips address key points when dealing with sensitive, confidential, or controversial issues.
- Technical terminology is defined in the Glossary.
- **"Variations"** may be used to replace or enhance the original activity. Some variations may be appropriate adaptations for students with special learning needs.
- At the end of each activity and any variation(s), a reference to the related *Cross-Content Workplace Readiness Standards* appears. Such references appear as **"CCWR"** followed by numbers corresponding to an appropriate workplace readiness indicator (e.g., **CCWR: 2.1**).

Standard 2.1: Health Promotion and Disease Prevention

All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

WELLNESS AS A WAY OF LIFE

The major health problems facing our nation today are, in large part, attributable to behaviors adopted during childhood and adolescence (CDC, 1991). Today's children face risks deeply rooted in preventable social, behavioral, or environmental factors. Some of these factors immediately impact the health of our young people (e.g., violence, suicide, drug use) while other factors contribute to health conditions that may not become evident until middle age or later (e.g., cancer, heart disease, osteoporosis). Failure to address these significant health issues at the earliest possible moment may have serious repercussions for students, their families, and the economic health of the nation (Harvard School of Public Health, 1992).

Standard 2.1 seeks to address these concerns by supporting the concept of health promotion and disease prevention. The underlying principle of this *Standard* is that all students need to learn to take responsibility for their own health behavior. It empowers students to practice health-enhancing behaviors that support lifelong **wellness.** Wellness isn't just the absence of disease. It is a way of life that emphasizes preventive measures such as eating a healthy diet, making exercise an enjoyable part of one's life, and following safety guidelines and laws. Wellness means reducing one's risk of contracting a disease, preventing and treating simple injuries, eliminating safety and environmental hazards from one's home and workplace, and learning to appropriately utilize the healthcare system when needed. As health consumers, students need to be able to identify reliable sources of information and be able to access such information. This *Standard* provides students with valuable learning experiences that enable them to initiate and maintain healthy lifestyle practices to support all the dimensions of health.

The health promotion and disease prevention concepts and behaviors included in this *Standard* address multiple, overlapping areas. Many of the cumulative progress indicators are generic; that is, they are designed to support instructional programs that address several health issues. School staff should cross-reference the cumulative progress indicators and sample learning activities with existing instructional programs in social studies, safety, driver's education, environmental science, and family and consumer science, in addition to the other *Comprehensive Health Education and Physical Education Standards.*

The *Standards* do not address specific disease entities such as HIV infection, Lyme disease or cancer. The *Framework* includes sample activities that address some of these issues. Absence of an activity focusing on a specific disease condition does not excuse a district from addressing the broadest range of health issues and concerns. In order to prepare all students to take their place in the adult world, health educators must remain cognizant of emerging health issues and diseases and include them in the school district's health curriculum.

WELLNESS

Indicator 2.1-1: *Describe a healthy child and identify factors that contribute to good health.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: The following activity focuses on the individual strengths of each child. Encourage students to share information about how their culture or ethnic background contributes to being healthy, important, wonderful people.

A. THE MOST WONDERFUL PERSON IN THE WORLD

Pose the following questions and write the responses on the board.

- Who is the most important person in the world?
- Who is the most wonderful person in the world?
- Who is the healthiest person in the world?

Discuss the responses and explain that each student knows the most important, most wonderful, and healthiest person in the world (obviously, you want the children to answer that they are most important and wonderful). Each student develops an "All About Me" booklet using a black-line master for the cover with space to include a photo. Supply pages with headings such as "A Healthy Me," "A Happy Me," "A Friendly Me," or "A Strong Me." Each page should focus on those things the student likes to do that support wellness. Students use drawings, magazine pictures, computer graphics, or photos to illustrate the booklet and display their books.

Variation: Students create a poster, using a photo or self-portrait, that illustrates three things they do to remain happy and healthy. Students frame the poster with the three positive statements (e.g., I always wear a smile, I always brush my teeth, I like to play with my friends).
[CCWR: 3.10/4.3]

Teacher Tip: The next activity requires the use of scissors and other art materials. Younger students, or those with fine motor coordination delays, may need assistance cutting the object and creating the puppet.

B. GOOD HEALTH PUPPET

For this activity, you need a black-line master of a familiar object (e.g., an apple, a valentine, a circle) with a happy face on it. Begin by asking: "What health habits do you practice every day?" List the responses on the chalkboard. Using the black-line master, students color and cut out the object

and paste the face on a brown paper lunch bag to make a puppet. After the puppets are completed, divide the class into small groups. In each group, students use their puppets to communicate about healthy behaviors (e.g., I always cross at the crosswalk, I always eat my vegetables). After all puppets have had a chance to talk, reconvene the class and have a few volunteers share their puppets' "advice." Add any new ideas to the list of healthful habits already on the board. Display the puppets and allow students to use them on a regular basis to reinforce healthy habits.

Variation: Students select a "healthy" name for their puppet (e.g., Ernie Exercise, Franny Fit, or Wendy Wellness) and share a health habit that relates to the name of the puppet. Videotape the student presentations and use the videos to review and reinforce positive health behaviors.
[CCWR: 3.8/3.15]

C. PATH TO GOOD HEALTH

For this activity, create enough life-size footsteps to form several paths on the classroom floor. Tape the footsteps in staggered positions around the room. Explain that the footsteps lead down the path to wellness and that healthy habits formed now will help students stay on the right path. To illustrate this, students play a game that requires them to demonstrate how much they know about being healthy. Divide the class into two teams with each team forming a separate line. One at a time, students offer a tip about good health (e.g., brush your teeth, don't eat junk food). Teams alternate responses and with each new response, team members move up one footstep. At the end of the path, students write a response to this statement: "I can follow the path to good health by..." and share their responses.

Variation: Write a trigger word on each footstep (e.g., teeth, danger, food). All footsteps dealing with one category of health are the same color.

Variation: Divide the class into two teams. Ask each team a health question. If the question is answered correctly, team members move forward on the path. If the question is answered incorrectly, the team moves backward. First team to complete the path wins a healthy prize. Alternatively, award points for each correct answer, calculate team total points and reward the entire class periodically for reaching point totals (e.g., 20 points wins 10 minutes of free time, 50 points wins 30 minutes of recess, or 100 points wins a healthy snack day).
[CCWR: 3.12/4.2]

Teacher Tip: For the following activity, use dental health models and charts to illustrate oral anatomy and effective oral hygiene. Students may want to share stories about people with false teeth. Emphasize that nothing works as well as the "real thing."

D. DENTAL CARE TIMELINE

Pose this question to the class: "What is something you all have now that you did not have when you were born?" Provide clues to lead the class to answer "teeth." Explain that humans need their teeth for a long time. People must take care of their teeth so they will still be useful as they get older. Provide students with cardboard patterns of an individual tooth. On each tooth pattern, students write an event, activity, or habit involving the care of teeth, such as the following:

- Getting the first tooth
- Flossing
- Getting orthodontic work
- Filling decayed teeth
- Taking care of baby teeth
- Protecting teeth with fluoride
- Eating a diet with sufficient calcium
- Learning to brush teeth
- Having sealants applied
- Having regular dental checkups

On the chalkboard, draw a time line from babyhood to adulthood. Students place the tooth patterns in the appropriate areas of development. Correct any misconceptions or errors. Using magazines or newspapers, students locate pictures of adults and children taking proper care of their teeth and create a class collage with a caption such as " Don't Lose Your Teeth—Take Care of Them Now!" **[CCWR: 3.1/3.15]**

E. HEALTH PUZZLE

Prepare a black-line master of a shape or object, such as a heart, triangle, or rectangle. Divide each shape into several irregular sections to form a puzzle. Give each student a puzzle sheet and have him or her illustrate a positive health behavior in the shape (e.g., brushing teeth, eating fruit, wearing safety equipment). After completing the picture, students glue the illustration on oak tag or construction paper and then cut the puzzle on the sectioned lines. Students exchange puzzles and try to guess the health behavior. After students have had a chance to solve several different puzzles, students place their own puzzle pieces in an envelope. On the front of the envelope, students write a brief clue about the puzzle for his/her parent or guardian (e.g., if the puzzle illustrates eating vegetables the clue might be "you'll be green with envy when you solve my puzzle"). Students take the puzzle home and share with family members.
[CCWR: 3.2/3.12]

F. BUILDING THE PYRAMID

Brainstorm favorite foods and write on the board. Ask the students if all the favorites they have mentioned are healthy and good for them. Tell them that nutrition specialists have devised an easy way to decide if you are getting enough healthy food in your diet—they devised the ***Food Guide Pyramid.*** Display a large poster or model of the Food Guide Pyramid and introduce each of the areas. Then distribute pictures of various food products to each student (cardboard food pictures are available from the Dairy Council, or use pictures cut from magazines). In turn, each student states the name of his/her food item and attempts to place it in the appropriate area of the Pyramid. (Draw a Food Guide Pyramid on the chalkboard or have a second large poster available so students can attach their food pictures to the correct area.) As students become more familiar with the Food Guide Pyramid, they can indicate the correct number of servings. Correct any errors, summarize, and conclude by asking each student to appropriately color a black-line master of the Food Guide Pyramid and finish this statement: "I will build a strong body by..."

Variation: Hold a healthy snack day. Students identify the type of food and where it fits on the Food Guide Pyramid. Be sure to include new foods and ethnic and cultural items as part of the activity.

Variation: Divide the class into small groups. Each group assembles a food folder that contains pictures from magazines and newspapers representing foods in the various sections of the Food Guide Pyramid. Each group uses the pictures to design a Food Guide Pyramid collage or papier-mâché model.

Variation: Students record all food eaten for a five day period and then try to match the foods on their list with the recommendations on the Food Guide Pyramid.

Variation: Outline a large Food Guide Pyramid on the playground or gym floor. Announce the name of a food. Students move to the correct place on the pyramid and perform an exercise that represents the recommended number of servings for that food.
[CCWR: 1.12/3.2/3.12/3.15]

WELLNESS

Indicator 2.1-1: ***Describe a healthy child and identify factors that contribute to good health.***

SAMPLE LEARNING ACTIVITIES: 3-4

A. WELLNESS PLAN

Place the following items on a table or desk in the front of the room: towel, soap, comb, toothbrush, book, and pillow. Volunteers select one of the objects and describe how the object contributes to ***wellness***, then places the object in a large, decorated box labeled "Good Health" or "Wellness." After all the items have been described and placed in the box, brainstorm a definition of wellness. Write the students' ideas on the board. Each student creates a written plan focusing on an important health skill. Divide the class into small groups and allow students to share their plans. Students report on their progress during the week. After a designated time period, students write a short note to their parents announcing their accomplishments related to the plan.

Variation: Organize students into groups with similar goals. Students track progress towards their goals, provide support and suggestions, and report to the class at the end of the project on individual and group accomplishments.

Variation: Label the health items and "Wellness" box in another language. Students write a pledge, in both English and a second language, to reach a health goal.
[CCWR: 4.1/4.2]

Teacher Tip: Some students may not have photos available for the next project. Teachers can take candid shots of students in the classroom. If the local high school or adult school has a photography class or club, perhaps club members can take student photos. This activity is an excellent icebreaker activity or can be used during the school year if new students enroll in the class.

B. SHINING STAR

Explain that you are closing the shades and turning off the lights in the room. Tell students to remain

silent. Shine a flashlight and explain that the light represents a single shining star. Students discuss what they know about stars and then discuss how the word "star" may be used in other contexts (e.g., baseball star, movie star, all-star). Ask: "Why do we use the word that way?" Lead students to the response that a star is often used to describe someone that "shines"—one who is extraordinary or very special. Tell students that all of them are stars. Turn on the lights and distribute a cardboard star, large enough for each student to affix a photo of himself/herself in the center. Each student writes a brief paragraph explaining one or two reasons why he/she is a star. Display the shining stars and paragraphs as part of a classroom galaxy or create shining star mobiles to hang in the classroom.

Variation: Students design a star for a classmate and use it to introduce the student to the class, sharing the individual's star qualities.
[CCWR: 3.10/4.3]

C. SUPER HERO FOODS

Write the words "super heroes" on the board and ask what these heroes do. One of the ideas should be related to protection or protecting people from the "bad guys". Tell students that we call things that keep us safe ***protectors***. Explain that there are certain foods that protect our bodies from diseases, such as cancer or heart disease, and that healthy people eat more of those foods for added protection. Divide the class into two teams. On chart paper, one team writes the names of as many vegetables as they can think of while the other team lists as many fruits as they can think of. Give each team about 3 minutes, verify the responses, and post the lists. Draw attention to some of the less-common fruits and vegetables on the list. Provide students with resource materials so each team can review their lists and indicate if the fruit or vegetable is high in vitamin C or vitamin A. Discuss which fruits and vegetables are the best protectors and why. Poll the class to determine how many students actually eat at least one serving of fruit and one serving of a vegetable per day. Relate the discussion to a review of the Food Guide Pyramid.
[CCWR: 3.12/4.2]

Teacher Tip: An assortment of fruits and vegetables are needed for the next activity. If school policy does not permit a request for parental assistance to secure the food items, solicit donations through the PTA or local merchants. Include unusual items for the activity, and be sure to check with the students and the school nurse regarding allergies to specific fruits and vegetables. Be sure students wash their hands prior to this activity.

D. RATING THE SUPERHERO FOODS

Wash and cut fruits and vegetables into small pieces and place on serving trays. Display the cut-up fruits and vegetables attractively at several stations around the room. For each fruit or vegetable, you need a brown paper lunch bag with the name of the item on the outside. Students move from station to station tasting and rating each item. Give each student a rating sheet that provides a scale of 1 (not so good) to 10 (great) for each item displayed. Encourage students to try new items. Circulate and reinforce the importance of protector foods. After the students have tasted and rated all the foods, each student deposits his/her rating sheets in the corresponding brown paper bags. Divide the class into small groups and give each group several of the bags to tabulate the ratings. Create a large chart or poster with the ratings and summarize. Students complete a journal entry outlining three things they learned about health protectors.
[CCWR: 3.2/3.7/3.9/3.12]

BODY SYSTEMS

Indicator 2.1-2: *Describe the basic structure and function of human body systems.*

SAMPLE LEARNING ACTIVITIES: K-2

A. HEART HEALTHY

Trace a body outline and attach it to a wall in the classroom. Ask a volunteer to place a picture or drawing of a heart in the correct location on the outline. Ask each student to place a hand over his/her heart to feel it beating. Use a stethoscope to allow each child to hear his/her own heartbeat and that of another classmate. Explain that the sound means that the heart (a pump) is pumping blood throughout the body. Explain that blood carries important things like oxygen to all parts of the body. Ask students what they do to keep their muscles in shape. Make the connection that exercise for the body is exercise for the heart and explain how exercise helps the heart to pump more effectively. Brainstorm other ways to keep the heart healthy and list them on the board. Finish the activity by having each student write "I will keep my heart healthy by..."

Variation: Create a smock or apron with Velcro attached in areas where important body organs are located. Laminate pictures of body organs and have students attach the pictures to the smock using the Velcro. Talk about how the body organs work together to keep you healthy.

Variation: Pair students and give each student a large sheet of chart paper and markers. Partners outline each other's body on the paper and then draw designated body organs (e.g., brain, heart, stomach) on the outline. Each pair locates pictures in magazines that illustrate positive health behaviors and activities that have a healthy effect on body organs (e.g., exercising, eating fruit, not smoking). Students arrange the pictures around their body outline. Display the student work and use it to review the location and role of body organs and systems.
[CCWR: 3.2/3.7/3.12/3.15]

Teacher Tip: Care should be taken when discussing physical differences in families. Be aware of concerns about hereditary conditions that may cause disease or result in disabilities. In addition, be sensitive that some students may not live with or have contact with family members; in such circumstances, provide the student with support and alternative assignments, without drawing attention to the student's concerns.

B. AS I GROW UP

Hang a clothesline from one end of the classroom to the other. Bring in clothing of various sizes from infant to adult and hang the clothes on the line in "chronological" order. Ask students: "What is different about the clothing? Can you tell how old the person was who wore the clothing?" Lead students to a discussion of growth and explain that all of us wore very small infant clothes at one time. Ask the students: "Do people change as they get older? How?" Again, focus the discussion on inside and outside changes that occur during the various stages of one's life. Ask students: "How have you changed from preschool? From last year? From last month? Since yesterday?" Explain that as people

change, they also learn new things that help them stay healthy and happy. Students write a brief prediction of how they think they will change by the end of the school year. Keep the predictions and use them to reexamine the topic of growth at the end of the school year.

Variation: Students draw a family portrait and discuss family traits, such as blue eyes or being tall.

Variation: Students role-play ("dress up") in adult attire and tell their classmates what they think they will be when they grow up. Students draw a "Then and Now" picture describing their predictions. Older students write a brief paragraph describing the portrait.
[CCWR: 3.2/3.7/3.12]

C. MUSCLE STRETCH

Children often have the mistaken belief that only strong people have "muscles." Explain that all human beings have muscles that help us to do work. Demonstrate various important muscle groups using a chart or body model. After students have explored the purpose of muscles and how they work, explain that muscles need to warm up before using them. Ask if students participate in a warm-up before playing a sport or dancing. Tell students that warming up will give muscles a warning that harder work is coming. Demonstrate this by using two ropes of twisted licorice. Keep one rope in the freezer overnight (until class time) and keep the other in a warm place. Explain that the two licorice twists represent their muscles and that the licorice muscles are needed to run. Move the two sticks. The frozen one will snap while the warm one will remain pliable. Explain that the softer licorice stick was "warmed up" and did not break while the other rope was not ready for action and subsequently became "injured." Ask students: "How do your muscles work best? What do you need to do to insure that your muscles do not get injured when getting ready for a run, a sport, or a game?" Lead the class in a brief stretching routine, performed to music. Include this as part of the daily routine and ask different students to lead the stretch. Emphasize the benefits of stretching to relieve stress when sitting in one spot for a long time or working on a difficult problem or assignment. Demonstrate mini stretching routines that can be done at one's desk during the school day.

Variation: Instead of licorice use rubber bands (be sure they have been kept at room temperature). Attach the rubber bands to a doorknob or other fixed object and show how the rubber band can revert to its original shape as long as it is "warmed up."
[CCWR: 3.6/3.7/3.13]

BODY SYSTEMS

Indicator 2.1-2: *Describe the basic structure and function of human body systems.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Be sensitive to students with disabilities or health conditions. Do not use them as examples and do not exclude them from the discussion. Emphasize the many similarities between students of the same age and grade.

A. PHYSICAL CHALLENGE AWARENESS

Share a poem, story, or video about a young person with a disability or chronic health condition (such as *Four Eyes* from the Fat Albert Series, *Kids in Wheelchairs* available from the University of Colorado, Health Sciences Center, School of Nursing). Ask students to relate how they felt about the characters. Lead into a definition of ***disability*** and ***physical challenge***. Explain that in spite of disabilities or chronic health conditions, all children are the same—they have feelings, they want to learn, be liked, and have fun. At various stations around the room, place the directions and equipment necessary to simulate a variety of disabilities. Stations might include the following situations:

- Give students a deck of cards to play a game of Go Fish. One student in the card game must play blindfolded, with another student acting as his/her eyes. Another card player is permitted to use only one hand to hold the cards. Another player may use two hands, but they are both covered with socks.
- Students prepare a simple meal. One student must open a milk carton with one hand or while wearing gloves. Another student measures items into a bowl while wearing eyeglasses smeared with petroleum jelly.

After students have spent a few minutes at each station, reconvene the entire class for a discussion of the challenges and obstacles experienced. Ask: "How do people with disabilities or chronic health conditions overcome the obstacles and frustration?" Students complete the activity by finishing the following statement: "I can be more sensitive to the needs of others by....."

Variation: Invite a panel of individuals with disabilities or health conditions to discuss their challenges, frustrations, and solutions. Students write questions, in advance, for the panelists and write a brief reaction at the conclusion of the presentations.
[CCWR: 3.2/3.6/3.7/3.9/3.12]

Teacher Tip: Be sure that lessons discuss cellular systems, body defenses, and integrated organ systems, not just individual organs. Collaborate with the science teacher to reinforce each other's instruction. Use similar terminology and share resources such as CD-ROMs, models, and videos.

B. SYSTEMS THAT WORK TOGETHER

Brainstorm the names of various body systems and write them on the chalkboard. Students work in pairs to discover information about one assigned body system and develop an oral presentation using charts, pictures, computer graphics, or models. Frame the assignment by giving each student a list of specific questions to answer about the assigned body system.

Variation: Working in small groups, students create a graphic organizer on a body system. Each group uses the organizer to teach the rest of the class about their chosen system.
[CCWR: 2.7/2.8/3.2/3.4/3.5/3.15]

C. HUNTING GROUND

For this activity, set up five or more body organ or system stations (e.g., a station for skin, lungs, bones). At each station, provide an assortment of reading material, worksheets, models, video, or computer programs on the body organ or system. Students brainstorm questions about their bodies and seek the answers to the questions via a quest, visiting each station to hunt for the answers (you may want to add a few questions of your own). Students write a summary of the activity, including the answers to the questions.

Variation: Design several stations that focus on the various parts of one system (e.g., white blood cells, red blood cells, and platelets as part of a blood station project).
[CCWR: 2.7/3.2/3.7/3.8/3.12]

Teacher Tip: It is important for students to understand the interrelationship of all body systems, not just those most commonly discussed like the heart and lungs. Correct information about body systems becomes increasingly important as students begin to experience the signs of impending puberty.

D. BODY SYSTEM PUPPETS

This activity is adapted from *The Organic Puppet Theatre* by Terry Schultz and Linda Sorenson. The book describes a number of creative projects to illustrate the functions of various body parts. This activity focuses on the stomach. For this activity, you need plastic page protectors, tape, self-sealing plastic sandwich bags, crackers, and water. Provide students with a black-line master of a stomach (with a smiling face). Students cut out the stomach and color it. Next, take a plastic page protector and cut it in half. Roll it up from the short end to make a plastic tube with a diameter about the size of a quarter. Tape the ends securely. Cut a hole about the size of a quarter in the middle of the plastic tube. Next, take a self-sealing sandwich bag and cut 2 slits below the self-sealing line so the tube can slide right in. Place the plastic tube in the bag through the slits. After discussing the role of the stomach, help the students tape the stomach puppet to the back of the sandwich bag so the smiling stomach shows through the bag. Hold the puppet by the tube and fill the bag with water. Seal the bag. Give each student three or four crackers and allow them to eat one or two. Students see, via their puppet, what is happening to the crackers they are eating. Crumble the crackers and start pushing the pieces down the tube. Explain to the students that this simulates crushing food with your teeth and that saliva from your mouth helps to soften the food before it enters the stomach. Students watch as the crackers mix with the "stomach juices" (the water). Discuss the process of digestion and the role the stomach plays in maintaining wellness.

Variation: Students create an entire body of puppets and stage a puppet show based on an original informational story developed in round-robin fashion by the class.
[CCWR: 3.2/3.15]

E. THERE'S A SKELETON IN YOUR CLOSET!

Using models, pictures, and X rays, students compare the human skeleton to the skeleton of various animals. Students create a comparison-contrast chart describing the similarities and differences.

Variation: Invite a radiologist or X-ray technician to discuss skeletal structure and diagnostic tools (e.g., X rays, MRI).

Variation: Students create a class skeleton. Each student is assigned a bone or joint, researches information about the location and purpose of his/her assigned body part, and prepares a brief description on an index card. Students create their "bone," place it in the correct location on the class skeleton, and discuss the information on their card.

Variation: Develop a "Jeopardy" game using information about the musculoskeletal system. Include information on the effects of diet and exercise on bone development, safety issues, and simple first aid for injuries.
[CCWR: 2.6/2.7/3.8/3.9/4.2]

RESPONSIBLE BEHAVIOR

Indicator 2.1-3: ***Identify and demonstrate responsible health behaviors for children.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Correlate the following activity with a science lesson that demonstrates how soap molecules break up oily substances. Use dish washing and laundering clothes as examples.

A. WASH AWAY THOSE GERMS

Brainstorm responses to this question: "When should you wash your hands?" and write the responses on the board. Ask for a volunteer. Rub petroleum jelly on the student's hands as you explain that all humans have oils on the surface of their skin and that the jelly represents the oils. As the volunteer places his/her hands in a dish that contains sand, tell the rest of the class that the sand represents the many germs that live on objects, on our skin, and in the air all around us. The student rinses his/her hands in a bowl of water, without using soap, and then shows the class the oil and sand remaining on the hands. Ask the students: "What does this tell us about the germs on our hands? What do we need to do to really get our hands clean?" Now have the volunteer wash his/her hands in warm water using soap. Ask the students to describe the difference. The school nurse demonstrates proper hand-washing techniques and allows each child time to practice.
[CCWR: 3.6/3.7/5.6]

Teacher Tip: Proper hand washing cannot be stressed enough. Be sure students have an opportunity to wash hands prior to eating or handling food. Be sure soap, warm water, and paper towels (or electronic dryers) are available in all school bathrooms.

B. BEWARE: BODY FLUIDS

One hour before the lesson, prepare a shiny red apple by cutting a small plug from it. Save the piece to be reinserted. Place several drops of red food coloring inside the apple and replace the plug so the cut is not obvious. At the beginning of the class, introduce the class to the apple (you may put a smiley face on it if you like). Be sure to hide the area previously cut. As you circulate around the room, ask if any students would like to take a bite out of this nice, juicy apple. When you finally get a volunteer, stop and show the class the inside of the apple and ask if that's the normal appearance for an apple. Lead to the point that you can't make a judgment based on appearances. When you look at some people, you might never know by their outward appearance that they have a disease or health condition that could be spread to others. In some cases, people don't even know themselves if they have a disease. Draw an outline of the human body on the board and indicate the various kinds of body fluids that students might come in contact with. Talk about the kinds of injuries that might occur on the playground or bus where a student might bleed or times in class when students might spread germs through sneezes or coughs. Discuss the proper procedures when dealing with such incidents.

Variation: Invite the school nurse to speak to the class about ways students should deal with specific incidents in school that involve blood or other potentially infectious fluids. Use a series of photographs or illustrations that show a common incident. Students match an incident card with a correct response card.

Variation: On a visit to the local hospital, healthcare providers explain the importance of hand washing, wearing gloves, and sterilizing equipment. In the lab, technicians show students cultures from an employee's hands and objects so students can visualize bacteria.
[CCWR: 3.7/3.12/5.6/5.9]

C. SPREAD IT OUT

Ask the students: "What do you think is in the air you breathe?" List their responses on the board. Turn out the lights and turn on a light source such as a flashlight, slide projector, or overhead projector lamp. Students observe the beam of light and describe the "dust" particles that are visible in the beam. Explain that we can see these particles but there are millions of other particles so small we cannot see them with just our eyes. Some of the particles might be very small viruses that we breathe in or ingest from our hands. Sometimes people sneeze and the particles are spread out further. Spray a fine mist of colored water to illustrate this point. When someone sneezes, the particles land on objects in the room, such as the table, your pen, or your sandwich. Your body has a very strong immune system designed to fight off those germs but sometimes it doesn't work as well as it should. Students write at least three rules that will help prevent the spread of germs.

Variation: Students create a poem or song about preventing germs. Titles might include "OOPS, I Sneezed On You, What Are You Going to Do?" or "Wash Those Germs Away."

Variation: Students create an "anti-germ" poster illustrating ways to prevent the spread of germs.
[CCWR: 3.7/3.15/5.6]

D. GO...NO GO

Before this activity begins, place a red "Stop" sign in one corner of the room, a yellow "Caution" sign in another corner, and a green "Go" sign in another corner. Introduce the lesson by asking which color on a traffic light means stop, which means caution (slow down), and which means go. Using situations similar to the ones below, read one situation at a time. Students decide if germs could be spread. If so, students move to the "red stop" corner. If the situation is a healthy one, students move to the "green go" corner. If they are unsure, students move to the "yellow caution" corner. (If too many students opt for caution, remove the caution sign and force them to make a choice) Examples of situations might include:

- Sharing a bottle of soda with a friend.
- Sharing an ice cream cone with your sister.
- Giving a friend half of a candy bar.
- Staying home from school because you have a cold.
- Covering your mouth and nose with a tissue when you sneeze.

Variation: Instead of having students move to a corner of the room, prepare three circles, one of each color. Students hold up the appropriate color for each situation.
[CCWR: 3.10/3.12]

E. WAYS I EXERCISE

Give each child a sheet of construction paper and have him/her fold the paper into four sections. Students illustrate each of the following in a section: Outdoor Exercise, Indoor Exercise, Favorite Exercise, and Family Exercise. Students share their pictures and create a class list of their favorite forms of exercises with classmates. Invite the physical education teacher to discuss the benefits of exercise and to demonstrate several simple forms of exercise that can be accomplished right in the classroom.
[CCWR: 3.15]

Teacher Tip: Correlate the next activity with a science lesson on energy. Establish the connection between energy and the ability of the body to do work—and remain healthy.

F. RECHARGING THE BATTERIES

Bring a battery-powered toy to class. Demonstrate the toy with fresh, highly energized batteries. Students describe the actions of the toy. Then replace the batteries with older batteries. Again, students observe the actions of the toy. Explain that batteries are like our energy level and that we need fuel (food) and rest to keep our "batteries" charged. Students create a poster, refrigerator magnet, or laminated wallet card that reminds them of three ways to recharge their batteries.
[CCWR: 3.7/3.9/3.15]

RESPONSIBLE BEHAVIOR

Indicator 2.1-3: *Identify and demonstrate responsible health behaviors for children.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: If you teach the following lesson early in the year, continue to emphasize sound nutritional choices throughout the school year. At the end of the school year, repeat the food log activity and have students match their new choices with those from the beginning of the year. Students evaluate and rate their progress.

A. THINGS THAT INFLUENCE WHAT YOU EAT

Brainstorm the reasons why people eat (e.g., they're hungry, it feels good, mom makes me) and list on the chalkboard. Tell students that all of these are very real reasons why people chose to eat but they might not always be the best reason to eat. Explain that all of us experience both ***internal*** and ***external influences*** that cause us to do the things we do (define the terms). Develop two graphic organizers, one describing the external influences (e.g., food supply, income, social settings, ads, culture) and the other the internal influences (e.g., hunger, nutrition, exercise, rest, general health, smell, taste, texture, shape, temperature, family preferences, peer preferences, appetite, feelings, body image, attitude). Discuss situations in which these influences play an important role in the selection and consumption of food. Students keep a food log for 5 days. At the end of 5 days, divide the class into small groups and allow students to discuss the most common influences on their food decisions. Each group tabulates the most common foods eaten, the most common location, the most common time, and most mentioned feelings associated with eating. Reconvene the entire class and discuss the findings, relating the ideas to the impact of external and internal influences on food choices. Students conclude this activity by writing a paragraph on how they will use this information to make better and healthier food choices.
[CCWR: 3.2/3.8/3.12]

B. PYRAMID CONSTRUCTION

Students create a Food Guide Pyramid model (or design one using a computer program) and list foods that are appropriate for each section of the pyramid. Students can use clip art, magazine pictures, or drawings to enhance their pyramid.

Variation: Share the "Dietary Guidelines for Americans". Explain that there are many national health organizations that collaborate to provide citizens with up-to-date information about nutrition and health. An easy way to remember the guidelines is through the Food Guide Pyramid. Ask students: "How does healthy eating contribute to overall wellness? How do you feel when you eat healthy versus when you eat too much junk food?" Correlate healthy eating with increased energy levels, the body's ability to fight off simple diseases, and more efficient and productive use of muscles. Give each student a copy of the pyramid to complete the chart with appropriate representative foods for each section.

Variation: Divide the class into small groups. Students review magazines for pictures of foods that are representative of categories in the Food Guide Pyramid and create a collage of the pyramid.
[CCWR: 2.8/3.12/4.2]

Teacher Tip: Prior to the next activity, use worksheets and models to review the anatomy of a tooth.

Teacher Tip: As a result of these activities, you may become aware of students with poor oral hygiene who have never visited a dentist. Be sure to relay your concerns to the school nurse who may be able to facilitate dental care for those in need of financial assistance. The school may participate in a fluoride rinse program. If so, invite the school nurse to discuss the program.

C. A HARDENING EXPERIENCE

Ask the students to close their eyes and imagine that they had no teeth—none at all! After the giggles, tell students to open their eyes. Brainstorm how having no teeth would affect their everyday life. Explain that students must take care of their teeth so they will last a lifetime. Define the term ***decay*** and explain that you will show the class an experiment that demonstrates how important caring for teeth is. Place a whole egg in a glass filled with vinegar. Place a second whole egg in a glass of water containing fluoride (check with a local dentist for help if your water is not fluoridated). After the eggs have been submerged for some time, remove the first one, wipe it dry and have students feel the shell. The shell of the egg submerged in the vinegar will be soft. Then remove the egg submerged in the fluoridated water. The eggshell should be tough. Ask students: "What does this experiment tell you about how fluoride protects your teeth? Where can you get fluoride for your teeth?" Show students several dental-care products containing fluoride. Explain that another source of fluoride is at the dentist's office. Students generate a list of things to prevent tooth decay and keep their teeth strong.

Variation: Invite a dental hygienist or dentist to discuss regular dental care, toothbrushing, flossing, and nutrition that support healthy teeth.

Variation: Bring in empty dental-care product packages (e.g., toothpaste, mouthwash, dental rinses). Students read the labels and identify the common ingredients in each. Is fluoride always present? Why are some toothpastes not recommended for children?

Variation: Students investigate whether the water is fluoridated in their community and surrounding communities. Students determine what individuals should do to promote healthy teeth in communities where the water is not fluoridated and create a poster or pamphlet educating the community about the need for fluoride.
[CCWR: 3.6/3.7/3.12]

D. TIC-TAC-TOE SAFETY GAME

Draw a large tic-tac-toe grid on the chalkboard. Divide the class into two teams as in the traditional game. Play progresses by asking each team member a health and safety question. Be sure to include demonstration and performance-related questions, not just factual information. If the team member responds correctly, the team places an "X" or an "O" in a box.

Variation: Instead of using the chalkboard, take the class outdoors and draw the grid on the playground. Team members can act as "Xs" and "Os" and occupy spaces in the grid.

Variation: Play the game on a baseball diamond. Each correct response takes a base and the team scores runs. The team scoring the most runs in a specified period of time wins the game
[CCWR: 3.12/3.13]

E. EVERYTHING I NEED TO KNOW TO STAY HEALTHY

Divide the class into small groups. Each group brainstorms tips to stay healthy—as many ideas as they can during a set time period (3-5 minutes). Reconvene the class and create a master list of tips. Organize the tips into categories (e.g., safety, nutrition, exercise). Use these ideas to create a tip of the day which can be used on bulletin boards, or to trigger journal-writing activities.

Variation: Incorporate the health tips into the school's daily announcements.
[CCWR: 3.8]

ILLNESS AND INJURY

Indicator 2.1-4: ***Explain how childhood injuries and illnesses can be prevented and treated.***

SAMPLE LEARNING ACTIVITIES: K-2

A. BIKE SAFETY

Ask how many students regularly ride a bicycle. After a show of hands, tell students that riding a bicycle is a big responsibility and you want them to be safe every time they ride. In order to be safe, there are important things they need to know about the bike itself and about the rules of the road. Brainstorm important rules for safe bicycling. After some discussion, give the students a diagram showing the location and names of important parts, such as brakes, chain guard, and tires. Students compare the diagrams to a real bicycle, locating the important parts and safety features. Explain that just like a car, a bike needs to have certain safety equipment. After students have matched the parts on the diagram with the bicycle, ask the class what is the most important piece of safety equipment not on the bike. After students answer "helmet," emphasize laws that require wearing a bike helmet and explain why wearing a helmet is so important. To complete this exercise, students complete the following safety rules as rhymes:

- A safety helmet will help protect me...
- Riding in traffic is really unsafe...
- Keeping my bike in tip-top shape...
- Follow the rules of the road when you ride your bike...

Variation: Invite a bicycle-racing enthusiast to demonstrate a racing bike and personal safety equipment.

Variation: Coordinate this lesson with a bicycle rodeo. Invite a police officer to discuss the importance of following the rules of the road and wearing a helmet.

Variation: Modify the activity for use with skateboards and in-line skates.
[CCWR: 3.7/3.12/5.1/5.5/5.8]

Teacher Tip: Choose recreational activities that are common to the community. For example, in a town with a lake, place a strong emphasis on water safety or ice skating safety. In a more urban area, choose activities that emphasize traffic safety, playground safety, or the avoidance of violent activity.

B. STAY SAFE

Write the word **SAFE** on the chalkboard in very large letters. Ask the class what it means to be safe. Tell them they are going to always remember what the word safe means because each letter in the word has a special meaning. After each letter write:

S	=	**STOP!**
A	=	**AVOID THE SITUATION.**
F	=	**FIND AN ADULT.**
E	=	**EXPLAIN WHAT YOU SAW.**

Divide the class into four groups and assign each group one letter of the word safe. Groups create a collage for the letter, share, and discuss.

Variation: Students write an acrostic poem using the letters in the word safe. Students can also write a poem for words such as seat belt, bike helmet, or crosswalk. Students choose a picture or create an illustration for the poem.
[CCWR: 5.3/5.5/5.6]

Teacher Tip: Many students at this level have a very basic understanding of the word *defense.* Some children will understand the concept because they participate in sports activities such as hockey or soccer. Use the sport defense concept to explain how the body's defenses keep unwanted germs out of the body much like a goalie would in hockey or soccer.

C. WHY DO I NEED SHOTS?

Ask the students: "How many of you really like to go to the doctor and get a shot? Do you know what shots are for and why they are so important?". Put the responses on the chalkboard. Explain to the class that most people in our country are protected against many very serious diseases because they have had shots or ***immunizations*** (write the word on the board). Explain that most children are immunized as infants because babies are very susceptible to germs. Sometimes as children and adults grow older they need a ***booster shot***. This shot boosts or pushes the body's defense system to work better. Use a *PACMan* type video or computer game to illustrate how the body's defense system literally eats germs in our systems. Explain that immunizations help the body by creating more good *PACMen* to fight off the bad germs that enter our bodies. Next, use a doll to show students the many ways germs can enter our bodies. Point out that the most common ways children become exposed is through the mouth and cuts on the skin. Divide the class into four groups and give each group a doll or stuffed animal. (Be sure the doll or stuffed animal has a name, or allow the group to select a name.) Each group writes or illustrates five ways that the doll or animal can protect himself/herself from germs. Groups develop a story about the doll or stuffed animal and how he/she is protected from germs and share their stories with classmates.

Variation: Many hospitals have teddy bear clinics where students can bring a favorite stuffed animal to find out about health and safety issues. Prepare the students for the hospital visit by discussing germs and the body's defense system.

[CCWR: 3.15/4.2/5.9]

C. OUTDOOR PLAY

Ask students: "What do you do to prepare to play outdoors?" List the responses on the board. After a brief discussion, divide the class into four groups—one for each season. Provide each group with magazines that contain pictures of individuals participating in outdoor play. Each group selects several pictures that represent healthy and safe seasonal play (e.g., wearing a sunscreen on the beach, wearing appropriate attire for the winter weather, wearing protective pads and helmets). Each group shares their pictures and discusses safe outdoor play. Students create a class collage using the pictures.

[CCWR: 3.1/4.2/5.5]

ILLNESS AND INJURY

Indicator 2.1-4: ***Explain how childhood injuries and illnesses can be prevented and treated.***

SAMPLE LEARNING ACTIVITIES: 3-4

A. GOLDEN RULES

Brainstorm rules that students must follow while in school, on a school bus, or on the playground. Examples of such rules might include:

- No running in the hallway.
- Do not throw trash in the hallway.
- No talking during a fire drill.
- Wear a seat belt on the school bus.

Discuss the ***consequences*** of breaking these rules. Be sure to emphasize that consequences might include injury to self or others, not just punishment. After discussion, students design a message board promoting school safety rules. Divide the class into small groups and have each group take a different area of the school (e.g., one group does playground safety, one does bus safety). Students present their message board and display in the classroom.

Variation: Students design a mini-billboard. Students create a design, glue the design to cardboard, and attach a second piece of cardboard to create a standing billboard. Display the signs in the classroom.

[CCWR: 3.13/3.15/4.2]

Teacher Tip: Reassure students that most visual problems do not result from injuries. Explain that many students wear glasses because of correctable visual acuity problems and that many people need glasses as they grow older to correct changes that occur as one ages.

B. I GUARD MY EYES

For this activity, you need two unpeeled hard-boiled eggs, a glass of water, some plastic wrap, and a marble. Begin the activity by asking students: "What do you need to see into the future?" Students will answer things like a crystal ball or a magic potion. Tell them that they all have the ability to see into the future because they have eyes. They need to take care of their eyes if they want to be able to see well into the future. Explain that each egg represents the human eye (draw the parts of the eye on the eggshell). Place one of the eggs in a clear glass; pour water into the glass and explain that the shell around it protects the real eye. Take the marble and drop it into the glass hitting the egg. The egg should crack. Explain that even though the human eye is protected by a group of bones known as the ***orbit*** (point to the bones surrounding the eye) sometimes an injury can occur. Replace

the cracked egg with the other egg; place the plastic wrap over the top of the glass. Then drop the marble; it should bounce off the plastic wrap. Relate this to wearing eye protection such as goggles, shields, or sunglasses. Ask the students when it is appropriate to wear eye protection (e.g., sports, science lab, or activities using tools). Demonstrate various kinds of eye protection and have students complete a paragraph on "Seeing Into the Future" summarizing the day's events.

Variation: Invite a speaker from an organization such as Prevent Blindness New Jersey (PBNJ) to discuss eye health and safety issues. PBNJ has videos and materials for students and their parents on eye health and safety. A local eye-care practitioner can also be invited to speak to the class.
[CCWR: 3.6/3.7/5.4/5.5]

C. SAFETY IN THE NEIGHBORHOOD

For this activity, you need a video camera or a camera that develops instant photographs. Accompany students on a "walk" to an intersection near the school. Videotape the activities at the intersection, noting the movement of vehicles and pedestrians. Note obstacles that may interfere with safe crossing or driving, such as buildings, signs, or trees. Students view the tape to detect as many safety hazards as possible and suggest possible solutions. Students write a letter to community officials outlining their suggestions for increased safety.

Variation: Students develop a safety checklist and monitor a school or community play area for potential safety problems. The class develops a report for community or school officials.
[CCWR: 3.6/3.7/3.9/3.12/5.6]

Teacher Tip: For more information on Lyme disease prevention, see the New Jersey Department of Education's Lyme Disease Prevention Guide. Visit the Governor's Lyme Disease Advisory Council's Web site at HYPERLINK http://www.state.nj.us/health/ed/gldac.htm for information and links to other Lyme disease resources.

D. SAFE OUTDOOR PLAY

Explain that certain illnesses can be caused by insects so small that one might not even know they are around. One illness that is common in New Jersey is Lyme disease. After discussing disease transmission, have students suggest strategies to minimize the likelihood of exposure to the disease. Create a class list of ideas. Demonstrate a ***tick check*** and emphasize the importance of the procedure (use poppy seeds as "tick" substitutes). Students write a letter to their parents or guardians explaining the need for tick checks.

Variation: Students plan an outdoor experience (e.g., camping trip, hike) and develop a list of items to take on the trip. Students describe the proper attire for the trip and any special safety precautions that might be necessary.
[CCWR: 3.1/3.2/5.6/5.9]

PERSONAL PROTECTION

Indicator 2.1-5: ***Describe potentially dangerous or threatening situations related to childhood activities, develop personal protection strategies, and cite resources for help.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Allow plenty of transition time for the peer educators to gain the confidence of the students. The peer educators can tell students about times they felt scared or unsafe and how they handled the situations. Permit the peer educators to serve as mentors and role models throughout the year.

A. SAFE HELPERS

Ask students to define the word ***safe***. Write definitions on the board. Ask students to relate times when they feel safe and write those on the board. Then tell the class that they will be working with some older students who will help them decide what to do in situations that might not make them feel safe. Divide the class into small groups with a peer educator assigned to each group. The peer educator helps keep the group on track, offers suggestions to group members, and helps them think through the problem. Give each group a situation such as:

- You are playing on the playground when a man approaches you and asks for directions.
- Your friends dare you to touch a downed electrical wire.
- You are walking home alone and have to cross a busy intersection without a crossing guard.
- Your baby-sitter leaves you alone in your apartment while she visits friends.
- Someone you do not know calls your name and tells you to come with him/her; the person tells you your mom is sick.

Students answer the following questions about each situation:

1. What is the problem?
2. How do I feel?
3. What should I do to feel safe?
4. What are my choices?
5. Who can I trust to help me?

Each group presents their situation with the help of the peer educator. As a culminating activity, each group creates a "People We Trust" collage for display.
[CCWR: 3.1/3.4/5.6]

B. STAYING BELOW THE SMOKE LINE

Ask students: "What happens when there is a fire?" Student responses should include heat, flames, and smoke. Explain that students need to know what to do when dealing with fire and smoke. Teach students this saying; *"Smoke Goes Up, So You Go Down."* Students imagine the room is filled with smoke and squat low to the ground. Ask: "Where would you look for a way to escape? Can you see? It is very smoky. What else should we think about?" Explain that the door might be very hot because there may be fire on the other side. Emphasize that you cannot hide in a closet or cabinet from the smoke—that it will seep inside and make it harder and harder to breathe. As students return to their seats, place a diagram of the classroom on the chalkboard. Students map different classroom escape routes.

Variation: During a school fire drill, have older students, parents, or other school staff members hold signs that say "Smoke" or "Flames." Students must alter their routes accordingly. Collaborate with the fire department for this activity.

Variation: Students design an escape route plan for their home. Send a letter to parents and guardians explaining the activity and asking them to assist in the design and practice session.

Variation: Students investigate to see if their home has one or more smoke alarms. Students ask an adult family member to help them test the smoke alarm to see if it is working. Send a letter to parents and guardians explaining the activity. Coordinate with the local fire department so families without alarms can receive assistance to obtain one.
[CCWR: 3.1/5.1/5.2/5.5/5.6]

C. WHO'S CALLING?

Ask the students: "Who is always around to protect you from danger?" (Lead students to respond that they can protect themselves.) Explain that they have the power to be ***street smart*** and ***safe*** and protect themselves from ***stranger danger***. Discuss this concept and then ask: "Can you tell if a person is nice by his/her appearance? Can you tell if he/she might hurt you?" Divide the class into several small groups and assign a peer educator to each group. Give each group a situation to role-play. The peer educator assists the students to solve the problem and directs the skit. After each group acts out its scenario, discuss what the students did correctly and safely in each one. Students complete the activity by writing a brief journal entry on stranger safety rules.

Variation: Using a play telephone, each child practices various kinds of 911 emergency calls.

Variation: Invite a local police officer to visit the class and discuss community safety.
[CCWR: 3.13/5.5]

Teacher Tip: Some students need to know how to protect themselves from dangerous animals. Others may need to know how to stay safe on streets filled with gunfire and violence. Be sure to include appropriate safety information and allow time for practice for students living in all environments.

D. EVERYBODY STAYS SAFE

Brainstorm special safety problems associated with playing in the neighborhood (e.g., drug paraphernalia on the playground, trash dumped on blacktop, teens that harass them on the basketball court, gunfire or drug dealing, roaming animals, construction sites, major highways). Discuss alternative activities that can be done in a safe environment. Develop a list of safe play alternatives for the neighborhood. Students design a map of the neighborhood and indicate safe places to play on the map.
[CCWR: 3.1/3.13/5.1/5.6]

PERSONAL PROTECTION

Indicator 2.1-5: ***Describe potentially dangerous or threatening situations related to childhood activities, develop personal protection strategies, and cite resources for help.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: In some areas, students as young as 7-years-old may aspire to become part of a gang. Some younger children may already participate in gang activities in exchange for neighborhood protection. While some students will always be more "street smart" than others, be sensitive to cues that these children may already be involved in gang-related activities and make appropriate referrals for assistance.

A. TROUBLE BREWING

Ask students: "What is the difference between a group of friends and a gang?" Clarify and define the term ***youth gang***. Explain that gangs have a negative reputation for committing unlawful acts or violence. Ask students what a gang's ***code*** and ***turf*** mean. Once again, clarify and emphasize that gangs are generally violent when protecting their turf. Tell students that you are going to do an experiment that will help them understand more about gangs. Place a tea bag in a clear plastic cup filled with warm water. Explain that the longer the tea bag sits in the water, the darker the water becomes. Tell students that this symbolizes that the longer a person has contact with a gang, the more influence the gang has on his/her behavior and actions. Also, the longer one is in a gang, the harder it is to break away from it. As you get older, if you become part of a gang, your chances are higher that you will be involved in violent behavior. Next, fill a second cup with water and place a piece of plastic wrap on top. Now place the tea bag on top of the plastic wrap. Ask the students what the plastic wrap does. It does not allow the tea bag to come in contact with the water. Explain that we all know people who can protect us from the influences of gangs and can help us resist joining a gang. Divide the class into small groups and have students list people who can help support their decision not to

join a gang. Reconvene the class and list the names/titles on chart paper. Conclude the activity by having students develop a contract or pledge not to join a gang.

Variation: Students develop an acrostic poem using the word "RESIST." Each letter should describe how to resist the influences of gangs, avoid gang membership, and reduce the risk of violence. **[CCWR: 3.1/3.6/3.7/3.13/5.1/5.6]**

Teacher Tip: When asking children to diagram where they live, be sensitive that some students may live in a shelter, motel, car, or van. Provide those students with standardized diagrams of simple homes or apartments or modify the assignment to include an escape route from their sleeping area.

B. FIRE ESCAPE SAFETY

Students draw a diagram of the place where they live and indicate two possible escape routes in case of fire. Students write a letter to their parents or guardians asking them to assist the student to practice a safe escape from their home.

Variation: Invite the fire department to demonstrate various fire safety devices such as smoke alarms and extinguishers.

Variation: Students develop posters for Fire Safety Week. Provide a prize for the winning entry (e.g., a T-shirt, folding fire ladder, or smoke alarm). Encourage local merchants to donate the awards. **[CCWR: 3.1/5.1/5.5/5.6/5.9]**

C. SAFE PLAY = FUN

Brainstorm the kinds of sports and recreation activities students like to participate in and put the responses on the board. Explain that they will have even more fun if they play safely. Students develop a safety booklet or pamphlet on a selected activity. Match students with similar interests, being sure to have small, manageable groups and all kinds of activities represented (e.g., biking, roller blading, swimming, basketball, hockey, hiking). Each group designs a four page booklet describing the activity, providing illustrations or pictures of safety in action, and concluding with statements from each of the group members about how safe play equals fun. Groups exchange completed booklets and review. Post the booklets on the bulletin board or share with a class of younger students. **[CCWR: 5.1/5.2/5.4/5.6]**

HEALTH PRODUCTS

Indicator 2.1-6: ***Identify common health products and foods found in the home and correctly interpret labels, information, directions, and warnings.***

SAMPLE LEARNING ACTIVITIES: K-2

A. DON'T FALL FOR IT

Tell the class that you have just discovered the most exciting new product in the whole world. The name of this exciting new product is "Incredible Ears." Using two cups, explain that they are not just any ordinary cups but cups that help the brain understand any information very easily. Other children who have used this product get straight A's in school. Demonstrate how the product works by placing one cup over each ear (expect giggles!). Explain that if they want the great results that only "Incredible Ears" can bring, they must bring 25 cents to class the next day. Ask for a show of hands of those students who will be able to bring the money to school for this amazing product. Then ask the students why they want to purchase the product. After several students explain, ask some of the other students who did not indicate an interest in the product why they chose not to purchase the product. After listening to their responses, tell the students that you have tricked them. "Incredible Ears" is not a product that will help them perform better in school. No product can do that. Explain that this is an example of ***false advertising***. Explain that sometimes advertisers will try to make their product sound really great but everything they say is not really true. Brainstorm other types of products that might not work as well as the advertisers say. (Good examples might be weight-loss products.) Each student writes a paragraph about a toy or object he/she purchased that did not live up to his/her expectations.

Variation: Bring to class several products with the original packaging. Read the labels aloud, especially the claims made about the products. Discuss what products students and their families buy and why. Brainstorm valid reasons to buy a particular product.

Variation: Students create a product and design ads for it. Students exchange ads with another student, evaluate the ad, and decide what claims are made about the product. Ask: "Is the advertiser telling the truth?"

[CCWR: 1.12/3.2/3.12]

B. WHAT KIND OF PRODUCT?

Display an assortment of empty, labeled boxes, bottles, and containers of common food, household products, and medicines. Ask students: "How can you tell what kind of product this is? How do you know if a product is safe to eat?" Brainstorm other information that can be found on the product label, and discuss the importance of reading and following directions and heeding warnings. Create three large cardboard signs: one marked "food", one marked "household products" and one marked "medicine". Students select an item from the assortment of products you have provided and place the item under the correct sign. Students justify the placement. If their answer is incorrect, allow another student to attempt to place the item in the correct spot.

Variation: Select food items from different cultures. Students read the labels and determine what the product is, how to cook or eat the product, and any special information about the product. If possible, students from that cultural background may wish to share a special dish made from the product and share a family story about the product or dish.
[CCWR: 1.12/3.2/3.13]

C. SWEET SUGAR

For this activity, you need 10 test tubes with caps, sugar, a test-tube holder, and a measuring spoon. Ask students: "How many of you really like sweet foods like candy, soda, or cookies? Have you ever been told you eat too much sugar? What can too much sugar do?" Each student selects a favorite snack item. Using a sugar-content chart, students measure the amount of sugar in their snack choice. Place the sugar in a test tube and label. Observe and compare the amount of sugar in 10 different snack foods. Explain that sugar is in almost everything we eat. Too much sugar can lead to health problems, especially dental caries. Assist students to read the labels of several other snack foods and identify those lower in sugar. Students list three low-sugar snack foods they can add to their diet.

Variation: Organize a sugar-free or low-sugar snack day. Students taste various nutritious snacks and create a poster about their favorite healthy snack.

Variation: A similar activity can be done with fat. Students identify foods high in fat and place corresponding amounts of solid shortening in small plastic bags to represent the amount of fat in foods. Students read the labels of common food products and record the amount of fat consumed over the course of the day.
[CCWR: 3.6/3.7/3.12]

HEALTH PRODUCTS

Indicator 2.1-6: ***Identify common health products and foods found in the home and correctly interpret labels, information, directions, and warnings.***

SAMPLE LEARNING ACTIVITIES: 3-4

A. QUACK, QUACK, QUACK

Prior to class, provide students with cardboard cutouts of ducks (or provide students with pictures of ducks to cut out during class). Post large signs at various spots around the room with the following words and their definitions: ***quackery, products, services,*** and ***false advertising.*** Poll students to find out how many really watch the advertisements on television and how many watch TV shopping networks. Explain that you are going to try and sell them some products. If they think the method you are using to sell the product is false advertising, they should hold up their ducks and say "quack, quack, quack." After each item is presented, call on one of the "Quackers" to defend his/her argument. Examples of possible advertising statements might include the following:

- If you buy these sneakers, you will play like a pro!
- This miracle drug will make you grow taller than anyone in your family.
- Everyone eats this cereal because it has no sugar in it.

Variation: Divide the class into small groups. Each group selects a product they would like to advertise and develops two commercials about the product. One commercial should include examples of false advertising. Students perform the ads for the class and the class votes on whether the ads are accurate or false. The commercials may be videotaped and exchanged with other classes at the same grade level.

Variation: Students write key words on each duck. The ducks can be used to develop a bulletin-board "pond" that points out clues to false advertising. Combine ducks and fish in a theme display such as "Fishin' for False Advertising."

Variation: Use ads found in magazines or on television.
[CCWR: 1.12/3.1/3.13]

Teacher Tip: Be sensitive to cultural and ethnic differences when the children give the names of foods. Be prepared to accept a wide variety of responses.

B. I WENT SHOPPING

On large index cards, write the names of each of the food groups found on the Food Guide Pyramid. Divide the class into two teams. Hold up a card and ask the first team member to name a food belonging to that food group. If the student guesses correctly, he/she remains standing but moves to the back of the team line. If the student answers incorrectly, the other team has a chance to respond. If a student repeats a food, it is an incorrect answer. The last team member standing wins for his/her team.

Variation: One student compiles a list of all the foods mentioned during the activity. Students look through magazines to find pictures of those foods and create a bulletin board collage. Students add new foods to the display every day.
[CCWR: 1.12/3.2/3.15]

C. FOOD FLOW CHART

Students trace the origins of a food product from the initial production by the farmer (e.g., seeding, planting) to the time it appears on their table. Students consider special factors that influence growth, the use of pesticides, packaging and labeling, selling the product, and directions for preparation. A simple product such as corn muffins (from scratch and from a mix) might be appropriate.

Variation: Instead of describing the process in narrative form, students create a time line using pictures or drawings.

Variation: Invite a speaker representing the food industry to discuss issues related to food safety, preparation, or trends.
[CCWR: 3.8/3.12]

D. SELLING A NEW FOOD PRODUCT

Divide the class into two teams. Each team develops a new breakfast bar that provides the nutritional value equal to six ounces of orange juice, two slices of buttered whole-wheat toast, one poached egg, and one peach. Students create a name, packaging, and advertising campaign for the new product and design a full-page ad to inform the public about the product. Each group presents their product and ad campaign to the rest of the class. Students vote on whether they would buy the product based on the ad.

Variation: Divide the class into three teams. Assign each team a meal (breakfast, lunch, or dinner) and have them develop a bar that provides a balanced menu for that meal.

Variation: Bring in an assortment of "space food"—the prepackaged foods used in the space program. Students note the nutritional content and design a balanced diet using these foods.

Variation: Rather than focusing on advertising, ask students to consider if it is satisfying to eat "just a bar." Ask: "What feelings might one have after eating a "meal in a minute?"
[CCWR: 1.12/3.1/3.15/4.2]

E. ARE YOU A CONSUMER?

On the chalkboard, write the following terms: ***consumer***, ***product***, ***seller*** and ***service***. Ask: "What products and services have you used since you got up this morning?" Provide students with trigger ideas such as products used in the bathroom or kitchen or those used getting dressed or on the way to school. Be sure students consider television and the use of other electronic devices such as radios, alarm clocks, and computers. Students develop a list of products used and describe why they use one product over another. Students explore the reasons for their choices in small groups (e.g., ads, coupons, price, I like it, my mom makes me use it, it was a gift). Reconvene the entire class and develop a master list of the reasons why students use certain products. Return to the definition of a consumer noted on the board. Students complete the assignment by writing a journal entry entitled: "How I Can Become A Better Consumer."
[CCWR: 1.12/4.2]

F. WHAT'S IN THE CAN?

You can be easily fooled into thinking that something is healthy when it is really not. Ask students: "Where do you look for information on the ingredients of a product? How do know the nutritional value of the food? Do you read labels on some products and not on others? Why or why not? Where else can you go to get information about the food you eat?" Create a sample label and have students identify its parts (e.g., brand name, name of the product, promotion, ingredients, manufacturer, net weight, additives, directions, cautions). Students answer a series of questions about the make-believe product. Students analyze the information provided on real product labels. Be sure students can identify what ingredients are in the largest amounts, the many names for sugars, and common food additives and preservatives.

Variation: Instead of using food products, use household cleaning products. Supply the class with clean, empty containers of household products and draw attention to warnings, directions, and the appropriate use of such products.
[CCWR: 1.12/3.1/3.12]

HEALTHY ADOLESCENCE

Indicator 2.1-7: ***Describe a healthy adolescent, discuss injuries and illnesses common to this age group, and identify ways to prevent, reduce, or eliminate these health problems.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: The following activity should follow a discussion of wellness with particular emphasis on the elements of wellness that strongly impact young adolescents.

A. WELLPOWER

Write the words ***environmental***, ***inherited*** and ***behavioral*** on the chalkboard. Explain that these three categories sum up the major influences on one's health and well-being. Divide the class into three groups and assign each group one of the categories. Each group develops a concept map or chart for their assigned factor, noting actions that contribute to wellness related to their category. Students should include the following subcategories: fitness, nutrition, personal health behavior and hygiene, stress management, safety, and sexuality. After reconvening the groups and discussing actions that contribute to wellness, each student selects one action item and develops a plan that he/she will personally try to accomplish. For example, a student might write: "I will try to exercise at least three times per week for at least 30 minutes." Students indicate in the plan the reason they chose the action and justify how they will make the choice become a change.

BEHAVIORAL FACTORS: ACTIONS THAT CONTRIBUTE TO WELLNESS					
Fitness	**Nutrition**	**Hygiene**	**Stress**	**Safety**	**Sexuality**
Exercise every day	Drink milk	Take a bath	Listen to music	Wear a bike helmet	Don't have sex
Get stronger	Eat fruit	Wear clean clothes	Relax with friends	Don't swim alone	Learn about your body
Walk to school	Don't eat so much junk food	Use deodorant	Don't let things go until the last minute	Curfew	Find an adult to talk to about sex

Variation: After identifying factors that contribute to wellness, each student develops an action plan for his/her own wellness, identifying a goal, any obstacles to reaching that goal, steps that support the achievement of the goal, and a reward for its achievement.

Variation: Invite an adolescent health specialist (e.g., physician, nurse practitioner) to discuss factors that contribute to adolescent wellness. The speaker should address the most common reasons why young teenagers use health services and identify any new requirements or recommendations for young adolescents, such as hepatitis B immunizations or the chicken pox vaccine.
[CCWR: 3.1/3.12/4.1]

Teacher Tip: The next activity can be correlated with a unit on communicable diseases, including HIV/AIDS and hepatitis B. Clarify the term "dirty needle" so students understand that it is the *virus-containing blood in the needle* that transmits the infectious agent, not the needle itself.

Teacher Tip: Students need to be reassured that needles used by doctors and other healthcare professionals are disposable and are only used once. Individuals who inject illegal drugs frequently share needles because they cannot get ready access to a new supply. Students need to be cautioned about body piercing and tattoos, since health officials do not currently regulate those practices. They also need to be discouraged from piercing body parts for a friend.

B. YOU CAN'T JUDGE A BOOK BY ITS COVER

For this activity, you need two apples: one fresh and bright red, and one several days old and shriveled. Before class begins, inject the shiny, red apple with red food coloring. Begin by asking the students: "How can you tell if a person is infected with a disease like HIV or hepatitis? Can you tell from their eyes? Their skin? Their walk or strength?" After fielding numerous answers, ask the students to observe the shiny new apple you just bought for your lunch. Show the apple you had around for a few days that is shriveled and bruised. Ask the students which apple looks healthy (obviously, they will answer the one that is shiny and red). Cut open the apple to show the red food coloring. Explain that appearances don't always speak the truth. Explain that many diseases are silent—that is symptoms don't always show up right away or are not obvious. Review the spread of HIV and hepatitis B via needle transmission. Students research and write a brief report on diseases commonly spread by injecting drug use.

Variation: Correlate this lesson with a lesson on simple first aid techniques. Emphasize universal precautions while allowing students to practice simple first aid (e.g., stopping bleeding). Students research why healthcare workers wear personal protective equipment, such as gloves and masks.
[CCWR: 3.6/3.7/5.6/5.9]

C. TAKING CARE IS COMMON SENSE

In small groups, students develop a health and grooming checklist for the care of teeth, eyes, and ears. Groups use a variety of resources to identify sources of information and services for each and create a pamphlet or poster.

Variation: Invite a high school student with a vision or hearing problem to visit the class and share how he/she has adapted. A hearing impaired person might be accompanied by an interpreter.
[CCWR: 2.6/3.4/3.15/4.2]

Teacher Tip: The following activity is an opportunity to emphasize that using drugs and alcohol is not a positive way to deal with stress.

Teacher Tip: Students living under adverse conditions may be experiencing extreme stress. Be sensitive to cues and refer students for appropriate assistance. Children who are homeless or living in a shelter, students living with a large extended family with little or no privacy, or students living in families experiencing legal difficulties, substance abuse, or violent behavior may need additional support.

D. STRESS TEST

Start this activity by administering a short pop quiz. Include questions that are difficult to answer. Tell the class that this is a real test. After the test is completed, ask the class what they thought about the test. (Expect some negative responses.) Assure students that this was really a stress test, designed to create some degree of anxiety. Ask volunteers to share their physical and emotional feelings when you announced the test. "Did those feelings change the longer the quiz went on? How did you feel when I announced that it wasn't a real test after all?" Define ***stress*** and ***stressor*** and write the definitions on the board. Discuss ways people adapt to stressful situations. Divide the class into small groups and give each group an example of a stressful situation. Examples of situations might include:

- You left your permission slip for the class trip at home. It's due today.
- You have two papers and three tests this week.
- Try-outs for the softball team are this Saturday; you really want to make the team.
- The teacher always calls on you.
- Your parents and your older brother are always yelling at each other.

Each group develops a list of ways to deal with the stress produced by the problem and then shares the strategies with the rest of the class. Finish the lesson by explaining that the pop quiz did not count towards their grade!

Variation: Students generate positive and negative ways to address stress-producing situations. From the list, students design a poster or comic strip that emphasizes positive ways to deal with stress.

Variation: Discuss factors that children with special needs or living under special circumstances must face. For example, what stressors impact children with physical disabilities? How do they deal with day-to-day situations along with any added stressors? How can students help their classmates? **[CCWR: 3.1/3.13/4.2]**

HEALTHY ADOLESCENCE

Indicator 2.1-7: ***Describe a healthy adolescent, discuss injuries and illnesses common to this age group, and identify ways to prevent, reduce, or eliminate these health problems.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. MOVING TOWARDS ADOLESCENCE

Write the word ***adolescence*** on the chalkboard. Use a whip-around, pass-option activity to elicit words related to adolescence. Develop a web using the students' suggestions. Explain that the word adolescence is based on the Latin root esso which means "becoming." (Write the Latin word on the board.) Use a transparency or chart to display the three stages of adolescence (early, middle, and late adolescence which ends between ages 19 and 21). Write three categories on the chalkboard: "Physical," "Social," and "Emotional." Divide the class into three groups and assign each group one of the categories. Each group develops a time line outlining the changes that occur during each of the three phases of adolescence. Allow each group to present their time line. Conclude by having each student write a brief journal entry entitled "I Am Becoming..."
[CCWR: 3.1]

B. WATCHING WHAT YOU EAT

Ask students: "Could you tell if a friend had an eating disorder? How would you know? If you suspected that this friend had such a problem, what would you do?" Explain that eating disorders have received a lot of publicity because so many famous people have come forward with the problem. Explain that not only the rich and famous suffer from these problems. Put two headings on the chalkboard: "Normal Eating Behavior" and "Eating Disorder Behavior." Brainstorm ideas for both categories and discuss them. Show pictures of models and celebrities that have come forward with the disease. Divide the class into small groups and give each group a case study where the individual may be exhibiting signs of an eating disorder or unhealthy eating pattern (see samples below). Each group discusses the situation, lists the possible symptoms and contributing factors, and offers resources for assistance. Groups share with the entire class.



SAMPLE CASE STUDIES

Case Study #1: Dale
Dale has gained 20 pounds in the last 18 months but has also grown 4 inches. Dale feels fat and is constantly trying to lose weight. Dale skips breakfast and lunch and only eats salad for dinner.

Case study #2: Pat
Pat can't get enough exercise. Pat works out 4-5 hours every day and judges success by the scale. Pat is trying to maintain 110 pounds. Each time the scale shows more, Pat adds more exercise to the daily routine.

Case Study #3: Sean
Sean doesn't eat meat, milk products, or eggs. Sean eats mostly fresh vegetables and fruits.

Case Study #4: Leslie
Leslie won't eat very much for days and then "pigs out" on junk food. Leslie has been seen vomiting in the school lavatory. When questioned, Leslie says, "I'm fine."

Variation: Students investigate national organizations, agencies, and other resources for information on eating disorders. Students contact the agencies for information on treatment programs and compile information for a resource guide or poster.

Variation: Invite a panel consisting of two or three individuals with an eating disorder, a psychologist, and a nutrition specialist to discuss issues regarding the increased incidence of eating disorders and how to develop a positive body image.

Variation: Students write a story about a young person with an eating disorder. Include in the conclusion ways the young person should deal with the issues that contributed to the condition.

Variation: Students investigate the potential long-term health effects of unhealthy adolescent eating patterns (e.g., osteoporosis, cancer, obesity).
[CCWR: 3.1/3.9/3.12/3.13/4.2]

C. LETTERS OF ENCOURAGEMENT
Each student writes a letter of encouragement and support to a pen pal who may be participating in at-risk behaviors such as sexual activity, substance use, or violence. The writer must identify the behaviors, support his/her ideas with facts about the at-risk behavior, and encourage the young person to make healthy choices and change his/her behavior. The letter should support responsible decision making, suggest positive and age-appropriate alternatives to at-risk activities, and promote a positive self-image.
[CCWR: 3.1/3.7/3.12]

D. DIET WISE

Present various weight loss ads seen in magazines or on television. Display books that promote various fad diets and allow students to examine them. Then have the students brainstorm the common messages found in each. Show magazine ads or slides of "the beautiful people"— people who are in the public eye and always appear to be very slender. Ask the students: "What do these people do to stay slim? Do they look healthy? How much do you think they weigh?" Compare the estimated weights with recommended weights from height/weight charts and body fat analysis. Ask: "Do you think they are healthy individuals? Why or why not?"

Variation: Divide the class into groups and assign each group a fad diet, weight-loss program, or weight-loss product. Students research the assigned topic and present the information to the class, outlining the positive and negative aspects of each program, the research that supports the program, and the costs involved. Students discuss whether the program is medically sound, based on the information presented.

Variation: Both males and females use weight-loss and weight-gain products, even though females are the targeted audience. Students brainstorm why an adolescent would want to gain or lose weight. Outline the healthiest ways to gain or lose weight.

Variation: Students write poems or short stories about having a positive body image and how it contributes to wellness. The writings can include graphics or other illustrations and can be displayed as part of a class booklet.

[CCWR: 1.12/3.1/3.2/3.15]

Teacher Tip: Prior to the next activity, the school nurse should conduct informal research on the causes of absenteeism in this age group, such as strep throat, colds, mononucleosis, and other similar diseases. This information is needed to trigger discussion on when adolescents need healthcare.

E. WHEN WE GET SICK

Students brainstorm the top 10 reasons students are not in school, then invite the school nurse to confirm or reveal the reasons. (Students may cite reasons other than illness, such as religious observances, family trips, and dental appointments; clarify to focus on illness-related absenteeism.) Divide the class into groups and assign each group one of the top 10 reasons. Students research the health problem, outlining the incidence in this age group, the causes and contributing factors, the signs and symptoms, and what methods can be used to prevent or lessen the impact of the disease. Students use this information to develop a mini-presentation on school attendance policies for younger students about to enter middle school.

[CCWR: 3.1/3.12/4.2]

BODY SYSTEMS AND NUTRITION

Indicator 2.1-8: *Explain how health is influenced by the interaction of body systems and nutritional intake.*

SAMPLE LEARNING ACTIVITIES: 5-6

A. SNACK ATTACK

For this activity, take a large box (preferably an appliance carton) and decorate it to resemble a vending machine. Students tape the wrappers from their favorite snack to the window part of the vending machine. In turn, each student describes the nutritional components of his/her favorite snack food. The class votes whether the food is healthy or unhealthy. If the class votes unhealthy, place a "not available" card over the wrapper. Students generate a list of healthy snacks.

Variation: Supply a variety of snack foods for students to sample. Before tasting a snack food, each student completes a nutritional analysis chart, describing the number of calories in the food, the fat content and sugar content, and other relevant nutritional information.

Variation: Divide the class into groups. Assign each group a different nutrient. Students investigate the nutrient and develop a skit outlining the need for the nutrient. The skit should have team members playing various body systems. The "nutrient character" emphasizes its impact on all the body systems.

[CCWR: 1.12/2.6/3.4/3.8]

Teacher Tip: Some students may not be able to tolerate 10 minutes of intensive exercise. Be aware of students with medical conditions that may prohibit them from participation or require exercise adaptions. Collaborate with the physical education teacher for this activity.

B. EFFECTS OF EXERCISE

Allow students a few minutes of quiet time—to listen to quiet music, read silently, or just relax with eyes closed. After about five minutes, students take their pulse rate and record it. After stretching, students jog or perform a simple aerobic routine for 10 minutes, then take their pulse rate and record it. Students note changes in body temperature, sweat, skin, pupils, and breathing rate. After a second 10 minute quiet relaxation period, students take and record their pulse rate. Ask: "What impact did exercise have on the body? What body systems were affected by exercise? What messages did the body receive from the brain after the 10-minute exercise session?" Use the student comments to frame a discussion of how the body works to maintain equilibrium even during times of stress, such as during exercise.

[CCWR: 3.6/3.7/3.12]

Teacher Tip: The study of body systems should be coordinated with the same study in science class. Models, interactive programs on laser disc or CD-ROM, and computer programs can be shared between disciplines to enhance instruction. This is the perfect opportunity for a team-teaching experience where the science teacher focuses on the structure and functions of the systems and the health teacher focuses on behaviors that support wellness.

C. WHO'S IN CHARGE?

Ask students to describe the organization of a major corporation. Explain to the class that the human body is much like a major corporation: the chief executive officer is rarely seen but has a great deal of influence on how well the company functions. The chairperson or CEO of the human body is the ***pituitary gland***. Since this gland is frequently called the ***master gland***, this organ becomes the chairperson for what we call "adolescent restructuring." Divide the class into teams. Each team designs a company, with the pituitary in charge that shows how hormones regulate many bodily functions. Team members define their tasks during puberty, determine what body systems must work together to accomplish these tasks, and describe what adaptations can be made to ease the adolescent restructuring. Teams present their ideas to the class.

Variation: Use CD-ROM and interactive computer technology (e.g., *A.D.A.M., 3-D Human Body*) to allow more advanced students to study the intricacies of body systems.

Variation: Use models of organs and body systems, (e.g., he brain, heart, skeletal system) to reinforce information found in books and videos. Take students on a field trip to a science center or health education center (e.g., Liberty Science Center, Franklin Institute, CentraState Medical Center's Health Awareness Center) to experience interactive displays.
[CCWR: 2.6/2.7/3.4/3.5/3.12/3.13/4.2]

BODY SYSTEMS AND NUTRITION

Indicator 2.1-8: ***Explain how health is influenced by the interaction of body systems and nutritional intake.***

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: An in-depth study of the anatomy and physiology of body systems should precede the next activity.

A. THE BODY SYSTEMS GAME

Prior to class, print the names of the body systems and associated organs on index cards. Inform the class they will be playing a game that requires them to associate a body organ with the correct body system. Tape one of the index cards to each student's back. (Obviously the student cannot know what is on the card.) Students circulate around the room and can ask each student one yes or no question in an attempt to identify the system or organ on their card. When the student correctly identifies the card, the card is removed from his/her back and taped to the front of the student's body. As students guess their identities, they join other class members associated with the same body system. Finally, when all the cards are guessed, students in each group develop a poem, rap, or song about the body system and ways to keep it healthy.

Variation: Students develop skits that describe the functions of the body systems and perform the skits for younger students. Costumes can be designed to appropriately reflect the characters.

Variation: Students create a diary of a body system or organ entitled "A Day in the Life."

Variation: Students create a pyramid graph that illustrates the various components of a body system. Cells occupy the point of the pyramid and the systems the base.
[CCWR: 3.2/3.3/3.12/4.2]

Teacher Tip: Review the structure and function of the central nervous system prior to this activity.

B. BODY CONTROL CENTER

Ask for two volunteers. Each volunteer holds the opposite end of a piece of string and pulls it taut. Pull one of the students firmly so the string moves. Ask the other student what happened (the string moved and so did his/her hands). Explain that the two students sent a message across the string to each other. Relate this to nerves and the transmission of messages across the synapse. Now cut the string. Ask students what might happen if you pull one of the students now (once the nerve is cut, there is not chance for the message to get across). Explain the role of the central nervous system and how it sends commands to the circulatory system or to the muscles.

Variation: In small groups, students research brain chemicals that help control the transmission of nerve impulses. Using diagrams, graphics, and other media, students present an oral report on their assigned chemical.
[CCWR: 3.6/3.7/3.9]

C. YOU GOTTA HAVE FUEL

Ask students to describe how a car converts fuel to energy. Point out that a car needs gasoline, and explain how the engine works to produce power. Ask students to describe how the body is like a car and relate the role of proper nutrition to fuel intake. Divide the class into groups and have each group design a "car" that operates on a healthy diet.
[CCWR: 3.1/3.2/3.13/4.2]

D. EXERCISE AND BODY SYSTEMS

Students develop an individual exercise plan. As part of the plan, students describe how the plan will benefit the various body systems and correlate the plan with a healthful diet.
[CCWR: 3.1/3.8/3.13/4.1]

E. IT'S A REFLEX

For this activity, you need a foam Nerf ball. Without warning, throw the ball at an unsuspecting student. Ask the student to describe why he/she tried to catch the ball. Then throw the ball at another student, but ask him/her not to catch it. Stand close to each student and throw the ball lightly so as not to injure the student. Note the various reactions. Ask students to explain why the various reactions occur and what purpose they serve. To more clearly illustrate reflexes, ask the school nurse to demonstrate simple reflex tests used to check one's neurological function.

Variation: Pose the following question: "What might happen if you burned your finger and the nerve impulse went to your brain before it went to your arm?" Students use this example to describe the reflex process and give examples of other reflex reactions.
[CCWR: 3.7/3.9]

F. NUTRITION AND GROWTH

Brainstorm answers to the following question: "When is good nutrition especially important?" Using the students' answers, divide the class into small groups and assign each group a time or condition that requires healthy eating (e.g., infancy, puberty, pregnancy, illness, injury). Each group researches the rationale for healthy eating and develops a healthful eating plan noting the impact of diet on the body systems. Groups present their plans.
[CCWR: 2.6/3.4/3.5/3.8]

WELLNESS

Indicator 2.1-9: ***Analyze how family, peers, culture, media, technology, and the environment affect wellness.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: The six primary causes of major health problems mentioned in the next activity include (1) intentional and unintentional injuries; (2) drug and alcohol abuse; (3) tobacco use; (4) sexual behaviors that lead to STD's, HIV, and unintended pregnancy; (5) inadequate physical activity; and (6) dietary patterns that cause disease.

A. STORMY WEATHER

Prior to class, prepare six large raindrops and label each one with one of the six identified risk behavior categories identified by CDC. Begin the class by asking: "What national health organization keeps us informed about health, wellness, and disease control?" Write the words ***Centers for Disease Control and Prevention (CDC)*** on the chalkboard. Explain the purpose of the agency and tell students that they have identified six critical areas that contribute to or impact one's health. Show the students the raindrops and ask for two volunteers. Have the volunteers sit side by side and give one student an open umbrella. While holding the raindrops over the students' heads (you will need additional volunteers) explain that the student with the umbrella is prepared for the "storms" of life. Associate the raindrops and the six risk factors. Drop the raindrops on both students and ask them to explain what happened. Which student is protected? Why? What does the umbrella represent? Tell students that one's ability to make responsible choices will prepare them for the storms of life. Students brainstorm other influences that help make them more ***resilient*** and less likely to participate in risk behaviors (e.g., parents, values, a desire to keep healthy and fit).

Variation: Add strips of paper to the umbrella that outline the steps to responsible decision making. Create small groups to generate lists of situations that relate to each of the six risk categories. Each group generates at least two strategies to help reduce their risk.
[CCWR: 3.2/3.7/3.13]

B. IT'S NOISY OUT THERE!

Brainstorm responses to the following question: "How can too much noise affect your health?" Chances are students will give the obvious answers regarding hearing loss but lead students to answers such as increased stress, less privacy, high blood pressure, and structural damage to one's house. In small groups, students develop a list of ways to reduce their exposure to loud noises and share their list with the class.

Variation: Brainstorm kinds of sounds and provide students with a decibel scale. Students match each sound with the appropriate decibel. Discuss the impact of continuous exposure to excessive decibel levels on hearing and general health. Review community laws about noise.
[CCWR: 3.6/3.7/3.13/4.2]

C. TECHNOLOGY IN ACTION

Brainstorm modern inventions from the last 25 years that have helped people who are ill or contributed to the prevention or treatment of disease (e.g., antibiotics, specialized drugs, vaccines, computerized diagnostics, improved exercise equipment, organ/body part transplantation, surgical equipment). Students investigate a topic, develop a written report describing the evolution of the invention, and make predictions about the future of the technology and its potential impact on health.

Variation: Students visit a healthcare facility to see the role of technology in action and relate the use of technology to new and emerging career opportunities.

Variation: Ask students: "While the many advances we have today have generally made life better for everyone, what problems have we created by these technological advances?" Examples for discussion might include prolonging life expectancy and the need for healthcare for an expanded population of elderly citizens, the "black" market for transplant organs, or the controversy surrounding assisted suicide.

[CCWR: 2.1/2.6/2.10]

D. IS IT HEREDITARY?

Brainstorm the various influences of environment and heredity on wellness and write on the board. Explain that some people in certain cultural or ethnic groups have very distinctive features and characteristics that are handed down from generation to generation. Are those characteristics the result of genetics or the environment? Students research genetic traits as eye color.

Variation: Students investigate health conditions that may be related to hereditary factors (e.g., sickle cell disease, Tay-Sachs disease, diabetes, cystic fibrosis). Why are some health conditions limited to certain ethnic populations?

Variation: Provide students with a list of diseases and other health conditions. Students organize the list into communicable and noncommunicable conditions. Using the list as a starting point, students create a second list of conditions that are genetically related. Ask: "Do some conditions have multiple causes? What can you do to reduce your risk if your family has a history of one of these conditions?"

Variation: Students develop a cause/effect graphic organizer for various diseases and health conditions.

[CCWR: 3.1/3.8]

WELLNESS

Indicator 2.1-9: ***Analyze how family, peers, culture, media, technology, and the environment affect wellness.***

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: Prior to this activity, clearly define *environment* and identify key environmental issues such as the ozone layer, air pollution, population growth, indoor air quality, and noise control.

A. ENVIRONMENTAL CALENDAR

Begin by showing the class pictures or photographs of beautiful scenery. Ask students to close their eyes and imagine themselves in the scenic surroundings. Describe the images in quiet peaceful tones. With their eyes still closed, ask students to describe how they feel in this imaginary place and what they think is pleasant and peaceful about the place they are visualizing. Tell students to keep their eyes closed and describe how the scene would appear if it were polluted and dirty. After soliciting several responses, students open their eyes. Pose the following question: "What caused our lovely hideaway, our scenic place of solitude and relaxation, to become polluted, dirty, and unhealthy?" Students should respond with "people." Explain that human beings have a profound impact on the environment for present and future generations. Divide the class into several small groups. Each group selects pictures from magazines or calendars that represent a positive environment. Using these pictures, each group develops a calendar that provides information on the environment, the impact it has on human health, and tips to preserve and protect the community and its surroundings. Students share the calendar with community representatives and businesses along with writing a letter explaining why the calendar was made and encouraging the organization to support student efforts to improve the community.

Variation: Students identify health problems related to environmental issues (e.g., skin cancer and the ozone layer). Students conduct online searches for sources of information about the issue, evaluate the information for validity, and present the information and sources to the class.

Variation: Invite an occupational health specialist to discuss regulations that impact the working environment, such as indoor air pollution standards, noise standards, and sanitary conditions. If possible, visit a manufacturing plant to see the controls in action.

Variation: Students survey the community for potential environmental concerns and interview public officials about sites of historical significance. Based on this information, students develop an environmental profile of the community and offer suggestions to improve environmental health conditions.

[CCWR: 2.8/3.1/3.15]

Teacher Tip: Be familiar with your school district's policy on Internet use before undertaking this activity. Be sure to monitor student activity closely and reinforce district policies regarding the use of school computers and equipment. See Appendix A for Web site resources.

B. PROTECTING YOUR PRIVACY

Ask the class: "How many of you regularly use the Internet? Why do you enjoy using the Internet? What kinds of sites do you visit?" After listing the current choices of the group, caution the class that all Web sites may not be what they seem to be. Divide the class into groups. Give each group two scenarios based on an actual event that occurred online. One example should be a positive one (e.g., a physician seeking a person with a rare blood type) and the other a negative scenario (e.g., a Web site that promises a miracle cure for a large sum of money). Each group discusses the scenarios and presents their ideas to the entire class. Brainstorm two lists: "Warning Signs" and "Positive Perks." As a concluding activity, each group designs a pamphlet or handbook for younger students who are beginning to use the Internet. The booklet should offer tips and cautions.

Variation: Give students a list of Web sites to investigate. Include a few that are potentially dangerous (e.g., asking for credit card information or other personal information). Monitor student access to the sites and ask questions as they proceed. Are they heeding the warnings? Students complete an evaluation sheet on at least three health-related Web sites, noting the positive and negative points and any concerns they might have.
[CCWR: 2.1/2.2/2.5/2.10]

Teacher Tip: Be sensitive to students who have immigrated to this country from areas that may be overcrowded and unhealthy. Students may wish to share some of their real-life experiences, but do not force students to disclose information.

C. IT'S GETTING KIND OF CROWDED

Use masking tape to outline a three foot square on the floor. Instruct each student to write on a sheet of paper one way that crowded living conditions may affect one's health. Without further explanation, ask one student to take his/her paper and stand inside the square and then read what is on the paper. Have another student join the first student in the square and read his/her answer. Continue to add students until the square is crowded. Stop and ask the students in the square how they feel. Some students will express evidence of increased stress. Explain that living in crowded conditions does increase stress. Allow the students to return to their seats, and continue the discussion of ways that crowding impacts health.

Variation: Students develop a chart or web that focuses on specific issues related to overcrowded conditions (e.g., diseases that are more common in an overcrowded area, the incidence of violence). Students use the Internet to locate state, national, and international organizations that provide information and assistance (e.g., New Jersey Department of Health and Senior Services [NJDHSS], CDC, Red Cross, World Health Organization [WHO]).

Variation: Students identify countries or areas of the world that have been significantly hindered by overcrowded and unhealthy conditions. Students research the country's health statistics and examine issues such as health facilities, education, economic status, and job opportunities in this area.

Variation: Brainstorm a definition of quality of life. Ask: "What factors influence the quality of life in a community? How does quality of life impact health?"
[CCWR: 3.1/3.7/3.13]

D. WHERE DID THAT DISEASE COME FROM?

Give students a list of common diseases and health conditions such as asthma, diabetes, sickle cell anemia, epilepsy, arthritis, allergies, or tuberculosis. Students research the disease or condition and develop a booklet that traces the history of the disease and the current status of treatment and prevention. Students indicate if heredity, behavior, or environmental factors cause or influence the condition. The booklet should contain resources for more information. Students summarize the information and present as a two-minute oral presentation.

Variation: Invite a panel of speakers from organizations such as the American Lung Association, the March of Dimes, and other nonprofit organizations. Presenters discuss the health conditions most closely associated with their organization and offer tips on the prevention of the conditions.
[CCWR: 2.6/2.8/3.4/3.5]

HEALTH ENHANCING BEHAVIORS

Indicator 2.1-10: ***Identify and demonstrate health practices that support and enhance personal and family physical and mental health.***

SAMPLE LEARNING ACTIVITIES: 5-6

A. HOW TO COMMUNICATE WITH YOUR FAMILY

Students view excerpts from television shows that reflect various kinds of families (e.g., families with small children, families with teens, extended or blended families) and how those families communicate. Show one video clip at a time. While watching each video, students write whether the communication portrayed was healthy or unhealthy and whether the show portrayed families realistically. Students justify their answers. Divide the class into small groups and assign each group a TV family. Students in each group share their written ideas and discuss them, noting how the family solved problems. Reconvene the entire class and brainstorm positive ways that families can solve problems. Each student develops a coupon book containing positive actions he/she can do, within the next week, to promote a healthy family. Coupons might include a statement such as "I will listen to all sides of an issue" or "I will cooperate with my brother to clean up the yard." As the week progresses, students write the date and time they performed the action on the back of the coupon. On the last coupon, students write a brief summary of what actions were taken and how other family members received the actions.

Variation: Modify this activity to focus on communication with peers. Students develop a coupon book and require other students to sign it to verify that the actions were taken.
[CCWR: 1.1/3.2/3.7]

B. HIGH ON HEALTH

This activity should be performed in the gym or a wide-open area. Outline an equilateral triangle large enough so students can form lines to create each side. At one point, place a large sign reading "Physical Health;" at the next point, a large sign reading "Mental Health;" and at the third point, a sign reading "Social Health." Explain that each team represents one area of health. Students pass a balloon, ball, or beanbag around the triangle. The student who passes the object must describe one action that supports personal or family health related to his/her team's area (e.g., a mental health team member might say, "I will practice ways to relax before tests"). After all students have had a chance to play, return to the classroom and have each student outline in a journal entry at least one action from each area he/she will try to implement.
[CCWR: 3.1/4.1]

C. HOME GROOMING NETWORK

Show students excerpts from several infomercials and discuss what makes infomercials different from other kinds of ads. Students develop their own infomercial with an emphasis on personal health and grooming. Organize the class into pairs. Each pair develops an ad for a product related to one of the following:

- Clean Body: Taking a daily bath or shower; using soap and deodorant
- Clean Hands: Keeping nails clean and trimmed; washing hands
- Clean Hair: Shampooing hair; styling hair
- Clean Feet: Wearing clean socks and shoes; keeping feet clean
- Clean Skin: Washing face; wearing appropriate make-up; using acne preparations

Each pair develops the infomercial and tries to sell their product to the class. The infomercial should emphasize the proper use of the product as well as related costs. Students develop a slogan and visual for the products. Other students, acting as viewers, call in questions. Viewers take notes during the presentations and then select four or five products for their own personal plan, develop the plan, and justify the choices.

Variation: Students view a series of infomercials that advertise health products such as exercise equipment or skin-care products and then evaluate the ads based on specific criteria. Students discuss the products and how they might contribute to their personal or family health and vote on the best product.

Variation: Students prepare an infomercial with the theme "Dress for Success." Emphasis should be on appropriate grooming and attire for a student applying for a job. Invite a human resources specialist to address the class prior to the creation of the infomercials. Expand this activity to include a fashion show from a local department store focusing on school-to-career attire.
[CCWR: 1.2/1.11/3.15]

D. TEN ACTIONS

Each student lists 10 actions that support various aspects of personal health and then develops a collage, video, or artwork that creates a visual image of the actions he/she has selected.

Variation: Compile a class list of actions that support personal health. Students rank the items on the list and create a "top five countdown." Students illustrate the top five on a mural or series of posters.

Variation: Students generate a list of 10 actions for positive family health. Compile a class list and rank the items. In small groups, students generate strategies to implement the actions at home.

Variation: Students develop a book entitled "Ten Actions For Health" to be used by younger students. The book should include original artwork and poetry that illustrate the actions voted by the class as the most important. Students can present the book to primary-level students and create a bulletin board to support the activity.
[CCWR: 3.1/3.15]

Teacher Tip: The next activity requires the use of peer educators to observe and rate student performance of various health-related skills. Develop the scoring criteria in advance, and ensure that the peer educators are properly trained to participate in the activity.

E. CHOOSING AND USING

For this activity, establish several skill and information stations. At each station, students participate in skill demonstrations or knowledge quizzes and are "rated" by peer educators. Give each student a card that spells HEALTH across and down, similar to a bingo card (see below). As students move from station to station and successfully complete the required tasks, they accumulate stickers on the card. When a student has successfully completed enough stations to spell HEALTH on his/her card two times across, down, or diagonally (accumulating 12 stickers) he/she turns the card in for a small reward. Sample stations might include the following:

- Dental Health: Students answer five questions correctly about the care of teeth and gums and then demonstrate correct flossing or brushing.
- Nutrition: Students select the components to create a healthy meal.
- Safety: Students select and correctly apply safety equipment for a sport or activity.

H	E	A	L	T	H
E	E			T	E
A		A	L		A
L		A	L		L
T	E			T	T
H	E	A	L	T	H

Variation: Modify the activity to include decision-making skills and effective communication skills rather than health practices. At each station, students are given a scenario, develop several questions about the scenario, and then decide on an appropriate solution. Peer educators or adult volunteers may be used to score the students' responses based on established criteria. Students receive stickers based on the scoring criteria.
[CCWR: 3.1/3.3/3.13/3.14/4.3/4.8]

HEALTH-ENHANCING BEHAVIOR

Indicator 2.1-10: ***Identify and demonstrate health practices that support and enhance personal and family physical and mental health.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. YOU CAN COUNT ON ME

On the chalkboard, write the following words in columns, allowing space below each for student comments:

Physical	Mental-Emotional	Family-Social	No Benefit

Ask students: "How does your family manage time? How do family members keep track of what they have to do? Do you think families are different now then twenty years ago? Ten years ago? Why? Define the term ***time management*** and engage the students in a discussion of family rituals and routines that help or hinder time management. As the students offer responses, place the activity in the appropriate column on the board. Students develop their own time management plan by outlining what happens to them during the course of a normal day and assessing the activities to see if they match any of the 3 health categories noted on the board. Students identify the strengths and weaknesses of their plan and make suggestions to improve their time management skills.
[CCWR: 1.1/4/9]

Teacher Tip: Be aware of district policy regarding volunteerism and community service before initiating the following activity. Coordinate this activity with school clubs, community organizations, and religious organizations

B. BE A VOLUNTEER

Explain that people working together ***(collaboration)*** can solve many health problems. Tell students that many organizations that promote health depend on volunteers to help them. Ask how many stu-

dents already volunteer in the community. Divide the class into small groups and have each group generate a list of possible places middle school students can volunteer. Reconvene the group and develop a master list. Each student develops a contract to volunteer for at least ten hours over a three-week period. Each student keeps a journal describing the activities and has his/her sponsor or supervisor sign the contract verifying the volunteer time.
[CCWR: 1.8/3.1/3.4/4.1/4.9]

Teacher Tip: Some middle school students may already know about a peer or individual attempting suicide. Be sure the discussion does not breach confidentiality or foster misconceptions. Emphasize school and community resources that can help students deal with depression.

C. BOUNCE BACK FROM DEPRESSION

Ask how many students like to eat raisins. Show the class a box of raisins and explain that raisins are dried grapes and the drying process causes it to wrinkle or shrivel. Ask if anyone knows another meaning for the word "shriveled" and explain that the word can be used to describe someone who feels empty or helpless. Explain that everyone feels this way sometimes. Next, pour ginger ale or seltzer into a glass and drop a raisin, cut into to tiny pieces, into the glass. At first the raisin pieces sink but then the bubbles will bounce them back up to the top of the liquid. Ask students how this might represent the feeling of ***depression***. Reinforce that short periods of depression and feeling sad are normal for people of any age but that an individual needs to develop coping strategies so he/she can "bounce back." Brainstorm ways students can do this and write on the board. Then divide the class into small groups, and give each group a case study that describes a young person experiencing possible symptoms of depression. Each group outlines strategies and resources to help with the problem. Reconvene the class and share the case studies and recommendations. Students write a journal entry entitled: "Ways to Beat the Blues."

SAMPLE CASE STUDIES

- Ed has been feeling very tired lately. In fact, he doesn't feel much like eating or playing since his dad died.
- Annie cries a lot lately. Even if someone stares at her, she starts crying. Her friends are afraid to say anything to her for fear she'll start up again.
- Jo walks home from school alone and doesn't seem to want to talk to her friends on the phone anymore. She seems like she is in her own little world and can't be bothered by anyone else. Her friends are worried because she used to be so friendly and outgoing.

[CCWR: 3.1/3.4/3.7/3.13]

Teacher Tip: Coordinate the next activity with lessons in family and consumer science classes and science classes on bacterial growth and transmission.

D. DOUBLE DIPPING

In the front of the room, set up a table as in a restaurant (use linens, flowers, etc.—this is not a fast food restaurant!) Use three yellow paper triangles to represent tortilla chips (or any kind of dipping food). Sprinkle each chip with a different color glitter. Pour creamy dip into a bowl and place in the center of the table. Invite two volunteers to the "restaurant" and instruct them to pretend to dip their chips and eat as they would at a party. Tell them to be sure they "double dip" at least one of the chips. After the students have "dipped," show the bowl of dip. Students describe the appearance of the dip and discuss what the three colors of glitter represent (obviously the glitter represents the germs in the saliva of the "dippers"). Students list other behaviors that increase the risk of germ/disease transmission (e.g., sharing lipstick or eye makeup, sharing soda cans, kissing, sexual intercourse, sharing hairbrushes). Students list strategies to reduce one's risk of germ/disease transmission.

Variation: Students investigate the incidence of food-borne illnesses. As part of the research process, students contact local and state health departments for information, use online resources, and cut articles from local newspapers to describe the incidence of food-borne illnesses. Students develop a handbook or pamphlet on handling foods and preventing food-borne illness.
[CCWR: 2.6/2.7/2.8/3.5/3.6/3.7]

E. SEALED WITH STRENGTH

For this activity, you need two rubber playground balls. Draw a face on each. Put a small hole in one of the balls. Explain that the ball represents a young person. Allow both balls to drop to the floor; the ball with the leak will not bounce as high as the other. Explain that the "injured" ball represents a young person who has experienced violence. In order to be "sealed with strength," the survivor of violence must participate in recovery. Some people experience what is now called ***post-traumatic stress syndrome***. Describe this for the students. Place a seal over the puncture in the ball and as you mention the steps to recovery, pump a small amount of air into the ball. Bounce the ball again; it should bounce higher than before. Reinforce the five suggestions for recovery. The steps should include:

STEPS TO RECOVERY

- Talk about what happened.
- Get a complete medical examination.
- Seek counseling.
- Join a support group.
- Learn and practice self-protection strategies.

Variation: Invite a school or community counselor to speak about recovery and support groups.

Variation: Invite a panel that includes a victim of violence, a family member of a victim, a law enforcement officer, a counselor, and a physician to speak about the effects of violence. Presenters should emphasize helpful resources in the community.

Variation: Divide the class into small groups. Each group develops a list of 10 self-protection strategies. From the list, groups design a role-play and present it to the class. Discuss the appropriateness of the strategies.
[CCWR: 3.2/3.4/3.7/3.13]

Teacher Tip: Use this activity to inform parents about health and physical education instruction. Develop the information into a newsletter or create a tips sheet for inclusion in a school or community newsletter.

F. TEEN MAGAZINE

Provide a wide variety of current magazines that appeal to teenagers. Ask students to identify common elements in each. Divide the class into several groups. Each group selects a target audience for a newly created teen magazine that promotes adolescent health (e.g., younger teens, males, high school females, college students, student athletes) Each group determines the topics for their magazine based on their review of magazines currently in print (e.g., advice columns; features on foods, makeup and fashion; real life stories; music and movie reviews). Groups write and design articles; put the magazine together; illustrate it with drawings, graphics or photos; and develop a marketing plan to reach the desired audience. Each group presents the finished magazine to the class.

Variation: Instead of designing a teen magazine, students develop a magazine for families or parents using the same preparation and format. Students might also design a magazine targeting elementary students.
[CCWR: 2.6/2.7/2.8/3.4/3.5/3.15/4.2]

G. LET'S TAKE A VACATION

Divide the class into small groups and assign each group a vacation spot (e.g., the beach, a national park, a ski resort). Each group researches the assigned location and develops a list of essential items to take on the trip that will ensure the health and safety of the vacationers. Students research the locations, consider the climate, availability of healthcare, and safety factors to develop a vacation guide that is shared with the other groups. As part of their presentation, students demonstrate the appropriate application of safety equipment (e.g., the use of sunscreen or insect repellent, bike safety gear, boating safety equipment). Allow students to dress for the roles and actively engage in the vacation atmosphere.
[CCWR: 2.6/2.7/2.8/2.9/3.4/3.5/3.15]

RISK ASSESSMENT

Indicator 2.1-11: ***Analyze a health profile to determine strengths and potential health risks resulting from risk factors and health-enhancing behaviors.***

SAMPLE LEARNING ACTIVITIES: 5-6

A. CHECKING UP

Poll the class to determine how many students have had a checkup or physical exam in the last year, either at school or with his/her own healthcare provider. Brainstorm the components of a physical exam and write them on the board (e.g., height, weight, blood pressure, vision, dental). Explain that physical exams are one aspect of ***preventive healthcare***—activities that can detect problems early and allow individuals to change their behavior or receive treatment. Students list three reasons why it is important for individuals to know their personal health information (e.g., knowing one's cholesterol level may motivate a person to modify his/her diet). Next, students list three reasons why it is particularly important for young people their age to have regular physical exams (e.g., detecting a vision problem early may improve one's grades in school). Stress the importance of early detection in the prevention and control of disease. Students write a brief essay on the need for of preventive healthcare

[CCWR: 3.1/3.9/3.12]

B. MOVING FORWARD

Divide the class into small groups and provide each group with a different trigger word related to adolescent growth and development. (e.g., growth, puberty, hormones, dating, independence, moods). Each group develops a list of five questions related to its trigger word. Reconvene the class and collect the questions. The next day, the teacher answers each question.

Variation: Assign questions to small groups for responses.

Variation: Invite a panel of adolescent health specialists to present accurate information on common health concerns of young adolescents. The speakers should emphasize positive adolescent health behaviors.

[CCWR: 3.3/4.2]

C. FACTORS THAT INFLUENCE HEALTH

Brainstorm factors that influence one's personal state of health (e.g., dietary patterns, exercise, heredity). Divide the class into small groups, and give each group a case study that describes a student their age. The student in the scenario has a health problem (e.g., diabetes, asthma, myopia, a growth disorder). Each group identifies the problem(s), the possible causes or contributing factors, treatment, and prevention methods and then describes the impact of the problem on the hypothetical student's daily life. As part of a presentation to the entire class, one student assumes the role of the young person in the scenario. Other group members interview the student about his/her health condition and how it impacts being an adolescent. Students complete the activity by writing a journal entry describing things they can do to reduce their risk of illness or injury.

SAMPLE CASE STUDY: ROB

Rob has always been athletic. Last winter, Rob got sick and was diagnosed with asthma. His doctor explained that he would have to use medication several times a day and that he might not have the stamina to play sports like he used to. Rob really wants to play basketball this year.

SAMPLE CASE STUDY: ELLEN

Ellen had been feeling extremely tired and had lost interest in school. Her parents thought she was bored. At her last physical exam, the doctor drew some blood and discovered she had diabetes. She needs to take insulin several times per day, but Ellen is feeling much better.

[CCWR: 2.7/3.4/3.5/3.8/4.2/4.6]

RISK ASSESSMENT

Indicator 2.1-11: ***Analyze a health profile to determine strengths and potential health risks resulting from risk factors and health-enhancing behaviors.***

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: The following activity allows students to create a community and analyze existing and potential problems within that community. This activity may be coordinated with instruction in architecture, art, and design (students create an actual model or drawing of the community) as well as units in social studies (community government, economy, labor) and science (environmental issues, disease transmission, genetics).

A. COMMUNITY PROFILE

Explain that experts can predict health problems in a population by looking more closely at the community. Divide the class into small groups to design a community. Each group chooses a name for its community and describes the population, the location of the community, and other distinguishing features. Be sure students do not leave out factors such as primary sources of employment, local industry, community history, and environmental concerns as well as positive factors that support health such as recreation areas, community hospitals, or other health agencies. After the groups have written a description of their community, each group separates factors into positive influences on community wellness and negative influences on community wellness. Students should try to predict health problems that might be common in the town and develop preventive measures that will reduce the risk of health problems in the community's population. Each group presents their community via

a role-play panel: one student serves as mayor of the town and the other panel members are key citizens, business leaders, or healthcare providers.

Variation: Provide students with current information about towns in the county or region. Use public health data to have students draw conclusions about the health of the community. A visit from the local health officer or representative from the county health department supports this activity.

Variation: Provide students with current data to include in the community they design.
[CCWR: 2.6/2.7/2.8/3.4/3.5/3.8/3.12/4.2]

Teacher Tip: The Centers for Disease Control and Prevention (CDC) offer a free CD-ROM to make the "Youth Risk Behavior Survey" (YRBS) data more accessible. The New Jersey Department of Education participates in the administration of the YRBS. For more information, contact CDC at cdcinfo@cdc.gov or call 770-488-3259. For current data about America's youth, visit the CDC's Web site at http://www.cdc.gov/nccdphp/dash.

B. EVALUATING RISK

Explain that researchers use surveys to decide what are the most common risk factors that impact students. Share data from the "Youth Risk Behavior Survey" or the "New Jersey Middle School Survey on Substance Abuse". Ask students: "Do you think your peers answer the questions truthfully? Do you think the results are accurate?" Discuss issues regarding the collection and interpretation of the data, and explain how these tools are used to design national and state programs for adolescents.

Variation: Share the *New Jersey Adolescent Profile*, a document published in 1997 by the New Jersey Department of Health and Senior Services (NJDHSS). Another source of information on the health status of New Jersey children is the *Kids Count* report published annually by the Association for Children of New Jersey (ACNJ). Students compare the information in these state reports with national and international data, analyze the information, and develop a chart or report noting the similarities and differences.
[CCWR: 2.5/2.7/3.4/3.5/3.8/3.12]

Teacher Tip: The following activity encourages students to evaluate personal risk for current or future health problems. This information is confidential and should not be shared with others. Do not collect the student survey responses.

Teacher Tip: A number of software packages are available that involve students in interactive risk assessment. *The Pyramid Challenge* is one example of an interactive software package that allows students to review and analyze their diet and provides an index of healthy eating. Preview any risk assessment package to ensure that questions do not invade student privacy.

C. AM I AT RISK?

Create a wellness inventory similar to the one on page 136. Read each statement aloud and have

students indicate on a sheet of paper if the statement is true for them. After all statements have been read, students total the number of true responses and receive a score. Students analyze their scores and select one area of health they need to work on. Students use a goal-setting process to begin making healthy change in that area.

Variation: Students use the information from the wellness inventory to complete the following statements:

1. The behavior I would like to change...
2. The benefits of this change might include...
3. The steps to make the change include...
4. The people that can help me include...
5. My reward for achieving this goal will be...

[CCWR: 2.5/2.6/3.1/3.10/4.1/4.3]

WELLNESS INVENTORY

Directions: Score each section and then total the three scores to reach an overall score. Give one point for each *true* answer.

Section Scoring:	4/5 = good	Total Scoring:	12/15 = good
	3/5 = fair		9/15 = fair
	2/5 = poor		6/15 = poor

1. Physical Health

- I get at least eight hours of sleep each night.
- I eat a healthy breakfast each day.
- I always use a seat belt.
- I do not use tobacco.
- I always wear a helmet when I ride a bike.

2. Mental Health

- I ask for help when I need it.
- I have at least one hobby I enjoy.
- I generally like and accept who I am.
- I can accept constructive criticism.
- I can be satisfied when I have done my best.

3. Social Health

- I have at least one or two close friends.
- I can say no to my friends.
- I avoid gossiping about people.
- I make important decisions carefully.
- I do not abuse others and I do not let them abuse me.

ACCESSING SERVICES

Indicator 2.1-12: ***Describe situations requiring health services and locate community healthcare providers comparing their services, benefits, and costs.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: **Students should complete a course in basic first aid as a prerequisite for the next activity.**

A. COMMUNITY RESPONSES

For this activity, create two sets of laminated index cards: one set describes a variety of emergency situations; the second set describes a number of correct and incorrect responses to the emergency situations. Divide the class into teams. Each team responds to the emergency noted on a card by matching it with the correct emergency response card. Each team explains the situation as they demonstrate the correct response.

Variation: Students investigate training opportunities for basic first aid, CPR, and emergency response management. Invite a speaker from an emergency response provider or training organization (e.g., American Red Cross, local emergency squad, hospital emergency room staff) to discuss training requirements.

Variation: Students create a chart outlining the steps in a basic first aid procedure or medical emergency. Students create a series of posters or photographs illustrating the steps.

Variation: Students create a list of simple emergencies that might occur when a student is home alone or baby-sitting. For each emergency, students find a resource for more information or a phone number that can be used in such emergencies. Students develop the information into a guide for baby-sitters or latchkey children.
[CCWR: 3.1/3.3/3.9/3.11/3.12/5.6/5.9]

B. HEALTHCARE IS OUT THERE

Brainstorm a list of healthcare providers and write the list on the board. (Be sure to include specialists in various aspects of healthcare, not just doctors, nurses, and dentists.) Through a lottery, assign one healthcare provider to each student. Students investigate the field, noting educational requirements, licensing, and the kinds of healthcare problems the specialist addresses. Students review the local phone directory to locate the names of specialists in the community and develop an oral or written presentation on the assigned healthcare provider. Students interview a provider and share the information with the rest of the class.

Variation: Students correspond with local, state, or national organizations to obtain literature on various healthcare careers and develop an information packet on their assigned career. Students swap information packets and review as many as possible during a class period. Each student selects one career that appeals to him/her and justifies the choice.

Variation: Invite a panel of healthcare providers from different backgrounds to speak to the class about the types of clients they serve and the health problems they most commonly see. Speakers should address the differences in professional preparation for their career as well as licensing and continuing education requirements.
[CCWR: 1.5/1.7/1.9/2.6/3.4/3.5/3.8/4.7]

Teacher Tip: Students need to begin to distinguish between the levels and kinds of healthcare available in the community. They also need to become aware of the costs, the need for insurance, and the problems associated with misuse of healthcare services—especially the emergency room. As part of the next activity, encourage students to have a picture taken with the healthcare provider or representative for inclusion in the booklet. If this is not possible, ask the agency to supply a picture of the individual for the booklet.

C. WHO IN MY COMMUNITY

Students interview a healthcare provider or representative from a health organization, using a teacher-prepared questionnaire (the student may add other questions). Students develop a class booklet based on the interviews. Photos and videos of the person at work can be shared.

Variation: Invite an emergency medical technician (EMT) and paramedic to demonstrate emergency equipment and vehicles and discuss the appropriate use of 911 and emergency medical services.

Variation: Visit a hospital emergency room. Students compare the activity noted on the visit to TV portrayals of hospital life.
[CCWR: 1.5/1.7/3.4/3.8/3.12]

ACCESSING SERVICES

Indicator 2.1-12: ***Describe situations requiring health services and locate community healthcare providers comparing their services, benefits, and costs.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. TREASURE HUNT

Prior to this exercise, develop a series of cards that describe a young person with a health problem that requires professional assistance (e.g., a young person suspects he/she has a STD, is very depressed, or has a nagging injury from sports). Prepare a series of very general questions that guide the students through an information treasure hunt. Questions might include the following:

- What is the problem?
- What caused the problem?
- Where should I go for advice?
- What should I do next?
- What happens if I can't find help?

Set up stations in a large area such as a gym or cafeteria. Use high school peer educators to represent various school and community health specialists, agencies, and organizations that assist students to solve their problems. (Be sure to include a station marked *parent.*) Provide the peer educators with props, such as phones or computers, that can be used as they role-play their assigned parts. Some of the healthcare providers may charge money for services and some provide free or low cost services. Provide some students with play money that can be used to pay for services. Distribute one problem card to each student. Students visit the various stations trying to solve the problem noted on their card. When the problem seems to be solved and all the assigned questions have been answered, students submit their cards to the teacher or supervisor who offers them a treasure (e.g., a button, T-shirt, hats). Follow this activity with a discussion of the experiences, frustrations, and successes in defining the problem and navigating the system. Focus on the following questions:

- How did you find out more about your problem?
- Was it hard to get this information? Did you understand it?
- Is it a common problem for kids your age?

Students complete a journal entry describing what they learned from this experience.
[CCWR: 3.1/3.3/3.4/3.8/3.13]

B. COMMUNITY SURVEY

Students design a survey to identify and categorize individuals and agencies that provide healthcare services in the community or county. The survey should focus on the costs of services; the need for a referral for services; and the ages, groups, or gender of clients served. Students plan the distribution of the survey, administer the survey, and collate the results. Using the information obtained, students design a pamphlet or resource guide and share it with the participants in the survey. In addition, students make recommendations to eliminate gaps in services identified in the survey.
[CCWR: 2.6/2.7/2.8/3.4/3.8]

C. THE MAZE OF SERVICES

Divide the class into small groups, and give each group a case study describing a person with a health problem. (Be sure you provide examples of children, teens, and adults.) Each group describes the individual's problem, contributing factors, and treatment and then determines where the person should go for treatment and care. Include information on insurance, the availability of services, and community factors in the scenarios. Each group presents a portfolio with current research on the health condition, the types of treatment available, and potential costs for treatment. The case studies are presented to the class and discussed.

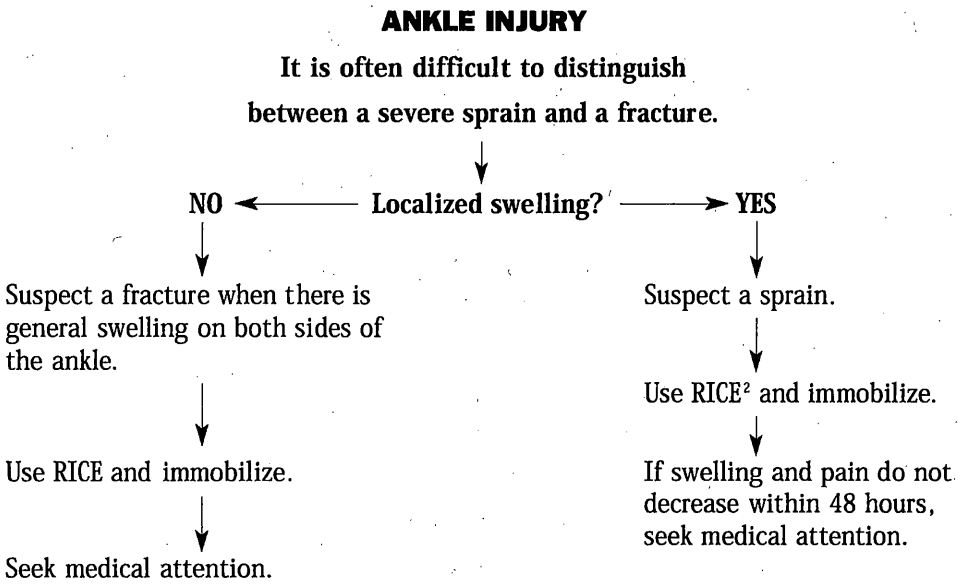
Variation: Invite a pharmacist, physician, nurse practitioner, dentist, or other healthcare provider to class to discuss trends and issues in healthcare. Invite a representative from the insurance industry to present a point-counterpoint debate.

Variation: Students design a board game that illustrates the frustrations of the maze of services. In the game, students move from space to space encountering obstacles to services such as lack of money, no transportation or appointment delays. Students navigate the system with positive health behaviors, regularly scheduled healthcare visits, and supportive family and friends.
[CCWR: 3.1/3.4]

Teacher Tip: In the following activity RICE stands for rest, ice, compression, and elevation.

D. MAPPING EMERGENCY SERVICES

Define ***algorithm*** and display an example. Describe how an algorithm can be used by emergency personnel to provide consistent care that meets approved standards. Students design a simple algorithm for a common injury or illness (e.g., insect bites or stings, ankle injuries, poisoning, chest pain). Students research the appropriate care, create the algorithm, and demonstrate its use. A sample appears below.



[CCWR: 5.1/5.5/5.6/5.9]

E. HUNT FOR LITERACY

Students participate in a scavenger hunt looking for ***health literacy***. After discussing the definition of health literacy, organize the class into pairs and assign each pair a list of teacher-generated questions regarding health and wellness (e.g., name one doctor in the community; name and locate a substance abuse treatment facility in the county). Students use the library, telephone directory, newspaper, or Internet to look for answers to the questions. The pair that completes the assignment first (with the correct answers) wins. When all students complete the task, students share the information they gathered.
[CCWR: 2.5/2.6/3.1/3.4/3.5/3.12]

CONSUMER HEALTH

Indicator 2.1-13: ***Examine health product and food labels and advertisements comparing accuracy, content, directions, and value.***

SAMPLE LEARNING ACTIVITIES: 5-6

A. READ THAT LABEL

Ask the students how they decide what to eat for breakfast. Write the factors that were considered on the board. Place five napkins on a desk and pour a different kind of cereal (about 1/2 cup) on each one. (Don't let students see the brand name of the cereal.) Using a 5-point scale, (1 = Poor, 5 = Great), students rate each cereal for healthy nutrition based solely on its appearance. Students justify their answers. Next, divide the class into five groups. Give each group a "Nutrition Facts Label" cut from the box of one of the cereals used in the rating. Each group matches the label, the cereal, and the brand by analyzing the ingredients and nutrients listed on the label. (You may want to copy the nutritional information so students cannot obtain clues from the color or size of the cutout label.) Discuss their selections and reinforce information about making healthy food choices using nutrition labels. As follow-up, students select one food product from a different category (e.g., canned products, juice drinks, frozen entrees) bring in a label, and analyze it.

Variation: Play a modified version of "The Price is Right" or "Supermarket Sweep." Line up five different brands of products. Students guess which product is the most expensive. Students match the ingredients with the right product and justify their answers.

Variation: Provide students with a number of supermarket circulars. Using a predetermined grocery list, students search the ads for the best buys. Are nutritious, healthy foods more expensive? Where might you shop for the best prices and value?
[CCWR: 1.12/3.2/3.8/3.12]

Teacher Tip: Whenever you ask students to visit community agencies or vendors, inform the parents and community in advance. Invite community business leaders and agency representatives to be a part of projects by providing speakers, assisting the students with projects, mentoring student projects, or providing incentives for the completion of projects.

B. NAME THE BETTER VALUE

Show students examples of brand name and generic products. Divide the class into groups of five and have each group compare the information found on package "X" with that of package "Y." Each group lists similarities and differences and presents this information to the rest of the class.

Variation: Students investigate the cost of an imaginary shopping list. One half of the class prices only generic or store brand products while the other half of the class prices only name brands. Encourage the students to practice shopping at stores in their community. Students compare the costs and write five tips for smart shoppers.
[CCWR: 1.12/ 3.2/3.3/3.7/3.12]

Teacher Tip: The following activity requires students to taste items. Be advised that some students may be allergic to ingredients such as chocolate or nuts. Provide an alternate safe choice for those students. Be sure each student washes his/her hands before the start of this activity.

C. COOKIE QUALITY

Prior to this activity, prepare a cookie rating chart similar to the one that follows. Select three types of chocolate chip cookies for this activity: one generic or house brand, one middle-of-the-road brand, and one premium brand. Do not reveal the brand of cookies until the end of the activity. Begin by asking the class how they decide what brands of foods to buy. Would they buy the same brands their parents do if they had a choice? On what basis do they make these decisions? Explain that today they will become cookie taste testers and raters. Provide each student with three napkins and a small glass of cold water. (Keep a pitcher handy.) Students write number 1 on one napkin, number 2 on the second napkin, and number 3 on the third. Give students the number 1 cookie and tell them to place it on the corresponding napkin. Remind students not to eat the cookie. Do the same for cookies 2 and 3. Guide the students through a taste test of each cookie, one cookie at a time, with sips of water in between. Students record the information on the chart, rating each cookie on a scale from 1 (Bad) to 10 (Great). Students calculate the class ratings for each cookie and then discuss the factors influencing the choices. Read aloud the ingredient label for each brand of cookie. Announce the cost per serving. Reveal the brand of the cookies. Were there surprises? Ask: "Does this change your ideas about buying certain kinds of products? What are some of the chemicals found in some brands of cookies? What are they for?" Students write a brief paragraph summarizing the taste-testing experience and relating it to examining food labels.

COOKIE RATING FORM				
	Number of Chips	**Taste Rating**	**Texture Rating**	**Comments**
Cookie #1				
Cookie #2				
Cookie #3				

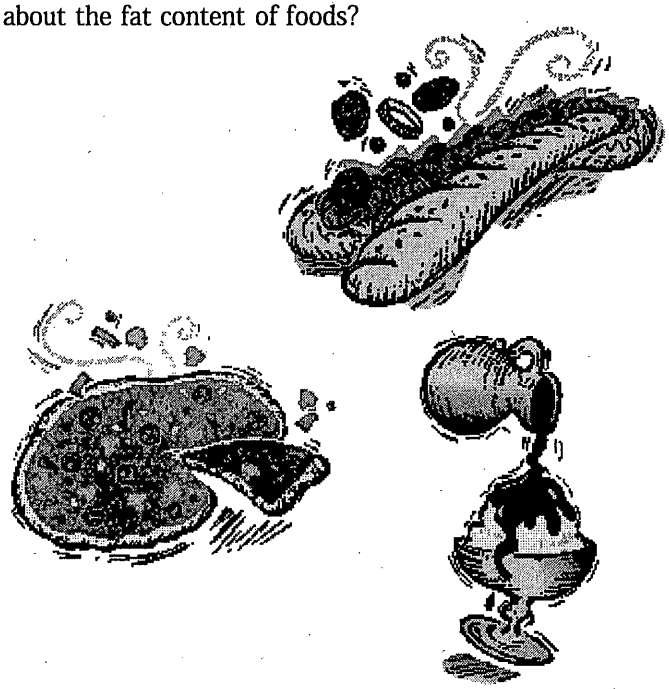
[CCWR: 1.12/3.2/3.3/3.7/3.8/3.12]

D. IS IT FAT?

Choose several different types of foods (e.g., meat, carrots, potato chips, cookies). Cut as many 3 inch squares from a paper bag as you have food samples. Students rub each food on a square of brown paper, remove the food, let the squares dry, and then hold each square up to a high-intensity light. Students observe, record the results, and answer the following questions:

- What effect did the different foods have on the paper?
- Can you determine the amount of fat in foods using this method? Explain.
- How might this information affect your food choices?
- Where can you find information about the fat content of foods?

[CCWR: 3.1/3.7/3.9/3.12]



CONSUMER HEALTH

Indicator 2.1-13: *Examine health product and food labels and advertisements comparing accuracy, content, directions, and value.*

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: Contact the management of the local fast food chains in your town for literature that describes the nutritional value of their foods.

A. FAST-FOOD

Divide the class into five groups. Give each group a "fast-food scenario"—a description of a teenager's fast food eating habits. Each group discusses their assigned scenario and decides whether the teen made a wise food choice. Give the students information about the costs of the selections, and encourage the use of additional resources (e.g., pamphlets, articles, Internet sites) to investigate the nutritional content of the choices. Each group develops three to five recommendations to improve the teen's food choices. Examples of fast-food scenarios might include the following:

- Freddie stops at his favorite fast-food place every day after school for fries and a shake.
- Sally is watching her weight; she selects a salad and lowfat dressing when she eats there with friends.
- Harvey buys the largest cheeseburger they sell (according to the ads, Harvey has a "man-sized" appetite) and combines it with a super soda and giant fries.
- Bonnie never chooses the same thing on the menu—sometimes she'll eat a burger; the next day a fish sandwich.
- Malik always orders his burger plain—no catsup, pickle, tomato, or secret sauce for him.

Variation: Students outline their typical fast-food diet, analyze the nutritional content and calories, and offer suggestions to improve selections.
[CCWR: 1.12/2.5/2.6/3.2/3.4/3.12]

Teacher Tip: The next activity can be modified to use medicines, cleaning or household agents, or health and grooming products.

B. THINK BEFORE YOU EAT

Ask students if they have ever gone to the store looking for something and couldn't find it—only to discover that the label and packaging had been changed. (This happens with paperback books so use these as a visual example.) Talk about the importance of looking carefully at labels to determine what changes have occurred (e.g., size of can or package, serving size, directions, concentration, content). Show various serving sizes of products—especially things like one cookie, one piece of candy, or one

cracker. Divide the class into four groups, and give each group a can of peaches (one generic brand, one light brand, and two regular brands). Each group completes a chart describing the cost of the product, the serving size, number of servings per container, number of calories per serving and nutritional content (including protein, fat, calcium, and other important nutrients). Students note if additives or preservatives have been added. After gathering all this information, the group votes on whether they would buy the product. Exchange products and repeat the exercise until each group has collected information on all four cans of peaches. The entire class discusses the results of the investigation and draws conclusions.

Variation: Instead of using peaches, use fruit juice. Another option is to compare fruit juice and fruit drinks and develop a comparison-contrast chart.
[CCWR: 1.12/3.2/3.7/3.8/3.12]

C. SUGAR SLEUTH

Brainstorm the various names for sugars found in foods (e.g., ***sucrose***, ***corn syrup***, ***fructose***, ***honey***). Provide students with an assortment of food labels. Students look for the foods with the highest sugar content per serving and list the ingredients. Students note the kinds of sugars and sweeteners most often found and the products highest in sugar. After discussion, students write a conclusion based on their sugar investigation.

Variation: Repeat the exercise looking for fat content.
[CCWR: 1.12/ 3.7/3.8/3.12]

D. ADD IT UP!

Brainstorm reasons why additives are put into foods, then have students perform the following experiment. You need one slice of homemade bread and one slice of store-bought bread. Place a slice of bread on a plate, cover it with plastic wrap, label and date it. Leave the plates out at room temperature for several days. Each day, students observe the bread slices and note observations. Students record the date that mold first appears on each slice of bread and compare. Students answer the following questions, using their notes and observations.

- How many days did it take for the mold to appear on each slice of bread?
- What additives are listed on the store-bought bread label?
- Draw some conclusions about the use of food additives.
- What might happen if additives were banned from all food products?

Students investigate various kinds of food additives, including added nutrients, flavorings, and colorants to conclude the activity.

Variation: Students examine grooming products, such as shampoos, toothpaste, and mouthwash and compare additives and chemicals in similar products.
[CCWR: 3.6/3.7/3.8/3.9/3.12]

BEHAVIOR INFLUENCES

Indicator 2.1-14: ***Analyze the influence of peers and the media on risk behaviors, injuries, and violent behavior.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: For the next activity, be sure the peer educators (or peer leaders) represent the diverse backgrounds of your students.

A. POSITIVE PEER PRESSURE

Invite high school peer educators or peer leaders to discuss some of the behaviors, values, and beliefs passed on to them by their families, their culture, and their religion. The peer leaders should discuss how these influences have affected their ability to achieve as a student and how they impact their plans for the future. After the discussion, each member of the class writes a description of a special family tradition or value that is positive, natural, and meaningful for them. Make a class list of the values and traditions identified.

Variation: High school peer educators leaders identify typical adolescent behaviors that conflict with family rules and values, then guide the younger students to identify alternatives to the negative behaviors. The peer educators share some of the situations they experienced (e.g., being pressured to drink alcohol, skip school, use drugs) and discuss how they chose to handle the situations. Divide the class into several smaller groups, and assign each group a peer educator. Each group develops a role-play showing the effective use of positive peer pressure and effective communication skills and then performs the skit for the class. Students discuss the strategies used in the role-plays and suggest additional ones for each situation.

Variation: Students write a story about a young teen in a tough situation dealing with negative peer pressure and how the person handled it.

Variation: Share open-ended vignettes that illustrate peers trying to influence a teen to steal, damage property, cut school, smoke, or participate in other unhealthy or unsafe behaviors. Students write a positive ending to the scenario or act out a positive and negative ending and discuss.
[CCWR: 1.2/4.11]

B. CELEBRITY MESSAGES

Show students a variety of TV commercials and public service announcements (PSA) that use celebrity spokespersons. As you show each one, ask students to focus on the message and not the person. Ask students to identify what the product or message really is. "Why are celebrities used? Were the ads or the PSAs more convincing? Why? Which cost more money to make? Which was flashier? Which ad was more eye catching?" Next, have each student select a celebrity and develop a positive message for kids about a health concern, such as tobacco use, guns, violence, or vandalism. Students design the ad or PSA and perform it impersonating the celebrity.

[CCWR: 1.12/3.15]

C. PARENTS AND PEER PRESSURE

Ask students: "Do you think your parents experienced peer pressure when they were growing up? What kind of pressure? What kinds of activities were they pressured to participate in? Have they ever told you about such incidences?" Students interview one of their parents or another adult to find out what peer pressure was about in the "olden days." and share the results of the interview with classmates. Display the written interviews, along with a picture of the person interviewed. Frame the interview with questions such as:

- What kinds of pressures do you remember when your were my age?
- Were there pressures to dress a certain way? To join a club or gang?
- Were there pressures to smoke, drink, and use drugs?
- What kinds of groups existed in school?
- What did people do to resist peer pressure?
- What is your best piece of advice for me?

Variation: Students interview a high school or college-age student about incidents of peer pressure. **[CCWR: 3.1/3.3/3.12]**

BEHAVIOR INFLUENCES

Indicator 2.1-14: ***Analyze the influence of peers and the media on risk behaviors, injuries, and violent behavior.***

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: The following activity requires students to watch television for a prescribed period of time and analyze activities and attitudes presented in the shows. To enlist the help and support of parents, notify them of this assignment and suggest they watch the shows with their child. Some students may not have access to a television. In such cases, arrange for students to watch an appropriate show after school or in the media center.

A. TV VIOLENCE LOG

Brainstorm the names of TV shows the students watch most often. Ask: "How many of the shows feature violent behavior?" Students watch one TV show per day for one week and record the number of violent acts on the show. At the end of the week, students share the names of the shows they watched and the number of violent acts seen on those shows. Students total the number of violent acts seen per show, per night, per week or on one network. Students draw conclusions about the incidence of violence on TV and how it is portrayed. Do they feel this has a direct effect on people's behavior? Students write letters to the local station, the network, or the show's stars regarding some of the actions they think should not be shown on television.

Variation: Students compare their findings with the TV ratings system. Does the system work? Students compare the TV rating system and the movie rating system.

Variation: Students log incidents of sexual behavior on TV shows.

Variation: Students look through local newspapers for incidents of violent behavior, noting trends and comparing local crime statistics. Contact the local police department to obtain community statistics.
[CCWR: 3.1/3.7/3.9/3.12]

B. TV LOG - REVISITED

Using the TV log created in the previous activity, students answer the following questions:

- What kinds of violence were portrayed?
- How did the victims deal with it? the family members? the community?
- Who was involved? age? gender? race or ethnic group?
- Where did the violent acts occur? on city streets? in the home? in school?

Discuss the answers to the questions and compare with national trends and crime statistics. Show students excerpts from two or three TV shows where violent behavior was dealt with inappropriately. Then show examples of positive ways to deal with violence. Discuss alternative approaches to the examples. Students list 10 things they can do to avoid violence.
[CCWR: 3.1/3.7/3.9/3.12]

Teacher Tip: The following activity allows students to examine the influence of peers on their own behavior. Instruct students to answer each question honestly and to keep their responses confidential.

C. THE INFLUENCE OF FRIENDS

Ask the class: "How many of you have done something just to go along with the crowd?" Tell students that even adults have trouble "thinking for themselves" at times. It takes lots of practice. Read aloud the following 10 questions that address ways students deal with their peers. Each student indicates on a sheet of paper a yes or no response to each question.

THE INFLUENCE OF FRIENDS

Directions: Answer each question by indicating YES or NO. Tabulate the number of YES answers and NO answers.

1. Have your friends ever pressured you?
2. When you feel alone or lonely, do you have a problem making a decision?
3. Do you ever do some things just so your friends won't make fun of you?
4. Do you sometimes act one way with one group and another way with your friends?
5. Do you have the same goals as your friends?
6. Have your goals changed or have you achieved fewer of them since you started hanging out with your current group of friends?
7. Is it hard for you to make new friends?
8. Do you spend most of your time with one group of people?
9. Do your parents disapprove of your friends?
10. Would you feel guilty if you stopped seeing a friend who no longer shared your values?

Scoring: If you have more NO answers than YES answers, you are in better control of your life and the decisions you make. The more NO responses, the more likely you are to be able to resist negative peer pressure.

Conclude the activity with a journal writing exercise focusing on strategies to handle peer pressure. **[CCWR: 3.1/3.9/3.13]**

D. BRAND-NAME MATCH GAME

Divide the class into teams of five. All participants need paper and a pencil. Each team plays the *Match Game*, in which they are asked to match a product name with the choices of others. To do this, one team sits facing the class. Name a category of consumer goods, such as candy bar or shampoo and instruct the class to write down a favorite brand of the product (e.g., if the category is candy bar, students might write Snickers, Reese's Peanut Butter Cup, Hershey Bar). While the audience completes this task, the first team predicts, in writing, the brand they think classmates will select as their favorite. Team members who guess the same brand as the majority of their classmates win team points. After a prescribed number of questions or time, teams switch. After all teams have had a chance to play, ask a few volunteers to justify why they choose particular brands. Explain that it is important to have a good reason to buy and use a particular product, not just because the rest of the class or an ad tells you to choose it. Students list information needed to become a better-informed consumer.

Variation: Team members who guess correctly remain on the panel to earn points. A member of the audience replaces team members who do not guess correctly. Students develop a checklist of things to consider when making a purchase of goods or services.

Variation: Students list the top 10 reasons why people buy certain products. Create a class list on the chalkboard. Students rank the reasons from highest to lowest priority. This assignment creates much discussion as students justify their answers. After the rankings are complete, ask if the rankings might change with different kinds of products. Assign each student a specific product (e.g., a car, home, appliance, TV). Each student asks an adult what factors they consider when making such a purchase. Share the results with classmates and compare with the original list.
[CCWR: 1.12/3.1/3.9/3.10/4.6]

HEALTHY ADULTHOOD

Indicator 2.1-15: ***Describe a healthy adult, discuss adult physical and mental health problems, and use health assessment data to develop strategies for reducing health problems and related risk factors.***

SAMPLE LEARNING ACTIVITIES: 9-12

A. LIVING A BALANCED LIFE

Brainstorm definitions of the word ***balance***. Explain that being a balanced adult means understanding and meeting your social, emotional, and physical needs. Achieving balance with attention to self, career, and relationships is sometimes very difficult. Write "self", "career," and "relationships" on the board as headings for three columns. Brainstorm aspects of life that fit in each area. The completed list should look something like this:

SELF	CAREER	RELATIONSHIPS
■ Fitness	■ Student	■ Spouse
■ Health	■ Home	■ Dating
■ Spiritual	■ Volunteer Work	■ Friends
■ Emotional	■ Working for Pay	■ Family
■ Sleep	■ Travel on the Job	■ Parents
■ Hobbies	■ Professional Development	■ Children

Divide the class into four groups, and give each group a large cardboard circle. Students read and discuss a description of a person's life and decide what percentage of the person's life is devoted to each of the three aspects of balance. If the person's life is not balanced, the group makes suggestions to create more balance. Each group presents their individual's story and describes the balance or imbalance in his/her life and ways to improve it. Examples of situations might include:

- This person spends 60 hours a week at work and travels a lot with his/her job. He/she is active in the community.
- This person works in a bank and is very popular because he/she is very sociable. He/she never says no to a friend or family member.
- This person works out in a gym most of the day and works on a novel the rest of the day. He/she spends little time with family or friends.
- This person is an accountant for a large oil company. He/she plans time very carefully; attempts to spend time with his/her family, and continues to keep physically active.
- This person works part-time and is a part-time student at a local college. He/she spends his/her free time at clubs and bars looking for the "perfect" date. He/she lives in his/her parents' home but is only there to sleep.

[CCWR: 1.2/3.2/3.8/3.9/3.13]

B. DARE TO BE 100

Brainstorm attitudes about senior citizens. Explain that the process of aging is very misunderstood. Older citizens may be treated differently depending on the cultural background of the family. Students develop a plan to achieve old age entitled "Dare to Be 100." Students list at least 20 suggestions to help them achieve the "ripe old age" of 100 years. Students consider ethnic and hereditary factors in the development of the plan.

Variation: Invite a panel of adults at various life stages to speak to the class about ways they stay young and healthy.

Variation: Students interview senior citizens about the positive things in life that have kept them active and healthy and ask them how they deal with the changes and problems of aging.

Variation: Students shadow a senior citizen for a typical day and write a journal outlining his/her activities. Compare the day's events with the stereotypical perceptions of "A Day in the Life of a Senior Citizen."

Variation: Interview a local citizen who is at least 100 years old. Plan a life celebration, hold the event, and record the day's events on videotape.

[CCWR: 4.1/4.6/4.7]

C. ENVISION YOUR LIFE

Ask students: "What is your life like right now? How do you expect it will change as you grow older?" After a brief discussion, explain that there are certain factors that impact health and well being as individuals grow older. Students make predictions about their life, addressing the four important areas noted on the chart below. Students complete the chart, share their predictions, and justify their responses. After discussing the charts and predictions, emphasize that having goals contributes to wellness. Students write an action plan on their life goals, outlining how they expect to achieve them.

LOOKING AHEAD

Age	Where You Live	Job or Major Activity	People Closest to You	Interests and Hobbies
Present				
20				
30				
40				
60				

[CCWR: 3.2/3.10/4.1/4.3]

D. LIFE EXPECTANCY

Students research and compare health problems that affect adults such as diabetes, HIV/AIDS, heart disease, cancer, or depression. Students collect information about the incidence of the condition by age, race, ethnic background, and gender; investigate trends in the disease in the last 10 years and 5 years; and make predictions for individuals with the disease. Based on the information, students write a letter of advice for an imaginary friend that has a history of the disease in his/her family.

Variation: Divide the class into small groups, and assign each group a case study similar to the one that follows. Using the data provided in the study and additional information obtained from other resources, groups discuss the implications of the condition for the individual, family members, and any future children.

SAMPLE CASE STUDIES

Case Study #1
Niki has been told she has sickle cell trait. She knows she does not have the disease—she feels fine— but she's not really sure what this means for her future.

Case Study #2
Ari has been diagnosed as HIV positive. She can't figure out where she might have contracted the virus because she only had sex with one man. Ari wants more information on how this disease may affect her pregnancy.

Case Study #3
Tarqui has been told he has high cholesterol. His dad has high blood pressure, and his grandmother had a stroke. Tarqui is only 18—how could he possible be concerned now—only old people have heart attacks and strokes.

[CCWR: 2.6/2.7/3.2/3.4/3.5/3.12]

Teacher Tip: The next activity requires students to evaluate the health of their community. Use this activity to get students involved in community service projects that enhance the health and well-being of citizens.

E. DESIGN A HEALTHY COMMUNITY
Read aloud a profile of an unhealthy community (e.g., noise, pollution, crime, poor sanitation, crowded conditions, toxic waste). Explain how a healthy community contributes to the overall health of an individual. Divide the class into small groups to design a healthy community. Students include access to healthcare services and describe ways the community addresses issues such as violence and drug use. Students design a healthy community using computer simulation or models and present their community to the rest of the class.

Variation: Students survey their community for evidence of healthy and unhealthy conditions and compile a class list of the observations. Divide the class into small groups, each group addressing one unhealthy aspect of the community. Groups describe the conditions and develop action plans to remedy or improve the conditions. Groups share their plans and the class votes on the best plan. The entire class presents the plan to community officials at a town meeting.
[CCWR: 2.2/2.6/2.7/2.8/2.9/3.4/3.5/3.13/4.2]

FACTORS THAT INFLUENCE WELLNESS

Indicator 2.1-16: ***Analyze the impact of genetic, nutritional, behavioral, cultural, and environmental factors on the functioning of body systems and use this information to identify responsible health practices.***

SAMPLE LEARNING ACTIVITIES: 9-12

A. TURN OFF THE TUBE AND MOVE

Write five benefits of exercise on five separate index cards. Divide the class into five groups and give each group an index card. Each group identifies three television programs that adolescents watch and creates a news story that will be used to interrupt one of the identified TV programs. For the presentation, students pretend to watch a certain TV show. Students may actually use footage from the show in the presentation. While students are watching the show, announce "We interrupt this program (name the show) to bring you the latest reasons why you should turn off the tube and move." Students use the reasons noted on their card as part of their news flash. After all groups have presented, discuss the relationship of activity to lifetime wellness. Students develop a contract to forego at least one TV show in order to exercise for thirty minutes at least three times per week.
[CCWR: 3.1/3.9/3.12/3.15]

B. ENVIRONMENTAL *PICTIONARY*

Modify the classic game *Pictionary* to address environmental health issues. Divide the class into two teams. Each team guesses a word or term that relates to a team member's drawing. The team that guesses correctly gets team points. The team gets bonus points if a team member can relate the term to a positive health behavior. For example, if the term is noise pollution, the positive behavior might be to turn the music down.
[CCWR: 3.12/3.13/4.2]

C. PROBLEMS WITH THE SYSTEM

Students select a body system and research health problems associated with that system, selecting one condition for further research. Students develop a research portfolio outlining the factors associated with the particular condition (e.g., genetic, nutritional, behavioral, cultural, environmental). Students emphasize how to prevent or reduce one's susceptibility to the health condition. Students share their findings in a research forum—a roundtable discussion of related health conditions. For example, students choosing the cardiovascular system may conduct research regarding mitral valve prolapse and share their findings with other students investigating cardiovascular disorders. Students selecting the respiratory system might narrow their research to asthma or tuberculosis. Display the portfolios for all students to review.

Variation: Students develop a series of computer graphics or illustrations that trace the origins of a disease and track the changes in the body if the disease progresses untreated.
[CCWR: 2.6/2.7/2.8/3.2/3.4/3.5/3.8]

D. CANCER PREVENTION

Students research a particular kind of cancer and develop a cancer prevention pamphlet, commercial, or public service announcement (PSA). For example, students focusing on colon cancer could inform the public about the effects of the dietary guidelines on cancer prevention. Students focusing on breast cancer might develop a question and answer sheet on self breast examination. Students focusing on skin cancer could emphasize the use of sunscreen. Students publish their pamphlet or videotape the commercial or PSA. Students can also develop announcements for the school TV or radio station to be used during Cancer Awareness Week.

Variation: Students develop a similar campaign for cardiovascular disorders, Lyme disease, or diabetes.

[CCWR: 2.2/2.6/2.7/2.8/3.4/3.5/3.15]

E. ENVIRONMENTAL LINK

List the following statements on the board:



I will:

- Be concerned about environmental issues.
- Keep the air clean.
- Keep the water clean.
- Keep noise at a healthful level.
- Keep the indoor environment free of pollution.
- Protect myself from radiation.
- Dispose of solid waste.
- Recycle.
- Be aware of the effects of an overcrowded world.
- Cooperate with environmental protection agencies.

Divide the class into 10 groups and assign one statement to each group. Groups brainstorm actions that support the assigned statement. Give each student a strip of colored paper 11 inches long by 2 inches wide. Each student writes one of the actions selected by his/her group on the paper. Students mingle with students in the other groups. As the students mingle, one student identifies the skill or action identified on his/her sheet of paper, announces the skill, and links with another student. Staple the two pieces of paper together to link and continue to do this until the entire class is linked on one long paper chain. Discuss why the 10 actions are linked, and encourage students to speculate what might happen when one of the links is broken. Students develop a list of ways they can influence others in their community to protect the environment.

[CCWR: 3.2/3.9/3.12]

F. JUST ONE LOOK

Ask students to bring to class a pair of sunglasses and a mirror. Students get just one look to determine how fashionable their sunglasses really are. Students vote which sunglasses they like best. Ask students to share the criteria they used to make the decision. Then pose this question: "What criteria should you use to purchase a pair of sunglasses?" Explain the standards for sunglasses, and discuss potential health hazards that can occur when the eyes are not protected.

Variation: Discuss the need to wear safety glasses or goggles in labs and shop. Show various forms of protective eye equipment used in vocational settings. Demonstrate first aid techniques used for eye injuries.

Variation: Compare the need for sunglasses to the need for skin protection. Discuss the use of tanning equipment, tanning products, and sunblock or sunscreen. Students create posters or develop pamphlets to be displayed and distributed prior to summer break.
[CCWR: 1.12/5.1/5.4/5.5/5.6/5.7]

HEALTHCARE

Indicator 2.1-17: ***Analyze situations that require professional health services, analyze the costs and sources of payment, and discuss how these factors influence the accessibility and delivery of healthcare.***

SAMPLE LEARNING ACTIVITIES: 9-12

A. CHOOSING HEALTHCARE

Students select a specialty healthcare provider (e.g., music therapist, dental hygienist, medical technician, pediatric nurse practitioner, nurse midwife, psychiatrist); research career preparation, licensing requirements, and job specifications; and develop a list of 10 criteria to consider when choosing that type of healthcare provider. Students develop a community resource guide using the information.

Variation: Students research various kinds of healthcare facilities (e.g., nonprofit hospital, voluntary agencies, community clinic, college health centers) and develop a criteria list and/or a resource guide as noted above.

Variation: Provide students with a description of health services delivered by a community agency or health professional. Students match the description with the correct agency name or professional title.

Variation: Research types of life, health, and disability insurance. Develop a guide for students describing each type and the benefits and problems associated with each.
[CCWR: 1.5/1.12/1.7/1.9/3.4/3.8]

B. WHO PAYS FOR HEALTHCARE?

Invite a personnel or benefits director from a large company to discuss the health benefits package available to employees. (You may prefer to have a panel of speakers representing various employers in the community.) Be sure the speakers address terminology such as ***pre-existing condition***, ***deductible***, ***copayment*** and ***lifetime limit***. After the presentation, divide the class into groups. Give each group a folder that describes an insurance package. Students review the package and list the positive and negative aspects of the program. The guest speakers circulate and assist in the review. Each group presents their package and the class votes on which benefits package they think is the best. Students justify their choices.

Variation: Provide students with case histories of individuals with illnesses or injuries that require hospitalization or long-term healthcare. Students interview hospital representatives, healthcare providers, pharmacists, and insurance company representatives to determine the costs and parameters of care. A speaker from the local hospital may be used to explain hospital charges and recent changes in length-of-stay necessitated by insurance reform.

SAMPLE CASE STUDY

Maria has a 6 year old brother with severe asthma. Her family does not have insurance and they do not qualify for Medicaid. When Jose has a bad asthma attack, Maria has to rush him to the local emergency room. Usually they give him some new medicine and send him home. He has not been to his asthma doctor in over a year and he has four new medicines to take. Maria is concerned that he is on too many medicines.

[CCWR: 1.12/3.4/3.8/4.2/4.6/4.7]

C. WHERE TO GO

Explain that it is important to know where to go to get appropriate healthcare, especially when students will be moving out, going to college, or joining the armed forces. Divide the class into small groups and give each group a scenario. Students analyze the problems noted in the scenario, conduct appropriate research, and make recommendations for care. Students discuss their conclusions and suggestions with the rest of the class. Scenarios might include the following:

- S. W. missed her last period and has been nauseous the last 2 weeks.
- J. W. has constant pain in his knee and sometimes it is swollen. He has been taking an over-the- counter medication for over 2 weeks.
- T. W. has pain on urination and continues to have unprotected sex with several partners.
- P. W. has had shortness of breath and feels her heart pounding whenever she takes a test.
- Q. W. has had frequent nosebleeds, tires easily, and has bruises on his arms and legs.

[CCWR: 2.6/3.4/3.8/3.13]

Teacher Tip: The "Game of Life," sponsored by the South Jersey Perinatal Cooperative, is a modified health fair where agency representatives assist students with hypothetical problems. The Game offers students an opportunity to solve a variety of problems ranging from finding healthcare to obtaining insurance to taking job-related courses. Representatives from community agencies and businesses are used to authenticate the experiences. For more information, contact the Cooperative at (609) 665-6000.

D. SCAVENGER HUNT

Provide students with a series of questions or a problem to solve related to obtaining healthcare. To solve the problem, students solicit assistance from local health agencies or providers and report the results to the class. Sample questions might include the following:

- Where can you go for anonymous HIV testing? If you find out your test is positive, where do you go? If it's negative?
- Where do you go to obtain prenatal nutrition counseling?
- You need transportation to the local health clinic for some tests. Who can you call?
- You have no insurance and you need a pregnancy and STD test.
- Your mother is very ill and you need some help around the house so you can attend school.
- Your friend wants to have an abortion. Where can you help her find out more about the procedure?
- Your family is in chaos. Your father left town and your mom is very depressed. Your brother starting drinking again. Where can you go for help?

[CCWR: 3.1/3.4/3.8/3.12]

EMERGING HEALTH ISSUES

Indicator 2.1-18: ***Discuss and compare the influence of public health policy, government regulations, research, medical advances, and the healthcare industry on current and emerging health problems.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: **The next activity requires students to collect and organize information about community resources. Be sure the information is accurate before disseminating the information to the community. Include agencies that address the needs of specific cultural and ethnic groups.**

A. AGENCIES THAT PROTECT YOUR HEALTH

Students compile a list of local, county, state, federal, and international agencies and organizations that protect and promote health (e.g., local, county, and state health departments, CDC, WHO, American Cancer Society [ACS], American Heart Association [AHA], Children's Defense Fund [CDF]). Students choose one agency and create a chart, booklet, or display focusing on the purpose of the agency, the organizational structure, funding, and important agency projects. Students should also include the location(s) of the agency and contact information in their project. Students establish a mini-health fair to showcase information about the agencies.

Variation: Students combine their research to develop a resource booklet. Students develop a distribution plan and disseminate the information as part of a community service project.
[CCWR: 2.6/2.7/2.8/2.9/3.4/3.5/3.15]

B. ETHICS IN HEALTHCARE

The media has drawn attention to a number of ethical issues in healthcare. Share articles from newspapers and magazines or information from Web sites that illustrate some of these issues. Pose a number of questions for student research and debate. After students debate each question, the class votes on the issue based on the information provided. Each student completes the assignment by writing a brief journal entry "What I Learned From Both Sides."

SAMPLE DEBATE QUESTIONS

- Should some people not be eligible for organ transplants (e.g., prisoners, individuals with other terminal illnesses)?
- Should assisted suicide be legal?
- Should medicinal marijuana use be legal?
- Should the state provide clean needles to drug users to decrease the incidence of HIV infection?
- Should mothers who use drugs be permitted to keep their babies?
- Should bicycle and motorcycle helmets be required by law?
- Should insurance companies be required to pay for contraceptives?

[CCWR: 2.6/2.7/2.8/2.9/3.4/3.5/3.8/3.12/3.15/4.6]

C. WHAT'S NEW

Discuss some of the technological and medical advances of this century (e.g., polio vaccine, antibiotics, organ transplants). Students investigate a cutting-edge therapy or device such as artificial blood, the use of cloning and recombinant DNA, artificial heart valves, or new drugs to treat diseases such as cancer or HIV/AIDS. Students prepare a written report on the subject.

Variation: The class develops a time line mural that illustrates specific events that contributed to world health.

Variation: Students research trends in healthcare over the last 50 years, the last 25 years, the last 10 years and the last 5 years. Have health conditions changed? What has happened to hospitals? What about medical training? nursing? How has technology affected jobs? Based on the information compiled, students make predictions about the healthcare industry in the next century.

Variation: Interview two healthcare professionals—one a recent graduate and one who has been practicing for at least 20 years. Ask the individuals the same questions. Compare their responses.

Variation: Videotape interviews with a variety of healthcare professionals. Ask each professional to discuss a significant issue or concern they have about the future of healthcare. Create a video featuring all of the professionals. Students script the introduction to the interviews and additional material for the video.

[CCWR: 2.1/2.10/3.1/3.4/3.9/3.12]

INJURY PREVENTION

Indicator 2.1-19: ***Describe the principles of injury prevention and risk management, analyze factors that contribute to the incidence of injuries and violence, and develop strategies for prevention.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: The following activity focuses on motor vehicle safety. Be sure to emphasize the use of seat belts. Coordinate this activity with lessons on penalties for driving under the influence.

A. BUCKLE UP

Ask two volunteers to mold a glob of clay into a ball and make a nose with some extra clay. Each student volunteer stands 10 feet from the board. Tell the class they are about to witness two simulated motor vehicle crashes. The two globs of clay represent the "victims" in the accident; neither is wearing a seatbelt and there is no airbag. In the first accident, the "vehicle" is proceeding at 55 miles per hour. The first student throws the ball of clay at the board as hard as he/she can. Retrieve the clay and show that the victim has been seriously injured. The second vehicle is moving at 25 miles per hour. The volunteer gently tosses the clay victim at the board. Even though the speed was slower, the victim has still sustained injuries. Discuss the experiment and have students draw conclusions. Students list factors that contribute to motor vehicle crashes and deaths (be sure to include pedestrian incidents). Divide the class into small groups to develop a list of guidelines to reduce one's risk of injury or death. Reconvene the class and complete a class list of risk-reduction guidelines.

Variation: As part of a schoolwide safety campaign, students create a motor vehicle risk-reduction pamphlet and poster. Provide each student holding a driver's license with a copy of each.

Variation: Divide the class into small groups, and give each group a driving situation to analyze. Students recommend safety precautions and driving strategies to reduce the risk of injury or crash. Sample situations appear below.

DRIVING SAFETY SITUATIONS

Situation #1: You just got your driver's license. It wasn't snowing when you left home but now it's coming down hard—and you have an hour drive to get home.

Situation #2: The roads are very wet and slippery. The driver in front of you keeps stepping on the brakes and it's hard for you to see in the rain.

Situation #3: Your friends all want a ride, but you only have seat belts for three passengers and there are six people. Some of your friends say they will ride in the back of the station wagon without a seat belt.

[CCWR: 3.6/3.7/3.9/3.12]

B. SAFETY DEBATE

Students investigate existing and proposed highway safety laws and prepare to debate the issues. Examples of possible topics include the following:

- The 65-miles-per-hour speed limit
- Age for first driver's license
- Liability when driving under the influence
- Mandatory motorcycle helmets
- Mandatory child safety restraints
- Restricted driver's license
- Mandatory seat belts
- Mandatory car insurance
- Deactivating airbags

[CCWR: 2.6/2.7/3.1/3.4/3.5/3.12]

Teacher Tip: Encourage the athletic trainer to serve as a resource for the next activity.

C. SPORTS INJURIES

Students select a sport or recreational activity and investigate the most common injuries associated with the activity. Based on their findings, students develop a plan to increase safety and prevent injuries when participating in the activity.

Variation: Students develop a poster or booklet for younger students promoting sports and game safety (e.g., a skateboard or roller blading safety book or poster).
[CCWR: 2.6/2.7/2.8/3.1/3.4/3.5/3.15]

Teacher Tip: Solicit the assistance of a local public relations firm with this project. Be sure the information is accurate before allowing students to implement their campaign. The campaign can serve as part of a community service project.

D. MARKETING YOUR MESSAGE

Brainstorm slogans coined for health issues such as "Just Say NO" or "Be Smart, Don't Start." Divide the class into small groups to develop a public relations campaign and slogan for a particular health issue. The group functions like an ad agency hired to develop a campaign. Students select a problem or issue, find a target audience, investigate the problem, collect data, hold focus groups, and develop an action plan. Students brainstorm the knowledge, skills, and attitudes that impact the risk of personal injury or susceptibility to the health problem. Groups develop a campaign strategy statement, outlining the names of the PR team, the problem, and the campaign objectives. Finally, each team presents their campaign to the class and asks for constructive feedback. Students finalize and implement their plan for the target audience.
[CCWR: 2.2/2.5/2.6/2.7/2.8/2.9/3.1/3.4/3.15]

MEDIA INFLUENCES

Indicator 2.1-20: ***Analyze the influence of the media on risk behaviors, disease prevention, and the incidence of injuries and violent behavior.***

SAMPLE LEARNING ACTIVITIES: 9-12

A. WHAT'S ON TV?

Students watch a different type of TV show each night (e.g., news, comedy, family, drama, horror soap, talk show) for 5 nights and record the types and number of sexual references and incidents that occur in each show. Discuss how these images impact decisions made by teenagers. Students answer the following questions:

- What were the messages? Who were they aimed at?
- What is the target audience of the show?
- What time of day is the show televised?
- How do you think the messages impact children? adults? teens?

Variation: Adapt the activity to investigate incidents of violence, tobacco use, or the use of alcohol and other drugs.
[CCWR: 3.2/3.3/3.7/3.9/3.12]

B. IMAGES IN THE MEDIA

Pose the following questions: "How are people with diseases and health conditions presented in the media? What about individuals with disabilities?" Show several excerpts from movies or TV shows that feature characters with disabilities or chronic health conditions (e.g., *Philadelphia, Rain Man, Life Goes On*). Students consider the following questions: "Are the individuals with disabilities accurately portrayed? Are they portrayed sympathetically? What messages are presented? How could the shows be more effective in their portrayals?"

Variation: Invite individuals with various disabilities or health conditions to talk about media issues. The panel should address stereotyping and inaccurate portrayals and give examples of positive messages.
Variation: Students look through magazines and newspapers to identify products and companies that use models with physical disabilities and investigate companies that produce or sell specialized equipment for individuals with disabilities (e.g., medical equipment, toys, clothing). Discuss the needs of individuals with disabilities and the companies' responses.

Variation: Students research laws that protect individuals with disabilities from discrimination. How have these laws affected attitudes towards individuals with disabilities? What has been the impact on the workplace?
[CCWR: 2.2/3.2/3.3/3.7/3.9/3.12/4.6]

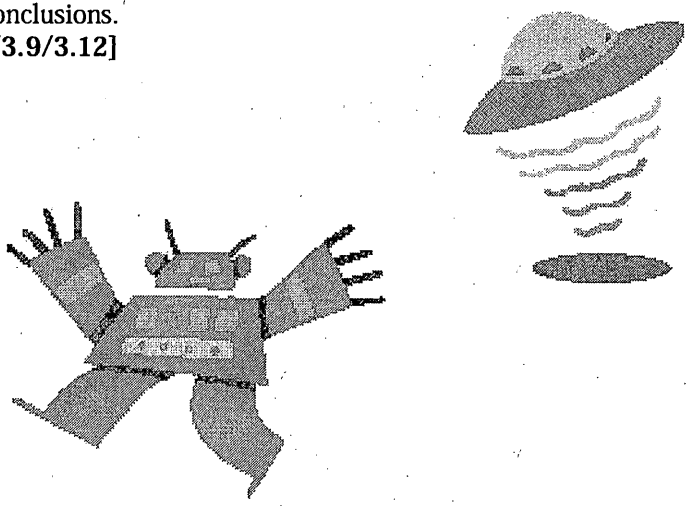
C. CARTOON CAPERS

Show several clips from children's cartoon shows. Ask students to withhold their comments until they have seen all the clips. Initiate a discussion of violent incidents on the shows, and have students speculate on how children at various ages might respond to the violent acts portrayed.

Variation: Many cartoon shows have both overt and subtle references to sexual issues (e.g., double entendres, characterizations, costuming). Students view at least three different cartoon shows aimed at young children, list the messages, and share with classmates.

Variation: Students show several short cartoon clips to small groups of elementary students and solicit the students' comments and reactions to the cartoons. Students compare the reactions by age and gender to draw conclusions.

[CCWR: 3.2/3.3/3.7/3.9/3.12]



Standard 2.2: Personal, Interpersonal, and Life Skills

All students will learn health-enhancing personal, interpersonal, and life skills.

SKILLS FOR LIFE

As we enter the 21st century, students face unparalleled demands. In order to meet these demands, educators must prepare students to become competent and caring adults who are able to understand, manage, and express the social and emotional aspects of their lives. Academic success is not enough; rather, students must learn to work as part of a team. Students need to learn how to make responsible decisions about social and health practices and how to resist negative peer pressure and the pressure of the media. To become competent and caring adults, students need to learn how to set goals, prioritize needs and wants, and balance their lives. By adopting positive, health-enhancing behaviors, students will be better prepared to assume their role as productive workers and citizens. (Elias et al., 1997)

Standard 2.2 seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, and problem-solving skills. This *Standard* focuses on the requisite skills for everyday life — in school, on the job, and in the home. It emphasizes conflict management, stress reduction, and coping skills and seeks to empower young people to make informed decisions about their health and the health of their family, friends, and community. With a continuing emphasis on wellness, this *Standard* and its cumulative progress indicators lead students to develop a plan for lifelong wellness, including assessing personal needs, budgeting, and evaluating progress towards goals. These are critical skills for successful adulthood.

Standard 2.2 is closely aligned with all of the *Comprehensive Health Education and Physical Education Standards*. Students begin by learning the necessary skills, then move towards application of those skills in a variety of health-related situations. Students need ample time to practice the skills and reflect on their progress. In order to feel comfortable and competent, students need to use the skills consistently. Activities that support skill acquisition and practice can be found in each of the *Comprehensive Health Education and Physical Education Standards.*

Employers look for team players who are flexible thinkers and problem solvers. Social competence, handling emotions, and managing social relationships are important abilities for workplace success. This *Standard* supports and complements many of the *Cross-Content Workplace Readiness Standards* and indicators.

Educators are urged to use the sample learning activities across the spectrum of health behaviors and conditions so students are prepared to make healthy choices. *Standard 2.2* focuses on health-enhancing behaviors and skills that enable and empower students to resist destructive behaviors and seek out positive opportunities for growth and learning.

HEALTH INFORMATION

Indicator 2.2-1: *Describe and demonstrate a variety of ways to convey health information and ideas.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: This *Standard* focuses on effective communication and problem solving skills. In addition, research skills are an integral element of this *Standard.* Collaborate with the library media specialist to enable students to access needed information from print materials (e.g., reference books, encyclopedias, almanacs, periodicals, vertical file); on-line (e.g., the Internet, magazine and newspaper databases, encyclopedias); and networked or single-user CD-ROMs (e.g., magazine and newspaper databases, encyclopedia, specific topics). The library media specialist can assist students to evaluate the appropriateness of researched material and its application to the assigned task.

A. HEALTH HELPERS MURAL

Students brainstorm people and places they can go to for help and information about health and use this information to create a mural depicting "health helpers" in action. Students use the mural as background to create a role-play for each health helper (e.g., a student asking the school nurse for help with a cut, a counselor offering help after a student's pet dies). Display the mural in the hallway and add new faces or agencies as the school year progresses.

Variation: Students visit a hospital, health clinic, or health education center and create a panel drawing (a sheet of drawing paper folded into four squares) of their visit.

Variation: Using children's television shows, discuss real vs. imaginary helpers (e.g., Spiderman, Batman, other cartoon heroes). Discuss why it is important to know to whom and where you can go for help. Students draw a picture of their favorite health helper.
[CCWR: 3.4/3.15]

B. WATCHING TV ADS

Show several television ads for healthcare products, such as toothpaste, soap, or exercise equipment. After each commercial, ask the students what the ad was trying to sell. Ask: " How do you know the information in the ad is correct?" Have a volunteer restate the ad, and have the class vote on the accuracy of the restatement. Divide the class into small groups. Each group brainstorms a list of people who might be a good source of information about the ads (e.g., dentist, parent, nurse). Create a class list and discuss. Each student selects one product they currently use and like and develops a print ad for the item. Students must use accurate information about their product. Students share their ads with the class and critique the ads for accuracy and appeal.

Variation: Use ads from newspapers, magazines, and Web sites. Assign one ad to each small group. Students discuss the ad, determine what the ad is trying to sell, and vote on whether the ad is accurate and effective. Each group shares their ad with the class.
[CCWR: 1.12/2.6/3.15]

C. FOLLOWING DIRECTIONS

In small groups, students write and/or illustrate directions for a common health practice. Each group trades its directions with other groups. Can each new group follow the directions? Are the directions clear? Each group makes suggestions to improve the directions, then passes them on to another group. When the directions have completed the class review, groups rewrite or revise their original directions based on the feedback provided by classmates. Each group then demonstrates its activity using the directions. Sample health practices for this activity might include:

- Washing Hands
- Brushing Teeth
- Fastening Seat Belt
- Flossing Teeth
- Wearing a Bike Helmet
- Selecting a Balanced Breakfast

[CCWR: 3.8/3.14]

Teacher Tip: Use cross-age teachers (peer educators) to assist with the next activity.

D. PROBLEM BRAINSTORM

Ask students: " When you have a problem, what do you do? Is there someone you can always go to when you have a problem?" List the responses on the board and explain that whenever a person, even an adult, experiences a problem it is okay to ask for help. In small groups, students solve problems by listing potential sources of help on a chart (similar to the one below) and then share their ideas with the rest of the class.

PROBLEM	OPTION 1	HELPER	OPTION 2	HELPER
I'm lost.				
I feel sick.				
I don't understand.				
I forgot my lunch.				
I got in a fight.				
I was approached by a stranger.				

Variation: For younger students, provide pictures of potential helpers. Students match the situation with the correct community helper.
[CCWR: 3.5/4.2]

HEALTH INFORMATION

Indicator 2.2-1: *Describe and demonstrate a variety of ways to access and convey health information and ideas.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: As preparation for the following activity, students need an understanding of some of the legal issues regarding false advertising.

A. CHECK OUT THIS MESSAGE

Students locate ads in magazines, newspapers, or on the Internet (e.g., toothpaste, weight-loss products, mouthwash, toys, sports equipment). Focus the students on products that may be harmful if used incorrectly. Divide the class into small groups and give each group one of the ads. Students identify words or pictures that promote the product as safe, fun, trendy, or absolutely necessary. After group discussion, students present their ads to the rest of the class and develop a list of tips for consumers when they look at ads.

Variation: Small groups develop a role-play of one of the ads and present the skit to the class. Students critique the role-play for factual information, false advertising, and gimmicks and then identify ways that the product is promoted as safe, fun, or necessary.
[CCWR: 2.6/2.8/3.15/42.]

B. SOURCES OF ADVERTISING

Brainstorm sources of advertising (e.g., billboards, storefront ads, contests, sporting events, brand name clothing and equipment, T-shirts, balloons, airplanes with banners, comics, signs on buses, planes, and taxis). For one week, students keep a log listing messages from the sources noted above. After completing the logs, students graph the number and types of ads for each category and discuss the accuracy, appeals, and messages in the ads.

Variation: After a discussion of the ads, students list additional sources for information about the kinds of products being advertised (e.g., toothpaste/dentist).
[CCWR: 3.7/3.8]

C. ADVERTISING TECHNIQUES

Pose the following question: " Have you ever bought a product, like cereal or candy, and expected it to be really great and then after you tried it, it really wasn't what the ads said it was?" Explain that advertisers carefully monitor the people who buy their products and look for ways to attract new customers. There are special techniques advertisers use to get people to buy their products. Explain the following advertising techniques and provide examples of each. As you explain each, ask the students to think of an ad that fits the description and note it on a sheet of paper for later discussion. Divide the class into small groups. Each group locates ads from various sources and tries to match the ad with the advertising method. Groups share their findings.

ADVERTISING TECHNIQUES		
■ Give-aways	■ Prizes	■ Testimonials
■ Superlatives	■ Solution to a problem	■ New and improved
■ Scientific evidence	■ Endorsement	■ Claims of social success
■ Efficiency	■ Convenience	■ One of a kind
■ Image creation	■ Humor	■ Value
■ Health claims	■ Scare tactics	■ Health claims
■ Appeal to parents	■ Jingles	■ Appeal to status

Variation: Small groups create an original ad that illustrates one or more of the techniques. The rest of the class guesses the advertising strategies employed in the original ad.
[CCWR: 3.7/3.15]

Teacher Tip: Contact your local newspaper for information on the Newspapers in Education (NIE) program and invite a representative to assist with the next activity. Use NIE resources to assist with article review and development.

D. HEALTH NEWSPAPER

Brainstorm sources of information about health and then focus on the kinds of information found in newspapers. Distribute a variety of newspapers to small groups of students and instruct them to search for articles related to health. After the groups have identified several different kinds of articles, each group plans and develops a health newspaper. The newspaper may focus on one health topic or cover a number of health areas. Students design and print the newspaper and share it with the class.

Variation: Invite high school or college journalists to assist in the project.
[CCWR: 3.8/3.15]

Teacher Tip: Enlist the expertise of the library media specialist to select appropriate books for the following activity.

E. FINDING HEALTH RESOURCES

Students select a book about a health topic. Older students, acting as cross-age teachers, read the book with the students and discuss the content. Each student writes a summary of the book, focusing on what he/she learned about the health topic.

Variation: Students share the book with a parent, guardian, or other adult family member. The student and his/her adult partner complete a teacher-designed worksheet or develop a poem or illustration related to the book.
[CCWR: 3.5/3.12/4.10]

F. TEACHING OTHERS

In small groups, students create a game or aerobic dance activity and prepare background information on the purpose and benefits of the activity. Each group instructs the rest of the class on the proper steps or procedures for the activity. Classmates critique the design and presentation and provide feedback. Students revise the activity, using the classes' comments.

Variation: Students develop instructions on a health-related activity (e.g., swimming, diving safety, baby-sitting skills, CPR) and present the instructions to the class.

Variation: Students practice their telephone communication skills, providing a clear explanation of a situation or incident (e.g., providing directions to the school, describing a person's injuries). Other students provide feedback on the use of the skills and the clarity of the communication.
[CCWR: 2.8/3.15/4.2]

G. TO TELL THE TRUTH

Bring to class a number of items that are familiar to the students and appropriate for their age and interests (e.g., sporting equipment, toys, food). Divide the class into small groups and give each group one of the items. Groups design an advertising campaign using a true-false approach and try to sell the product to classmates using the claims they created. Discuss the criteria used to purchase a product, the effectiveness of the student-created ads, and attributes of effective communication. Students develop a list of places to obtain factual information about each of the products.
[CCWR: 1.12/3.7/3.12]

DECISION MAKING AND REFUSAL SKILLS

Indicator 2.2-2: ***Demonstrate decision-making and refusal skills in situations affecting health and safety.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: So that students use the methodology consistently and correctly, all teachers should reinforce the same decision-making model. The terminology must be clearly defined, used consistently, and reinforced on a regular basis.

A. STEPS TO A GREAT DECISION

Students create a poster that illustrates effective decision making steps. One easy method is the ***DECIDE*** model. Students share their posters with classmates and then hang the poster at home as a reminder of the steps.

Determine the question.
Examine the choices.
Collect information and identify influences.
Investigate consequences.
Decide.
Evaluate.

Variation: Students create six footsteps, one for each of the six steps to an effective decision. Place the footsteps in strategic locations around the room to remind the students of the steps. Each day, have small groups of students solve a simple problem, step-by-step, and follow a decision-making path around the room.
[CCWR: 3.15]

B. WAYS TO REFUSE

Ask: "How many of you have a hard time saying no to a friend? Why is it so difficult to say no when you know you should?" Explain that this a common problem for everyone and that saying no requires lots of practice. Brainstorm times when it might be hard to say no and list on the board. Divide the class into small groups, and assign each group one of the listed situations. Each group develops a role-play that demonstrates a way to say no in the situation. After each group presents their role-play, allow students to suggest other strategies. Compile a class list of strategies as the groups make their presentations. Conclude the activity by having students complete a teacher-designed letter that informs parents and guardians of the activities.

SAMPLE "NO" SITUATIONS

- Your friends want you to play in a park too far from home.
- Your friends want you to ride your bike in a high traffic area.
- Your friends are playing with matches and lighters.
- Your friends are playing on the railroad tracks.
- Your friends want you to steal gum or candy from the store

Variation: As an extension of activities in *Standard 2.4: Family Life and Human Sexuality*, students practice ways to say no to touches that make them uncomfortable or hurt. Be sure students know who can help them in such situations.
[CCWR: 3.13/4.8/5.9]

Teacher Tip: For the next activity, you need photos, videos, or slides of familiar neighborhood activities that require students to make a safe and healthy decision. Take pictures at community playgrounds, busy intersections, or on the school bus. Students will be more likely to apply the appropriate skills if the situations are realistic and familiar.

C. AN ACCIDENT WAITING TO HAPPEN

Brainstorm decisions that students make every day (you may need to "walk" students through a typical day), and list the responses on the board. Show slides, videos, or photos of situations that might result in harm if the wrong decision is made (e.g., a child preparing to cross a busy street). In each case, students predict what might happen and brainstorm ways to prevent the harmful occurrence. After modeling several of these situations, divide the class into small groups. Each group analyzes a picture, uses a decision making model to identify and solve the problem, and then presents its ideas to the rest of the class.

Variation: Students draw a comic strip that illustrates what can happen when you make positive and negative decisions. Students share their creations with classmates.
[CCWR: 3.1/5.1/5.6]

D. MAKING CHOICES

Give each student a sheet of red paper and a sheet of green paper. Students print **"NO"** on the red paper and **"YES"** on the green paper. Read a statement that requires students to make a choice about something. If the student thinks the statement reflects a safe, smart, and healthy choice, he/she holds up the green paper. If the choice is unsafe, not smart, and unhealthy, he/she holds up the red paper. Students justify their answers.

SAMPLE: SAFE OR UNSAFE CHOICES

- Let's run across the street.
- Let's eat an apple.
- Let's steal an apple.
- Let's play with these matches.

[CCWR: 3.10/3.13]

Teacher Tip: Using children's literature is an effective way to demonstrate the many ways individuals solve problems. Stories by Dr. Seuss, the Berenstain Bears series, or folktales and fairy tales all provide examples of characters facing problems. Incorporate simple role-play so children can practice solving problems. The library media specialist can help select appropriate stories and books.

E. DEALING WITH PROBLEMS

Use children's literature to demonstrate ways that individuals solve problems. Read aloud a story about a character with important decisions to make. Ask the following questions:

- What was the character's problem?
- What did the character do first to try and solve the problem?
- What worked?
- What did the character learn about the problem?

[CCWR: 3.1/3.12]

DECISION MAKING AND REFUSAL SKILLS

Indicator 2.2-2: ***Demonstrate decision-making and refusal skills in situations affecting health and safety.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: The following activity can be adapted to situations students may confront in their school, neighborhood, and community. Students benefit from repeated practice; therefore, use this activity often, varying the situations and potential solutions. This activity is an effective tool to demonstrate that there may be more than one solution to a problem.

A. RESILIENT ME

Prepare for this activity by making three sets of cards, each set containing two cards: one red and one green. On the front of the red cards, write a situation. On the back of the card, write an inappropriate solution to the problem. On the front of the corresponding green card, write the same situation, but on the back write a positive, health-promoting solution. Ask for two volunteers and give each volunteer one of the cards. Explain that both cards involve the same situation. The student with the red card reads it aloud and then takes one step back. The student with the green card takes one step forward. Discuss the situation and possible solutions. Emphasize the need for strong decision-making skills.

SAMPLE SITUATIONS: DECISIONS

- I forgot to do my homework.
- My best friend and I had an argument.
- I broke something at home and hid it.
- My friend wants to borrow my homework.
- My friends want to steal some candy from the corner store.

Variation: Divide the class into small groups. Students role-play each situation and decide on the best solution to the problem. Videotape the role-plays or present the skits to other classes for feedback.

Variation: Each student develops a list of wise choices and adds to the list during the school year. Post the lists in a visible area and allow students to compile a class list of wise, health-promoting choices.

[CCWR: 3.1/3.12/4.2]

Teacher Tip: The following activity encourages students to survey favorite neighborhood places for potential safety hazards. Share the student lists with school officials who can relay the information to community officials.

B. DRAW A MAP

Students draw a map of the local area, emphasizing places they walk, play, ride bikes, or skateboard. Students identify and explain the potential safety hazards in the area and outline rules of safe play for that specific area. Students present their maps and justify their responses. Students focus on the following:



NEIGHBORHOOD SAFETY SURVEY

- How to use traffic lights at a busy intersection
- Areas to avoid (e.g, traffic, violence, poorly lighted, construction)
- Areas that are unsafe and why
- How to avoid busy traffic areas
- Safe routes
- Location of telephones and emergency services personnel

[CCWR: 3.1/3.9/5.1/5.3/5.8]

C. THE RIVER CROSSING

Divide the class into groups of five to seven students. Give each group a scooter board and a jump rope. Draw a line (or use mats) at one end of the course and place another line (or mat) about 20 to 25 feet away. About halfway across the course, tape a hoop to the floor. Tell students to imagine this is a roaring river and they must travel across it to get to the other side. The goal is for all team members to get to the other side successfully. Any player touching the floor (the river) must return to the beginning of the course. If the team member is carrying equipment, he/she must also return to the beginning of the course. The only safe place is the rock (hoop) located in the middle of the river. Allow teams time to plan the crossing. After a designated time period to cross the river (all teams will not be successful), ask the following questions:

- Was your group successful? Why or why not?
- Who went first? Why? How was the order decided?
- Did certain people take control, or did the group make the decisions?
- What problems arose that you did not anticipate? How did you solve those problems?

After discussion, validate the use of decision-making and problem-solving skills. Discuss how the skills might be used differently if the activity is repeated (using what you know—your *experiences*—to influence your decisions).

Variation: Add equipment to each team or assign roles to team members (e.g., a visually impaired-person, a small child, a person who cannot speak).
[CCWR: 3.1/3.11/3.13/4.2]

SETTING HEALTH GOALS

Indicator 2.2-3: ***Define health goals, differentiate between long-term and short-term goals, and set a personal health goal to track progress.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Because time is such an abstract concept, some students at this level may have difficulty distinguishing between short-term and long-term goals. Emphasize setting and meeting immediate goals, focusing on activities where students can see the results of their actions.

A. WHAT ARE GOALS?

Write ***goal*** on the board and brainstorm a definition. Explore achieving goals in sports and games as a means of explaining that a goal is something you want to accomplish. Introduce the concepts of ***short-term goals*** and ***long-term goals,*** and ask students to differentiate between them. Focus on achieving a short-term goal as a step towards achieving a long-term one. Pose questions such as the following: "If you play soccer now, what is a long-term goal for you? a short-term goal?" Using this as an example, students list things that must happen in order to meet those goals (e.g., grow, make the high school team, practice, go to camp). Process several other examples using activities that interest students. Finally, each student writes or illustrates one long-term goal supported by two or three short-term goals. Students share their goals with the class.

Variation: Students develop a map outlining a route to a personal goal.

Variation: Focus on a health goal (e.g., no cavities at the next dental checkup, eating more vegetables and fruits, getting regular exercise). Each student selects one health goal and draws a picture illustrating how he/she will achieve the goal. Students complete a teacher-designed checklist or log of activities that support reaching their goal.
[CCWR: 4.1]

B. PICK A GOAL

Provide students with a list of possible health goals. Each student picks one goal and completes a teacher-designed letter to his/her parent or guardian describing the goal and asking for help to achieve it. As part of the correspondence, include a chart the parent/guardian can sign each time the student meets the goal. Students create a class chart to track progress and discuss ways to meet their goals. Provide each student with a small reward for reaching his or her goal.
[CCWR: 4.1]

C. MAGNETIC GOALS

For this project, you need small, flat sheet magnets (2" x 3"). Students identify one health-related goal that can be accomplished during the school year and create a magnet to remind him/her of the goal. Students illustrate the goal, write key words or phrases as reminders, or create an acronym for their magnet. Students take the magnet home and place it in a prominent place as a reminder of their goal. Periodically, students report on their progress.
[CCWR: 3.15/4.1]

D. FISHING FOR GOALS

For this activity, create a number of small paper fish and glue a small magnet to each (or attach a paper clip to each fish). On each fish, write a simple health-related goal that can be accomplished by the students (include some illustrations). Create a simple fishing pole with a magnet "hook". Keep an assortment of fish in a large tub or simulated pond. One time each week, students "go fishing" for a goal. When a student hooks a fish, he/she identifies the goal, describes two or three things that will help him/her achieve it and posts the goal in a class "fish pond" (a bulletin board display). Repeat the activity each week, allowing students multiple opportunities to discuss different kinds of goals.

Variation: On the fish pond bulletin board, place frogs or other pond creatures, each describing or illustrating a specific activity to meet the fish pond goals. Students match their fish with the corresponding activities.

[CCWR: 3.1/4.1]

SETTING HEALTH GOALS

Indicator 2.2-3: ***Define health goals, differentiate between long-term and short-term goals, and set a personal health goal to track progress.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: The following activity involves students setting a goal and attempting to reach it over a two-week time period. Involve parents in the development and monitoring of student goals.

A. SELECTING HEALTH GOALS

Brainstorm possible health goals and write on the board. Each student selects three health goals that can be achieved within a two-week period. Students develop an action plan and chart progress towards attaining the three goals. On a daily basis, discuss the successes and obstacles encountered as students attempt to reach their goals. Use a graphic organizer to illustrate how barriers impact the achievement of a goal, and then have each student create their own "barrier map" for each personal goal. Allow students with similar goals to form small groups and discuss their progress. Students outline strategies that support their goals and compiles a goal diary that includes their plan, progress chart, notes, and a list of strategies and modified goals for the future.

Variation: Write a different health goal on index cards. Be sure you have at least one card for each student. Pass out the cards, one to a student. Each student develops an action plan for that goal, outlining ways to achieve the goal in a specified time period. Students exchange cards with a classmate who reviews the strategies and adds any other ideas. Organize students into small groups to share ideas. Students select one health goal and strive to attain it over a specified time period, using the strategies on the action plan. Students answer the following questions in a journal entry:

- Did you use additional strategies to help meet the goal?
- Did the strategies listed by your classmates work? Why or why not?
- Were you committed to reaching the goal? If not, why?

[CCWR: 3.1/4.1]

Teacher Tip: Some students may not be able to attain certain goals that require the participation of or support of family members. Help students to select goals that are attainable. For example, if a child wants to improve daily toothbrushing, the school nurse can obtain free or low-cost supplies to help the student achieve the goal.

B. GOAL ACHIEVEMENT

Explain that in order to achieve a goal you need to make a plan. Reaching a goal requires effective decision-making skills. Using the acronym ***TARGET***, students analyze a number of potential health goals. The TARGET method, outlined in the box below, provides steps to reach goals. Students review the health goals, decide if they are realistic, and discuss what might need to occur to reach the goal. Students select two personal health goals and analyze them using the TARGET method. Pair students with similar goals to share their goal plans.

THE TARGET METHOD: A DECISION-MAKING MODEL

TARGET	POTENTIAL HEALTH GOALS
Think about the goal.	■ Eating a balanced breakfast daily.
Ask yourself, "Can I do this?"	■ Growing to be six feet tall.
Review the information and choices.	■ Not wearing glasses or contact lenses.
Get a plan.	■ Getting adequate exercise.
Exercise your plan.	■ Wearing a bike helmet when I ride.
Test the results.	■ Learning to swim.

Variation: Students write a story or diary about how they achieved their goal.
[CCWR: 4.1/4.3]

C. SETTING FITNESS GOALS

In the beginning of the school year, students participate in the school's annual fitness testing program. Share the results with each student, and discuss personal improvement and goal setting. Each student develops goals for the next phase of testing (usually conducted later in the school year). Review the student's goals and assist with revisions. Discuss variables that can impact the achievement of a goal (e.g., growth, weather, illness, percentage of improvement). Brainstorm factors that will help students achieve their goals. Using a simple fitness goal, illustrate a goal-setting and planning model and discuss the process with the class. Using the previously selected fitness goal, each student develops an action plan, keeps a log during the school year describing progress, and submits the completed action plan and diary during the end of the year fitness testing program. In a journal

entry, students evaluate their plan and the results. Include the activity log and supportive materials in the student's portfolio.

SAMPLE FITNESS GOAL: MILE RUN

FALL RESULT	SPRING GOAL	ACTIVITIES TO REACH MY GOAL
9 minutes, 30 seconds	9 minutes	■ Run at least one mile 4-5 days per week. ■ Eat a balanced diet every day. ■ Run half-mile and quarter-mile series at a faster pace to improve speed. ■ Buy a stopwatch and time my running.

Variation: Using the results of the fall fitness-testing program, students develop class goals, grade level goals, or team goals. Be sure the teams are balanced across abilities and grade levels. All students impact the achievement of the goal. Goals should be based on improvement, not percentile rankings. Students graph the results.
[CCWR: 4.1/4.2/4.3]

RESOLVING CONFLICT

Indicator 2.2-4: ***Define conflict and demonstrate appropriate nonviolent strategies to resolve it.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Be sure students understand that choices can be positive (healthy) or negative (unhealthy). Reinforce this concept as part of student's daily decision-making.

A. WHAT IS CONFLICT?

Write the term ***conflict*** on the board and ask students for a definition. List their responses and lead students to a simple explanation (e.g., disagreement, fight). Explain that conflict is normal but it is important to learn how to resolve conflict peacefully. Read aloud an example of a situation that might lead to conflict (examples below) and have students brainstorm possible outcomes for each one.

SAMPLE CONFLICT SITUATIONS

- Your brother wants to watch a one-hour long TV show at 7 p.m. and you want to watch a different TV show at 7:30 p.m..
- You and your friends are playing ball in the park when some older kids try to chase you off the field.
- A student on the bus calls you names.
- You want to be the first in line.

Divide the board into two columns with the headings "Unhealthy Choices" and "Healthy Choices". Using the examples, the class organizes the choices into the appropriate columns. Students complete a statement such as the following: "When a conflict appears, I have a choice and I choose..."

Variation: Divide the class into small groups, and assign each group a potential conflict. Working with a peer educator, each group role-plays the situations and the proposed solution. After students perform for classmates, discuss possible options for each situation.
[CCWR: 3.1/3.9/3.13]

B. CONSEQUENCES

Students review classroom and school rules regarding fighting. Assist small groups to develop role-plays of situations that might lead to a fight. Role plays should demonstrate non-violent ways to handle each situation. Discuss the possible consequences of each situation.

Variation: Students create posters, using words and illustrations, to define ***conflict*** and ***consequence.***

Variation: Students create a set of classroom rules and decide on the consequences for those who break the rules. Provide students with a framework for rules regarding the following actions:

- Fighting
- Stealing
- Bullying
- Name-calling
- Touching
- Teasing

[CCWR: 3.1/3.2/3.7/3.13]

C. EXPRESSING FEELINGS AND HANDLING CONFLICTS

Explain that what individuals want, feel, or need may be different from others. These differences can cause conflict. Sometimes conflict can cause individuals to have strong feelings and say or do something that might hurt someone. Pose the following question: "What things people can do to prevent a conflict from occurring?" Be sure the students' responses include the following.

STRATEGIES TO PREVENT OR RESOLVE CONFLICT		
■ Think before you speak.	■ Consider waiting.	■ Talk about one issue at a time.
■ Talk to someone else first.	■ Use "I" messages.	■ Avoid put-downs.
■ Be open to new ideas.	■ Make sure your body language matches your words.	■ Watch the tone of your voice.

Model some of the ideas so students can distinguish among them. Divide the class into four groups and assign each group a scenario, similar to the following examples. Each group decides what can be done to reduce or prevent a conflict from occurring and then present its ideas to the class.

SAMPLE SCENARIOS: CONFLICT

- Billy's older brother has been on the phone for 30 minutes. Billy needs to use the phone to call a friend about a homework assignment.
- Jenny's friend said she couldn't play on Saturday, then Jenny found out she went to the park with Ellen.
- Tommy always pushes everyone around at the bus stop. Your mom says to leave him alone—but that's not the problem. He won't leave you alone!
- You have been invited to two birthday parties on the same day. Your friend Mandy wants you to go to the same party as her. She claims the people at the other party aren't much fun but you really like them. Mandy is getting really bossy about this, saying she won't be your best friend if you don't go with her.

Variation: Brainstorm "real-life" conflict situations from the class. After you have gotten four or five suggestions, divide the class into groups. Assign each group one of the student-generated scenarios. Proceed as above.

Variation: Focus on the strategies to prevent or resolve conflict. After modeling each strategy, allow students time to practice. For example, provide students with "lines" and have them practice appropriate intonation, body language, and responses. Provide feedback to improve the use of the strategies. **[CCWR: 1.1/3.1/3.2/3.7/3.10/3.13]**

Teacher Tip: For a skill to become institutionalized and automatic, students need to practice. Though time consuming, mastery of these skills now will greatly enable students to meet the challenges ahead. Provide students with frequent opportunities to practice the skills. Provide positive feedback—not just during regular practice sessions, but every time you see evidence of the skills in action. Acknowledging the effective use of the skills will make students more comfortable with their use, bolster their self-esteem, and lead to a more collaborative environment.

D. I FEEL

Outline the steps for using "I Feel" statements when dealing with conflict. Students practice the steps in a number of situations, with the teacher or peer educators offering feedback and support. Students create a poster or mural that outlines the steps and provides illustrations of their use.

"I FEEL" STEPS

State Your Feelings:	Begin your statement with "I feel _____." Explain that the feeling you have is a result of the person's behavior.
Name a Cause:	Continue with "When you _____". Tell them what specific behavior upsets you.
Ask for a Change:	Ask for a change in behavior: "I would like you to _____."

[CCWR: 3.2/3.10/3.13/4.3]

RESOLVING CONFLICT

Indicator 2.2-4: ***Define conflict and demonstrate appropriate nonviolent strategies to resolve it.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Be sensitive to the fact that some students may manage conflict based on religious teachings or cultural values.

A. SKILLS FOR HANDLING DISAGREEMENTS

Brainstorm synonyms for the word ***conflict*** and write them on the board (e.g., disagreement, fight, clash). Explain that a conflict can arise over ideas as well as material things. Provide a number of examples, and solicit ideas from the class. Brainstorm options or behaviors that can be used to peacefully resolve conflicts and list on the board. The list should include the following strategies:

RESOLVING CONFLICTS

- Stay calm.
- Be polite.
- Ask an adult for help.
- Pretend you are the other person.
- Don't use put-downs. feelings.
- Focus on the behavior.
- Run away if threatened.
- Admit if you are wrong.
- Think before speaking.
- Take time to cool down.
- Listen, then share.
- Recognize your moods and how you feel.

Divide the class into small groups. Each group develops a mural, booklet, or comic strip that illustrates the strategies. Students share their creations and discuss the use of the conflict management strategies.

Variation: Give each group a situation that illustrates conflict. Groups develop role-plays showing effective management of the situation. Classmates use a teacher-developed criteria checklist to evaluate each role-play for the effective use of the skills.

SAMPLE SITUATIONS

- Every day on the playground, two fourth-grade students pick a younger student to harass.
- Your friend wants to go the park but you'd rather stay at home and watch TV.
- An older student threatens to hurt you if you don't let him use your bike.
- You aren't tired and your mom is making you go to bed at 9 p.m.

[CCWR: 3.1/3.13/3.15]

Teacher Tip: The next activity has been adapted from *Social Decision Making Skills: A Curriculum Guide* by Elias and Clabby. The curriculum is part of an award-winning program designed to develop socially competent young people. For more information on the program, contact the Social Problem Solving Unit at (732) 235-4939.

B. WHO ARE YOU?

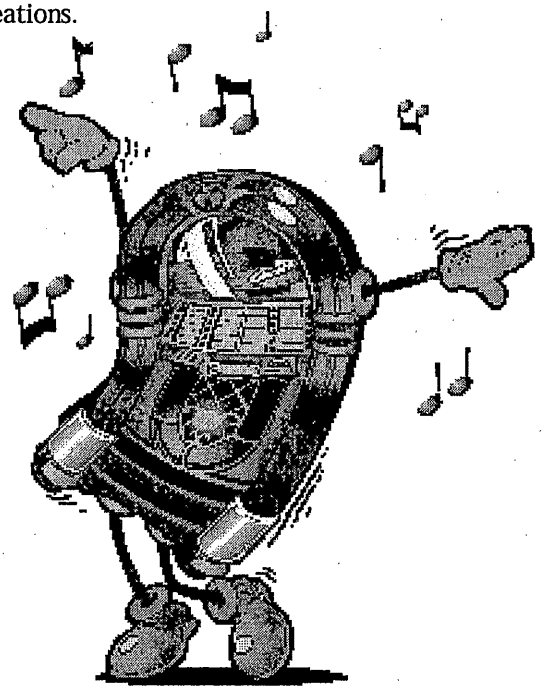
Use puppets or stuffed animals to introduce three characters that represent the ways people handle conflicts:

Mouse:	Meek, weak, doesn't stick up for his/her own ideas
Monster:	Bully, pushes ideas on others
Me:	A balance between a monster and a mouse

Model how each character might handle the same conflict situation. Allow student volunteers to participate in the demonstration. Then divide the class into small groups, and give each group a situation. Students determine if the character in the situation is responding as a mouse, monster, or "me". If the mouse or monster is in control, the group rewrites the situation to handle the conflict more appropriately. Groups present the original role-play and then the rewrite. As the students present their skits, they discuss the skills needed to manage conflict in a healthy way.
[CCWR: 3.2/3.9/3.13/3.15]

C. CREATE A SONG

Students choose a popular or classic song and rewrite the lyrics to present an anti-violence message. Other students may choose to write a story about a young person confronted with a problem and how he/she solved it and then put the story to music. Students share songs and stories and discuss the types of conflicts and strategies used in the creations.
[CCWR: 3.1/3.13/3.15]



COMMUNICATION

Indicator 2.2-5: ***Describe how culture and the media affect the ways individuals communicate, show emotions, and cope with stress.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: The library media specialist can help identify stories and books that illustrate characters dealing with stress in positive ways. Use children's literature to reinforce problem-solving and coping skills.

A. WHAT IS STRESS?

Write the word ***stress*** on the board, and define it as a feeling a person gets when they are faced with a pressure. Explain that when a person experiences stress, his/her body goes through certain physical changes (e.g., heartbeat races, sweating, feeling nervous, confused). Ask the students: "What kinds of situations might make you feel stress?" List the responses on the board. Use a simple story or rhyme, such as "Little Miss Muffet", to illustrate stress. Tell students to listen carefully to the story for signs of stress. Ask several volunteers to reenact the story or poem. As they do, ask the following questions:

- What was Little Miss Muffet feeling when she saw the spider?
- What did she do?
- Would you react the same way? Why?
- How do spiders make you feel?

Explain that people need to practice ways to deal with stress so they will be prepared for situations like Little Miss Muffet's. Brainstorm ways the character might deal with the stressful situation. Students create a class big book using the same character and situation but incorporating the healthy coping strategies.

Variation: Divide the class into small groups. Provide each group with a stress-producing situation. Students discuss ways to deal with the situation and then report back to the rest of the class. Sample situations might include:

- Taking a test
- Speaking in front of the class
- Trying out for a sport team
- Getting lost at the mall
- Losing your lunch money or house key

[CCWR: 3.2/3.9/3.13/4.2]

Teacher Tip: When discussing feelings of anger and frustration, some students may want to share information of a sensitive or even confidential nature about their family and experiences. Some students may need to be referred to the school counselor as a result of class discussions. Reinforce the need for family and personal privacy.

B. WAYS TO COPE

In the previous lesson, students generated a list of possible coping strategies. Create 3"x5" cards, each with one strategy written and illustrated on it. Distribute one card to each student. Divide the board into two columns with "Healthy" and "Unhealthy" as the headings. Using a whip around activity, circulate and ask each student to explain his/her card. Students go to the board and place the card in the correct column. If the student places the card in the wrong column, ask another student to respond to the situation. After all the strategies are in the correct spots, introduce the term ***coping strategies***. Explain that learning to manage stress is an important aspect of wellness.

Variation: Provide students with a list of healthy coping strategies. (Younger students or students with limited reading skills may need illustrations and less text.) Students match the appropriate strategy to a list of stressful situations.

Variation: Students create a poster that displays appropriate ways to deal with stress.

Variation: Students create a puppet show that illustrates various stress-producing situations and healthy ways to deal with each.
[CCWR: 3.2/3.8/3.10/3.13]

Teacher Tip: Use popular children's television shows and movies to illustrate various stress-producing situations and ways to cope with such situations. Monitor the shows students watch and incorporate them into daily discussions on problem solving, appropriate communication, and coping with stress. Be alert to the fact that many shows do not represent appropriate coping skills and conflict management.

C. STRESSBUSTERS

Students create cards describing or illustrating strategies that can be used to reduce stress during the school day. The cards are placed in the "StressBuster Box." Whenever students feel stressed, they select a StressBuster tip from the box and perform the activity. StressBusters might encourage students to move to the quiet corner of the room, listen to some relaxing music on headphones, or stretch.

Variation: Students develop a logo and poster for a StressBuster Club. The purpose of the club is to share tips on how to handle times of stress. Students work with the school counselor to organize the club.

Variation: Brainstorm how students feel when they get angry or frustrated. Ask students to define stress and write the definitions on the board. Lead students to see the connection between the feelings of anger or frustration and stress. Provide examples to support this. Give each student a large sheet of newsprint and have him/her draw a self-portrait with stress inside. Discuss the pictures. Students draw smaller pictures outside the body that represent coping skills. Students share their pic-

tures with classmates and their parents or guardians.
[CCWR: 3.1/3.11/3.14]

D. SOCIAL STRESS REDUCTION

Ask: "How can friends help when you are feeling stressed out?" List the ideas on the board and explain that one of the most important qualities of a friend is the ability to listen. Brainstorm other characteristics of a good friend. Divide the class into pairs, and assign each pair a positive characteristic of a friend. Each pair develops a role-play that illustrates the characteristic. Qualities might include the following:

CHARACTERISTICS OF A FRIEND

- Honest
- Fun
- Helpful
- Shares
- Responsible
- Clean and neat
- Kind and considerate
- Dependable
- Good companion
- Interested in you
- Cheerful
- Cooperative

Variation: Students brainstorm a list of people who may be supportive when someone feels "stressed out." Include parents, school, and community resources on the list. Students draw a picture of a person providing help during stress.
[CCWR: 1.1/1.2/3.1/3.13]

COMMUNICATION

Indicator 2.2-5: ***Describe how culture and the media affect the ways individuals communicate, show emotions, and cope with stress.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: The following activity provides opportunities for students to identify stressors in their lives and develop coping strategies. Be prepared for a wide range of situations that trigger stress in children. Seek the assistance of the school counselor for those students with significant stressors or inappropriate reactions to the activity.

A. STRESS REACTIONS

In preparation for this activity, inflate a balloon and keep it where you have access to it but where it is out of students' sight. Without warning and when students are very quiet, pop the balloon and then ask: "How did you feel when you heard the noise? Did you know what it was? Did you expect it to happen? How did the sound make you feel? What physical reactions did you experience?" List comments and responses on the board. Explain that while some people react differently to stressful

situations, there are many common reactions to something that causes stress. Link the previous student comments and define the word ***stressors*** as things that cause stress in our lives. Brainstorm things that are stressors in students' lives, and discuss the kinds of reactions students have to stressors. Divide the class into small groups to develop a list of healthy coping strategies to deal with the stressors. Groups share their ideas.

Variation: Provide each group with a stress-producing situation similar to those listed below. Students identify the stressor(s) and develop a list of coping strategies for each. Groups present the situation to the class for discussion. Students complete the following statements:

- I can reduce stress in my life by...
- One thing that causes me stress is...
- I can go to _____ for help when I feel stressed out.
- When I feel stressed I can...

SAMPLE SITUATIONS: STRESS

- Your brother is a straight-A student.
- Your best friend just got a new CD player.
- Your dance recital is in 2 weeks.
- The soccer championship is tomorrow and you're in goal for the first time.
- You're new in class and have no friends.

[CCWR: 3.1/3.6/3.7/3.9/3.13]

B. MATHEMATICAL STRESS

Give students a very complicated oral math problem to complete. Speak clearly but faster than usual, and do not answer student questions as you pose the problem. Carefully observe the class as you read the problem. After a short period of time, explain that you are more interested in their reactions to the situation than the solution to the problem. Discuss how the students felt when trying to solve the problem, especially because you were reading quickly and refused to stop or slow down. As students describe the physical and emotional symptoms they experienced, explain that they were under ***stress***. Brainstorm other situations that might cause individuals stress and list. For each situation, students develop a list of healthy and unhealthy ways to deal with the stress. Using this list, each student selects one stressor he/she experiences and writes a brief plan to reduce stress and deal with the stressor.

Variation: Students predict what might cause stress at various stages of life. Based on the predictions, students create a time line indicating different stressors occurring at the various phases of life and suggest ways to deal with each.

Variation: Invite a panel that includes representatives from various life stages to discuss ways they handle stress in their everyday life.

[CCWR: 3.1/3.6/3.7/3.12/3.13]

Teacher Tip: Point out that the use of alcohol, tobacco, and other drugs is not a healthful and positive way to deal with stress. Emphasize that violence and irrational behavior are not effective or acceptable coping strategies.

C. STRESS FREE ME

Students create a poem, story, song, or comic book that focuses on a character coping with stress in positive, healthful ways. Students share the creative works with classmates.

Variation: Students draw a picture of themselves in a stressful situation. Then they draw a second picture illustrating the effective use of coping strategies to address the same situation. Frame the pictures and display them.
[CCWR: 3.1/3.15]

Teacher Tip: The following activity requires students to watch a variety of television shows. Send a note to parents explaining the purpose of the assignment so students will be able to watch the shows and complete their reactions.

D. COPING AND TV

Students view three or more different kinds of television shows (e.g., comedy, news, sports, cartoon, commercial, mystery, drama, documentary, children's show) and look for situations in which a coping skill enters into the plot. Students keep a log of the shows they watched and the types of situations and skills used. At the end of the viewing week, students who watched similar shows compare their reactions. Pose the following question: "Does TV accurately portray the stressful situations and appropriate responses?"
[CCWR: 3.1/3.7]

ACCESSING HEALTH INFORMATION

Indicator 2.2-6: ***Describe and demonstrate ways to access and present health information and ideas, and analyze the information for accuracy and reliability.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Don't forget to involve the library media specialist whenever students are assigned projects requiring research. The library media specialist can instruct students in search strategies, suggest appropriate resources, and assist students to access a wide variety of media.

A. HEALTH TIP OF THE DAY

Students identify a health topic and a target audience (e.g., students, parents, staff) then seek valid resources for information to develop a one minute public service announcement (PSA). The health tip can be included in the daily announcements or developed into a column for the school newspaper or parent newsletter. Tips can be posted at strategic areas in the school. Encourage students and staff to submit health suggestions. Place a health tips box in the school health office.

Variation: Students create a health information Web page on the school's Web site.
[CCWR: 3.1/3.4/3.8/3.15]

Teacher Tip: As preparation for the next activity, review advertising techniques and provide examples of each.

B. SELL THAT CEREAL

Ask students to define ***consumer***. Explain that everyone needs to use effective decision-making skills to make wise choices when buying products and services. Brainstorm ways that advertising companies use gimmicks to sell products. Show students two boxes of cereal, one high in sugar and the other high in fiber. Focusing on the two kinds of cereal, discuss how companies market products. Students examine each box of cereal. Based on the information provided, students make a cereal choice and justify that choice (e.g., taste, cost, box, flavor, health implications). Show students television and print ads for the same products. Students compare the criteria they used to select one product with the type of ad used to promote the product. Students complete a comparison/contrast chart and share the charts as part of group discussion.

Variation: Modify the activity to compare common products used by young adolescents, such as sports equipment, hair care products, or toothpaste.
[CCWR: 1.12/3.1/3.9]

C. SEARCHING FOR INFORMATION

Students research and contact various organizations that promote health, protect consumers, or provide health services and information. When conducting the inquiry, students focus on how the agency or organization transmits information, its primary focus or target population, the costs involved to obtain information, and the reliability of the information. Agencies to consider for this project include the Consumer Product Safety Commission, the Food and Drug Administration (FDA); the Centers for Disease Control and Prevention (CDC); the American Cancer Society (ACS); the March of Dimes; the American Lung Association (ALA); and local, county, and state health departments. Students organize their findings into a written or oral overview of the agency and its mission and explain what kinds of information can be obtained from the organization.

Variation: Using a teacher-designed rating checklist, students review and rate pamphlets, magazines, newsletters, Web sites, and other forms of media from various government agencies and nonprofit health organizations. During the review, students determine the target audience of the material. Students share their impressions of the resources with classmates.

Variation: Students conduct an online search for various health-related Web sites and compare the quality of the sites, the accuracy of the information, and the reliability of the organization or sponsor of the site. Students develop a list of appropriate health-related Web sites for middle school students.
[CCWR: 2.5/2.6/2.7/2.8/3.1/3.4/3.5]

ACCESSING HEALTH INFORMATION

Indicator 2.2-6: ***Describe and demonstrate ways to access and present health information and ideas, and analyze the information for accuracy and reliability.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. REVIEWING PAMPHLETS

Divide the class into small groups, and distribute a number of health-related pamphlets to each group. Groups develop criteria to evaluate the pamphlets and compare three pamphlets on the same topic using their review criteria. Then each group selects the pamphlet that was most effective in getting its attention and provided the best information. Groups justify their answers as they present to the class. Review criteria should include the following:

PAMPHLET REVIEW CRITERIA

- Target Audience
- Age Level
- Topic
- General Presentation
- Quality of Information
- Current Information
- Illustrations/Graphics
- Reading Level
- Believability of Information

Variation: Each group selects the least effective pamphlet, identifies specific problems with the pamphlet, and redesigns the pamphlet to make it effective.

Variation: Students collect and evaluate health-related pamphlets appropriate for middle school students and create a display in the health/guidance office.
[CCWR: 3.2/3.3/3.8/3.12]

B. NONPROFIT AGENCIES

Students identify local nonprofit agencies and organizations that provide health information and assistance and invite agency representatives to a panel discussion. Each agency representative presents an overview of his/her organization and addresses student questions. Following the presentations, students design a public relations campaign for one of the non-profit agencies.
[CCWR: 3.4/4.2]

C. CONDUCTING RESEARCH

Students (individually or in small groups) research a disease or health condition and develop a multimedia presentation. Each presentation is critiqued using a student-designed rating scale. The rating scale should include an evaluation of presentation skills and assess the accuracy of the information presented. Students rate the presenter's use of supporting materials such as visuals and handouts, and the appropriate use of references and resources. The report should cover the history of the condition, current statistics and trends, signs and symptoms, and current treatment.
[CCWR: 2.2/2.5/2.6/2.7/2.8/2.9/3.4/3.5]

D. TAKING A STAND

Students identify the critical health issues and concerns of middle school students using survey information, public health data, and information from reliable sources such as health agencies and local hospitals. In small groups, students collate the information and draft a position statement on one identified issue. (Share sample position statements from various agencies and organizations.) Groups present and defend their position statements.

Variation: Students write editorials to local or student newspapers based on the information gathered.

Variation: Give each student two magazine or newspaper articles or editorials that express opposing viewpoints about a health issue. Each student reviews the articles, analyzes the arguments, and develops a comparison/contrast map outlining the major arguments in each.
[CCWR: 2.6/2.7/3.1/3.8/3.12]

E. HEALTH CAREERS INFORMATION

Students research educational and licensing requirements for various health-related occupations and contact the appropriate professional organizations for more information. Using this information, students develop a career map for the various occupations. Students develop an occupation database or booklet for use in the counseling office.

Variation: Students shadow an individual employed in a health-related occupation and write a summary of the experience. Students should focus on the educational requirements for the job and the need for continuing education to remain current in the field.
[CCWR: 1.5/1.9/2.6/2.7/2.8/3.4/3.5]

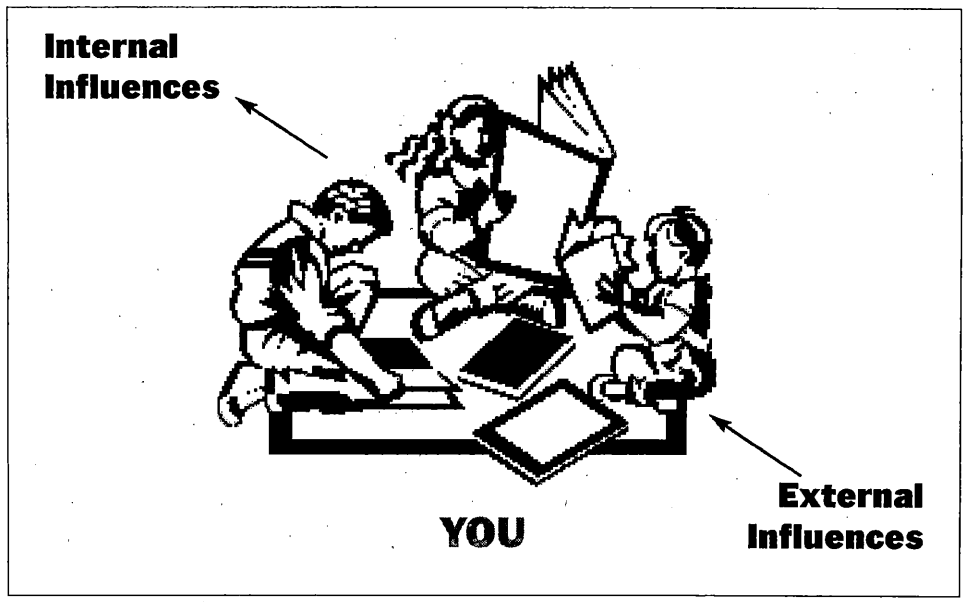
PERSONAL SKILLS FOR HEALTH AND SAFETY

Indicator 2.2-7: ***Describe and demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence adolescent health and safety.***

SAMPLE LEARNING ACTIVITIES: 5-6

A. WHO INFLUENCES YOU?

Draw a large circle on the board or on a large piece of butcher paper. Write the word "YOU" in the center of the circle. Ask: "Who or what influences your decisions?" List all the responses on the board, and explain that sometimes we have ***internal*** influences (those from inside us) and ***external*** influences (from sources outside ourselves). Each student completes his/her own circle, marking the internal influences with an arrow contained within the circumference of the circle and aiming at the center of the circle. Students mark the external influences using an arrow aimed towards the center of the circle from the outside. Students share their charts and brainstorm additional influences. Next, students revisit their chart and prioritize the influences from most important to least important. Compare the ratings and discuss how and why they might be different.



Variation: Students draw what peer pressure looks like. Remind students that peer pressure can be positive or negative. Students share their drawings and discuss.
[CCWR: 3.1/3.10]

Teacher Tip: The following activity is adapted from the *Social Problem Solving and Decision Making Program.* For more information on this program, contact the Social Problem Solving Unit at (732) 235-4939.

B. BEING THE BEST

Ask students to define ***assertiveness.*** Write the various definitions on the board and develop an accepted definition of the term. Explain that there are four important factors to consider when communicating with others. The factors can be remembered by the acronym **BEST:**

Body posture
Eye contact
Speech
Tone of voice

Model examples of each factor and ask volunteers to assist with examples. Provide small groups with scenarios to practice assertive responses, emphasizing the **BEST** principles. Group members rate each scenario response using a teacher-designed checklist. Groups present their responses for class discussion and critique.

Variation: Students use the **BEST** model and **ASSERT** model to respond to various situations. **ASSERT** stands for:

Assertive communication is to:
State the situation (What and how do I feel?)
Show understanding for the other person's position (What is his/her role?)
Explore a fair option (What would you like to see done?)
Respond to the other person's reply (How can you respond?)
Treat yourself and others with respect.

Variation: Define ***passive***, ***aggressive***, and ***assertive*** behavior and provide examples of each. (A simple response matrix can be found in *Project TNT*, a research-based tobacco education program, available from ETR Associates.) Solicit examples of each type of behavior from students. Select volunteers to participate in role-plays that illustrate each type of behavior. Students guess the behavior based on the skit and discuss possible alternative behaviors for the situation

Variation: Play a modified version of charades. Create a number of situation cards. Pairs of students select a card and portray a situation or emotion using only body language. Classmates guess the situation and the behaviors based on the body language viewed.

Variation: Divide the class into teams of five students. Each team is given a simple phrase or statement. Each team member must say the same words but provide different meaning through intonation, body language, tone, or volume.
[CCWR: 3.2/3.10/4.2/4.3]

Teacher Tip: Once students have been introduced to various communication skills, use the following activity as a practice session. Students need continuous and frequent practice in order to feel comfortable using the strategies in real-life situations.

C. RATING SKILLS

Students rate their own communication skills using a teacher-designed rating scale. Students rate their skills as both a speaker and a listener in relation to the following:

- Parents
- Siblings
- Friends
- Older adults
- Teachers
- Younger children

Students identify the areas that need improvement and develop a plan to improve their skills when communicating with at least one person/group on the list.
[CCWR: 3.7/3.10/4.3/4.5]

D. COMMUNICATING THROUGH PICTURES

Students collect photos and pictures from magazines and newspapers that show people using various forms of nonverbal communication. Students design a display identifying the messages conveyed in each picture.
[CCWR: 3.1/3.15]

Teacher Tip: A number of effective, research-based programs focus on the acquisition of assertiveness and refusal skills. Whichever program you choose, allow plenty of time for student practice. Students who feel comfortable with the skills will be more likely to use them when the time comes.

E. SAY NO AND MEAN IT!

Divide the class into several small groups. Give each group a situation that requires refusal skills and assertiveness (e.g., being offered a cigarette, a friend asking you to cheat on a test). Provide each group with a handout that outlines ways to say no and mean it (see box below). Each group develops refusal strategies using each tip from the handout and then presents its ideas to the class.

SAY NO–AND MEAN IT!

1. Avoid the offer.
- Don't put yourself in a position to be pressured.

2. Escape the offer.
- Just walk away.
- Give an excuse.
- Give the person the cold shoulder.

3. Refuse the offer.
- Simply reject the idea.
- State your position.
- State the consequences.
- Be a broken record.
- Hang out with kids who don't want to be pressured. There is strength in numbers.
- Reverse the pressure.
- Become an activist—explain why you won't participate.
- Suggest something else to do.

Variation: Provide students with a situation that requires the use of refusal skills. Using each of the refusal techniques, students write a response and share the response with classmates.
[CCWR: 3.1/3.11/4.8]

PERSONAL SKILLS FOR HEALTH AND SAFETY

Indicator 2.2-7: ***Describe and demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence adolescent health and safety.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. EFFECTIVE COMMUNICATION

Brainstorm criteria for effective communication and list the responses on the board. Divide the class into six groups. Each group creates an effective criteria checklist that can be used to rate role-plays for the following skills:

- Being assertive versus being aggressive
- Clear communication skills
- Good listening skills
- Decision-making skills
- Refusal skills
- Negotiation skills

Provide each group with a situation requiring the use of one or more of the skills. Students role-play the situation, and classmates rate the use of the skills using the checklists. Classmates offer suggestions for improvement. Each group repeats the process, practicing a second set of skills. Rotate the situations so each group is able to address all the skills.

Variation: Videotape the performances. Students rate their performances using the checklists. **[CCWR: 3.10/3.13/4.3/4.5/4.8]**

B. TEAM PROBLEM SOLVING

Write the following statement on the board: "Two heads are better than one." Ask students what the statement means. Explain that they will "put their heads together" to solve a problem. Show an open-ended video vignette (e.g., "*Cooling a Hot Situation*" or "*Triggering Positive Health Choices*" from Met Life or any of several *Project Alert* videos). After the video, divide the class into small groups, and allow approximately 20 minutes for each group to discuss and solve the problem portrayed in the vignette. Students write an ending to the vignette based on group discussion. View the ending of the original video and discuss the following:

- What criteria were used to write the ending?
- Was the group's ending similar to the commercial video ending? Why or why not?
- What other choices did the character(s) have?
- Was problem solving easier with a group? Why?
- How did you reach a decision?

Variation: Provide students with an unfinished story. Students create an ending to the story, showing how the teen used effective decision-making and communication skills to solve the problem. [CCWR: 3.1/3.2/3.7/3.9/3.13/4.2]

Teacher Tip: Modify the next activity to practice decision making or negotiation skills.

C. LEARNING TO REFUSE

Students brainstorm situations that may require the use of refusal skills. Assign one situation to each pair of students. The partners develop a list of strategies that support refusal skills and assertive behavior in the given situation. Pairs develop a role-play that involves three characters with one character pressuring the others to do something. The teacher applies the pressure in the skit and the students must demonstrate the necessary skills. Classmates offer alternatives and coach the players in the use of the skills. Students complete the lesson by writing "Ten Tips to Say No and Mean It." **[CCWR: 4.8]**

E. MINE FIELD

For this activity, you need a large open area in the gym or on the playground. Use rope to outline a large rectangle. Within the roped area, spread out objects that represent land mines. Organize the class into pairs, with one member remaining outside the rectangle and the other staying inside the rectangle but wearing a blindfold. The partner on the outside guides his blindfolded teammate from one end of the rectangle to the other through the minefield. Partners cannot touch and can only communicate verbally. The object is to guide your partner through the minefield without stepping on an object. After all pairs have successfully navigated the course, discuss the communication skills that worked best during the exercise.

Variation: Replace the minefield with a maze.

Variation: One partner is blindfolded. The other partner verbally guides him/her through a series of simple tasks such as completing a math problem, writing a sentence, or navigating a school hallway. **[CCWR: 3.1/3.6/3.7/3.13/4.2]**

HEALTH DECISIONS

Indicator 2.2-8: ***Analyze how health decisions and behaviors are influenced by family, peers, culture, and the media and develop strategies that support effective decision making and safe behavior.***

SAMPLE LEARNING ACTIVITIES: 5-6

A. EVERYDAY HEROES

Brainstorm qualities that make someone a hero or role model. Discuss the differences. Ask: "Are all heroes role models? Why or why not?" Brainstorm the names of real or fictional characters that are considered heroes or role models. Compare the lists and ask: "Did anyone appear on both lists? How many of the heroes are fictional characters?" Students develop a profile of a hero or role model, listing the characteristics they think are most important and share with classmates.

Variation: Students develop a short story about a local community hero or role model. The story can be based on actual incidents or can be a fictionalized account of a situation that features a hero or role model.

Variation: Students envision a community where volunteers are treated like celebrities and write an ad or real estate profile encouraging people to move to the community.

Variation: Invite a local hero or role model to speak about his/her experiences before, during, and after the event. Students write a reaction to the presentation.
[CCWR: 3.3/3.10/3.15/4.6/4.7]

B. EXAMINING THE NEWS MEDIA

Students examine news media coverage for one week focusing on issues related to interpersonal violence. Select certain incidents for discussion. Students analyze the possible events that lead to the incident and describe actions and decisions that might have prevented its occurrence.
[CCWR: 3.7/3.12]

C. YOUR VALUES

Brainstorm a list of commonly accepted values (e.g., generosity, fairness, honesty, courage, respect, trust, responsibility, loyalty). Most people base decisions on their values. Values show in how you act, what you talk about, what you stand up and fight for, and what you are willing to sacrifice for. For the following statements, students identify the value(s) associated with each. Discuss the responses.

- I may lose the class election but I have to say what I believe.
- You hold the door open for an older person.
- A person works hard to provide shelter for the homeless.
- You and your sister like to watch different TV shows. You agree to watch each other's shows for one week.

- A neighbor left for vacation and left her garden hose running. You shut it off without being asked.

Variation: Using the student-generated list of common values, students select the three values they feel are most important to them and justify their responses. Students compare their responses with their classmates. Is there agreement or do the class values differ? Why? Discuss factors that contribute to the formation of values.
[CCWR: 3.10/4.6]

Teacher Tip: The following activity examines messages in popular music. Screen song lyrics submitted by students for racial slurs, references to sexual practices, extreme violence, and profanity. In some situations, it may be necessary to secure administrative permission to use materials that appear to be in conflict with school guidelines. Some of these songs offer realistic and necessary examples for this discussion. Even though some students listen to music that adults find objectionable, other students in the class may not be permitted to listen to such music.

D. DECISIONS IN MUSIC

Students identify messages in popular songs (provide lyrics) and discuss them using the following questions.

- What is the message? Is it realistic?
- What decision was made? Did the person use a decision-making model?
- What were the consequences of the decision?
- Did the person(s) behave responsibly? Why or why not?
- How were other people affected by the decision?
- What were the alternatives?

Students re-write the song lyrics using a decision-making model to ensure a positive outcome. Students sing or role-play the new version of the song.
[CCWR: 3.1/3.2/3.9/3.12/3.13]

E. DECISIONS, DECISIONS

Set up four "thinking stations" (one for children, teens, parents, and senior citizens). At each station, have large sheets of chart paper and markers. Divide the class into four groups for this carousel brainstorming activity. Each group starts at one station and then moves to the next one on signal. At each station, students list major decisions that individuals at that stage of life make. Groups cannot repeat an item on the list, they can only add to the list. After each group has rotated to all four stations, post the lists. Students compare the lists for similarities and differences.

Variation: Students select three decisions from the children/teens lists and write a journal entry describing why those decisions are important for them.
[CCWR: 3.1/3.3/3.9/3.13]

HEALTH DECISIONS

Indicator 2.2-8: ***Analyze how health decisions and behaviors are influenced by family, peers, culture, and the media and develop strategies that support effective decision making and safe behavior.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. PEER PRESSURE INTERVIEW

Students interview a parent, guardian, or other adult about peer pressure they experienced as a teenager. Students ask the following questions:

- When you were a teenager, do you remember feeling peer pressure? What was it like?
- In what areas and at what age did you worry most about what your friends thought?
- How did you resist peer pressure?
- Did you ever have an embarrassing moment as a teen as a result of any of this? Tell me about it.

Students share the responses and develop a list of peer resistance strategies used by the adults. Ask: "Are some of the strategies used in the past still effective today?" Meeting in small groups, students develop a list of at least five refusal strategies to use when confronted with peer pressure. Students create and perform a role-play illustrating one of the strategies. Students complete the exercise by developing a class list of "100 Ways to Say No" and create a poster, mural, or bulletin board illustrating the list.

[CCWR: 3.2/3.3/3.9/3.10/3.15]

Teacher Tip: When selecting excerpts from TV shows or movies, screen the selections for sensitive situations and language.

B. PEER PRESSURE IN THE MEDIA

Show excerpts from movies or TV shows that clearly illustrate decisions made by teenagers (e.g., *Ferris Bueller's Day Off, The Wonder Years*). Discuss the influences that contributed to the characters' decisions and prioritize those influences.

[CCWR: 3.2/3.9/3.12]

C. DEVELOPING YOUR VALUES

Explain that most of the time, people do the right thing. Sometimes, the choices people have to make are difficult and in conflict with their values—we call this ***moral conflict***—and that makes it even harder to make a decision. Provide students with an example similar to the one below and discuss.

- Your best friend didn't study for the big math test. During the test, he/she leans over and asks for the answer to a problem. You value his/her friendship and don't want to jeopardize that. You are a loyal friend. On the other hand, you place real importance on being honest and you would feel terrible if you cheated. What should you do?

Explain that you are experiencing moral conflict, battling your sense of right and wrong. This is an example of a time when you can't talk about the decision with someone else—you are ***walking a moral tightrope***. Ask: "What does this mean?" After exploring the concept further, students explain in a journal entry about a time they faced a moral conflict and walked the tightrope. What helped them make the right choice? Students volunteer to share their experiences.

Variation: Provide students with fables or folktales that teach values. Students analyze the characters' motivation to "do the right thing." Students form small reading/discussion groups to share their insights on the stories.

Variation: Students create a fable, poem, or illustrated children's book about a character facing a moral conflict.

Variation: Students write an essay entitled "Your Values Are Always Showing." In the essay, students provide examples of how values are reflected in what individuals say and do and how family and culture shape values.

Variation: Values play an important part in the decisions we make. How do we learn values? Students list all the ways and places that teach values. Students compare the values of various cultures and religions.

Variation: Students debate the following questions: "Can values be both positive and negative? Can values change? How can you develop new values? Can adults develop new values?"
[CCWR: 3.2/3.3/3.9/3.10/3.15/4.3/4.6/4.7]

E. REAL-LIFE DECISIONS

Students brainstorm real-life decisions faced by teenagers. From the list, each student selects one problem and attempts to solve it outlining each step of the problem-solving/decision-making model. During the process, the student identifies and describes the potential influence of parents, family members, peers, culture, and the media on the decision. Students summarize the situation and present their analysis to the class.

SAMPLE REAL-LIFE SITUATIONS

- Your parents are getting a divorce and you have to choose which one to live with.
- You just had sex with the cutest guy/girl in school. You didn't think about protection until now.
- You want to lose 10 pounds before the big dance. You've only lost 2 pounds and you only have 2 weeks left.
- Your parents want you to attend an all-male/all-female high school next year.

[CCWR: 3.1/3.9/3.10/3.12/3.13]

SETTING HEALTH GOALS

Indicator 2.2-9: *Describe how health goals are influenced by changes that occur throughout the life cycle.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: The life cycle concept can be used to illustrate change, both positive and negative. The central point is that change is natural, normal, and expected. However, point out that each individual has the greatest influence on his/her own changes. Daily decisions greatly determine the progress and success of the life cycle.

A. CHANGES THROUGHOUT THE LIFE CYCLE

Explain that change is one thing that is guaranteed to occur throughout the life cycle. Ask students to think about phases they have already experienced and the kinds of changes that have occurred. Use a life cycle time line to remind students of the various phases from infancy to senior citizen. Each student develops a time line of their own life cycle from infancy to their present age, outlining important events that have occurred. After a discussion of the changes, students predict the personal changes they expect to occur in 5 years, 10 years, 15 years, 20 years, and 25 years in the future. Encourage students to predict goals and accomplishments. After students have listed their predictions, explain that they are setting the groundwork for their goals right now. (Use examples such as education to prepare for college and a career.) Relate their predictions to the achievement of health goals, and explain how wellness can support the achievement of those goals.

Variation: Students interview an adult to ascertain how the individual's health status and decisions have influenced their lifetime goals and achievements.

Variation: Students develop a list of health goals and identify strategies to achieve the goals.
[CCWR: 3.1/4.1/4.7]

B. LIFETIME GOALS

Students research the life of a famous person with a health condition (e.g., Franklin Roosevelt, Stephen Hawking, Helen Keller, Marlee Matlin, Christopher Reeve) and ask the following questions: How did the person's health affect the achievement of his/her goals? Did the goals change? How did the health condition impact the way the person is treated by others? Students write a summary of the person's life and comment on the way health affected the achievement of lifetime goals.
[CCWR: 2.6/2.8/3.4/3.5]

C. WHAT I HAVE LEARNED SINCE KINDERGARTEN

Post several large sheets of newsprint around the room. On each sheet, write one grade level (Kindergarten through Grade 6). In this carousel activity, students move in small groups to each grade-level station. At each station, students list what they learned that year. Focus the groups with the following questions: What have you learned since kindergarten? What have you learned each year, not just in school, but about life? After each group has completed the rotations, discuss the results and focus on the positive health goals and behaviors learned each year.
[CCWR: 4.1/4.3]

SETTING HEALTH GOALS

Indicator 2.2-9: *Describe how health goals are influenced by changes that occur throughout the life cycle.*

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: Writing goals—particularly health goals—may be a very personal experience. Allow students to select a discussion partner. For some students, it may be best to allow them to put the goals aside for a day or two before sharing their ideas with a classmate.

A. GOAL SETTING

Each student writes a definition of the word ***goal***. Students share their definitions and agree upon a common definition. Then each student selects three personal goals—one related to education, one related to his/her health, and one related to his/her social life—and develops a plan to achieve each. Each student identifies factors and supportive activities that influence the achievement of each goal. After sharing the goals with a partner, each student selects one goal and identifies health factors that impact the achievement of that goal. Volunteers share their goals and plans.
[CCWR: 4.1/4.3]

Teacher Tip: As preparation for the next activity, review life cycle concepts introduced in the Grade 5-6 cluster of this indicator (see ***Changes Throughout the Life Cycle***).

B. LIFE GOES ON

Discuss how students have changed in the last two to three years. Students reflect on goals they set for themselves in the beginning of middle school and evaluate ones they have met, ones in progress, and ones that have been delayed or discarded. Students note which goals were easy to achieve and which ones were more difficult. Focus the discussion on health-related goals. Students categorize their health goals as physical, social, intellectual, mental, or spiritual.

Variation: Students develop a status report on selected health goals. The report should address the nature of the original goal, any modifications, what occurred to achieve it, and the current status of the goal. Students predict whether the goal will be accomplished or abandoned.

Variation: Invite high school students to discuss personal changes that have occurred since they graduated from middle school. The peer educators should focus on health-related issues and goals and how choices impact long-range and lifetime goals.
[CCWR: 4.1/4.3/4.7]

C. 24 HOURS IN A DAY

Students keep a log of all activities during a 24 hour period, total the time spent in each type of activity (e.g., sleeping, attending class, eating, studying) and examine the results. Using the data collected, students write a paper addressing the following issues:

- Are you getting all you want from your 24 hours? Why or why not?
- Where are the weak spots?
- What role do you play in deciding how your time is spent?
- In what ways do peers influence how you spend your time? family members?
- How do the events of this 24-hour period impact the attainment of your goals?
- What actions can you change that will help you better achieve your goals?

[CCWR: 3.1/3.3/3.9/3.12/4.1]

D. LEARNING TO MANAGE

Some people never seem to able to reach their goals in spite of the fact that they are smart and capable people. The ability to manage your life greatly influences your ability to reach a goal. Brainstorm a definition of ***management*** and write on the board (e.g., using resources wisely to achieve goals). Divide the class into small groups. Give each group a situation to "manage" and a handout describing the five steps to effective management (see below). Students discuss the problem and suggest strategies to manage the situation. Afterwards, groups share their problems and solutions. Then each student selects one personal health-related goal and develops a management plan for that goal.

MANAGEMENT IN FIVE EASY STEPS

1. Set a goal.	*You have to decide what you want to do.*
2. Make a plan.	*What has to happen to reach the goal?*
3. Act on the plan.	*Do something.*
4. Control the plan.	*Check on your progress and change the plan, if needed.*
5. Evaluate the results.	*Did you reach the goal? What worked?*

[CCWR: 1.1/1.5/3.1/4.1]

E. COMPARING SKILLS

Students compare a decision-making model with a self-management process. Ask: "How are they the same? different? When are they used simultaneously?" Students complete a comparison/contrast map and discuss their findings.

Variation: Invite a corporate executive to speak to the class on strategic planning, goal-setting as part of managing a large corporation. How does this parallel day-to-day skills that the students already use? Students write a reaction to the presentation and compare the information to their own personal goal-setting processes.

[CCWR: 1.2/1.5/1.7/3.2/3.9]

F. SETTING GOALS TO REDUCE STRESS

Discuss various interpretations of this statement: "Remember to be realistic about your goals. You can dare to dream but setting too many goals that are beyond your reach may add stress to your life." Small groups discuss how setting goals can actually reduce stress (e.g., taking small steps, giving meaning to tasks, seeing what you've accomplished, instilling pride) and compile a class list.

Variation: Explain that planning and setting reasonable goals are key to effective stress management. Students develop a plan for one week. At the end of the week, students report to the class on the achievement of goals, frustrations, or problems adhering to the plan, and ways that it might be modified to be more manageable.
[CCWR: 3.1/3.10/4.3]

CONFLICT MANAGEMENT

Indicator 2.2-10: ***Analyze the causes of conflict and violent behavior in youth and adults and describe nonviolent strategies for individuals and groups to prevent and resolve conflict.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: There are a number of nationally-recognized and researched conflict management programs. Refer to the appendix for some examples.

A. TURNING DOWN THE ANGER

Brainstorm a definition of ***anger*** and write the students' responses on the board. Introduce, define, and give examples of the following terms: ***anger triggers*** (thoughts or events that set off feelings of anger); ***anger cues*** (body changes); and ***hidden anger*** (suppressed negative thoughts). Using a sponge and a pitcher of water into which red food coloring has been added, explain that the sponge represents the body and the red water represents an anger trigger. Ask the students to suggest possible anger triggers. As they do, pour a little water on the sponge. Relate the change in the color of the sponge to the effect of anger triggers on the body. Explain that when people use healthful ways to relieve angry feelings, they do not harm themselves or others. Divide the class into small groups, and have each group develop a list of healthy ways to deal with anger. Share the lists and create a class list or poster. Students complete the following statements:

- When I get angry, I will....
- Healthful ways to deal with anger include...

[CCWR: 3.2/3.6/3.7/3.9/3.13]

B. ANGER INVENTORY

Students keep a 2-day log of things that make them angry and describe the ways they dealt with that anger. Students share their log with a partner and discuss healthy and appropriate ways to deal with anger.

Variation: Students use the log to answer this question: What can you say or do to calm yourself when angry?

Variation: Students keep a stress log for 2 days. What things caused stressful feelings? How did you deal with them? Who helped you? Students share their logs with a partner and develop a list of people who can help when they feel angry or stressed.
[CCWR: 3.10/4.3]

C. WAYS TO DEAL WITH ANGER

Brainstorm appropriate ways to deal with stress, anger, and frustration. Focus on ways physical activity can help students deal with their anger and enhance their mood. Discuss ways students can express feelings through the creative arts.

Variation: Some people use physical expression to release anger or "blow off steam" (e.g., scream in a pillow, squeeze a tennis ball). Is this a healthy method to deal with these feelings? Why or why not?

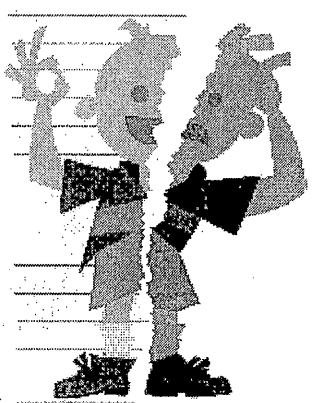
Variation: Students develop a list of family members, school staff, and community organizations that assist students to deal with anger, frustration, conflict, and stress. Post the list in the classroom for easy reference.
[CCWR: 3.1/3.11/3.13/4.3]

D. PEER MEDIATION

Students investigate and develop a program to provide peer mediation services in the school. Working with the school counselor, students visit a school already engaged in a successful peer mediation program. Students develop the rules for the program and assist in the development of a training program for prospective peer mediators. Students collect information about the program and report to the school administration at the end of the school year.
[CCWR: 3.1/3.3/3.4/3.8/3.11/3.13/4.1/4.2/4.6/4.7]

E. ZERO CONFLICT

Begin this activity by explaining that conflict and anger are normal—it's just when they are carried to an extreme that they become problems. Divide the class into small groups. Each group brainstorms situations that result in anger or conflict while in school, at play, or at home and writes each situation on an index card or small slip of paper. Examples might include someone butting in line, someone stealing lunch money, or a fight at the bus stop. Collect all the cards and place them in a large box. Each day, several students draw cards from the box and lead a discussion on how to handle the situation. Students may design a role-play to demonstrate appropriate strategies. As students address the situation on the card, post it on a bulletin board display anchored by a nonviolence theme, such as "There's No Room for Violence in This Room" or "Zero Conflict."
[CCWR: 3.1/3.9/3.11/3.13]



CONFLICT MANAGEMENT

Indicator 2.2-10: ***Analyze the causes of conflict and violent behavior in youth and adults and describe nonviolent strategies for individuals and groups to prevent and resolve conflict.***

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: **Students need an understanding of basic vocabulary when discussing issues related to violence. Consistently use terms such as *aggressor, mediator, victim, bystander,* and *peer mediation* to ensure students understand the meaning and context of the terms.**

A. FACTORS THAT INFLUENCE VIOLENCE

Assist students in creating a graphic organizer that highlights important factors that contribute to or influence the occurrence of violence. Using the information generated, students answer the following questions:

- How are the contributing factors linked?
- Where does violence occur?
- How do we feel about violence?
- Where and when do we learn to use violence in our lives?
- What can we do to prevent violence?

After a discussion, students write a journal entry reacting to the following questions: Why do you think there is so much violence in this country? in the world? What does violence accomplish? **[CCWR: 3.1/3.8/3.12]**

Teacher Tip: **Always preview videos and film clips for age-appropriate content. Involve parents/quardians in violence prevention activities.**

B. IDENTIFYING VIOLENCE

Ask the students: "What does violence looks like?" Brainstorm a definition and description of various forms of violence (e.g., fighting, domestic violence). Use an excerpt from a television show, movie, or video that clearly illustrates several kinds of violent acts and conflicts. Students count the number of acts of violence in the show and discuss what they observed. Divide the class into small groups to discuss one of the acts seen in the film clip. As the groups discuss the elements of violence, explain that the audience doesn't see what happens after a violent scene. Each group predicts what might occur after the act of violence, focusing on the aggressor and the victim, their families, friends, and employers and considering the effects of the violent act on the community. Groups share their predictions with the rest of the class.

Variation: What does violence cost society? Using some of the same acts of violence noted above, students examine the real cost of damages, lost income, incarceration, and increased police patrols. How does violence impact local taxes and the community's quality of life? Invite community leaders to discuss violence prevention efforts.
[CCWR: 3.2/3.7/4.2]

C. DEFINING CONFLICT

In essay form, students describe two conflicts observed in the media or real life and record whether each conflict has positive consequences, negative consequences, or both. Students determine the aggressor(s), victim(s), and bystanders in each situation and determine if someone served as a problem solver or mediator. Students list the qualities needed to fulfill those roles and describe how each conflict might be peacefully resolved.
[CCWR: 3.1/3.9/3.12/4.7]

D. MEDIA VIOLENCE

Divide the class into small groups to debate the following questions:

- What effects do TV, movies, or music have on the incidence of violence?
- Does the media glorify violent acts? How? Why?
- Are representations of violent acts, as seen on TV and in movies, really necessary? Explain.

Each group develops a position statement on the media and violence and shares their position statement with the class.

Variation: Students watch four TV shows (not news shows) and log the number of violent behaviors, number and type(s) of weapons used, number of "good guys", number of "bad guys", and the number of nonviolent strategies used during the course of the shows. After one week, discuss the data collected and create a class graph for each category. Discuss the following:

- Was the violence necessary? Why?
- Would people watch the programs if sensational acts were not part of the show? Explain.
- What could be done to limit the number of violent acts portrayed on TV?

[CCWR: 3.2/3.7/3.9]

E. ANALYZING VIEWS ABOUT TV VIOLENCE

Present the following positions about TV violence. In essay form, students justify one of the positions.

View #1:	Freedom of speech and freedom of the press should ensure people's rights to see what they want. Censorship, in any form, is wrong.
View #2:	Parents have a responsibility to monitor what their children watch. Shows should be censored only by parents, not by the government.
View #3:	Children should not be exposed to violence in any form. Access to such shows should be restricted by the government.
View #4:	Students over the age of 12 should have no viewing restrictions.

After students have selected a position and written the justification, discuss the following questions:

- Should all violence be banned from television? Why?
- Is the television rating system useful? Why or why not?
- Is the movie rating system useful? Why or why not?
- Is all TV/movie violence bad for children? Why? What are the potential effects of viewing such violence?
- Cartoon characters are shot, maimed, or flattened and then get up and walk away. How does this influence young viewers?

[CCWR: 2.6/3.4/3.5/3.8/3.12]

COPING SKILLS

Indicator 2.2-11: ***Describe the impact of crisis, stress, rejection, separation and loss and develop coping strategies for each.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Discussing these issues requires special sensitivity and observational skills on the part of the classroom teacher. Tune in to the needs of the students. Do not make a student feel weak or inferior. Reinforce that experiencing stress or expressing emotions is not a sign of personal weakness. Emphasize that stress is normal and unavoidable and that learning new strategies to deal with stress is an important part of achieving wellness.

A. IT HOLDS YOU DOWN

Ask for two student volunteers. Give one student a bag filled with crumpled paper and the other student a bag filled with heavy objects, such as books. Ask the students to jump up and down for about 30 seconds while holding the bag in their arms. After they have done this, ask the students how they feel (the student holding the heavy bag should respond that he/she is tired, winded, and the heavy objects slowed him/her down). Connect the activity to a person "loaded" with stress. Ask: "What does extra stress do to a person's body, mind, and social relationships? How does stress impact one's general health? How can people deal with stress to maintain balance and wellness?" Students define ***stress management*** and list ways to handle or manage stress.
[CCWR: 3.2/3.6/3.7/3.9/3.13]

B. HOW DO YOU FEEL? WHAT DO YOU DO?

Divide the class into small groups and give each group a scenario, similar to the ones listed below. Groups discuss ways to cope with the situation and create a skit or story that focuses on positive ways to deal with the problem. Students share the creative works with classmates.

SAMPLE SITUATIONS: STRESS

- You've just been cut from the soccer team.
- Your pet died.
- You really expected to get the lead in the school play—you didn't even get a small part.
- Your best friend just told you he/she is moving.
- One of your parents works out of town and you are only able to see him/her on weekends.

Variation: Students generate a list of people that can help when experiencing stress, anger, or problems. From the list, students develop a class resource booklet or poster.
[CCWR: 3.1/3.15]

C. STRESS BREAKER/ENERGY MAKER

Students create a series of simple stress reduction exercises that can be used in the classroom during times of prolonged seat work, before or during a test, or whenever a student feels tense. Students demonstrate the exercises and discuss appropriate times to use them.

Variation: Students select appropriate music selections to accompany the relaxation exercises.
[CCWR: 3.1/3.11/3.14]

D. I'M ANXIOUS

Define ***anxiety*** and explain that it is a normal part of life. Students list situations that may make people feel anxious or nervous (e.g., new situations, tests, performances, competition, making requests). In order to more effectively cope with anxiety-producing situations, students evaluate their own level of anxiety in various situations (see sample chart below), rating their level of anxiety as low, medium, or high in each situation. Discuss the ratings and ways to prepare or deal with each situation.

ANXIETY LEVELS					
At School		**At Home**		**With Friends**	
Situation	Anxiety Level	Situation	Anxiety Level	Situation	Anxiety Level
Taking a quiz	Medium	Coming home late	High	Going to a party	High
Being in a play	Low	Family gatherings	Medium	Meeting someone new	Low

Variation: Students learn specific relaxation techniques that can be used when they feel nervous or "stressed out". Model each of the techniques (e.g., deep breathing, positive thinking, mental rehearsal, body relaxation and preparation) and then allow plenty of time for practice. Incorporate the relaxation techniques as part of routine classroom practice.
[CCWR: 3.1/3.10/4.3]

Teacher Tip: Be advised that significant losses (e.g., parental death, sibling death, divorce) are often grieved and "regrieved" over many years and may be reactivated by minor losses that provoke memories. As students mature, they may revisit previous losses in an effort to make new meaning of the experience. Grief and loss are best addressed in a supportive environment. Unfortunately, not all students live in this environment. Be prepared to refer students who need assistance with unresolved issues related to previous loss.

E. LIVING WITH LOSS

Explain that change, loss, and death are all natural and inevitable parts of the life cycle. Define ***loss*** in very general terms, and then qualify it with the term ***grievous loss***. Explain that grievous losses make us feel hurt, angry, or sad. Divide the class into small groups to brainstorm as many losses as possible and record on chart paper. Each group's recorder selects three losses from his/her group's list and writes them on the board. Add to the list any other losses not supplied from the student lists. Discuss the following questions:

- What losses listed do you think would be the hardest to cope with?
- What losses might have a positive side to them?
- What losses would be hard to talk about in public?

Variation: Students find a newspaper or magazine article that describes a loss. Students answer the following questions, in writing, about their article:

- What loss(es) are represented in the article?
- Who or what will be affected by the loss?
- Would others easily recognize the loss?
- Would the loss be difficult or easy to bear?
- What possible growth or positive action could come from the loss? Could there be any gains now or in the future as a result of this incident?

[CCWR: 3.2/3.9/3.10/3.12/3.13]

Teacher Tip: Avoid focusing the discussion simply on grief related to loss through death. Children who have suffered other types of losses need to recognize that grieving is a natural response to many kinds of loss.

F. LOSS IN LITERATURE

Use classic children's literature to examine and discuss issues surrounding loss, death, grief, and coping. Suggested books include:

- *Bridge to Terabitha* by Katherine Paterson
- *Charlotte's Web* by E. B. White
- *The Education of Little Tree* by Forrest Carter
- *Sadako and the Thousand Paper Cranes* by E. Coerr
- *The Secret Garden* by Frances Hodgson Burnett

[CCWR: 3.2/3.10/4.3/4.7]

Teacher Tip: Inform the school counselor and school nurse of the next activity so they can be prepared for potential student reactions.

G. THE GRIEVING PROCESS

Invite a speaker from a local hospice or counseling agency to speak to the class about the grieving process. Be sure the speaker addresses various kinds of loss (not just death) and focuses on the physical, behavioral, and emotional aspects of the grieving process.
[CCWR: 3.4/3.10]

COPING SKILLS

Indicator 2.2-11: ***Describe the impact of crisis, stress, rejection, separation, and loss and develop coping strategies for each.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. FAMILY SUPPORT

Divide the class into small groups, and give each group a situation that reflects a crisis (e.g., loss of parent, job loss, illness, fire). Each group discusses their situation and lists ways students and their families can cope when these problems occur. Groups identify community resources available to help when such situations arise and present their findings to the class.

Variation: Invite speakers from the community to discuss services available for individuals and families in crisis.
[CCWR: 3.2/3.4/3.10/4.3]

Teacher Tip: As students study cultural perspectives on death and grief, connect the lessons to related topics in social studies and world language instruction.

B. BELIEFS ABOUT DEATH

Invite representatives from the predominant religious faiths of the community to discuss their beliefs about death. Prior to the panel, students generate a list of questions for the panelists.

Variation: Students watch a television show that is likely to have a death scene (e.g., medical show, police drama). After viewing the show, students discuss the following questions:

- Was a death portrayed on the show? How many?
- How old was the person who died?
- What was the cause of death (e.g., illness, accident, shooting)?
- What attitudes about death were presented?
- What kind of ceremony was portrayed?

- How did family and friends deal with the death?
- Was the portrayal of death realistic? Why or why not?

[CCWR: 3.3/3.4/3.10/4.3/4.7]

C. TEEN WORRIES

In small groups, students brainstorm a list of worries or concerns that many teenagers face. Create a master list and then have each student select three issues from the list. Each student writes a letter to a teenager about each issue. Students share their letters with the class.
[CCWR: 3.1/3.9/3.13]

D. DEALING WITH DEATH AND LOSS

Students develop a role-play for each of the situations listed below. After each presentation, discuss the type of loss experienced, the grief process, and the strategies used to cope with the loss. After the skits are completed, students complete a journal entry describing their thoughts as a participant in the role-play.

SAMPLE SCENARIOS: DEATH AND LOSS

- Johnny's grandfather died. He lived far away and Johnny hasn't seen him for a long time. Johnny is not sure he wants to go to the funeral. Johnny and his family talk about the problem.
- Same as above but Johnny wants to go to the funeral and his parents do not think he should.
- Three small children are talking about a dead bird.
- An elderly person is explaining what he/she believes about funerals to a young child.
- The Morgan's house was destroyed in a fire. The family discusses what they will do next.

[CCWR: 3.1/3.4/3.9/3.15]

E. COPING WITH SELF

Students list six things that make them feel better when they are feeling down or depressed. Students develop a class list and create a poster, bulletin board display, or pamphlet based on the list.

Variation: Students create children's books that describe things that make you feel better (e.g., flying a kite, petting the dog, playing in the rain, a hug). Students illustrate the books and share with younger students.

Variation: Students plan and institute a peer helper program in the school. Invite representatives from the local high school to share their peer helper experiences and to assist with the development of a middle school program.
[CCWR: 3.1/3.10/3.15/4.3]

F. WHEN YOU'RE FEELING DOWN

Being aware of the early warning signs is the key to getting help. Emphasize that everyone feels "blue" or "down" at times. When the symptoms and feelings persist for a prolonged period of time and seem to interfere with normal everyday activities, professional help is needed. Generate a list of symptoms that include those listed in the chart below.

FEELING DOWN? GET HELP!

- Sadness for no reason
- Hopelessness and a feeling that your life is out of control
- Mood shifts
- Inability to make decisions about everyday life
- Lack of concentration
- Fear and anger at the world
- Sleep disturbances
- Substance abuse or eating disorders
- Frequent physical ailments for which no medical cause can be found



Students identify community mental health agencies that assist individuals and families to cope with mental health problems. The class compiles a resource list.

Variation: Students create a pamphlet or poster entitled "What To Do When You're Blue." Students should include in the guide the following ideas and strategies, along with other suggestions.

- Everyone has bad times and feels low now and then.
- You are not alone. Seek out family and friends for help.
- Be sure to take care of the basics even if you're feeling down. Be sure you get enough sleep, eat well, and get lots of exercise.
- Do not use alcohol, tobacco, and/or other drugs and avoid the use of caffeine.
- You control the way you feel.
- How you view what happens to you is most important.

Variation: Invite a counselor, psychologist, or psychiatrist to speak about depression. The presentation should focus on the signs and symptoms of depression, the treatment of depression, and local resources for help and information.
[CCWR: 3.1/3.4/3.12/3.13]

HEALTH INFORMATION

Indicator 2.2-12: ***Synthesize, interpret and express information about health issues using valid resources and adapt the information for different audiences.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: When planning a large event such as the one described in the next activity, enlisting the support of the administration and school board, parents, community and religious groups, and healthcare providers from the earliest stages will enhance the success of the event. Keep all stakeholders informed during the planning and review process. This activity can be modified to meet district requirements for community service.

A. COMMUNITY HEALTH FAIR

Students plan and implement a community health fair. Students select a target population (e.g., senior citizens, students, parents), secure a site, solicit participants and providers, and plan a marketing campaign for the event. Each student participates in the actual event. Students evaluate the event, based on attendance and feedback, and develop a plan for improvement.
[CCWR: 3.1/3.4/3.8/3.13/3.14]

Teacher Tip: Involve the library media specialist in the following activities.

B. COMPARING INFORMATION

Students select health-focused pamphlets, articles from magazines and journals, books, and information from on-line resources. Each student selects three distinctly different resources and compares each. As part of the review, students identify potential conflicts or contradictions in content and develop a list of questions about each resource. Each student develops a brief written summary of each resource with additional comments or concerns. Discuss the students' findings and develop a list of reliable source for health information.

Variation: Each student selects a particular health topic (e.g., HIV/AIDS, Lyme disease, immunizations, marijuana use) and locates three resources about that topic. Each student shares his/her selected resources with an appropriate healthcare provider or school staff member (e.g., school nurse, substance awareness coordinator, counselor) for their review and comment (using a class-designed review and rating chart). Each student writes a summary of the reviewer's comments.
[CCWR: 3.1/3.2/3.4/3.12]

C. ADAPTING HEALTH INFORMATION

Students read several health articles from a journal, magazine or Web site. Using the information, students create a pamphlet, coloring book, informational story, or video for two of the following audiences. Students gather feedback on the item and make revisions as indicated.

- Pre-school children
- Pre-adolescents
- Young adults (21-30)
- Senior Citizens
- School-aged children
- Adolescents
- Adults
- Non-English speaking individuals

[CCWR: 3.2/3.4/3.5]

HEALTH AND SAFETY SKILLS

Indicator 2.2-13: ***Analyze social situations and conditions that affect health and safety and select and evaluate the appropriate skills for each situation.***

SAMPLE LEARNING ACTIVITIES: 9-12

A. RETROSPECTIVE PROBLEM SOLVING

Students review media broadcasts, Internet sites, newspapers, and magazines to identify social and health problems that regularly occur in society. Brainstorm additional ideas to create a master list. Divide the class into small groups and have each group select one problem or issue from the list. Explain that each group will be looking at a problem through a "flashback" approach, looking at the problem after the fact and trying to identify things along the way that might have prevented or mitigated the problem. Each group develops an imaginary time line and event sequence from the present to the past, focusing on the results/consequences and culminating in the events that sparked the event in the first place. The each group identifies strategies or events that may have altered the outcome, the feelings of the participants in the situation and any barriers that frustrated efforts to alter the outcome. As each group presents its situation in flashback style, they suggest ways that the participants could have used personal and interpersonal skills more effectively to alter the outcome.

[CCWR: 3.1/3.2/3.3/3.8/3.13]

B. POSITIVE PROBLEM SOLVING

Students develop the concept for a problem solving video, write the script, portray the characters, and produce the video focusing on ways to effectively solve problems that impact one's health. Students select the appropriate social skills for the scenarios and demonstrate the appropriate application of each in the video. The video can be shown to other high school classes, target younger students, or be presented to parent and community groups.

[CCWR: 3.1/3.2/3.15]

C. DO I UNDERSTAND YOU?

Write the following statement on the board: "I'm so hungry I could eat a horse!". Ask students what the statement means to them and how it might be interpreted differently by a person from another culture or country. Explain how communication is constructed from one's personal experiences. Clear communication can reduce or eliminate a lot of problems that occur in social situations. Divide the class into small groups. Each group creates a statement that can be interpreted a number of ways, based on the use of language and phrasing, intonation, or body language. Each group asks the rest of the class to interpret their statement.
[CCWR: 1.1/4.2]

D. TALK THAT HELPS

Prior to class, develop a handout that describes ***talk that helps*** and ***talk that hurts***. After discussion and modeling of each type of talk, divide the class into seven groups and assign each group one aspect of helping talk. Each group develops a brief dialogue that illustrates the type of communication. After discussion, students revise the dialogue to illustrate one kind of talk that hurts and present the skit. Discuss the impact of negative talk on feelings and relationships. Students write a journal entry addressing the following statement: *Learning to be an effective communicator can have a positive effect on your health and your relationships.*

TALK THAT HELPS	TALK THAT HURTS
■ Encouraging messages ■ Clear and specific messages ■ Open and honest communication ■ Using "I" messages ■ Speaking with respect and sensitivity ■ Keeping confidences ■ Building trust	■ Gossip ■ Lies and insults ■ Blaming and accusing ■ Threatening ■ Nagging ■ Preaching and complaining ■ Interruption ■ Being opinionated ■ Sarcasm

[CCWR: 1.1/3.2/3.7]

E. START TALKING

Discuss how effective communication can build relationships. Explain that most people have a built in vocabulary of ***talk starters*** and ***talk stoppers***—phrases that may invite or inhibit open communication. Provide students with a starter list of each (see below) and brainstorm others. Divide the class into two groups. Each group develops a dialogue in which the characters are discussing a significant health issue (e.g., deciding to have sexual intercourse, drinking and driving). One half of the group performs the dialogue using talk stoppers while the other half uses talk starters. Groups perform their skits and discuss the contrasting communication styles employed by the characters.

TALK STARTERS	TALK STOPPERS
■ Tell me more... ■ Do you mean that...? ■ Can we talk? ■ Tell me if I'm wrong...	■ That's really dumb! ■ How would you know? ■ You're wrong. ■ Shut up.

[CCWR: 3.1/3.2/3.7/3.11]

F. SKILLS FOR LIFE

Provide students with case studies/scenarios that present real-life problems. (Have students brainstorm the problems in advance so you can write the case studies.) In small groups, students identify the problem, rate the relative risk (based on a student-developed risk scale), and select the appropriate skills needed to solve the problem. Students develop a one-act play that provides background, presents the dilemma, and then shows the character(s) using the appropriate skills. Allow some students to create a situation that is not resolved even though the person chose the correct skills. Each group presents their one act play and then leads a focused discussion on the use of the skills in the situation.

Variation: Students develop a monologue or paired dialogue reflecting on a problem or situation and what skills could have been employed to alter the outcome.

[CCWR: 3.1/3.2/3.9/3.12/3.13]

Teacher Tip: The next activity provides opportunities for students to think "on their feet", much as they will in day-to-day experiences. It also provides immediate feedback on their choices and allows for constructive criticism. Be sure the situations posed offer students a wide variety of real-life experiences.

G. NEGOTIATING FOR LIFE

Write a number of health and safety situations on slips of paper and place in a hat. Each student selects one situation, reads it to the class, and without further preparation, describes how he/she would handle the situation. The class votes, thumbs up or down , on the choice of skills proposed by the "performer". Allow one thumbs-down participant to challenge and offer an alternative strategy. Encourage students to be creative in the use of the skills.

[CCWR: 3.1/3.10/3.13/4.3/4.5]

CONFLICT MANAGEMENT

Indicator 2.2-14: *Analyze the causes of conflict in groups, families, and within the community and demonstrate and evaluate nonviolent strategies to prevent, mediate, and resolve conflict.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: You can obtain accurate information on violent incidents from local, state and federal law enforcement agencies. School data is reported as part of the New Jersey Department of Education Violence and Vandalism Report.

A. FIGHTING - WHAT ELSE IS THERE?

Discuss various ways to prevent a fight (see list that follows) then divide the class into small groups. Give each group a situation where fighting or fleeing may be options. Each group studies the situation, develops a response, and shares it with the class. Discuss the following: "Are the responses realistic? Why or why not? Would you use those strategies?" Discuss the students' perceptions of fighting, the various degrees of conflict, and pressures to fight. Compare male and female attitudes about the same. Is there a difference? Brainstorm ways to prevent a fight from occurring and practice the various techniques through role-play. Videotape the role-plays, review, and critique.

WAYS TO PREVENT A FIGHT

- Stay in control.
- Give an opponent a way out.
- Make excuses.
- Imagine standing in the other person's shoes.
- Keep cool.
- Apologize.
- Keep comments light.

[CCWR: 3.1/3.2/3.7/3.9/3.11/3.13/4.2/4.5]

B. DEALING WITH ANGER

Brainstorm causes of anger and list on the board. Discuss the causes and associate with patterns of behavior. Since anger often results when a need is not met, discuss the difference between needs and wants. Then have students create a chart to rate anger (e.g., 1 = mild to 3 = severe) and describe the characteristics of each rating. Discuss who controls one's anger (self) and ways of dealing with anger so the person doesn't harm self, others, or the environment.

Variation: Incidents of "road rage" appear to be more common. As novice drivers, high school students may be involved in a road rage situation. Students brainstorm possible situations when this might occur. Divide the class into two groups. The first group develops strategies to deal with road rage when you are the victim. The second group discusses ways to control your emotions when driving. Groups share their ideas and develop a pamphlet, poster, or video showcasing strategies to deal with such incidents.

[CCWR: 3.1/3.9/3.13/5.1/5.6]

C. KINDS OF VIOLENCE

Define ***homicide, assailant, perpetrator, victim, interpersonal*** and ***acquaintance*** and write the definitions on the board. After assuring that everyone understands the terms, provide students with several news clippings that describe incidents of violence. Ask students if the incidents are typical. Using a variety of print and technological media, students collect data and information about violent acts and compare their findings with the information in the news clippings. Discuss what criteria students used to make an initial judgment that the acts noted were "typical". Did the media's representation of violence influence the decision? Is there a typical act of violence?

Variation: Narrow the focus of the project by having students select a particular kind of violent act (e.g., armed robbery, sexual assault, homicide, domestic violence).

Variation: Students investigate the relationship between the use of alcohol and other drugs and violent behavior and present their findings to the class.
[CCWR: 3.1/3.8/3.12]

D. WHAT IS CONFLICT?

Brainstorm examples of positive conflict (e.g., differences in political ideology between two political parties) and negative conflict (e.g., intense disagreements between two countries that leads to war). Ask students: "When do you think conflict becomes negative?" Explain that conflict becomes negative when people use destructive tactics to deal with healthy, normal conflict. (See chart that follows.)

DESTRUCTIVE TACTICS

- Becoming over-involved in the conflict: person has a chip on the shoulder and is always looking for action
- Clamming up: person becomes unresponsive
- Expecting the worst: person believes its destiny
- Hanging on to the conflict: person can't admit he/she is wrong

Organize five conflict management "teams". Each team develops a list of positive, constructive tactics to address a conflict that occurs with one of the following groups/individuals: parents, other family members, friends, employers, or school staff. Each team presents its list of strategies and contributes its best ideas to a class master list.

Variation: In a journal entry, students write about a time when they tried to avoid a conflict. What tactics were used? Did they work? What happened?

Variation: Students develop an essay that describes a conflict they are presently experiencing. How might cooperation resolve the conflict?

Variation: Students explain how conflicts become negative when people add "fuel to the fire". What does this mean? How can people deal with someone who uses this approach? Students develop a short story or one act play that illustrates the use of this negative tactic and shows ways to resolve the conflict using positive tactics.

Variation: Students interview an employer and human resources manager to discover how conflict between employer and employee may be resolved. What about conflicts between employees? What resources exist to mediate conflict in the workplace?
[CCWR: 1.2/1.5/3.1/3.2/3.134.2]

COPING SKILLS

Indicator 2.2-15: ***Analyze the impact of crisis, stress, rejection, separation, and loss on physical and emotional health and develop coping strategies that consider the influence of family, culture and personal experiences.***

SAMPLE LEARNING ACTIVITIES: 9-12

A. DEVELOPING A MOOD CHART

Explain that moods and strong emotional feelings fluctuate in all people. Using a rating scale or graph, students record their mood five times a day (early morning, late morning, mid-day, late afternoon and evening) for five consecutive days then write a brief reaction to the observations and possible contributing factors.

Variation: Students complete the five-day mood log and then complete the following statements:

- I learned that...
- I was surprised that...
- I was pleased that...
- I was displeased that...
- In order to keep myself healthy, I need to...

Variation: Students investigate the influence of hormones and brain chemicals on emotions and moods (e.g. serotonin levels, dopamine, male and female hormones).
[CCWR: 3.1/3.6/3.7/3.10/3.12/4.3]

Teacher Tip: Various surveys have identified the following "American Fears": speaking in public, heights, insects, financial problems, deep water, sickness, death, flying, loneliness, dogs, driving/riding in a car, darkness, elevators, and escalators.

B. DEALING WITH UNNECESSARY FEARS

Brainstorm fears that some teenagers might experience. Explain that some fears are normal and others may be unrealistic. Divide the class into groups representing each of the fears identified on the list. Groups discuss how these fears can cause conflict and stress in life and develop strategies to combat each fear. Groups share their ideas with the rest of the class.

Variation: Ask: "When Americans are asked what they are most afraid of, what do you think they say?" Students make predictions and then compare their own lists with survey results. Were the predictions accurate? Were some of the responses surprising? Compare the adult responses with adolescent fears (e.g., losing their parents, dying, not getting a good job or being successful).
[CCWR: 3.1/3.9/3.12]

Teacher Tip: Some students may be resistant to discuss sensitive topics such as death. If such behavior is observed, assure students that you respect their right to privacy. If a student seems particularity disturbed by the discussion, offer supportive services and refer the student to the school counselor. Even if you think you know the students very well, remember that an incident from their childhood may make this discussion uncomfortable and reactivate the grief process.

C. DEALING WITH DEATH

Many people approach death by denying it will ever happen. Explain that all families are confronted with death at some point and family members need to be prepared to deal with it. Brainstorm ways people can prepare for death and discuss individuals who can provide help and support. Divide the class into small groups. Each group discusses the following scenario and recommends strategies for the character to deal with loss.

CASEY'S DAD

Casey's dad had a sudden heart attack and died. It was totally unexpected and Casey couldn't believe it happened. Casey has a large family of aunts, uncles, and cousins to provide support. People from the church helped out and there was so much going on, Casey hardly had the time to think. A week after the funeral, everyone had gone home and the house seemed very quiet and empty. Casey's mom just sat and stared out the window. Casey's little brother has become quite impossible—he was always a pest—but now he is worse than ever, having temper tantrums. Casey has lost it with him more than once. Everything just seems to be falling apart.

Variation: Extend the scenario to include other family changes and crises, such as a fire that leaves the family homeless, a move to an unfamiliar place in the middle of senior year, the loss of a friend, a divorce or remarriage, or the break-up of a long term relationship.

Variation: Keeping the focus on death, students research the preparation required for a funeral. Students investigate the differences based on culture, religion, or ethnic origin.

Variation: Invite a counselor, religious leader, and mortician to speak to the class about coping with death.
[CCWR: 3.1/3.4/3.13/4.2/4.6/4.7]

D. YOUR ATTITUDE IS SHOWING

Ask students: "Can your attitude affect your health?" After a brief discussion, provide students with a handout entitled "Twelve Attitudes That Can Hurt Your Health". For each statement, students write a counter statement that positively impacts health. Students share their counter statements.

TWELVE ATTITUDES THAT CAN HURT YOUR HEALTH

1. That could never happen to me.
2. I'm too young.
3. I don't know anyone who ever got in trouble doing that.
4. What I don't know won't matter.
5. I'll show him (or her)!
6. I'll get around to a check-up when I'm older.
7. I'll start tomorrow.
8. But everybody's doing it.
9. We're all going to die someday anyway.
10. I've never been sick a day in my life.
11. Nobody else cares about me, so why should I?
12. I'm in control. I can stop any time I want.

Variation: Divide the class into pairs or triads. Each small group is assigned one of the twelve statements to develop a role-play that illustrates ways to "counter the attitude". Students present their skits and discuss other ways to respond to individuals with "an attitude". Discuss why some people develop such attitudes (e.g., poor coping skills, undue stress, multiple problems).

Variation: A poll of high school students showed that apathy is one of the biggest problems facing teenagers. Discuss why apathy develops and how it contributes to other adolescent problems. Students debate if apathy is a problem in their school.
[CCWR: 3.2/3.9/3.10/3.15/4.3]

E. DEALING WITH DEPRESSION

Brainstorm some of the signs of depression and note on the board. Explain that everyone experiences times when they are feeling low, blue, or down. Most people are able to cope with these feelings and maintain their normal life patterns. However, for some people those feelings do not resolve. Provide a copy of the American Psychiatric Association's list of signs and symptoms of depression that warrant professional help. After discussion, divide the class into small groups. Each group develops a list of informational resources (books, Web sites, pamphlets), organizations, hotlines, and mental health facilities in the area that provide services for individuals with depression.

Variation: Using the signs and symptoms list, students develop a role-play of an individual experiencing depression. Students illustrate via the role-play how they might help this person seek counseling and care.

Variation: Students explore mental health treatment options for adolescents, locate facilities and organizations that provide care, and investigate the costs of treatment programs.
[CCWR: 3.1/3.4/3.9/3.13/4.3/4.6/4.7]

F. DEALING WITH MULTIPLE PROBLEMS

Using *Romeo and Juliet* as a trigger (the play or one of the film versions), discuss the many problems experienced by the characters and the ways they coped with those problems. Discuss the consequences of their choices. Students rewrite the ending of the story, having the characters use appropriate coping skills to deal with their problems.
[CCWR: 3.1/3.9/3.12/3.13]

G. DISCUSSING DEATH AND LOSS

Present a number of quotations, similar to the ones below, for interpretation and discussion. Students may also use the quotes as the basis for an essay on perceptions of death and loss.

- *There is no cure for birth or death save to enjoy the interlude.* — George Santayana
- *Expect an early death - it will keep you busier.* — Martin Fischer
- *Life is the leading cause of death.* — Anonymous
- *No man enjoys the true taste of life but he who is willing and ready to quit it.* — Seneca

[CCWR: 3.2/3.9]

LIFELONG WELLNESS

Indicator 2.2-16: ***Develop a plan for lifelong wellness using data from health assessments, family history, nutritional information, and current health practices and evaluate progress towards meeting health goals in the plan.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Forced choice activities can become very active and generate lots of discussion and debate. Prior to the activity, review the class ground rules (e.g., no put downs, don't interrupt). Encourage everyone to participate in the activity.

A. THE CONCEPT OF WELLNESS

Students define ***wellness*** and identify factors that contribute to it. Ask students to reflect on their personal health behaviors and list those that support or contribute to wellness. Next, conduct a forced choice activity. Define the ***dimensions of health***, place signs around the room for each dimension, and then ask the group the following questions.

- Which dimension of health is the most important to you now?
- When thinking of a person who is significant in your life, which dimension is most important to him/her?
- What dimension of health was stressed most in the household in which you grew up?
- What dimension would be the hardest for you to change?

Students move to the dimension sign that is the best response to the question. Ask volunteers to explain their answers and encourage all students to participate. At the end of the activity ask students how their answers might have been different five years earlier and how they might be different five years from now.

Variation: Students predict, in writing, how their answers may change ten years from now.

Variation: Students create a wellness mobile that identifies the dimensions of wellness and activities that support each dimension.
[CCWR: 3.1/3.2/3.8/3.12]

B. THE COST OF EXERCISE

Write the following statement on the board: "A sport physiologist recently stated that if exercise was a drug and you could put it in a pill, it would be the most beneficial medication ever invented." Allow students to interpret the statement and discuss the benefits of regular exercise. Students investigate various kinds of fitness programs (e.g., private gyms, YMCAs, recreational programs) to discover the types of activities available and costs. With the information obtained, students design an exercise plan for themselves now and 10 years from now. Students compare the two plans and discuss the differences and similarities.

Variation: Students develop a health and fitness plan for a healthy adult at age 20, 40, and 60. Discuss the differences.

Variation: Students research the need for and benefits of exercise for all age groups and develop recommendations for children, teens, adults, and senior citizens. Design a poster or pamphlet advocating daily exercise for the targeted group.

Variation: What costs are associated with not exercising? Students investigate health conditions and problems that may result, now and in the future, from a sedentary lifestyle and develop recommendations to prevent those health problems (e.g., osteoporosis, cardiovascular disease).
[CCWR: 2.5/2.6/3.1/3.4/3.5/3.8/3.12]

Teacher Tip: Enlist the support of the physical education teacher, school nurse, substance awareness coordinator, school counselor, and family and consumer science teacher to support students in the following year-long endeavor.

C. LOOKING FOR HEALTH

Students identify 5 to 10 health goals they would like to achieve, then interview family members to discover potential health conditions in their family. Taking this information into consideration, students develop a list of strengths and weaknesses (e.g., weight, diet, exercise patterns, emotional status, substance use) and revise their original goals. Students develop an action plan that includes the goals, objectives for each, possible barriers and strategies to overcome the barriers, and expected outcomes with dates. Students share their plans with a partner and meet on a regular basis to share successes. Students write brief progress reports and include in a portfolio. At the end of the school year, the partners complete a comment sheet noting progress made, modifying goals and summarizing the year's events.

Variation: Provide each student with a case study. Students develop an action plan for the case study and share with a partner.

Variation: Invite a health educator, genetic counselor, and physician to speak to students about adolescent health behaviors and issues that may have long term implications for one's health. **[CCWR: 3.1/3.4/4.1/4.2]**

PREPARING FOR ADULTHOOD

Indicator 2.2-17: ***Predict adult daily needs to maintain a healthy lifestyle, design a plan and budget based on those needs, and justify the plan.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Provide budget sheets and checklists to assist students with this exercise. Students should use actual shopping lists, supermarket costs, money saving coupons, and actual costs for cars and housing. Do not allow students to use a credit card to pay for anything unless they "apply" for credit and are approved. Encourage students to interview human resources staff, welfare officers, and bankers to obtain accurate information for this project. Some students may develop a personal attachment to the scenarios; however, emphasize these are real-life situations.

A. LIFETIME LOTTO

Pose the following questions: "What does it cost to live? What expenses must be paid and what ones can wait until the next pay check? What are essentials?" Allow time for class debate and discussion and then explain that everyone will participate in the "Lifetime Lotto". Students draw a card from a hat. On that card is the description of a person's life. Students assume the role of that person and plans his/her life according to the description on the card. Allow several weeks for the students to research and develop a family plan and budget based on the information provided. Students introduce themselves to the class as the character and discuss how they planned and budgeted for their life. Students describe what actions may be necessary to improve their life (e.g., job training, education, moving, taking out a loan).

SAMPLE: LIFETIME LOTTO CHARACTERS

Joe has a wife, three kids and one on the way. He just lost his job and collects unemployment. He worked for ten years as a truck driver. His wife does not work and she does not have career skills.

Ann lives with two roommates. She is 22, fresh out of college with a degree in English and philosophy. She works at a restaurant as does her two roommates. She makes $250 per week on a good week but the income is not steady.

Ben lives alone. He works in a video store. He has a chronic health condition and the store just cut off his health benefits. Last month his doctor bills were over $200.

Chris lives with two roommates. Chris works full-time at a local mall and goes to classes four nights a week. One roommate attends college and works part-time. The other roommate has recently dropped out of school, is not working, and spends a lot of time in front of the TV drinking beer. Chris buys the beer and all the food.

Alex and Art live together in a three bedroom townhouse. They share all expenses, both work full-time as computer programmers and both spend a lot of time attending concerts, plays, and parties. They are considering a third housemate.

Andy's wife has a mental health problem. She is in and out of the hospital and cannot care for the couple's five children. Only two of the children are old enough to be in school. Andy has lost a lot of time from work this year and has taken on a second job to supplement his $25,000 a year income.

Wagner collects welfare. Occasionally, he lives in a shelter. He has a wife and two children but he hasn't lived with them in about five years.

Barry is a 60-year-old man with a second family. He supports his first wife and two children sending them $600 a month. To support his second wife and three children, Barry works two jobs. His wife, Angie, also works two jobs. Angie is pregnant and afraid to tell Barry.

[CCWR: 3.2/3.4/3.9/3.11/3.13/4.6/4.7]

Teacher Tip: The following project works best when you involve local merchants. Students can enlist their assistance to find the best buy or to locate an unusual product. Local merchants may offer a small award to the "best shopper".

B. BUDGETING

Students outline and predict a food budget for all meals and snacks for a one-month period. Students consider eating out as part of the food budget. Each student develops a grocery list, searches the ads for coupons, and seeks out the best buys. Discuss if the list changes after exploring the ads. Discuss how planning can impact current and future lifestyle choices.

Variation: Assign the same shopping list to all students. Students search the ads for bargains and

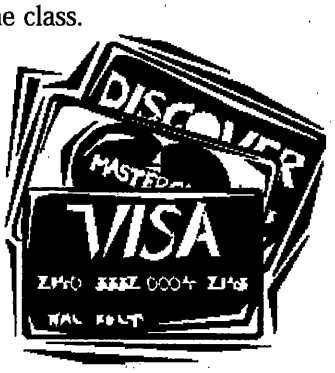
"buy" the items on the list within a specified budgeted amount. Vary the amount of play money allotted each shopper. Award a prize to the best shopper.
[CCWR: 1.12/3.1/3.4/3.13]

Teacher Tip: Most college students are offered credit cards even when they have little or no visible income. As high school students prepare for graduation and independent living, they need to become more aware of financial pitfalls and the need for careful planning.

C. YOU CAN'T LIVE ON CREDIT

Students investigate various credit card offers, look at annual percentage rates, restrictions and annual fees, and decide which type of credit card, if any, might be appropriate for people at various stages of their lives (e.g., college students, young professional, family, senior citizen). Students share the information and design a pamphlet for teenagers based on the information.

Variation: You can buy just about anything on credit. Write on slips of paper items that might be purchased using a loan or credit card (e.g., car, house, stereo, vacation). Students select an item, determine the cost over time or with credit, and report to the class.
[CCWR: 1.12/2.5/3.1/3.12]



Standard 2.3: Alcohol, Tobacco, and Other Drugs

All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.

SUBSTANCE USE: A PUBLIC HEALTH PROBLEM

The use of alcohol, tobacco, and other drugs (ATODs) by school-age children and youth is of great concern. Studies indicate that today's adolescents are less likely to view the use of ATODs as risky or harmful. Often, youth perceive that the use of these harmful substances is widespread, particularly by their peers. Many of these same studies tell us that our children are beginning to experience peer pressure to experiment with substances at an earlier age. While these findings are not new, schools are under increased pressure to "solve the problem." Substance use is both an educational and public health problem.

The *New Jersey Middle School Survey on Substance Use*, a survey of seventh and eighth grade students conducted in 1995, provides a base for monitoring future trends in substance use. The survey findings included:

- Evidence of considerable substance experimentation among students in this age group.
- Evidence that middle school students were offered and used substances early in life.
- Evidence that children throughout the state and across all socioeconomic levels experiment and use substances.
- Evidence that children have access to these substances and perceive no harm in using them.
- Evidence that risk factors of substance use are related to communities, schools, and families as well as individuals. (New Jersey Department of Health and Senior Services, 1996)

KNOWLEDGE: A KEY ELEMENT OF PREVENTION

Substance use during adolescence and early adulthood is a serious public health problem. Research findings suggest that the most successful prevention programs do not happen exclusively in either the school or community setting. Effective programs provide a wide-range of services for students and their families. Prevention programs are most likely to be successful when school personnel collaborate with parents, other community residents, and agencies. Extensive research studies indicate that successful programs help students to recognize internal and external pressures that influence them to use alcohol, tobacco, and other drugs. Successful prevention efforts assist students to develop personal, social, and refusal skills and emphasize that ATOD use is not the norm among most students. Effective programs are developmentally appropriate, use interactive teaching strategies, and are culturally sensitive and relevant for students. (Drug Strategies, 1996)

The relationship between wellness and academic achievement cannot be ignored. Lifestyle choices such as poor diet, lack of sleep and exercise, or the abuse of alcohol, tobacco, and other drugs can interfere with an individual's ability to perform at school or on the job. *Standard 2.3* is one mecha-

nism to promote healthy behaviors in school-age children and youth, guiding them towards lifelong wellness. The aim of this *Standard* is to provide students with the requisite skills and knowledge about alcohol, tobacco, and other drugs so they may make responsible and informed decisions throughout their lifetime. The *Comprehensive Health Education and Physical Education Framework* addresses only the instructional component of a comprehensive alcohol, tobacco, and other drug prevention program.

Substance abuse occurs in every community. While school programs can achieve effective prevention results, families and communities shape the larger social context in which school-age children and youth make decisions about the use of alcohol, tobacco, and other drugs. *Standard 2.3* strongly correlates with wellness activi *Standards 2.1* (*Health Promotion and Disease Prevention*) skill focus of *Standard 2.2* (*Personal, Interpersonal, and Skills*) must be interwoven into the informational focus *Standard 2.3*. Together, these *Standards* are the startin point for the development and implementation of a comprehensive ATOD prevention program that positively impacts students, their families, and the community in which they live, play, learn, and work.



MEDICINES

Indicator 2.3-1: ***Define drugs and medicines, describe the purposes and correct use of medicines, and describe the role they play in the maintenance or achievement of wellness.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: In order for students to understand the concept of *wellness*, the teacher must clearly define the term. Related activities that support wellness can be found in *Standard* 2.1. Teachers may need to modify the definition of wellness to address the cognitive and developmental levels of students.

A. FEELING WELL

Distribute a piece of paper and crayons to each student and write the word ***wellness*** on the chalkboard. Ask the students to close their eyes and imagine a time when they feel well. Use prompt questions such as the following:

- How does your face look when you feel well?
- Where are you? on a beach? with friends or family?
- What are you doing? playing a game? listening to music?

Direct the students to open their eyes. Each student draws a picture of himself/herself when feeling well. Display the pictures in the classroom, and use them to introduce the elements of wellness (identify such concepts as happiness, laughing, exercising, being loved). After discussion, students complete a slogan such as:

- I feel great when...
- Wellness means...

Variation: Preschool and kindergarten students create a "Feeling Well Face" using a paper plate, crayons, and scraps of fabric and yarn.
[CCWR: 3.10/3.12]

Teacher Tip: The following lesson is a great way to introduce students to the school nurse. Involve the school nurse in classroom activities so students will become more familiar with school health services and will be more likely to use the services appropriately.

B. MEDICINES CAN MAKE YOU WELL

Tell the class a story about a make-believe creature who isn't feeling well (e.g., a dragon with a sore throat). Ask the students: "What makes you feel better when you don't feel well. Maybe you have a

cold or a sore throat. What makes you feel just a little bit better?" Students will probably respond with things like "soup," "sleep," or "medicine." Write the student responses on the board and relate them to the story. Each student draws a "Get Well Creature" picture illustrating something that might make the creature in the story feel better. Use the student pictures to define the word ***medicine*** and explain how medicines can help the body. Follow this activity with a visit to the school health office. The school nurse explains the reasons for medicine use, safety rules for medicines, and related school rules including what students should do when they do not feel well in school. After the visit, brainstorm reasons why people might need medicines. Each student writes or illustrates one safety rule about the use of medicines. The rules are displayed as a border for the "Get Well Creature" drawings. **[CCWR: 3.1/3.3/3.4/5.8]**

Teacher Tip: Never ask students to bring empty medicine bottles or containers to class. The teacher or school nurse should supply clean, empty, labeled containers for classroom use.

C. SUBSTANCE SAFETY

For this activity, you need several empty containers of common household substances and medicines. Display the containers and describe each one. Emphasize those substances with warning labels or ***universal warning symbols***. Draw the universal warning symbol on the board and write the word ***poison*** next to the symbol. After students have defined poison, divide the class into small groups and give each group several empty containers to examine. Two groups classify the substances as "healthful" or "harmful" while the other two groups classify the substances as "safe" or "poison." Each group writes or illustrates one safety rule for the use of medicines and household substances. Reconvene the entire class and discuss safety rules. Add rules to the list as needed.
[CCWR: 3.7/3.8/ 3.12/ 5.1/ 5.6/5.8]

Teacher Tip: Use the next activity to remind parents about the importance of childproofing their home. Create a parent newsletter, family checklist, or parent/child activity that will foster discussion about safety in the home.

Teacher Tip: Use older students as cross-age teachers for the following activity.

D. SAFE USE OF MEDICINE

Students create puppet shows demonstrating the proper use of medications. Divide the class into small groups, and assign each group a situation. After allowing time for practice, each group presents their puppet show. Allow time for comments and discussion after each show, reinforcing medication safety rules. After class discussion, students return to their original groups to create a poster illustrating the safe administration of medicines. Each group writes a slogan or poem to accompany the poster. Ideas for the scenarios might include the following:

- A parent administering medicine to a child
- The school nurse administering medicines to several children
- A family child-proofing its home

- A parent and child looking for warning labels and universal warning symbols
- A child trying to share medicine with another child

[CCWR: 3.1/3.13/4.2/5.8]

E. THE GREAT WALL OF WELLNESS

Divide the class into small groups. Within that group, each person lists five things that make him/her healthy. Each group presents their list to the class and a master list is developed. From the ideas on that list, the entire class creates a mural illustrating the healthy behaviors. Display the mural in the hallway, and encourage other classes to contribute to the continuation of the "wellness wall." Link the activity to a wellness theme such as "Health Happenings" or "Proud to Be Drug-Free."
[CCWR: 3.15/4.2]

MEDICINES

Indicator 2.3-1: ***Define drugs and medicines, describe the purposes and correct use of medicines, and describe the role they play in the maintenance or achievement of wellness.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Involve the music teacher in the next activity.

A. FAVORITE THINGS THAT SUPPORT WELLNESS

Explain that many people have favorite things and that sometimes those things might not always be good for them. Play "My Favorite Things" (from the musical "The Sound of Music") and ask students to listen carefully to the song. After the song has finished, ask students to list some of the items mentioned in the song. Ask: "Are the items mentioned in the song the same as your favorite things?" Give each student a chart with several categories of "favorites" (e.g., favorite food, TV show, song, sport, game, color, season). After students have had a chance to complete the chart, divide the class into small groups to compare charts. Members of each group discuss whether their favorites contribute to wellness. After limited discussion, each group selects from their collective lists three favorites that support wellness and report to the entire class. Create a master list. Reinforce that some things on the list may be better for us than others and help us to remain healthy. Each student draws a picture of their "healthy favorite" and completes a contract statement such as:

- I can stay healthy by...
- When I don't feel well, I will...
- My health resolution is...
- My favorite thing about being healthy is...

[CCWR: 3.10/4.3/4.5]

Teacher Tip: The following activity combines creative writing and the arts.

B. WELLNESS POEM

Open this activity by asking students what ***wellness*** means to them. Write several responses on the chalkboard. Students develop an acrostic poem using the word "WELLNESS" or "HEALTHY" and create a collage or poster illustrating the wellness theme. Display the poems and artwork and discuss ways to remain healthy.

Example:

Walker
Energetic
Listens
Loves family
Nice to others
Exercises
Shares
Substance-free

Active, energetic and full of fun
Neat, my work is always done
Nutritious eater, no junk for me
Exercises, full of energy!

[CCWR: 1.2]

Teacher Tip: Prior to the next activity, students need to be familiar with basic vocabulary including: ***drug, medicine, symptoms, prescription drug, over-the-counter drug, pharmacist, allergy, dosage, warnings,*** and ***side effects.***

C. CREATE A NEW MEDICINE

Organize the class into small groups, and distribute several empty containers of over-the-counter (OTC) and prescription medicines to each group. Students read the labels carefully and then answer five basic questions about the medicine (see sample chart below). Reconvene the entire class and have each group present the information on its chart. Ask students what other kinds of information might be on the label and discuss their responses. Students return to their original small groups to design a product, including important information on the label, such as dosage, time, reason for use, and warnings. Students use empty soda bottles or shoe boxes as "medicine containers." After the medicine package is created, the group designs an ad for the product and tries to "sell" the product to the class. After the ads are presented, discuss the positive and negative aspects of the ads. Each student compares the student-created ads to ads in magazines, newspapers, on the Internet, or on television using a comparison/contrast map. Using the student-generated maps as a springboard for discussion, create a class map. As a completion activity, each student writes three things they learned from this exercise.

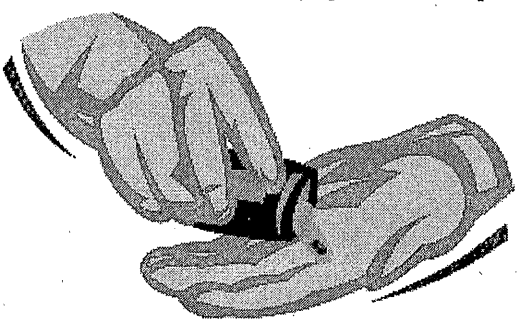
WHAT?	WHO?	WHEN?	WHY?	HOW MUCH?
Amoxicillin	John Doe	Three times a day	Strep throat	1 pill

Variation: Videotape medicine commercials commonly seen on television. Show a commercial just once, then have students try to answer the five questions listed above, using only the information supplied in the ad. Replay the commercial and have students try to complete the chart. Discuss the kinds of information available to the consumer in the ad versus the information listed on a medicine container or bottle.
[CCWR: 2.1/3.8/3.15]

Teacher Tip: When discussing health issues with students, be careful not to ask questions that might lead them to reveal medical information of a confidential nature. Keep questions simple and direct and don't ask for medical history information. If a child discloses information of a sensitive nature, discuss your concerns with the child and his/her parents.

D. MEDICINES CAN HELP US

Open this activity by asking the class how many of them have ever taken medication. Explain that some people need to take medication only when they don't feel well while others may have a health problem that requires them to take medicine every day. Give each student a list or chart of common medical conditions (e.g., asthma, diabetes, strep throat, a cold, poison ivy) that might require medication and a list of common medications. Each student completes the chart, matching the appropriate medication to the condition. After the charts are completed, focus a large group discussion on the appropriate use of medications, the need to follow treatment instructions, and sensitivity to others who have medical conditions. Associate this activity with a book on children with special health conditions (e.g., seizures, diabetes, HIV/AIDS, asthma) or a visit by the "Kids on the Block" puppet show. After the activity, students write a brief paragraph on the importance of taking medications correctly and safely.
[CCWR: 3.8/3.12/4.6]



RISKS/EFFECTS

Indicator 2.3-2: ***Recognize the physical and behavioral effects of alcohol, marijuana, tobacco products, inhalants, anabolic steroids, and household substances that may be misused for mood-altering effects.***

SAMPLE LEARNING ACTIVITIES: K-2

A. HOW DRUGS CAN AFFECT MORE THAN ONE PART OF THE BODY

Students locate their hearts by putting their hands on their chests. Ask the students where the blood goes after it is pumped through the heart. Using diagrams or anatomical models, explain how the blood travels around the body. Students place one hand over their stomach and the other hand over an ear. Explain that if they were to take medicine for an earache, it would enter the bloodstream near the stomach and the blood would carry the medicine to all parts of the body. Reinforce that drugs change the way the body works. Remind students that the body is like a machine where all the systems and parts must work together. A change in one system can cause a change in another. Demonstrate this using dominos to show the action of drugs affecting the body. Using tape, put the name or picture of a body part on each domino. Sequence the dominos in the order medicines or other drugs pass through the body. Stand the dominos upright in the correct order. Place a domino marked "drug" at the beginning of the line and let it fall. Point out all the body parts that the dominos knocked down (or that were affected by the drug). Discuss the activity with students. Allow small groups to realign the dominos, and perform the exercise again. Conclude the activity by asking students what might happen to the body if one organ or system is damaged by alcohol, tobacco, or other drugs. Reinforce the concept that children should not take medicines without adult supervision because they do not know what changes the medicines might cause.
[CCWR: 3.2/3.3]

B. REACHING FOR GOALS

Write the word ***goal*** on the chalkboard, and ask students to define it. Focus the class on current goals and how things can sometimes interfere with those goals. Explain to the class how using drugs might interfere with achieving a goal. Direct each student to select a favorite activity and set a goal related to that activity. Students write how the use of alcohol, tobacco, or other drugs might interfere with the attainment of that goal. Divide the class into groups with similar goals, and have each group discuss what needs to be done to meet the goal. Each group lists three things they can do to improve their enjoyment and performance in those activities and shares the lists with the class.
[CCWR: 4.1/4.2]

C. WISH STAR

Tell the class to think about what they might like to be when they grow up. Discuss how the use of substances might interfere with attaining that dream. Divide the class into small groups and assign each group a career (e.g., pilot, teacher, police officer, racecar driver, dancer). Ask each group to think how the career might be affected if the person uses drugs. Provide students with trigger ques-

tions such as the following:

- Will the person be on time for work? Why or why not?
- Will the person be able to do the job safely? Why or why not?
- Will the person have friends at the job? Why or why not?

Reconvene the entire class and make a list on the chalkboard of all the problems identified. Summarize and restate how drugs can interfere with dreams, then have each student develop a "wish star" for his/her chosen career. Display the star with a class or school contract not to use drugs. **[CCWR: 1.2/1.3/4.1]**

D. HEALTHY VS. UNHEALTHY

In pairs, students trace a body outline on a large sheet of paper. Students insert premade pictures of healthy body organs (e.g., brain, heart, lungs, stomach, kidneys, liver). Using markers, each pair makes the changes they think occur when organs are damaged by the use of alcohol, tobacco, and other drugs. Discuss the body tracings and labels. Next, post preselected magazine or newspaper ads for alcohol and tobacco products above the chalkboard. Students brainstorm the harmful effects of each substance and list those effects on the chalkboard below the appropriate picture (e.g., damaged lungs; black, stained teeth; car crash). Summarize the many ways alcohol, tobacco, and other drugs can harm the human body.
[CCWR: 4.2]

RISKS/EFFECTS

Indicator 2.3-2: ***Recognize the physical and behavioral effects of alcohol, marijuana, tobacco products, inhalants, anabolic steroids, and household substances that may be misused for mood-altering effects.***

SAMPLE LEARNING ACTIVITIES: 3-4

A. WHY ALCOHOL IS NOT SAFE FOR CHILDREN

For this activity, you need two clear containers filled with water, one large and one small. The containers represent the people in a story. In order for students to make a clear connection between the containers and the people in the tale, label or decorate the bottles to resemble the characters. Ask the class what they think happens when two people drink the same amount of alcohol. Will the effects be the same for both? Read aloud a story about a large person and a small person. Both individuals are drinking alcohol. As you tell the story, add one drop of food coloring to both the large and small containers of water for each drink the characters consume. Ask: "Is there a difference in the water in the containers now that the "drinks" have been added? Who might feel the effects first?

How does body size influence the effects? What other factors might influence the individual's reaction to alcohol?" (Responses might include food, other drugs, medicines, illness, fatigue, age, and maturity.) Be sure to emphasize that size is not the only factor used to determine if one can drink safely. Guide the discussion towards the conclusion that alcohol use by children is not safe. Students illustrate the concepts discussed through drawings and write a short summary of what they learned in this lesson.

Variation: Cross-age teachers present a puppet show or skit to accompany the experiment described above. The peer leaders guide the discussion, emphasizing that most kids do not use alcohol and other drugs.

Variation: For this activity, you need two 4-ounce cups for each student. With students watching, mix a quart of water with the recommended amount of dry lemonade mix and a quart with twice the recommended amount. Fill one cup two-thirds full of regular strength and one cup one-third full of double strength. Students taste and compare. Explain that each cup has the same amount of powder but the concentration is different. Ask students how this could be connected to alcohol consumed by a child.
[CCWR: 3.2/3.7/3.9/3.12]

B. BODY SYSTEMS, DRUG EFFECTS

Explain that the body experiences many short and long-term effects from the use of various drugs. In small groups, students trace a body outline and add body systems to the tracing. Each group gathers information about the effects of alcohol, tobacco, and other drugs on an assigned body system. Using the information, each group develops a skit portraying various body parts and describing the effects of chemical substances on the assigned body system. Students use the body tracings and "sandwich board" costumes to illustrate the skit. After each group has presented its skit, students list at least one effect for each body system.
[CCWR: 3.4/3.5/4.10]

Teacher Tip: The next activity requires the use of cigarettes to demonstrate specific effects. Be sure to notify the building principal prior to any activity using tobacco products as there are specific laws and regulations regarding the use of these products in schools and public buildings. This activity can be used to make parents and students aware of the school district's "No Smoking" policies.

C. EFFECTS OF TOBACCO ON THE RESPIRATORY SYSTEM

This activity helps students visualize the effects of tobacco products on the respiratory system. To demonstrate the effects of smoking, use a smoking machine (available from health materials supply companies) or create your own (directions can be found on page 238). Students record their observations during the presentation. Emphasize during the discussion that certain effects are clearly evident, such as yellow teeth or bad breath, but that some internal changes may go unnoticed until years later. To illustrate this, use an old broom and a new broom to represent the cilia. Sweep a pile of dirt with the new broom and then with a broom that is worn and broken. Discuss the students' observations and relate them to the effects of smoking on the respiratory system. Introduce the con-

cept of ***secondhand smoke*** by asking students how cigarette or cigar smoke affects others. Organize small groups to develop strategies to minimize exposure to cigarette or cigar smoke. Groups share their ideas and create a large poster outlining the best strategies.
[CCWR: 3.2/3.13/4.8]

D. WHAT DOES SMOKING COST?

Discuss the costs of various items that students treasure (e.g. games, CDs). Explain that you have discovered a great way to save money: Never become a smoker! Provide information on the cost of individual packs and cartons of cigarettes and cigars. Divide the class into small groups, and assign each group a "hypothetical smoker." Each group calculates the amount of money its smoker spends on tobacco products in one week, one month, and one year, then places their calculations on the chalkboard and justifies their answers. Each student writes a journal entry explaining things the smoker could do with the money saved if he/she quit smoking.
[CCWR: 2.2/3.12]

Teacher Tip: The following activity provides an ideal opportunity to have students share information about the correct use of the 911 emergency system with family members. This lesson can be used to make families aware of training in first aid and CPR or to notify them of parenting or baby-sitting classes. Emphasize that students should never practice 911 calls using a real telephone.

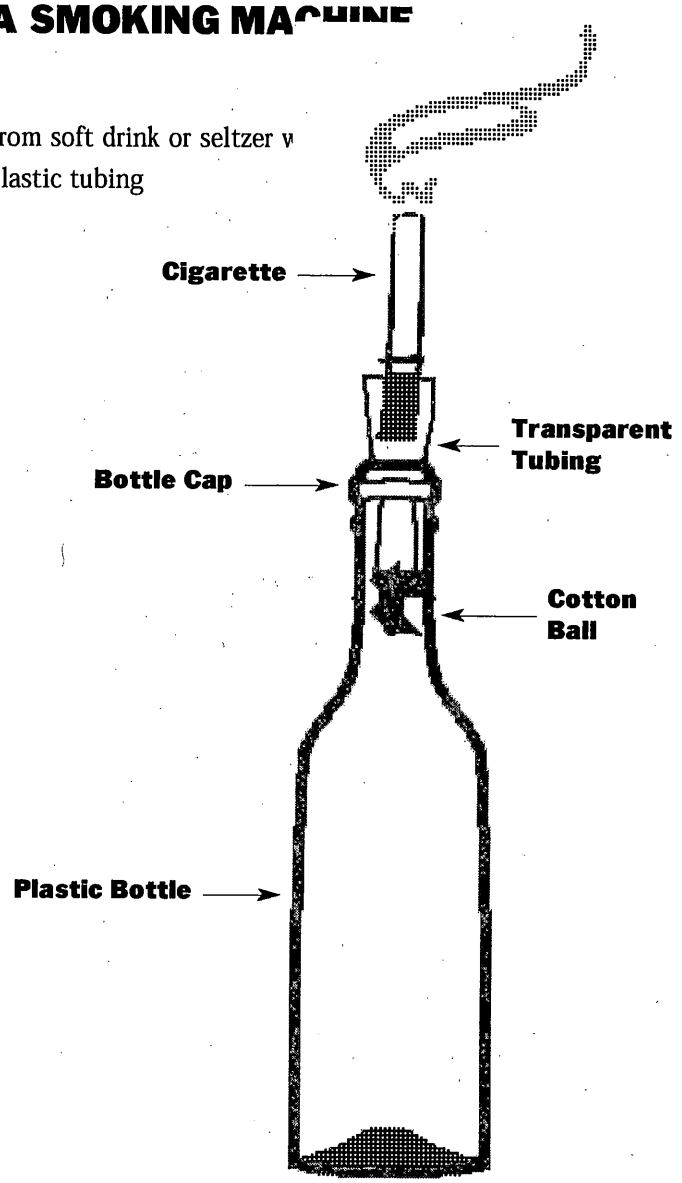
E. EMERGENCY: CALL 911

Introduce the concept that certain substances when inhaled or ingested may cause immediate and life-threatening reactions, such as breathing cessation or heart irregularities. After a discussion of the effects of certain substances, students develop role-plays of emergency situations where someone may have ingested or inhaled a poisonous or dangerous substance. Include a simulated 911 call, a call to the poison control center, and simple first aid procedures.
[CCWR: 5.1/5.2/5.6/5.8/5.9]

MAKING A SMOKING MACHINE

Materials

- 2 qt. transparent plastic bottle (from soft drink or seltzer w
- 4-inch piece of 1/4" transparent plastic tubing
- 2 cotton balls
- 1 non-filter cigarette
- Matches
- 1 small piece of aluminum foil
- 1 cup of molasses or dark syrup



Procedure

1. Punch a hole in the bottle cap with a hammer and screwdriver.
2. Put cigarette in one end of tubing.
3. Push other end of the tubing through the bottle cap.
4. Stick one cotton ball in the other end.
5. Screw on the bottle cap.
6. Place the second cotton ball on a piece of paper next to the bottle.

Note: Arrange a location for the smoking experiment which minimizes smoke inhalation.

You may need permission to do the experiment inside depending on your school's smoke-free policy. Do the experiment near a window or in a sheltered place outside.

Caution: Students with asthma or other respiratory conditions should only be present for the introductory and follow-up discussions. Check with the school nurse before performing this experiment.

Adapted from: *Do It Yourself: Making Healthy Choices,* American Cancer Society, 1994.

SIGNS, SYMPTOMS, AND RESOURCES

Indicator 2.3-3: ***Recognize the signs and symptoms of chemical misuse, abuse, and dependency, discuss their impact on personal and family health, and identify resources for help and information.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: It is often difficult to explain to youngsters why it is legal to purchase tobacco products or consume alcohol when we prescribe a "no use" message for them. Reinforce the idea that these substances can also be harmful for some adults, especially those who cannot control the amount of a substance they use. The next activity attempts to introduce the idea that "too much of anything might not be a good thing."

A. TOO MUCH

Write the words "too much" on the chalkboard. Explain and demonstrate the concept of too much using containers of various sizes and overfilling some of the containers with water. Use a chart, similar to the one below, to brainstorm how too much can cause problems. Discuss how too much of something might be harmful or unhealthy.

TOO MUCH...	OUTCOME/PROBLEM
Candy	Upset stomach; dental caries
Sun	Sunburn; skin cancer
TV	Poor grades; get lazy
Medicine	Sleepy; upset stomach
Alcohol	Drunk driving; falling

[CCWR: 2.2/5.1]

Teacher Tip: The impact of chemical use by adults may be beyond the realm of comprehension of young children. Using stories or videos with cartoon characters may be less threatening. Be aware that some students may have already had experiences with alcohol or other drug use in their families and may disclose information during class discussions. Be prepared to refer students who appear to need more time to talk to a school counselor or substance awareness coordinator.

B. LEARNING TO BALANCE

Demonstrate the concept of ***balance*** by using a scale balance or riding a two-wheeled bicycle. Tell students when things get to be too much it is impossible to maintain balance. Demonstrate this by adding weight to one side of the scale or carrying a heavy load on one side while riding a bike. Explain that sometimes families become unbalanced. Share a story about a family that has problems because of too much. Ask: "How does the family deal with the problem? What can families do when they experience problems?"
[CCWR: 4.5/4.7]

C. HEALTH HELPERS

Explain that there are times when everyone, even adults, need help. Brainstorm a list of community helpers. Give each student a teacher-made chart, with pictures and words as headings, that categorizes health helpers (e.g., school nurse, hospital, SAC, police officer). Students complete the chart with the names and phone numbers of the health helpers. Place large posters with the names and pictures of health helpers in areas around the classroom. Read aloud various situations in which a student might need help. Students move to the area under the appropriate health helper and justify their choice. Be sure to include 911 emergency services and the poison control center as part of this activity.

Variation: Send a letter and laminated emergency phone number chart to each student's family. In the letter, ask family members to complete the emergency chart with the student, sign the letter, and return it to school. Students post the emergency chart on the family refrigerator for easy access in an emergency.
[CCWR: 1.3/3.4]

SIGNS, SYMPTOMS, AND RESOURCES

Indicator 2.3-3: ***Recognize the signs and symptoms of chemical misuse, abuse, and dependency, discuss their impact on personal and family health, and identify resources for help and information.***

SAMPLE LEARNING ACTIVITIES: 3-4

A. SHOEBOX THEATER PRESENTS: THE IMPACT OF ATODS

Students create a "Shoebox Theater" by drawing or creating a movie, frame by frame, which is pulled through slits on a box. In pairs, students write a story outline related to substance use and chemical dependency, then create the project and a script that can be displayed like subtitles in a foreign film. Present the films as part of a classroom film festival and discuss each one. Each student writes a review and summary of at least two theater presentations.

Variation: Using a computer program such as KID PIX 2 or KID PIX Studio, students develop a slide show to produce a movie in HyperCard format about the effects of chemical dependency on a family or individual. Drawing, sound narration, and transitions give a multimedia feel to the project. **[CCWR: 1.3/2.8/4.8]**

B. REWRITING COMMERCIALS

Show several TV commercials for alcohol products. After each commercial, ask if the ad clearly identifies the risks of alcohol use and abuse (e.g., some ads will mention designated drivers). Divide the class into small groups and show the ads again, this time asking students what messages the ads convey. Each group rewrites one ad as truthful and presents the ad to the class.
[CCWR: 3.10/4.2]

C. ATOD ABUSE CAN AFFECT OTHERS

Explain that anyone can have problems related to the use of alcohol, tobacco, and other drugs. Sometimes those problems don't come from personal use, but from use by a relative, friend, or even a stranger (e.g., drunk driving). Read aloud a short story or magazine or newspaper article about a promising young athlete, musician, or scholar whose life was significantly impacted by the use of alcohol, tobacco, and other drugs. At the conclusion of the reading, ask students to identify the individual's problems. In small groups, students develop a list of strategies to deal with the problems. Each group presents its strategies to the entire class for discussion.
[CCWR: 4.4/4.5/4.8]

RULES AND LAWS

Indicator 2.3-4: *Identify laws related to the sale and use of alcohol, tobacco, and other drugs.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: **Basic classroom and school rules serve as background for later study of laws specific to the use, abuse, and possession of alcohol, tobacco, and other drugs. Teachers should seize the "teachable moment" to discuss why rules and laws are necessary and identify the penalties or consequences one faces when laws and rules are broken.**

A. GROUND RULES

Set the stage for a discussion of rules by using a book (e.g., *What If Everybody Did That?)* or video (e.g., *A Kid's Guide to Rules* available from Clearvue/eav, 1-800-CLEARVU) to discuss why rules are important. Post school and classroom rules and discuss what might happen if no one paid attention to the rules. Invite the principal to familiarize students with school, bus, and playground rules. Students illustrate class or school rules (e.g., walking on the right side of the hall, waiting for the bus on the sidewalk, standing in line) and display their illustrations on a "Welcome Back" bulletin board.

[CCWR: 1.1/4.7/5.8]

B. ADULTS HAVE RULES TOO

Explain that even adults must follow rules and laws. Invite adults from the school and community (e.g., school employee, police officer, parent, community leader, nurse, doctor) to discuss rules and laws on the job and in the community. Prior to the visit, pair students to prepare three questions about rules and laws on the job for the panelists. On the day of the visit, each pair interviews a community partner using their questions. Students illustrate the rules and laws identified in the interview.

[CCWR: 1.1/5.8]

C. SHOPPING BY THE RULES

Young students like to accompany adults to the store or mall. Provide small groups of students with a toy shopping cart containing a number of play items (or pictures of items) that can be purchased in a store. Give the students play money to purchase the items. Students review the contents of the cart and pull out items they cannot legally purchase (e.g., tobacco products, alcohol). Discuss how merchants can be fined for selling these products to children, and explain that the laws are designed to protect children.

Variation: Assign prices to each product. Students calculate how much money they can save if they don't buy the tobacco or alcohol products in the cart. Students use play money to illustrate costs and savings.

[CCWR: 1.12/4.8/5.8]

Teacher Tip: Because the following activity involves students moving in space without rules, several adults should monitor and process the lesson. The activity is an excellent opportunity to "team" the physical educator, classroom teacher, substance awareness coordinator, school nurse, and/or the school counselor to ensure a safe and meaningful activity. Involving a school administrator makes a direct connection to school rules.

D. ORDER FROM CHAOS

Design and facilitate a chaos activity that leads to a discussion of why rules are necessary. Assign small groups of students to each of four corners of a large, open play area. On signal from the teacher, teams move to a designated area, such as a small circle in the middle of the playing field or court. Students must stop and freeze on command. Designate the locomotor movement to ensure the safety of the participants (e.g., no running). After several trials of the activity, return to the classroom and ask the students what prevented them from getting to the designated area. Brainstorm ways to resolve the situation and place the ideas on the board. Connect the responses to the need for rules and laws. As an extension of this activity, ask students to predict what might happen in your school or community if there were no laws. Compile their ideas on the board and then divide the class into the original four teams. Each team discusses how problems in the school and community might be resolved if there were no laws. Each team reports their ideas to the entire class.

Variation: Use chalk to outline roads on the playground. Using colored lights or large flash cards representing traffic lights, students attempt to follow the rules of the road (e.g. staying to the right, stopping). During the activity, identify students who are following the rules. Discuss what might happen to those students who are not following the rules (e.g., accident, ticket, injury).
[CCWR: 1.1/4.7/5.8]

RULES AND LAWS

Indicator 2.3-4: ***Identify laws related to the sale and use of alcohol, tobacco, and other drugs.***

SAMPLE LEARNING ACTIVITIES: 3-4

A. RULES ARE IMPORTANT

Establish classroom ground rules using charts and bulletin boards. Ask students why rules are necessary and write their responses on the board. Organize the class into small groups to select a classroom "rule for the day." (The rule may be a silly one, such as hopping on one foot when answering a question, or the rule may be a routine classroom rule.) The class votes on the rule for the day and discusses the consequences for those who don't follow the rule (e.g., distribute play money and collect a fine). At the end of the day, focus on the day's events and any problems with the rule. Discuss why rules are necessary. Each student writes an ending to the following statement: "Rules are important because..."
[CCWR: 1.1/3.10/5.8]

B. RULES FOR CHILDREN

Divide the class into small groups to list reasons why alcohol and tobacco products should not be sold to children. Have each group present its list and discuss. Then, invite a police officer or lawyer to speak to the class about rules and laws, with special emphasis on laws regarding access to tobacco products and alcohol by children. After the presentation, each student writes a thank-you letter to the speaker, highlighting what he/she learned in the presentation.
[CCWR: 4.8/5.8]

C. LAWS AND RULES AROUND THE WORLD

Present several outdated laws to the class (e.g., not tying your horse to lampposts, no dancing in public). Briefly address how laws are created and repealed in the United States. Students research and compare laws and rules in other countries and discuss the results of their research.

Variation: Students write a letter to a pen pal from another country asking about alcohol and tobacco product laws. Post and discuss responses to the letters.
[CCWR: 4.10/5.8]

D. RULES ON THE JOB

Students write a letter to a parent or other adult, inquiring about special rules or laws he/she must follow on the job. Use the responses to discuss how rules apply to adults. Students create a master list of all the rules and compare them to classroom and school rules.
[CCWR: 1.1/5.8]

ILLNESS AND INJURY

Indicator 2.3-5: ***Describe how the use, misuse, and abuse of alcohol, tobacco, and other drugs contribute to the incidence of illness and injury.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Whenever classroom activities require movement, be sure the environment is free from obstacles that might contribute to injury.

A. PERFORMANCE UNDER THE INFLUENCE

This activity uses the game, "Pin the Tail on the Donkey," as a vehicle to discuss changes and problems associated with substance use. Play the game according to the usual rules. Ask: "How difficult is it to pin the tail on when blindfolded and dizzy?" Next, spin a student around without the blindfold, and ask him/her to walk on a chalk line. Connect the sensations to that of being under the influence of alcohol or another drug. Divide the class into small groups to select a job, such as a truck driver, doctor, or teacher. Each group discusses how an individual's job performance might be

affected by the use of substances and then presents a summary of its discussion to the class. Shift the focus from future career to the effects of alcohol, tobacco, and other drugs on school performance. Ask: "How might a student perform on a test or speech if under the influence of alcohol, tobacco, or other drugs?" Each student completes the lesson by writing a brief summary of the effects of substances on school and work performance.

Variation: Instead of playing "Pin the Tail," use a target throw game. Provide students with soft balls or beanbags. Each student aims for the target before and after spinning. Discuss the difficulties associated with performing this task and relate this to substance use.

Variation: Focus the small-group discussions on the operation of motor vehicles. Students discuss how substance use might impair one's ability to drive a car, motorcycle, bicycle, or ATV.
[CCWR: 1.1/1.2/5.1/5.2]

B. SMOKING AND FIRE SAFETY

Invite a representative from the local fire department to speak about fire safety. Discuss the role that cigarettes, lighters, and matches play in house fires. Students create fire safety posters.
[CCWR: 5.1/5.2/5.9]

Teacher Tip: Because a parent or other loved one smokes, some students may become upset or frightened when you discuss the negative aspects of tobacco use. Be prepared to provide those students with supportive care. Keeping parents informed about classroom topics will help parents understand their child's concerns.

C. SMOKING BOTHERS ME

After discussing the effects of ***secondhand smoke*** or ***passive smoking***, students practice tactful and respectful ways to let others know that smoking bothers them. Each pair models its responses for the class. Discuss laws designed to protect individuals from passive smoking.
[CCWR: 4.4/4.5/4.7]

Teacher Tip: When inviting speakers to the classroom, involve representatives from community agencies that students are most familiar with, such as local healthcare providers, hospitals, and clinics. Be sure to involve speakers that reflect the cultural and ethnic diversity of the classroom. A list of national and state agencies can be found in the Appendix .

D. COMMUNITY AGENCIES CAN HELP

Invite a representative from a community health agency (e.g., a local hospital, the American Cancer Society, the American Lung Association) to discuss the effects of tobacco use. Be sure the speaker discusses programs available to help people quit smoking. As a follow-up activity, each student writes a thank-you letter to the representative/agency outlining one fact he/she learned from the presentation.
[CCWR: 3.4/5.6]

ILLNESS AND INJURY

Indicator 2.3-5: ***Describe how the use, misuse, and abuse of alcohol, tobacco, and other drugs contribute to the incidence of illness and injury.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Combine the following activity with a language arts or visual arts lesson to serve as an effective culmination to the study of alcohol, tobacco, and other drugs.

A. PICTOGRAPH STORY: IMPACT OF ATODS

Tell students that the use of alcohol, tobacco, and other drugs affects the lives of many people. Explain that a person does not have to be using the substances to be affected by them (e.g., a family member may use drugs). Direct students to think about the many ways ATODs impact a person's life. Using these ideas, students create a pictograph story—a story using student-made drawings or pictures from magazines to illustrate key words and phrases. The story should depict ways in which people's lives are impacted by ATOD use and abuse (e.g., car crashes, falls, fires, illness, time lost from work or school). Students exchange stories and provide positive feedback. Reinforce the message that help is available for people with substance abuse problems and for those affected by another person's use.

Variation: Invite a representative from the Automobile Association of America (AAA) to speak about alcohol and traffic safety. Students incorporate information from the presentation into their pictograph story.

[CCWR: 4.5/4.7/4.11/5.6]

Teacher Tip: Even though the media may present the use of alcohol, tobacco, and other drugs as glamorous or funny, emphasize that there is nothing humorous about the problems caused by drug use.

B. ACCIDENTS AND CRIME: THE ALCOHOL CONNECTION

Begin this activity by reading aloud a newspaper or magazine article about an alcohol-related accident or crime. Brainstorm situations that may occur as a result of the use of alcohol, tobacco, and other drugs and write the ideas on the board. Supply the class with magazine and newspaper articles that clearly illustrate the relationship of substance use and incidents such as fires and car crashes. Students graph the incidents by type and substance and discuss the conclusions. Each student and his/her parent or guardian watch a local newscast for three consecutive nights. For each program viewed, students chart the number and kinds of incidents reported involving substance use. Students share their findings with the class.

Variation: Have a police officer discuss the number and kinds of ATOD-related incidents occurring in the community. Each student writes a thank-you letter to the officer, recommending one solution to the problems described in the presentation.
[CCWR: 3.12/4.10/5.1/5.6]

C. WARNING LABELS

Show students warning labels on tobacco products and explain why the labels are required. Students read and analyze the warnings and create a new warning label for tobacco or alcohol products that more clearly describes the risks of use. Display the student-created labels and discuss why such labels are important. Pose the following questions: "Do people stop smoking or drinking after reading the labels? Why or why not? Are the labels effective in stopping the use of tobacco or alcohol products?" Require students to defend their answers.
[CCWR: 3.8/5.8]

Teacher Tip: Whenever examples, scenarios, or case studies are used in this *Framework*, feel free to create examples that best reflect the needs of your students. Be sure the examples used in your classroom are relevant to the student population, considering their developmental level, culture, and experiences.

D. WHAT IE..

Students write a story about a situation concerning the use of alcohol, tobacco, and other drugs. Provide a trigger sentence, similar to the ones below, to start the stories. The main character in each story must clearly identify the problem, work through a decision-making model, and find an appropriate solution to the problem. Students present their stories as a skit, create a cartoon, or design a picture board or movie poster presentation. Students critique the use of the skills presented in the story. Guide the discussion to reinforce the use of effective decision-making, assertiveness, and refusal skills.

WHAT IF YOU...

- See a 3-year-old playing with matches or a lighter?
- Have to a ride home with someone who appears drunk?
- Find your little brother playing with an open container of cleaning fluid?
- Have severe asthma and must attend a family party where people smoke?
- See your friends pretending to drink beer from an empty beer bottle?

[CCWR: 3.1/3.4/3.10/3.11/3.13/3.14/4.8/5.1]

SHORT AND LONG-TERM EFFECTS

Indicator 2.3-6: *Classify chemical substances by their actions on the body, and describe the short and long-term effects of their use.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Whenever you use food products as part of classroom experiences, be aware that some students may have medical conditions (e.g., allergies, diabetes) that may prohibit or limit their participation. Always check with the student, his/her parents, and the school nurse.

A. COORDINATION

Select a volunteer to read a short story or poem to the class. Most of the students will be able to understand the passage. Now have the volunteer place a marshmallow in his/her mouth and read aloud the same passage. Ask students to comment on the differences in the readings. Relate this as an example of how a person who drinks too much alcohol might sound. Pairs repeat the exercise and discuss the results. Continuing in pairs, students write a brief description of how the use of alcohol, tobacco, and other drugs affects muscle control and coordination. Each pair shares their description with the entire class. Use a whip around, pass option activity to create a class list of activities that might be altered if an individual is under the influence.
[CCWR: 5.1/5.3/5.6]

Teacher Tip: Invite the PTA to assist with the planning and dissemination of the information packet created as part of the next activity.

B. INHALANTS

Use a video (e.g., *Inhalant Use: Please Don't Breathe My Fumes* available from ETR Associates, 1-800-321-4407) to illustrate the effects of household substances used for mood-altering effects. Discuss how substances not normally considered drugs can cause serious short and long-term effects, such as respiratory or brain damage. As a follow-up activity, each student writes a letter to the parents of kindergarten or preschool students, warning them of the dangers of poisons and inhalants in their home and outlining suggestions to improve household safety. Be sure the letters include information on how to access the poison control center. Students include fact sheets and pamphlets from a variety of sources in the parent information packet.
[CCWR: 5.1/5.2/5.6]

Teacher Tip: **The following activity is an excellent review lesson. Develop a collection of games such as "Jeopardy" or "To Tell The Truth," or have students create board games using myth and fact cards.**

C. MYTH VS. FACT

Using examples, point out that it is important to know the facts in order to make effective decisions. Read a statement about drugs and medicines. After the statement is read, each student moves to a predetermined corner of the room if he/she believes the statement is a myth; to another corner of the room if he/she believes the statement is a fact; or remains in the center of the room if he/she is unsure. Students discuss their choice with other students in that corner. Each corner selects a spokesperson to defend the group's choice. (If students always seem to stay in the center of the room, change the rules. Tell them the center no longer exists and they must make a choice.) During the game, clarify any misconceptions. After the game is over, students write a brief paragraph outlining what they learned from this activity.

SAMPLE MYTHS AND FACTS

- Drugs are medicines.
- You can't become addicted to medicines but you can become addicted to drugs.
- Alcoholism is an addiction.
- Alcohol is not a drug.
- Tobacco is legal; therefore, it is not a drug.

Variation: Students write myths and facts on index cards. Use the student-generated cards to play the game.
[CCWR: 3.10/3.13]

D. ATODS AND VIOLENCE

Students conduct a review of local newspapers for incidents that involve violent behavior and the use of alcohol, tobacco, and other drugs. Students interview the local DARE officer about similar situations in the community. As a result of the review, small groups develop strategies to deal with individuals who may be under the influence and who are exhibiting erratic or violent behavior. Each group role-plays the strategies. The DARE officer leads the class in a review of the strategies.
[CCWR: 3.4/4.5/4.10]

E. THE TIME OF YOUR LIFE

Initiate a student discussion with these questions: "Close your eyes and imagine where you might be 5, 10, and 20 years from now. Do you see yourself happy? successful? having fun? What do you think what might happen if you start using drugs? How might your life be different?" To focus on the possible effects of the use of alcohol, tobacco, and other drugs during one's life, students create an upside-down book. One side of the book—the positive, self-affirming side— contains self-portraits, drawings, poems, or descriptions of how the student envisions himself/herself at various stages of a drug-free life cycle. The other side of the book contains similar drawings, this time showing how life

might be different if the individual used alcohol, tobacco, and/or other drugs. After the books are completed, students exchange books with a classmate. In pairs, students discuss the books. Reconvene the entire class and summarize the potential effects of substance use.
[CCWR: 4.1/4.3]

Teacher Tip: Include the next activity in a unit on career planning. Review the essential skills needed on the job (e.g., promptness, responsibility, cooperation).

F. ON THE JOB

Explain how the use of alcohol, tobacco, and other drugs interferes with job performance. In order to understand this better, students interview a school staff member about his/her job. Each student is given a teacher-prepared questionnaire for the interview. Questions should focus on what the person does, the skills and personal qualities needed for the job, and educational requirements. After the interviews, organize students into groups by job title. Students compare the results of their interviews and predict how the use of ATODs might interfere with job performance.

Variation: As a follow-up activity, students role-play a job interview. Using a script, costumes, and props, students assume the roles of employer and prospective employees. Two of the job candidates should exhibit some signs of substance use (e.g., chain smoking, acting very lethargic or wired). After observing the interviews, the class votes on who should be hired for the job. Discuss the criteria used to make the judgment.

Variation: Introduce the concept of preemployment drug screening, and discuss how drug testing might impact one's ability to gain employment.
[CCWR: 1.1/1.2/1.11]

SHORT AND LONG-TERM EFFECTS

Indicator 2.3-6: ***Classify chemical substances by their actions on the body, and describe the short and long-term effects of their use.***

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: Students need to understand basic anatomy and physiology before they can predict the effects of alcohol, tobacco, and other drugs on the human body. Collaborate with the science teacher to ensure that students have a basic understanding of body systems (particularly the brain and central nervous system) prior to these activities.

A. SPEED UP, SLOW DOWN

This exercise focuses on two kinds of substances: ***stimulants*** and ***depressants***. Define the terms and

ask for examples of each. Play a video and/or a sound recording at a faster speed than normal. Indicate that this represents the body under the influence of stimulants. Then play the same recording at a very slow speed. Explain that this represents the body under the influence of depressants. Students describe reactions to the varying speeds. Using physiological terms, explain what happens to the human body when these stimulants or depressants are used. Ask the group to predict what might happen to the human body if constantly placed under such conditions. Each student predicts his/her own body's reaction to fast and slow physical activity (e.g., running and walking, dancing to slow and fast music) and writes a brief summary of the effects of stimulants and depressants on daily activities.
[CCWR: 3.2/3.12]

Teacher Tip: Emphasize the correct terminology when discussing alcohol, tobacco, and other drugs. It is important, however, that school staff be familiar with the street/slang names for commonly used substances.

B. WHAT I WANT TO KNOW ABOUT DRUGS

Ask students: "What do you already know about alcohol, tobacco and other drugs?" Select a volunteer to write the responses on a large sheet of newsprint with the heading "What We Know." Once most of the ideas have been listed, ask the class to brainstorm what they would like to know about drugs. Write those responses on a second sheet of newsprint under the heading "What We Want To Know." Keep the lists posted so students can refer to them during the assignment. Divide the class into small groups to research and gather information on one drug. Using the newsprint lists as a guide, each group develops a presentation that includes posters, diagrams, models, or a video. Brainstorm a third list, "What We Learned," and post it next to the other lists. Leave all three lists posted so students can add to the lists during subsequent class sessions.
[CCWR: 2.9/3.4/3.5/4.10]

C. REACTION TIME

Introduce the term ***reaction time***. Brainstorm possible definitions and write them on the board. Using the student ideas, develop an appropriate definition. Explain why it is important to have a quick reaction time, and ask students to name some activities that require quick reactions. Organize the class into pairs or small groups. One student in each group holds a yardstick between two fingers, releases it, and then quickly catches it. The student dips his/her fingers in very cold water, hot water, oil, or glycerin and repeats the release and grasp of the yardstick. Group members observe and record the reaction times of the activities. Compare the reaction times and allow other group members to participate in the activity. Each group discusses the observations and reports back to the entire class. Students complete the activity by writing a brief summary of the events and results, connecting the information to activities they enjoy (such as hitting a tennis ball, catching a baseball or riding a bike).

Variation: Students research and predict the effects of specific substances on one's reaction time.
[CCWR: 3.2/3.5/3.7]

Teacher Tip: Be aware that some students may be taking prescribed steroids for a variety of health problems. Distinguish between the appropriate use of prescribed medicines and the inappropriate or illegal use of anabolic steroids. Students are well-aware of legal performance-enhancing substances that have been used by well-known athletes.

D. STEROIDS

Show a video of a famous athlete participating in a world or Olympic championship event. Ask the students what it took for that individual to become so successful. Explain that some individuals use unnatural means to enhance performance — to develop more muscle or increase speed. ***Anabolic steroids*** are one category of ***performance enhancing substances***. Explain that athletes can be banned from competition if found to be using such substances. In small groups, students research the use of anabolic steroids and other performance enhancing techniques and develop a body outline or visual display showing the effects of the substances on the human body. After groups present their research to the class, each student develops a list of alternatives to the use of performance-enhancing substances and contributes his/her ideas to a class poster entitled "Don't Do 'Roids" or "Steer Clear of Steroids."

Variation: Invite an athlete, coach, trainer, or sports physician to speak to the class about the use of anabolic steroids and performance enhancing techniques.

Variation: Students examine current issues related to the use of legal performance-enhancing substances (e.g., androstenedione, creatine) and debate their use in professional and amateur competitions. What are the rules regarding use for New Jersey high school athletes?
[CCWR: 2.6/2.9]

E. TOBACCO TRUTHS

Brainstorm reasons why people smoke or use tobacco products. Divide the class into two groups. The first group develops a list on chart paper of the long-term effects of smoking and tobacco use, while the second group develops a list of the immediate effects of use. Be sure that both groups consider the physical, mental, and social implications of tobacco use. Post both lists. Supply each group with various ads for tobacco products. Each group discusses if the models in the ads exhibit any of the effects noted on the posted lists.
Variation: Each group researches statistical data on tobacco use (or alcohol use), using resources such as the American Cancer Society, the American Lung Association, the Department of Health and Senior Services, or the Centers for Disease Control and Prevention (CDC). Students use the Internet to conduct additional research, collect data, and then develop a research file. Students use the information to write an article for a school or community newspaper.
[CCWR: 2.6/2.9/3.4]

F. TOBACCO MATH: WHAT IT COSTS!

Divide the class into small groups to calculate the cumulative number of cigarettes consumed by an individual who smokes three cigarettes per day over a period of 10 years. Allowing for escalating tobacco consumption and an increase in taxes on tobacco products, students calculate the cost over an established period of time. After the students have calculated an amount, they "invest" the annual amount saved over a period of 10 years and graph the costs vs. savings. Discuss what might be done with the money saved by not smoking.
[CCWR: 1.12]

MEDICINES AND DRUG INTERACTIONS

Indicator 2.3-7: *Discuss the appropriate use of medicines and the dangers of drug interactions.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: **Before distributing prescription bottles, be sure to remove information that might compromise an individual's confidentiality (e.g., name, prescription number). Explain that these items are included on every bottle but have been removed to protect someone's privacy.**

A. USING MEDICINES AS DIRECTED

Brainstorm health conditions that might require treatment with medication (e.g., poison ivy, strep throat, acne, hives, upset stomach, pneumonia, HIV infection). Log the list on chart paper or the chalkboard. Divide the class into small groups and distribute various empty bottles/containers of prescription and over-the-counter medicines (supplied by the teacher or school nurse). Groups examine the labels and package inserts for information on the uses (***indications***), type of drug, dosage, warnings, and side effects. Supply the class with excerpts from consumer guides and pharmacological information books to assist in gathering more information about the product. (Students can explore pharmaceutical company Web sites.) Write important points about the medication on large sheets of newsprint and post them on the wall. Using the chart, each group describes the product they researched and where they found that information. Be sure students indicate if the medication/product they researched is a prescription or over-the-counter medicine. Reinforce important rules about the use of medicines. As a culminating activity, divide the class into pairs. Using small empty boxes or bottles, students design medication labels and packaging inserts for a make-believe medicine. Display and discuss the hypothetical products. Students write a paragraph about the need to read and follow directions and the possible consequences of improper use.
[CCWR: 2.6/3.5/ 5.5/5.8]

B. MEDICAL INTERFERENCE

Ask students to define ***interference***. Draw a parallel to sports by asking students what happens when a football, soccer, or basketball player is interfered with during a game. Explain that the same thing can happen when an individual takes one medication and then takes another drug or medication. Explain that some drugs may interfere by blocking the first medicine's effects, by making its effects stronger or weaker, or by hampering the body's ability to use the drug appropriately. Describe the possible consequences of drug interactions. Provide several examples of situations in which students might be asked or pressured to use a substance that might interfere with a medication they are taking (e.g., allergy medicine and alcohol, dairy products and some antibiotics). Students practice different responses for each situation and vote on the best responses.
[CCWR: 4.8/5.2/5.8]

Teacher Tip: **Reinforce the concept that some illnesses and health conditions will require the use of medication to insure a cure but additional strategies can help a person feel better when ill (e.g., sucking on hard candy with strep throat).**

C. TOP 10: COPING

Brainstorm and list common health complaints of young adolescents (e.g., headache, stomachache, sore throat). Divide the class into small groups, and assign each group a health complaint from the list. Each group develops a list of 10 strategies to cope with the problem without resorting to medicines. Students create a poster or bulletin board entitled "Top 10 Things to Do When You Don't Feel Well—Without Taking a Pill."
[CCWR: 2.9/3.11/3.14]

MEDICINES AND DRUG INTERACTIONS

Indicator 2.3-7: ***Discuss the appropriate use of medicines and the dangers of drug interactions.***

SAMPLE LEARNING STRATEGIES: 7-8

Teacher Tip: **The following activities are excellent opportunities to introduce students to pharmaceutical careers. Invite a pharmacist to the classroom or take a field trip to a pharmacy or pharmaceutical company. In addition, many pharmaceutical companies provide free or low cost literature for students on the correct ways to take medications. Explore company Web sites for more information.**

A. COMBINED OR MULTIPLE EFFECTS

Introduce the concept of a ***synergistic effect***. Use examples to show students how certain substances, when taken in combination with others, enhance or multiply the effects of the original substance. As an example, a person who drinks alcohol and then takes a sleeping pill will receive a much greater effect than each of these drugs individually can produce (because both are depressants). To clarify, instead of a simple math problem like 1+1=2, tell students that in situations like this one 1+1=3. Another way to demonstrate this concept is to pour one cup of water into a large glass container. Then pour another cup of water and observe the water level. Explain that one cup of water plus one cup of water produced two cups of water in the glass container. Then place one cup of vinegar in a glass. Take two tablespoons of baking soda and dissolve it in one cup of water. Tell students that one glass represents alcohol and the other represents sleeping pills. Refer to the previous demonstration using the two cups of water. Ask students to predict what might happen when you mix the vinegar and baking soda solutions. ***Make sure you have the cups over a sink or bowl.*** Add the glass of water with the baking soda to the glass of vinegar. The ingredients should overflow. In this case, one plus one did not equal two. Discuss the experiment as an example of synergistic effect.

Variation: Introduce the concept of ***half-life***. Explain that some drugs stay in blood and body tissues long after the person feels any physical effects. Emphasize that the drug may still be present in sufficient amounts to cause problems if a second drug is taken. Students research the half-life of several drugs (e.g., marijuana, cocaine, heroin) and predict the expected results from a drug-screening test at various times after use (e.g., one day, one week, one month).

Variation: Show a list of ingredients from several common medicines. Some of the labels may also contain warnings not to mix the medicine with another medicines or alcohol. Point out that alcohol, as a depressant, will synergize or enhance the effects of any other depressant drug taken (e.g., sedatives, tranquilizers). Develop a series of cards, each with the name of a prescription medicine on it. (Use medicines familiar to students such as penicillin, Ventolin, or Ritalin.) Divide the class into small groups, and give each group several cards. Give each group scenarios describing individuals mixing one or more drugs. Students decide if the drug noted on the card would cause problems if combined with the substance noted in the scenario. Students list alternatives to taking another medication (e.g., sucking on hard candy for a cough, drinking juice instead of alcoholic punch, drinking herbal or peppermint tea). Reconvene the class and discuss each situation. Sample situations are listed below.

SAMPLE SITUATIONS: SYNERGISTIC EFFECTS

- A person is at a New Year's Eve party and wants to drink champagne to celebrate.
- A person takes a prescription cough medicine containing codeine and an aspirin for a headache.
- A person takes an over-the-counter antihistamine for allergies and drinks a beer.
- A person just had dental work, is taking a prescribed narcotic painkiller, and needs to take an allergy pill.
- A person drank at least five cups of coffee or soda containing caffeine and wants to take a sleeping pill.

[CCWR: 1.3/3.2/3.11/3.14]

B. WHAT WOULD YOU DO? TAKING MEDICATIONS CORRECTLY

Explain that healthcare providers write prescriptions specifically to meet the needs of the ill or injured individual and that those medicines should not be shared. Demonstrate using two or three varieties of metered dose inhalers. (Students often think that all inhaled medications for asthma are the same.) Divide the class into small groups, and give each group a scenario describing a medicine decision. Each group discusses the situation and presents their scenario and the recommended action. The Substance Awareness Coordinator (SAC) or school nurse listens and rates each group's decision. After the presentation, the SAC or school nurse clarifies misconceptions and emphasizes school substance abuse and medication policies. Sample scenarios might include the following:

- A student saw a friend share medication with another student.
- A student carried and took an over-the-counter medication during the school day.
- A student carried a bottle of aspirin in his/her book bag, just in case.
- A student shared an inhaler with a friend who forgot his.
- A student carried an antibiotic tablet in his/her lunch bag because he/she forgot the permission form.

Variation: Students create a story or skit about a student asked to share medications. The story should feature the effective use of resistance skills and examine medication safety issues. Students use the stories and skits to develop and present a lesson for younger students.
[CCWR: 4.8/5.8]

C. SIDE EFFECTS

Define ***side effects***. Invite a pharmacist or healthcare provider to discuss the most common side effects of medications. Students prepare questions, in advance, for the presentation. After the visit, divide the class into small groups, and have each group select an occupation (e.g., pilot, racecar driver, professional athlete, doctor, carpenter.) Each group discusses the responsibilities of its chosen occupation and predicts the impact of medication side effects on job performance. After the presentations, discuss what a person can do to minimize medication side effects so he/she can function better at school or work.
[CCWR: 1.1/1.3/3.3/5.1/5.6]

D. IN THE FIELD, ON THE JOB: EFFECTS ON PERFORMANCE

Students visit a construction site, hospital, or factory. During the visit, ask students to imagine the kinds of problems that might result if an employee was under the influence of either a legal or illegal substance while on the job. Students write a reaction to the trip and a summary of their observations.

Variation: If a field trip is not feasible, invite an occupational safety specialist, job foreman, or occupational nurse or physician to address the class about workplace substance abuse problems and policies.
[CCWR : 1.1/1.3/5.2/5.4/5.7]

DEVELOPMENTALIMPACT

Indicator 2.3-8: *Analyze the impact of chemical substances on development, behavior, and activities.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Examine the impact of substance use on physical performance in physical education activities. Students speculate what might happen during favorite games and sports if players perform "under the influence." Students need to recognize how an individual's behavior may be affected by the use of drugs and alcohol, how team play and sportsmanship may be affected, and how individuals under the influence may harm themselves and/or others if permitted to participate in sporting events.

A. RACING AGAINST ALCOHOL, TOBACCO, AND OTHER DRUGS

For this activity, design a relay race where students must place water, one teaspoon at a time, in a bottle. Divide the class into teams. Tell students they must be extremely careful not to spill any of the water as they move quickly to fill the bottle. After the race, ask each team what was the hardest part of the race. "How might a person under the influence of alcohol, tobacco, or other drugs might perform in such a race? Would the team have problems completing the task? How would team members handle such a situation?" Explain that even simple tasks require coordination, clear thinking, patience, and teamwork. Each student discusses, in writing, how each of those qualities might be affected when a person is under the influence of alcohol, tobacco, and/or other drugs.

Variation: After the physical activity above, students list several activities they enjoy and write how those activities might be affected if they used alcohol, tobacco, and/or other drugs.
[CCWR: 1.1/4.2/5.3]

Teacher Tip: Peer leaders should always emphasize that most students do not use alcohol, tobacco, and other drugs.

B. PEER LEADERS SHARE THEIR KNOWLEDGE OF ATODS

Invite junior high or high school peer leaders to meet with small groups to discuss how alcohol, tobacco, and other drugs can interfere with extracurricular activities (e.g., sports, clubs, dances, trips). Be sure the peer leaders discuss school and sports rules and sanctions. Students discuss the presentation and write a reaction to it.
[CCWR : 3.4/5.8]

C. PEOPLE WHO CAN HELP WITH ATOD PROBLEMS

A variety of community leaders and healthcare providers can be involved in treatment programs for individuals with substance abuse problems (e.g., an emergency room physician, nurse, psychiatrist,

psychologist, paramedic, social worker, substance abuse counselor, minister, police officer). Invite a panel of these professionals to discuss their roles in substance abuse prevention and treatment. Panelists relate some of their observations about the effects of alcohol, tobacco, and other drugs on young people. After the panel presentation, students write a journal entry reacting to the panel. **[CCWR: 1.3/3.4]**

Teacher Tip: Learning how and when to apply critical personal and interpersonal skills is key to remaining drug-free. This lesson is most effective when students have plenty of time to learn and practice the skills. Students need to be able to watch others perform the skills correctly via role-play or video and then practice the skills until they feel comfortable in a wide range of situations. Peer educators can be most effective in teaching and reinforcing these important skills. Please refer to *Standard 2.2: Personal, Interpersonal, and Life Skills* for additional sample learning activities that support skill-based instruction.

Teacher Tip: Create a standard feedback form for skills practice. As students become more comfortable with providing constructive comments, they will improve their own skill performance. As students become more skilled, establish new checklists or charts that reflect students' increased knowledge, comfort, and skill levels.

D. SKILL PRACTICE: RESISTANCE AND REFUSAL

There may be times when an unexpected situation involving alcohol, tobacco, and other drugs may arise. This activity helps prepare students for such situations by giving them a chance to think about the potential problems related to a situation, to predict the effects of the substance involved, and to apply effective resistance strategies. In small groups, students complete an open-ended scenario using effective resistance strategies. Students identify and analyze the potential risks in each situation, make predictions, and then write the story or script. Students present the story and receive feedback on the effective use of resistance skills. Sample scenarios might include the following:

- You are invited to your best friend's house. Your friend's parents are not home. He/she knows where his/her brother hides the "stuff" and dares you to try some.
- Your friend invited you to go to the mall. When your friend's parents come to pick you up, it is obvious that they have been drinking rather heavily.
- You have been invited to your first "party." When you get there, you realize that the parents have supplied the kids with plenty of beer and many of your friends are drinking.

[CCWR: 3.1/3.11/3.13/3.14/4.8]

E. EFFECTS OF ATODS ON PROBLEM SOLVING

Divide the class into small groups, and give each group blocks or popsicle sticks. Direct each group to design and build something (e.g., a bridge, house, skyscraper). Provide minimal direction for the project. Assign one person in each group to serve as an observer. Observers cannot speak or contribute to the discussion, only watch and record what happens. After a specific time limit, each observer describes what happened in his/her group. Ask: "How might the group process differ if one or more group members were under the influence of alcohol or another drug?" Relate this to the accomplishment of school and work-related tasks.
[CCWR: 1.1/1.2/4.7]

F. ALCOHOL, TOBACCO, AND OTHER DRUGS: IMPACT ON YOUR HEALTH

Create a large grid on the chalkboard or on newsprint, similar to the one below.

SAMPLE: HEALTH IMPACT GRID

SUBSTANCE	CONSUMER	FAMILY LIFE	NUTRITION	SAFETY
Alcohol	Cost		High calorie	Impairs driving
Tobacco	High CostInc	reases risk of fires		
Steroids	Cost	Increases risk of heart problems		
Marijuana	Cost	Illegal		Impairs judgment

Create a deck of cards with facts about the four substances listed and the ways they impact four areas of health (listed at the top of the chart). Divide the class into several teams. Give each team an even number of cards (each team gets different colored cards). Students discuss the information on the cards and decide where the cards fit on the grid. Teams are given a chance to place a card on the correct spot on the grid and justify their answer. Another team can challenge the placement or justification, but they will lose a card if they challenge incorrectly. Only correct responses stay on the grid. At the end, tally the number of correctly placed cards for each team and offer a reward. **[CCWR: 4.2/4.4/4.7]**

DEVELOPMENTAL IMPACT

Indicator 2.3-8: *Analyze the impact of chemical substances on development, behavior, and activities.*

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: **"The Real Game" is a career exploration program for middle school students sponsored by the National Occupational Information Coordinating Committee. More information on "The Real Game" can be found in Chapter 7 of this *Framework*. Students playing the game can discuss how the use of ATODs may compromise the achievement of career goals.**

A. OBSTACLES AND OPPORTUNITIES

The use of alcohol, tobacco, and other drugs can be a major obstacle that interferes with many opportunities. This activity encourages students to think about the future and imagine the positive and negative things that might happen. Draw a time line on the chalkboard. Give each student several index cards with various life events written on them—some positive and some negative (e.g., illness, loss of job, death in family, inheritance, vacation, childbirth). Each student places a card along the time line (at a spot they think is "typical" or common) and discusses the impact of the event in the person's life. After all the cards have been placed, discuss the placement of the life events. Then ask students to think about where they want to be and what they want to be 20 years from now and how that might change if they begin using alcohol, tobacco, and other drugs. Students write three things that they can do now and during high school to reach personal goals, overcome obstacles, and grab opportunities.

Variation: Design a board game similar to "Life", where students must meet various obstacles while performing life tasks. Use the game as a springboard for discussion on real-life obstacles and opportunities.

[CCWR: 4.1/4.3/4.9/4.11]

Teacher Tip: **Being able to evaluate current knowledge, ask appropriate questions, and accept criticism or correction are important life skills. Students must be able to listen attentively and not offer judgment on another student's questions or comments. Learning to be tolerant of others is another important workplace readiness skill that is fostered in many of these activities.**

B. REASONS NOT TO USE

Share statistics on the number of teenagers who do not use drugs. Talk about how the media often focuses on teenagers who use drugs, rather than the majority of teens who do not. Divide the class into small groups to discuss the risks and consequences of substance use, looking at short-term and immediate risks and consequences. Each group develops a list of reasons not to use drugs and then

must reach consensus on the top three reasons. A spokesperson for each group summarizes the discussion and presents the top three reasons to the class. (Have a scribe record the top three reasons from each group on a large sheet of newsprint.) The entire class ranks the reasons and comes to consensus on the top three. In a brief journal entry, students predict if these reasons will change as they get older.
[CCWR: 3.3/4.2/4.7]

C. RESISTING PEER PRESSURE

Sooner or later most teens are faced with making an important decision about alcohol, tobacco, and other drugs. In order to be prepared to make the right decision, students need to practice how to handle a variety of real-life situations. Use a video or laser disc about teens making tough choices to focus attention on the situations the characters faced, factors considered in making a choice, and how the choice was made. (Sample titles for this exercise might include *Project Alert* videos available from the Best Foundation, 1-800-ALERT 10 or *Triggering Positive Health Choices* from Metropolitan Life Insurance Company.) Divide the class into small groups to write their own screenplay called "The Party." The script must emphasize the effective use of resistance skills. Allow time for students to develop the script, practice, and then present their original screenplay to the class. After each skit, allow time for discussion about the use of skills. The class votes on the best script/performance. Videotape the winning group performing its screenplay.

Variation: Students use the video as a peer teaching tool or develop a parent/community education program on teenage substance use.

Variation: Each student writes a letter to an anonymous teenager, offering the teen advice on how to deal with pressures to use alcohol, tobacco, and other drugs.
[CCWR: 2.2/3.1/3.11/3.14/3.15/4.4/4.8]

D. WHY WE DON'T USE

This activity allows students to explore the many reasons why people do not use alcohol, tobacco, and other drugs. Prior to class, create index cards, each listing a reason not to use ATODs. Distribute the cards, one per student. In small groups, each student reads his/her card aloud, states the reason not to use, and tells which drug fits the reason. As each group discusses the answers, a recorder enters the information on chart paper divided into four quadrants, with headings as shown below.

Some Reasons Not To Use Alcohol	**Some Reasons Not To Use Tobacco**
Some Reasons Not To Use Marijuana	**Some Reasons Not To Use Inhalants**

Each group presents the reasons listed on the group chart. Using a sheet of paper divided into two columns, each student outlines "My Reasons for Not Using Drugs" and "Why Each Reason is Important to Me." Volunteers share their responses.
[CCWR: 3.10/4.7/4.8/4.11]

E. CREATING PEER TEACHING TOOLS

Discuss how middle school and high school students are role models for younger students. Divide the class into pairs to research one substance (e.g., marijuana, tobacco, alcohol) and develop a game, puzzle booklet, coloring book, or video for students in elementary grades. Assist students to adapt the information for the grade level assigned. Before actually visiting the younger students and sharing their knowledge, students plan and practice a presentation to an elementary class, using the materials they have developed.
[CCWR: 2.8/3.5/4.7/4.8]

Teacher Tip: While the following activity focuses on the use of anabolic steroids and other performance-enhancing substances, the lesson provides an opportunity to invite a nutritionist, dietitian, sports psychologist, or fitness specialist to speak about natural ways to improve athletic performance and fitness. Coordinate this activity with the physical education instructor.

F. DANGER: PERFORMANCE ENHANCERS

Students interview local athletes, coaches, or athletic trainers or write letters to professional athletes for information about the use of performance-enhancing drugs in sports. Students research how these substances work and the short and long-term effects of the drugs and prepare and present a written and visual representation based on the research. Students outline ways to enhance athletic performance that do not involve the use of anabolic steroids and performance-enhancing substances.

Variation: Students investigate the use of banned substances in high school athletics, professional sports, NCAA sports, and Olympic competition. What substances are banned? Why? What are the potential long-term effects? Do the rules differ in various sports?
[CCWR: 1.3/2.6/2.9/3.4/4.11]

SYMPTOMS AND EFFECTS OF DEPENDENCY

Indicator 2.3-9: *Describe the signs and progression of chemical use, abuse, and dependency throughout the life cycle.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: **A thorough understanding of the progression of chemical dependency, in both teenagers and adults, is necessary in order to address the issues in these activities. Teachers need to be comfortable discussing codependency and related family issues and must be prepared to refer students who express discomfort with the subject matter or disclose family problems of a private nature.**

A. GATEWAY DRUGS

Ask students to describe the purposes and uses of a gate. From there, define a ***gateway drug*** (a drug of first use, most commonly alcohol, tobacco products, or marijuana). Divide the class into small groups to debate a statement, such as: "Individuals who use tobacco products go on to use hard drugs." Circulate during the discussions and clarify misconceptions. Reconvene the entire class and ask how many agree or disagree with the statement. Reformulate into new groups and pose a second statement such as: "Individuals who smoke marijuana will eventually try other drugs." After group discussion, reconvene the entire group, and once again ask who agrees and disagrees with the statements. Clarify any misconceptions.
[CCWR: 3.10/4.7]

Teacher Tip: **The following activity discusses chemical dependency and provides an opportunity to define *abstinence* in a nonsexual context.**

B. DEPENDENCY IS AN ILLNESS

Emphasize that chemical dependency is a treatable illness that can affect the entire family. Tell students that family members, who are often called ***codependent***, can be helped just as the chemically dependent person can be helped. Ask students to bring to class a favorite food, such as a candy bar or cupcake. Students place the favorite item on their desk within reach; however, they cannot, under any circumstances, touch or eat the item. At the end of the day, collect the treats. Students share their feelings about the experience and respond to the following questions: "Did the treat cause you to become distracted from your work? Did you think about the treat when you left the room? Did you try to sneak a taste or smell of the item when you thought no one was watching?" Relate the feelings to those of a chemically dependent person and the potential impact of chemical dependency on the individual and his/her family.

Variation: Each student identifies a food frequently available to them whenever they want it, one they really enjoy eating almost every day (e.g., popcorn, ice cream, nachos). Each student completes

a contract not to eat that food for one week. Students report their progress and at the end of the week share what they experienced while trying to ***abstain*** from eating their favorite snack. Discuss the differences between "needs" and "wants" and relate each to dependency. Important points include the need for behavior change, a personal commitment to change, and the strength of the desire for the food or substance.
[CCWR: 3.1/3.2/4.1/4.3/4.8]

Teacher Tip: The following activity requires an understanding of the progression of chemical dependency.

C. DEPENDENCY TIMELINE

Extend a string along the chalkboard to simulate a time line. Attach signs to the string illustrating the progression of chemical dependency (learning/experimentation, social use, harmful use, and dependency). Post each sign and discuss the significance of the action or behavior. Place the symptoms from the four categories of chemical use progression on cards and distribute randomly to students. Students line up in the correct sequence to represent the stages of dependency. Engage students in a discussion of where the behaviors are placed on the continuum and direct students to move to the correct place. Discuss the symptoms of each stage. After summarizing the activity, each student writes a brief journal entry describing what he/she learned.
[CCWR: 1.2/3.2]

E. FAMILY BALANCE

In preparation for this activity, create a mobile (or use an existing one) and label the extensions of the mobile with the names of family members (e.g., mom, dad, son). Use the mobile to represent the family constellation. Family members have roles in the family system, and their roles— or behaviors—keep the family mobile in place. Brainstorm the ***roles*** and r***esponsibilities*** of family members. Explain that the needs of the family are met through these roles and responsibilities, such as paying the rent, cooking, or doing homework. Then ask the class: "What might cause a family member to change their role? What will this do to the mobile?" The teacher may add a weight to one side of the mobile or shift the ***balance*** in some way to demonstrate the point. Then ask the class: "What can other family members do to restore the balance?" Again redistribute the mobile to make the point obvious to the students. Ask students: "Is it always possible to maintain the balance?" Add weights or redistribute the mobile. Finally, explain to the class that a family can remain out of balance. When this happens, family members functions may change. That's why some families are called ***dysfunctional*** families, they cannot restore the healthy functions or roles and continue to be off-balance in spite of shifting responsibilities. Ask students where families might go for help, and list their suggestions on the chalkboard. Students develop a list of community resources for families that need help and publish the list in a school newsletter.
[CCWR: 3.2/3.4/4.7]

SYMPTOMS AND EFFECTS OF DEPENDENCY

Indicator 2.3-9: ***Describe the signs and progression of chemical use, abuse, and dependency throughout the life cycle.***

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: Coordinate the next activity with the world language teacher.

A. SHARING INFORMATION

Brainstorm groups that might benefit from a short pamphlet on a topic such as alcoholism or chemical dependency (e.g., parents, parents of teens, teens, elementary students) and list on the board. Divide the class into small groups. From the list, each group selects a target audience, develops a pamphlet using a variety of print and technological resources, and creates a distribution plan for the appropriate audience.

Variation: Students take an existing pamphlet or fact sheet and with appropriate assistance, translate it into Spanish or another world language spoken in the community. Students develop a list of community agencies and locations for distribution.
[CCWR: 2.8/3.4/4.2/4.6]

B. YOUR FUTURE, YOUR LIFE

In this activity, students discover how mistakes regarding the use of alcohol, tobacco, and other drugs can impact their ability to get a job. Divide the class into small groups, and supply each group with a number of college and employment applications. Students review the applications, looking for questions about drug arrests, convictions, or drug use. Students research how a drug conviction might affect employability in various occupations (e.g., law enforcement, the military, education, pharmacy, healthcare providers) and present the findings to the class for discussion.
[CCWR: 1.1/1.2/1.3/1.7/1.10/2.6]

C. USE, ABUSE, OR DEPENDENCY?

Divide the class into three groups. Create one set of cards for each group describing the four phases of the progression of chemical dependency. Give each group a set of cards and have volunteers arrange themselves in the correct order from early to end stage. To make changes in the order, students must challenge the placement and those who arranged the line-up must defend the placement. Reconvene the class and review the definitions of ***use***, ***abuse***, and ***dependency***. Relate the definitions of use, abuse, and dependency to the progression chart and address any misconceptions. Provide small groups several situations, (see samples below) that involve substance use. Groups determine if the scenario constitutes use, abuse, or dependency. Students list questions to consider when making an appropriate decision and indicate where they might look to find answers to those questions.

USE, ABUSE, OR DEPENDENCY?

- A student goes to the nurse to take prescribed medication.
- Two students meet in the school lavatory; one student gives the other a Phenobarbital tablet or muscle relaxant brought from home.
- A person is injured at work. He/she is given a prescription for codeine. The person feels better after a few days, but renews the prescription and continues to use the medication.
- A person consumes a six-pack of beer every Saturday night.

Variation: Place the words ***use***, ***abuse***, and ***dependency*** on large cards and post at distant corners of the room (or give each student three different colored cards with use, abuse, or dependency written on each). Read a scenario and instruct students to move to the corner of the room that best describes the situation (or raise the appropriate card). A spokesperson from each group defends the group's position. Conclude the activity by listing some of the resources available to help individuals with substance abuse problems.

Variation: Considering the scenarios noted above, brainstorm the lifelong impact of such actions on the individual and his/her family. Students predict what might happen to the individual at various stages of the life cycle if the behavior continues (e.g., What might happen to the individual who drinks a six pack of beer every Saturday night? What will he/she be like at age 20, 30, or 40?)
[CCWR: 1.1/1.12/2.6/3.4/4.4/4.5]

Teacher Tip: The following activity requires students to examine the impact of tobacco use. Be sure students consider smokeless tobacco, cigars, and cigarettes in their research.

D. QUITTING TOBACCO

Brainstorm the long-term effects of tobacco use. Create a continuum that describes the long-term effects of tobacco use on various body systems (e.g., lungs, heart, skin). Use anatomical models to demonstrate the effects of tobacco use. Direct a class discussion on what might happen if the person quits smoking at any point on the continuum. Ask: "Is there a point where damage is irreversible? What activity limitations might people have who are affected by lung cancer or emphysema? Are the perceived benefits of tobacco worth the risks?" Students research and write a report on the long-term effects of tobacco use. The paper should include a description of services available to those who want to quit tobacco use.
[CCWR: 3.2/3.5/3.8/4.10]

E. SHARING PAIRS: TEENS USING ALCOHOL, TOBACCO AND OTHER DRUGS

Divide the class into pairs. Each pair reads the same story about a teen that has suffered because of alcohol use. Pairs discuss the story, list three warning signs of the impending problem, and develop a concept or character web using the triggers listed in the box below.

CHARACTER'S NAME:	
One thing the person says or does	Words to describe the character
What the person could have done differently	Advice for the character

Variation: Students write and perform a one-act play about a teen that abuses substances. Videotape the presentations for comment and discussion.
[CCWR: 2.5/2.7/2.8]

F. GIFTS FOR CHILDREN: LIVING IN A CHEMICALLY DEPENDENT FAMILY

Review the problems of a teen living in a chemically dependent family. Use a story or video (e.g., *The Boy Wonder* from the *Working It Out At Madison Series* available from Community Intervention, 1-800-328-0417) to trigger the discussion. After the story or video, each student writes a brief paragraph describing three "gifts" they would bring to the teen in the story. Students provide a rationale for their choices. The gifts may be emotional, physical, psychological, or symbolic. Discuss the student selections.
[CCWR: 2.5/4.7]

RESOURCES AND TREATMENT

Indicator 2.3-10: ***Identify and explain how to access resources for information, support, and treatment of problems related to the use and abuse of chemical substances.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Students may disclose personal information during these lessons. Establish ground rules for class discussion, and emphasize them throughout the school year. Discuss the importance of maintaining confidentiality when dealing with personal problems. Be prepared to diffuse uncomfortable situations and refer students who might need help and support to the appropriate school counselor.

A. GETTING HELP: COMMUNITY RESOURCES

Divide the class into small groups and give each group a local telephone directory. Using the directory, students list agencies that may be able to provide help to students and their families impacted by the use of alcohol, tobacco, and other drugs. Students contact the community agencies for more information and present the results of their investigation. Using the information compiled, stu-

dents organize a database of community agencies and resources and publish the information as a fact sheet, pamphlet, or as a feature article in a school or community newsletter.
[CCWR: 2.4/2.8/3.4]

B. GETTING HELP: SCHOOL RESOURCES

Ask students the following question: "If you have a problem, where do you go for help?" The entire class compiles a list using a whip around, pass option activity. Invite a panel of helping professionals including the school counselor, substance awareness coordinator, social worker, DARE officer, psychologist, and school nurse. Panel members discuss their role as a member of the student assistance team. After the presentation, divide the class into small groups and assign each group a situation involving the use of alcohol, tobacco, and other drugs. Each group brainstorms where students can go for information and help about the problem and develops a role-play of their assigned situation. Discuss each group's presentation. Students rate each presentation, focusing on how well the problem was resolved. Examples of situations for this activity might include the following:

- Someone's brother is smoking marijuana.
- Someone's baby-sitter drinks the parent's beer.
- Someone's father drinks and drives.
- Someone's mother dies from an overdose of sleeping pills.

[CCWR: 1.3/3.4]

C. BEING A PEER HELPER

Introduce this activity by asking: "How many times has someone asked you for advice?" Explain that sometimes the problem may be a simple one to solve or maybe the person just needs someone to be a good listener. Sometimes people may have really serious problems. In order to help someone, people need to be prepared. Organize the class into pairs and distribute a situation card to each pair (see examples below). Pairs discuss the situation and both team members practice a response to the problem. Keep students on target with questions such as: "What kinds of things can you do to help a person who has a simple problem? How do you know when a problem is more serious, requiring expert help? Where could you send that person for help?" After students have had sufficient time to practice each part, volunteers share their role-plays. Students complete the activity with a journal entry entitled "When a Friend Needs Help."

SAMPLE SITUATIONS: PEER HELPERS

- Someone discloses that his/her parents are getting a divorce.
- Someone discloses that his/her parent was arrested.
- Someone discloses that his/her brother is in the hospital after a drunk driving accident.
- Someone discloses that he/she tried smoking marijuana.
- Someone discloses that he/she has started drinking beer everyday after school.

[CCWR: 3.1/3.4/3.10/3.11/3.13]

Teacher Tip: **Students may have little or no understanding of the costs of healthcare or the existence of medical insurance. Discuss the changing concept of healthcare in this country and how it may affect individuals seeking treatment for many health problems, including chemical dependency.**

D. TREATMENT

Divide the class into small groups and have each group investigate the cost of healthcare for individuals seeking treatment for ATOD problems. Be sure students consider the loss of work hours, the cost of health benefits, and other factors for both the employee and the employer. With the assistance of the SAC or school nurse, invite representatives from employee assistance programs, community service agencies, hospitals, and intervention programs to act as resources for the student projects. Each group presents its findings to the class.
[CCWR: 1.1/1.3/1.12/3.4]

Teacher Tip: **Involve the substance awareness coordinator (SAC), school social worker, school psychologist, school nurse, or school counselor in the following discussion.**

E. CONFIDENTIALITY AND DRUG TESTING

Brainstorm a definition of ***confidential***. After you are confident students understand the concept, discuss how confidentiality laws protect individuals. Students write an essay entitled "Why Confidentiality Laws are Important."

Variation: Introduce the issue of drug testing/screening procedures. Students debate whether employers should be permitted to require employee drug testing.

Variation: Students investigate confidentiality laws and regulations regarding adolescent healthcare. Are the laws the same in every state? Are the rules different for drug and alcohol services, pregnancy testing, HIV testing, or STD testing?
[CCWR: 1.1/1.2/4.3/5.8]

RESOURCES AND TREATMENT

Indicator 2.3-10: ***Identify and explain how to access resources for information, support, and treatment of problems related to the use and abuse of chemical substances.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. GETTING HELP FOR AN ATOD PROBLEM

Brainstorm a list of resources available in the home, school, religious organizations, and community to assist individuals and families with problems related to substance abuse. Invite a panel of substance abuse specialists to discuss treatment and support services available in the community. Students generate a list of questions about the services for the panelists. Information presented by the panel should reinforce the school district's substance abuse policies and emphasize the need for confidentiality. After the presentation, students write thank-you letters to the speakers, identifying important concepts learned from the presentation.

Variation: After the presentation, students role-play calling a hotline or treatment center for information on substance abuse treatment and family support services.
[CCWR: 3.4/3.8]

B. DEAR SURGEON GENERAL

Students write a letter in response to a "Dear Surgeon General" letter (see sample below). Responses should include specific resources for help, a bibliography, and online resources.

SAMPLE LETTER

Dear Surgeon General:

My parents smoke about two packs of cigarettes a day. The house smells and I'm afraid it will burn to the ground from a lighted cigarette. Besides that, I don't want anyone to die from cancer or lung disease. I really want to help my parents. What should I do?

[CCWR: 2.5/2.6/3.4]

C. SOLVE THE PROBLEM: GETTING HELP

Brainstorm a list of community agencies and programs that provide health and social services for teenagers. Ask: "Why do teens use these services? Why do teens not use these services? What are the barriers that prevent teens from using these services?" Discuss what actions can be taken to help students overcome the barriers and make effective use of available services. Discuss state and federal laws regarding parental notification and confidentiality for substance abuse treatment. Divide the class into four groups to develop role-plays illustrating how others assist a character with a prob-

lem. Each group presents its role-play to the class for comment and discussion. Students complete the lesson by writing a response to the following statement: "I have a friend who drinks. I can..."

Variation: Using a variety of resources, students create an annotated brochure or directory of community health and social services for adolescents. With the assistance of staff from the community agencies, students design and print the product and develop a marketing plan for community distribution. Engage the school district's public relations specialist or a volunteer from the community to assist in the development of the campaign.
[CCWR: 2.8/2.9/3.4/4.2/5.8]

Teacher Tip: Peer helping is the use of nonprofessionals to provide learning and emotional support, personal growth, and guidance. Peers should not be used in place of licensed professionals or as mental health service providers. Student peer leaders must be educated to clearly recognize when the help of a professional is necessary.

D. HELPING A FRIEND WITH A PROBLEM

Pose these questions: "A friend comes to you for advice. How prepared do you feel to give your friend advice? What is the first thing you would say or do when your friend approaches you with a problem? Where did you learn how to handle these kinds of situations? Are there times when you might be afraid or concerned to offer advice? When would that be?" After this initial discussion, organize the class into pairs and assign each pair a situation. Students alternate playing both listener and responder. After allowing time for practice and reflection, volunteers demonstrate effective listening and communication skills while helping a friend. After each situation, ask if there are alternative ways to handle the situation. Examples of situations for this activity might include:

SAMPLE SITUATIONS: HELPING A FRIEND

- A friend discloses he/she has started smoking.
- A friend discloses he/she is hanging out with older kids who drink.
- A friend discloses that he/ she has had sex.
- A friend discloses that he/she has begun taking pills to stay awake in class.
- A friend discloses that he/she is being pressured by an older teen to drink and have sex.
- A friend discloses that he/she is very depressed.

[CCWR: 4.4/4.5]

LEGAL ISSUES

Indicator 2.3-11: ***Discuss laws pertaining to the use, sale, and possession of alcohol, tobacco, and other drugs.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: **The following activities offer opportunities for the DARE officer or juvenile officer to assist in classroom activities and to serve as a community resource for students, parents, and staff.**

A. BUZZ GROUPS: ATOD ISSUES

Organize several small "buzz" groups and assign each group an ATOD issue, such as how to rid the neighborhood of drugs or how to stop the sale of tobacco products to kids. In each group, students discuss potential solutions and write the ideas on chart paper. Groups present their ideas to the class. Collect additional solutions and proposals from the class, and vote on the three best proposals. Using the ideas generated, students write a letter to a government official expressing concern about one of the three issues and suggest possible strategies to deal with the issue.
[CCWR : 2.8/3.11/5.8]

Teacher Tip: **When conducting the next two activities, be prepared to respond if some students indicate that the consequences may be "positive" ones (e.g., being cool, popular, being accepted into a group or gang). Students may also take the position that their friends won't care what they do. Use this as an opportunity to discuss the real meaning of friendship and the effects of peer pressure on decisions.**

B. THINKING ABOUT CONSEQUENCES

Students list laws and rules specific to children and teenagers (e.g., wearing bike helmets, curfews, no alcohol) and then brainstorm the ***consequences*** of breaking the rules or laws. Focus the discussion on those rules, laws, and consequences related to the use of alcohol, tobacco, and other drugs. Provide a chart, similar to the one below. Students write the infraction and the consequences under the school, family, and friends headings. Involve students in a discussion of the consequences noted on their charts.

INFRACTION	CONSEQUENCES		
	School	Family	Friends
I went to a party and drank beer.	I failed a test the next day.	My parents won't let me go out with my friends.	My friends had a great time without me.

[CCWR: 3.1/3.2/3.13]

C. BREAKING THE RULES: PAYING THE PRICE

Divide the class into small groups to compare and contrast the consequences of similar offenses occurring in school and outside school. After groups have compared both types of offenses, reconvene the class and discuss the similarities and differences.

SCHOOL INFRACTIONS	INFRACTIONS OUTSIDE SCHOOL
■ Smoking on school property ■ Under the influence at a school dance ■ Using cigarettes in a science project ■ Carrying an illegal substance in your book bag ■ Selling drugs at school or on the bus	■ Drinking at a friend's house ■ Drinking when your friend's parent gives you a beer ■ Riding in a car with empty beer bottles ■ Riding in a car with a stash of marijuana under the seat ■ Riding a bike under the influence of alcohol and hitting a parked car

[CCWR: 3.9/3.12/5.8]

LEGAL ISSUES

Indicator 2.3-11: ***Discuss laws pertaining to the use, sale, and possession of alcohol, tobacco, and other drugs.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. RULES AND LAWS

Ask the students: "Why it is necessary to have specific rules and laws to deal with individuals using drugs?" Define and discuss school rules and local, state, and federal statutes as well as the penalties imposed for violations. Students create a sample school district substance abuse policy and share it with school administrators. Invite the principal or chief school administrator to discuss the sample policy and compare it to existing school rules and policies.

Variation: Plan and execute a debate regarding one or more of the following: school district substance abuse policies; drug screening of student athletes; random drug testing of students; state, local, and school smoking laws.

Variation: Students prepare an orientation session for incoming students and include information on school rules and substance abuse policies.

[CCWR: 3.1/3.8/3.15/5.8]

B. MOCK TRIAL

Hold a mock trial based on an ATOD incident involving a teen. Students write the script and perform the trial for younger students, who serve as jury and rule on the outcome of the case.

Variation: Invite an attorney to speak on ATOD laws or real-life case studies of adolescents with ATOD problems. Ask the speaker to discuss how juvenile arrests impact career options, voting privileges, and driving privileges.
[CCWR: 1.1/1.3/3.1/3.8/3.12/3.14/5.8]

C. BE SAFE, NOT SORRY: SAY NO!

Students may find themselves in situations that pose a threat to their safety. Other situations may ultimately get them into trouble with authority figures (e.g., parents, school officials, police). Divide the class into small groups. Each group develops a role-play that addresses one of the following situations:

- You're at a party where the parents serve alcoholic drinks to the teenagers.
- You need a ride home from a party. The only person who offers you a ride is drunk.
- You get a ride home with one of your brother's friends. You notice several empty liquor bottles on the floor of the car.
- At a party, you accidentally knock over a vase and find a stash of marijuana.

Students rate each role-play for the effective use of decision-making, refusal, or negotiation skills or the appropriate use of assertiveness. (Students use a teacher-designed rating chart for this part of the activity.) Each student writes a short story about a potentially threatening situation focusing on the character's use of skills to safely diffuse or resolve the situation.

Variation: Videotape the role-plays and have each group critique its own skill performance. Groups rewrite the role-plays to more effectively demonstrate the skills, then tape the revised version. Students critique the second version using the same criteria and compare the two versions.
[CCWR: 2.2/3.14/4.2/4.4/5.8]

D. SUBSTANCE ABUSE AND CRIME

Students gather and analyze statistical data on DUI arrests, car crashes related to substance use, and juvenile arrests. Students compare the data over a 5 to 10 year period and draw conclusions. Next, have students compare data from other towns, counties, or states. Students respond, in writing, to the following question: "What can be done to decrease the number of these incidents?" Students share information and responses.
[CCWR: 2.5/2.6/3.12]

ACTIONS AND EFFECTS

Indicator 2.3-12: *Discuss chemical substances according to their uses, actions, and effects on the body.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: As students advance, involve them in independent research, community service, or service learning opportunities. These experiences will enable students to learn and apply knowledge of these important issues. There are numerous opportunities to integrate ATOD information and skills across health content areas. Teachers can incorporate instruction about ATODs into family life topics, health promotion and disease issues, nutrition, and driver's education. Issues related to ATOD use can also be addressed in social studies or science.

A. RESEARCH ABOUT DRUGS

Divide the class into small groups to compare the legal and medical uses of drugs (e.g., the use of narcotics/opiates for pain management) with the use of the same substances for mood-altering effects (e.g., the use of heroin or cocaine). Each group summarizes their research via a chart, poster, or other visual that is shared with the rest of the class.

Variation: Students research the role of the Food and Drug Administration (FDA) in the development and regulation of medicines and drugs. Additional topics for research might include the Controlled Substances Act, generic vs. brand-name medicines, or the various classifications of substances (e.g., psychotropics, narcotics, stimulants).
[CCWR: 2.5/2.6/2.9]

Teacher Tip: Know the current drugs of choice and trends in drug use in your community. Be familiar with street slang. Contact your local health department or law enforcement program to find out about drug use in your community.

B. TRENDS IN THE USE OF ATODS

Students trace the historical trends of substance use (e.g., the use of patent medicines, the drug culture of the sixties). Then divide the class into two groups. The first group researches and presents emerging trends and theories about substance abuse. The second group focuses on advances in the pharmaceutical industry, including the ways drugs are developed, tested, and marketed. Groups predict trends and issues and develop a multimedia presentation on their topic.
[CCWR: 2.2/2.6/3.3/3.4/3.12/5.8]

Variation: Invite a representative from a pharmaceutical company to address the class about product development, testing, clinical trials, and the marketing of new pharmaceuticals.

Teacher Tip: Passive smoking and second-hand smoke both refer to the inhalation of smoke by individuals not actually smoking. Emphasize that passive smoking can aggravate existing health conditions (e.g., asthma).

C. SMOKING BOTHERS ME

Ask the class: "How do you feel if you are in a room with someone who smokes? What happens to your body when you inhale second-hand smoke? How do you handle the situation? What do you say or do? How does smoking impact the environment?" In small groups, students discuss the effects of cigarette or cigar smoke on the smoker and those around him/her and develop strategies to deal with exposure to second-hand smoke.

Variation: Students examine laws that regulate smoking and debate whether smoking should be permitted in public areas, such as government buildings, schools, malls, and restaurants.
[CCWR: 3.10]

D. TOBACCO USE: WHAT HAPPENS

Using anatomical models or computer images, students discuss the short and long-term effects of tobacco use on the body. (Be sure to include information on smokeless tobacco as well as cigars and cigarettes.) Based on the effects noted during the anatomical model display, students predict the effects of second hand smoke on infants and children.

Variation: Focus on the impact of other substances, such as cocaine or alcohol.

Variation: Invite a guest speaker (e.g., a pathologist, mortician) to discuss the effects of the use of alcohol, tobacco, and other drugs on the body. The speaker should focus the presentation on the current drug of choice.
[CCWR: 1.3/3.2]

E. IT'S A MATTER OF SAFETY: DRIVING UNDER THE INFLUENCE

In small groups, students track the potential consequences of a bus driver, airline pilot, or train engineer who operates a vehicle while under the influence. In these same groups, students assess the effects of alcohol, tobacco, and other drugs on their own ability to operate a car or motorcycle. Each group addresses ways to deal with situations involving impaired drivers and presents the strategies to the class.
[CCWR: 1.1/1.2/4.8/5.1/5.8]

F. LEARNING THE BASICS

One of the best ways to review basic information is to share that information with another person. To do this, students develop a video, poster, button, T-shirt, or flyer for elementary students outlining the effects of alcohol, tobacco, and other drugs on the body. Students use the materials to teach younger students about the physical effects of drugs.

Variation: Students create a database on ATODs, including the use of the substances and their effects. Using this database, students create fact sheets and pamphlets for different audiences (e.g., younger students, parents, athletes).

Variation: Translate the fact sheet, or an existing brochure, into another language for distribution in the community.
[CCWR: 2.4/3.15/4.2/4.6]

Teacher Tip: Review the anatomy and physiology of the central nervous system prior to the next activity.

G. NATURAL HIGH

Students research the effects of alcohol, tobacco, and other drugs on the various functions of the central nervous system. Be sure students investigate naturally occurring substances, such as endorphins. Students create a video entitled "100 Ways to Feel Great Without Using Alcohol, Tobacco, and Other Drugs" and develop posters, banners, or bumper stickers to support the theme.

Variation: In small groups, students simulate the movement of neurotransmitters across the synapse. Each student portrays a different aspect of the process. Students develop diagrams, models, or computer graphics to illustrate the workings of the human brain and the effects of various substances on human behavior.

Variation: Students investigate the effects of exercise on the human brain and emotions.
[CCWR: 2.5/2.6/3.2]

H. WHAT HAPPENED?

Divide the class into groups of four students. Each group discusses normal brain function and the effects of alcohol on the brain. Groups discuss ways to resist or prevent problems related to alcohol consumption. Provide each group with a scenario, similar to the ones below. Each group analyzes a scenario and answers the following questions during the course of the discussion:

- What is the problem?
- What factors will influence alcohol's effects on this person?
- What behaviors can be expected?
- How could the situation be prevented?
- What help may be needed? Where should the person go for help?

SAMPLE SCENARIOS: ALCOHOL

- Michael is a 32 year-old male attorney, 5 feet 9 inches tall and weighing 165 pounds. At lunch he consumed three glasses of beer with his sandwich. Now he wants to stop at the store to pick up some gum so his breath will be fresh for his afternoon court appearance.
- This is Tom's first semester in college and he seldom drinks. Tonight he is pledging a fraternity and has to compete in a "chug" contest. The other pledge wins the contest because Tom passes out. Tom is not feeling well and his new fraternity brothers put him to bed to sleep it off.
- Maggie has been drinking beer on the beach with her friends. The sun feels very hot now and when she tries to stand, she loses her balance a bit. She starts towards the water to cool off.
- Ellen is a 22-year-old married female who just found out she is pregnant. Her husband, Roger, is away a lot on business, and she spends many lonely nights reading and sipping wine. For the second night in a row, she realizes she has consumed an entire bottle of wine in less than two hours.

[CCWR: 3.1/3.11/3.12/3.13/4.2/5.1]

MEDIA AND CHOICES

Indicator 2.3-13: *Discuss the influence of the media on the choice, use, and misuse of medicines.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Media messages are powerful. Students need to understand the psychology of effective advertising in order to evaluate and effectively resist impulse buying and experimentation. To increase the effectiveness of the following activities, collaborate with the psychology teacher or school psychologist. Invite the school district public relations specialist, a journalist, or advertising professional to assist with these activities.

A. MEDIA BLITZ

Ask: "What impact does advertising have on the products we use?" After a brief discussion, students create a media campaign for a new medicine or wonder drug. Divide the class into small groups, select a team leader for each group, and assign tasks. Students create billboards, bumper stickers, print ads, or a video. Compare the campaign with real products, and discuss the approaches used and the messages presented.

Variation: Students select advertisements from a variety of media, investigate the costs of such an ad campaign, and analyze the ads considering the following questions:

- What are the verbal and nonverbal messages?
- What is the larger societal message?
- Why do people respond the way the sponsor wants them to?
- How can people learn to ignore such media messages?
- What are the effects of celebrity endorsements?

Variation: In small groups, students review at least 10 ads for over-the-counter medications (e.g., aspirin, cough syrup). Students compare and contrast the ads for audience targeted, type of appeal, and effectiveness of message. Each group selects one ad as being most effective, prepares a justification for the ad's selection, and in turn, shares their ad with the class. The class votes on the most effective ad.

Variation: Supply the class with magazines and newspapers from other countries. (You can purchase these at almost any large bookstore.) In small groups, students examine medication, alcohol, and tobacco ads in the foreign media. (Video ads are particularly amusing — watch local TV programming for advertising awards shows and funniest video productions that feature foreign ads.) Students guess what products are being sold. Ask: "Are the messages in these ads the same as advertising messages featured in the United States? What kinds of appeals are used in the ads? Would U.S. consumers buy the products based on the ad?" Compare the ads to similar U.S. advertisements. Invite individuals from other countries to interpret the ads and discuss product merchandising in their countries.

[CCWR: 1.3/2.5/2.9/4.6/4.7]

B. MEDIA, USA

In a one-minute brainstorm, students name as many specific health products as they can and record the names or kinds of products on a sheet of paper. Students review their list and note where they first heard about each product (e.g., TV, radio, magazine, newspaper, parent, friend, store ad, coupon, free sample, Internet). Students share their lists and tabulate the five most frequently cited influences. (TV and radio should be in the top five.)

Variation: Students listen to radio ads or watch TV ads for various over-the-counter medications (e.g., pain relievers, antacids, sleeping pills) and analyze the many causes of pain, stress, or discomfort presented in the ads (e.g., being late, noise, crying babies). Students develop a list of ways to cope with minor ailments without resorting to medications.

Variation: Students create an ad or public service announcement describing "Ways to Cope Without a Pill".

Variation: Over a specified period of time, students survey the number of incidents of alcohol, tobacco and/or other drug use on television shows. Be sure to view a variety of shows aimed at different audiences. Relate this information to the TV rating guide for parents. From these activities, students write a one-page essay on the influence of the media on the use of medicines and drugs in America. **[CCWR: 3.8/3.12/4.8]**

C. ADS: JUST WHAT ARE THEY SAYING?

Describe several frequently run TV ads. Do not disclose the actual product being advertised. Ask students if they remember the name of the product being advertised. "What messages did the commercial convey? How effective was the ad?" In pairs, students develop strategies to resist pressures to use the advertised products and rewrite one of the commercials. One partner acts as the "pitchman" and the other partner uses effective refusal, negotiation, and assertiveness skills to resist the temptation to purchase the product. Pairs share the new script with the class.
[CCWR: 1.12/3.9/3.10/3.12/3.15/4.2/4.8]

ALTERNATIVE ACTIONS

Indicator 2.3-14: *Discuss alternative actions for relief or treatment of common health problems.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Do not advocate one form of treatment for medical conditions. The purpose of this section is to explore the various options available to students and their families, not to support or condemn specific treatment modalities.

A. NATURAL WAYS

Share articles about natural remedies from magazines and journals or explore related Web sites. Explain that in some cultures, natural remedies are used to treat a variety of illnesses. In groups, students compare and contrast traditional, medical, and natural treatments for common health problems (e.g., colds, headaches, poison ivy). Students explore cultural or familial traditions for care along with trends in nutrition, natural remedies, mind-body connections, and other methodologies and present their findings to the class.

Variation: Students research changing attitudes and ideas about alternative health treatments. Students consider the following: "What role do these play in the cultural traditions of a family? How may they be in conflict with traditional American medical practice? Are some treatments illegal?" (Students might consider issues such as the legalization of marijuana for medical use.) Discuss and debate issues related to controversial medical treatments or experimental treatments. Ask: "Should individuals have more choice in the kinds of medical treatment they receive?"

Variation: Ask: "Are nontraditional treatments covered under health insurance? How can healthcare providers become sensitive to family and cultural health practices and traditions?" Present a panel discussion of healthcare providers representing various opinions on traditional vs. "new age" medicine. In advance of the panel, students investigate the issues through interviews and research.
[CCWR: 1.3/1.11/3.5/4.6]

Teacher Tip: At least six factors influence one's level of wellness: behavior, self-esteem, situations, relationships, decisions made, and the resistance skills used. Reinforce these factors in all learning activities.

B. WELLNESS REVISITED

Ask the class to define ***wellness***. "What does it mean? Does wellness change as one ages?" Each student develops a lifelong plan for wellness, focusing on preventive care now (e.g., nutrition, exercise, stress management) and outlining strategies to deal with existing health problems (e.g., asthma, allergies). Students should consider family history and culture in the development of the plan. Enlist other school staff, including the physical education teacher, athletic trainer, counselor, school nurse, and food services staff to assist in this activity. Volunteers share elements of their plan.

Variation: Students list 10 things that cause them stress. Using the lists as a starting point, discuss the many causes of stress. Divide the class into small groups to learn a relaxation technique, such as Tai Chi, yoga, meditation, or visualization. After practice sessions, each group presents its technique. Conclude the lesson with a discussion of other strategies to help deal with stress or discomfort.

Variation: Students research the effects of exercise on the mind. Ask: "How can exercise help an individual feel better—not just physically, but emotionally? What are the social benefits of exercise? How can exercise be used to reduce stress or eliminate or lessen minor health complaints?"
[CCWR: 3.5/4.1/4.6]

C. REACHING FOR WELLNESS

Explain that individuals who engage in activities that promote positive self-esteem are more likely to experience high-level wellness. Often times stress causes one to feel unwell, to experience aches and pains or vague sensations of uneasiness. In spite of all this, some people are described as being ***stress resistant***—they seem to handle stress better and bounce back easily. These people are ***resilient*** because they seem to be better able to handle misfortune, pressure, or adversity. To investigate this further, show the class an artichoke and explain that it represents a resilient teen. Demonstrate the many layers of the artichoke—protective layers that strengthen the vegetable. Relate the layers to ***protective factors*** (sometimes referred to as ***assets***), characteristics of individuals and their environment that make a positive contribution to development and behavior. As you discuss each of the 11 protective factors that promote resiliency (see box below), peel a leaf from the artichoke and give it to a student. Explain that each layer promotes wellness, helps the person handle stress, and discourages drug use. As you reach the last leaf, note how exposed the artichoke now is. Ask: "What would this mean if the artichoke were a person?" As a culminating activity, students write a chemical formula or recipe for resiliency.
[CCWR: 1.2/3.7]

PROTECTIVE FACTORS

- Being reared in a loving, functional family
- Having positive self-esteem
- Having close friends who do not use drugs
- Feeling a sense of accomplishment in school
- Having a plan to cope with life's stressors
- Having a healthful attitude about competitive and athletic performance
- Being involved in school activities
- Regularly practicing one's faith
- Having adult role models
- Being committed to following community rules
- Having clearly defined goals and a plan to reach them

RAMIFICATIONS OF USE, ABUSE, AND DEPENDENCY

Indicator 2.3-15: *Analyze the short and long-term effects of chemical use, abuse, and dependency on the body, behavior, work and school performance, and personal relationships*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: When asking students to contribute real-life scenarios for classroom use, be sure to emphasize the "no names" rule and focus on the importance of sensitivity and confidentiality. Certain students may need counseling and support to address very personal issues that have affected them in the past and continue to affect their daily lives. Be aware of school and community resources and utilize them for assistance.

A. SOAP OPERA: LIVING IN A CHEMICALLY DEPENDENT FAMILY

Using a "soap opera" format, students develop a story or play about living in a chemically dependent family. Outline the characteristics of family members, and assign groups to develop each character. The story or script should address ways to cope in a chemically dependent family and should include resources for help and information. Students present their creation, which may be videotaped and presented to middle school students.

Variation: Students create music, poetry, or artwork that expresses the feelings of one of the characters in the story or play.
[CCWR: 2.9/3.4/4.7]

B. SIGNS AND SYMPTOMS OF ATOD ABUSE

Ask students: "When do teenagers experience pressures to use alcohol, tobacco, and other drugs? At what age does this begin? What kinds of social settings seem to contribute to the pressure?" Divide the class into groups of four to list the signs of possible substance use and abuse and consider what signs would indicate a friend or loved one had a problem with alcohol or other drugs. Rotate two of the group members to another group so new groups of four are created. Each new group develops a list of ways to help a chemically dependent person. Share and then rotate group members once again to create new groups of four. The new groups develop a bulletin board, display case presentation, or article for the student newspaper about teen chemical dependency and ways to help.

Variation: Invite a member of a self-help/support group (e.g., AA, ALA-Teen, Al-Anon) to analyze and comment on the strategies developed by the class and discuss other issues regarding chemical dependency.
[CCWR: 4.5/4.8]

C. BACK TO THE FUTURE: ATODS AND THE ROAD AHEAD

Each student develops a time line for his/her future and then writes how those plans might be impacted by one of the situations listed below. Using a pass-option activity, volunteers share their future plans and comments. Students may share their ideas in small groups or in a sharing pair.

SAMPLE SITUATIONS: INTO THE FUTURE

- Being arrested for marijuana possession
- Convicted of driving under the influence
- Having sexual intercourse while under the influence
- Cutting classes to go drinking with friends
- Sharing needles and contracting HIV
- Getting a tattoo and contracting hepatitis
- Being sexually assaulted while drinking heavily
- Hiding a friend's stash of drugs

Variation: Using the situations listed above, students write a story, poem, or song that depicts the life of the individual. Students share and discuss their original work.
[CCWR: 3.1/3.10/4.1]

D. AT-RISK

In 60 seconds, students list risk behaviors that might occur when under the influence of alcohol or other drugs. After a brief discussion of the behaviors, divide the class into groups of three to discuss the impact of alcohol and other drug use on sexual decision making. Students design a scenario where the individuals are participating in some form of risky sexual behavior while under the influence of alcohol or other drugs (e.g., having sex without protection, drinking with a new acquaintance, drinking and participating in an initiation for a club or gang). Each group presents the problem and outlines ways to avoid the problem or reduce one's risk.

Variation: Students analyze the connection between substance abuse and violent or criminal behavior. Students collect statistics on incarcerated individuals to determine the connection. In a brief essay, students outline ways society can assist individuals to stay drug-free once they are released from correctional facilities.
[CCWR: 3.1/3.5/3.12/4.8]

E. IN SEARCH OF THE PERFECT BODY

Using pictures from magazines or videos, introduce the media's representation of the perfect body image. Compare the images of males vs. females, and discuss the messages conveyed in the ads. Discuss how the media influences teenagers' decisions to smoke, take diet pills or laxatives, or use steroids to alter one's body image.

Variation: Students create posters focusing on the negative effects of anabolic steroids and other performance-enhancing drugs. The posters outline the problems associated with steroid use and list resources for information and help.

Variation: Invite a fitness expert or bodybuilder to discuss ways to get in shape without using dangerous drugs or dieting. Students outline 10 positive and healthy ways to keep in shape.
[CCWR: 3.4/3.9/3.10]

Teacher Tip: The following activity requires assistance from local law enforcement specialists and municipal court. Since the activity lends itself to a multidisciplinary approach, be sure to involve professional staff from as many content and support areas of the school as possible.

F. DRIVING UNDER THE INFLUENCE

Plan a multidisciplinary project that focuses on a simulated drunk driving incident. Begin by showing a "staged" prom night motor vehicle crash. Give each student a folder with pertinent but incomplete information about the incident. Students act as inspectors hired to investigate the crash and make recommendations to the court. Over the next week, student teams review the evidence, conduct interviews with witnesses and police, test blood samples, participate in simulated sobriety tests, and examine the crash site for evidence (e.g., impact, skid marks, damage to vehicles). Some students calculate the speed of the vehicles at the time of impact. Team meetings are held daily to update the inspectors. After all the information is reviewed, teams hold a mock press conference to report their findings. The project culminates in a mock trial where student lawyers plead the case using the evidence discovered by the teams.

Variation: Stage a mock motor vehicle crash on school property. Invite emergency service providers and police to participate in the staging and present information to the students. Involve the local chapters of MADD and SADD. Display safety materials from the Division of Motor Vehicles, AAA, and insurance companies.

Variation: Students use the driving simulator on alcohol-simulator vehicle (provided by a local auto dealer) or "virtual driving" glasses to experience the impact of alcohol on driving. After the experience, students list ways their judgment might be impaired and the possible consequences of driving under the influence. Students research the impact an arrest might have on a driver's license and car insurance in New Jersey.

[CCWR: 3.2/3.5/4.1]

G. THEORIES OF DEPENDENCY

Students research and compare theories on the nature of addiction and dependency and write a paper describing those theories. Students may choose to focus on issues such as women and addiction, hereditary factors that may influence dependency, cultural factors that may contribute to dependency, or ethnic stereotyping and dependency.

Variation: Students debate the various theories, using evidence from their research.
[CCWR: 2.6/4.6/4.7]

Teacher Tip: For the next activity use local companies that employ students (e.g., in cooperative employment experiences, internships, mentorship programs).

H. ON THE JOB

Students interview individuals employed in various occupations to determine how alcohol, tobacco, and other drugs might interfere with job performance. Find out if the individuals are aware of employee assistance programs or benefits from their health insurance companies that support treatment for chemical dependency.

Variation: Invite former students to discuss issues and problems associated with substance use in college, on the job, or in the military.

Variation: Divide the class into small groups. Each group selects a different type of business (e.g., construction, computers, healthcare) and develops substance abuse policies for the company. Groups share their ideas and discuss them with a human resources director from a local company.
[CCWR: 1.2/1.3/1.11/5.1]

Teacher Tip: The literature often uses the terms "troubled" family and "dysfunctional" family. Do not classify families as normal and abnormal. Regardless of their problems, family members can be taught ways to cope with family problems and resolve family issues. The following activity may trigger uncomfortable feelings in some students. Be sensitive to student reactions. Select volunteers the day before the activity and prepare them for their roles.

I. FAMILY DANCE STEPS

Pose the following questions: "How many of you consider yourselves a good dancer? What does it take to be a good dancer? Is it easy to dance with a partner? How does it feel to dance with a new partner?" Allow students to relate some amusing experiences and talk about such issues a rhythm and balance, knowing how to move to the music, and not stepping on someone's toes. Explain that individuals in a loving, ***functional*** family have learned "dance steps" that help them work together. Using four volunteers to represent individuals raised in a functional family, arrange dance partners. Play a slow song and ask the partners to assume the traditional style of dancing (hand on partner's shoulder and at waist). As the couples dance, describe how they learn to balance, move together, and cooperate. Now explain that persons who live in a ***dysfunctional*** family learn a different "dance" called ***codependency***. Those individuals may lack confidence in their abilities, be depressed, or exhibit controlling behaviors. It may be difficult for them to learn balance, rhythm, and how to not step on someone's toes. Solicit the help of four more volunteer dancers. These partners dance back to back or with one leg tied to their partner's leg (like a three-legged race). This should be very awkward for the dancers. Ask the dancers to describe how it feels to dance in this manner. Next, with all eight dancers on the floor, play the music again and have them dance a few steps, then stop the music and ask them to switch partners. Ask the "audience" to carefully observe the difficulties experienced by the dancers, especially when they change partners. Ask students: "What choices did the dancers have when told to switch partners? (Answer: To dance with another dysfunctional dancer or learn a new dance step.) "What might this say about future relationships for individuals raised in a dysfunctional family?" Excuse the dancers and conclude by saying that self-help and support programs for codependents can help families learn a new dance step, a more healthful way to interact with others. Discuss ways families can cope and solve problems.

Variation: Students investigate community self-help, support, and treatment programs for families impacted by chemical dependency and develop a resource list for school and community use.
[CCWR: 3.4/3.7/3.9/4.2/4.7]

INTERVENTION, TREATMENT, AND RESOURCES

Indicator 2.3-16: ***Describe intervention and treatment strategies for chemically dependent individuals, and locate community resources for information, support, and treatment.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Current research validates the impact of peer influence as a major force in behavioral change among adolescents. Regular classroom instruction does not prepare students for roles as peer helpers. Many students will become more comfortable in a "helping" role as their knowledge of chemical dependency increases. While these activities will improve their ability to enact helping behaviors, some students may find the activities more personalized and feel uncomfortable discussing these issues. For those students, be aware of school and community resources that offer support. For students with an affinity to listen and be sensitive to the needs of others, offer opportunities to participate in peer support networks in the school and community.

A. COPING WITH PROBLEMS CAUSED BY ATODS

Ask students: "What do people do when they need help? How do you know when a friend or family member needs help? What are some signs that a person might have a problem with drugs or alcohol?" Note that students may notice a problem with their friends long before the adults do. Read aloud a story about young people living in a chemically dependent home. (A good story can be found in *Choosing Not to Use,* Education Development Center, 1-800-225-4276.) After reading the story, organize the class into pairs to discuss the problems faced by the character(s). Students list several ways to reach out and help the character(s) in the story and share their ideas with the class.

Variation: Students write an interpretation of the following statement: "The help I need most urgently is help admitting that I need help." Discuss the interpretations. Students list in their journal five individuals they consider their ***support system*** (people they trust in times of need).

Variation: Students draw a support tree, an illustration of a tree and root system, that represents those individuals or places available for help and support. Students share their tree with a classmate. **[CCWR: 3.10/4.3/4.8]**

B. HELPING OTHERS

Students develop a list of community agencies and organizations that assist individuals with substance abuse problems. In small groups, students role-play supportive interactions with peers, encouraging them to access on-site and community support services.

Variation: Develop a public service announcement or information program for the school or community TV or radio station. Involve representatives from community agencies that provide information and treatment for chemical dependency. Students post contact numbers for the agencies in every classroom.

Variation: Prepare a school and community campaign for drug awareness. Students plan and implement the activity and involve local officials and celebrities, elementary students, and parents.
[CCWR: 2.8/3.4]

Teacher Tip: Begin by discussing generic treatment options for individuals with alcohol, tobacco, and other drug problems. As students mature, student research should focus on treatment facilities and issues related to special populations (e.g., women, adolescents, HIV infected individuals).

C. GETTING TREATMENT

Small groups research substance abuse treatment facilities. Be sure students investigate a variety of treatment programs including those for women, women with children, individuals with HIV or tuberculosis and specialized programs for adolescents. Students examine federal and state laws regarding treatment services for minors and compare with other surrounding states. Each group compiles the information and develops a presentation on their research.
[CCWR: 3.4/4.6/5.8]

D. TAKING ACTION: PLANNING DRUG-FREE ACTIVITIES

Students plan and convene a community task force to study the use of alcohol, tobacco, and other drugs by teens. The goal of the task force is to develop a plan to increase community awareness and plan drug-free activities. Students collect and present data on adolescent substance use, the perceived needs of the student population, and propose actions. The group examines ways to disseminate information to students who might need services by using social and school activities, medical facilities, and media.
[CCWR: 2.6/3.4/4.1]

LEGAL ISSUES

Indicator 2.3-17: *Interpret laws pertaining to the use, sale, and possession of chemical substances, with an emphasis on laws relating to driving under the influence.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Students need to be aware of policies regarding the possession and administration of medication during school hours. Adolescents also need to understand the dangers of misusing legally prescribed medications. Be sure to discuss the possession of prescription drugs as well as the possession of illicit drugs such as heroin or cocaine. Students need to understand that even over-the-counter medications can compromise one's ability to perform tasks such as driving.

A. LEGAL ISSUES

Students research state and federal statutes related to the use and possession of substances. Be sure students examine the differences based on age of the offender, quantity of substance, location of the infraction, and the involvement of weapons. In small groups, students review legal case studies and predict the penalties for the infractions. Reconvene the entire class and have each group present its case study and their "legal" opinion.

Variation: Students investigate how other states or countries deal with the issue of drinking and driving by examining laws, penalties, and the reported incidence of accidents related to driving under the influence. Students share their findings.

Variation: Students compare public policy and laws from various states regarding substance abuse.

Variation: Students debate whether drugs should be legalized, with limited or unlimited access.

Variation: Students role-play a simulated motor vehicle stop for suspicion of driving under the influence. Involve the DARE officer or other law enforcement official in the simulation and discussion. **[CCWR: 2.6/3.12/5.8]**

B. ON TRIAL

Provide students with a hypothetical incident (e.g., a student arrested for driving under the influence) and hold a mock trial. Consult with an attorney and police officer to offer realistic evidence and legal decisions.

Variation: Arrange for students to visit a courtroom and discuss with the judge and attorneys issues relevant to the sale and possession of alcohol, tobacco, and other drugs and the penalties for each.

Variation: Students conduct a newspaper survey for articles related to motor vehicle crashes and determine the percentage connected to driving under the influence. Students graph the results by age and gender and compare the data with state and national statistics.
[CCWR: 1.3/2.6/3.12/5.8]

C. SCHOOL RULES

Invite the building principal to present a theoretical case study of the district's substance abuse policy in action. After discussion, the class designs a brochure for new students that outlines the district's drug policies.

Variation: Students investigate laws and regulations that support school district substance abuse policies. Involve the substance awareness coordinator in this project.
[CCWR: 2.8/4.2/5.8]

Teacher Tip: The following activity enables students to explore the impact of the use of alcohol, tobacco, and other drugs on the community in which they live. Use situations that represent the real-life experiences of people who live and work in the community.

D. ADDING UP THE LOSSES: LAWS PROTECT US

Ask students why we have laws and rules about the use of alcohol, tobacco, and other drugs. List their responses on the board. Explain that ATOD problems impact the entire community. Give each student a sheet of construction paper. Tell them to divide the paper into 10 sections. In each section students print the words "personal and community health." Students add up the potential losses to personal and community health that can be attributed to the use of ATODs. Each time a loss is identified, students tear one section from their paper to reflect the loss. Read, one at a time, scenarios about the following issues, identified as losses. (Sample situations follow.)

SAMPLE SITUATIONS: COMMUNITY IMPACT OF ATOD USE

Incident	Impact
Personal injury	A fall results from alcohol consumption.
Fire	A person in a hotel falls asleep in bed with a lighted cigarette in his/her hand.
Drowning	After an afternoon of drinking, two young men go for a swim.
Acquaintance rape	A young couple spend the night drinking before returning to a dorm room.
Burglary	Several houses are burglarized by a neighborhood teen needing money for drugs.
Child or spousal abuse	The local shelter is full.
Lung cancer	A famous actor dies at age 40.
Motor vehicle crash	A drunk driver kills a family of four.
Birth defect	A baby is born with fetal alcohol syndrome.

As students realize that the paper is being torn to shreds, ask what the paper symbolizes. Explain that everyone has the responsibility to protect themselves and others from the effects of alcohol, tobacco, and other drugs. Each student develops a contract that outlines at least three ways to protect the community from losses due to the use of alcohol, tobacco, and other drugs.
[CCWR: 3.1/3.9/3.12/4.1/4.4/5.1/5.8]



FETAL AND PEDIATRIC IMPACT

Indicator 2.3-18: ***Describe how chemical substances used during pregnancy can affect prenatal and early childhood growth and development.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Connect these activities to related lessons in *Standard 2.4: Human Sexuality and Family Life.*

A. FETAL DEVELOPMENT AND DRUGS

Students compare normal fetal development to that of a baby born to a woman who uses alcohol and/or other drugs. Discuss health problems that may be anticipated for both the mother and the baby as a result of the mother's drug use. To help students visualize this, set up a demonstration using two containers that represent the relative sizes of the mother and fetus. Fill the containers with water, then add drops of colored liquid to represent alcohol. This demonstration illustrates the impact of alcohol on a fetus. Discuss the effects of alcohol on adults, and correlate the effects to the impact on the fetus. As follow-up, invite a specialist in prenatal addictions to discuss the effects of substance use on the pregnant woman and her child.

Variation: Students develop a pamphlet or poster on the problems associated with alcohol, tobacco, and other drug use during pregnancy. Distribute the information to teen centers, churches, and health centers.
[CCWR: 2.8/3.2]

B. MATERNAL TRANSMISSION OF HIV

Students research how HIV infection can be transmitted from mother to child. (Students should connect injected drug use and needle sharing to female HIV infection.) Students research pediatric HIV infection and compare the additional complications from maternal drug use. Students present their findings to the class using charts, videos, or visual aids.
[CCWR: 2.6/2.8/3.4/3.5]

C. MAKING A CHOICE: TAKING RESPONSIBILITY

Introduce this activity with a discussion of the terms ***responsibility***, ***blame***, and ***consequences***. Explain that sometimes individuals do not experience the consequences or outcomes of their actions themselves. In small groups, students discuss the following scenario and focus on who is most responsible for the outcome and why. Each group must come to consensus on the rankings. After ranking, students rewrite the scenario with a positive outcome.

SAMPLE SCENARIO: TAKING RESPONSIBILITY

A 15-year-old teen thinks she is pregnant. Her friends assure her that all teenage girls miss their periods sometimes. Tests confirm her pregnancy. She is afraid to tell her family. Her boyfriend refuses to share responsibility and doesn't show up for a visit to the prenatal clinic. The girl continues to party, using alcohol and other drugs. In her 8th month, she delivers a 4-pound, 3-ounce premature baby boy exhibiting fetal alcohol effects.

Students rank, in order, who is most responsible for the outcome and justify their responses.

- The girl
- The boyfriend
- Her parents
- Her friends

[CCWR: 3.1/3.10/3.12]

Teacher Tip: It is important that male students understand the impact their own substance use can have on their partner and the unborn baby (e.g., increased risk of HIV infection, passive smoke inhalation).

D. ROLE REVERSAL: PLANNING A HEALTHY LIFE

For this exercise, male students imagine themselves as females and vice versa. In those roles, students list things they can do now and over the next 30 years to promote having a healthy baby. Each student develops a plan for wellness that includes proper nutrition, exercise, no tobacco or drug use, and the safe and appropriate use of medicines. Students correlate personal wellness to the development of a healthy family.

Variation: Pair students to develop a healthy family plan. Each team presents its plan to the class. Classmates evaluate the plans and provide appropriate "wellness" awards to the best team entries.
[CCWR: 3.1/3.9/3.12/4.2]

E. CELEBRATIONS WITHOUT ATODS

Students list ways to celebrate without using alcohol, tobacco, and other drugs and relate the list to a family celebrating an important event. Ask: "How can a pregnant woman celebrate without the use of alcohol, tobacco, and other drugs?"

Variation: Discuss the use of alcohol in cultural and religious rituals and the potential impact on a pregnant female.
[CCWR: 3.1/3.13]

Standard 2.4: Human Sexuality and Family Life

All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.

A significant challenge facing educators and school policy makers as the 21st century approaches is to assure that the youth of today will complete school prepared to be productive, responsible, caring, and healthy people. Today, this means that schools must go beyond nurturing the intellect to address the holistic needs of children. Among those needs are the knowledge, attitudes, and skills gained through a planned, sequential health education program that includes sexuality education designed to foster positive social and sexual behavior.

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(National Guidelines Task Force, 1992)

FAMILY LIFE EDUCATION

The Center for Educational Policy Analysis in New Jersey and the Center for Public Interest Polling at Rutgers University's Eagleton Institute of Politics conducted a study of family life education. Released as a report entitled *Is Playing It Safe Unsafe?* the study concluded that public support for family life education is strong and growing (Firestone, Ballou, Bader, and Whelchel, 1995). New Jersey has a long history of support for family life education. The State Board of Education first recommended the offering of "sex education" courses in 1967. The policy statement issued by the Board at that time noted the following points:

- Sex education is a responsibility that should be shared by the home, religious institutions, and school.
- Sex is a major aspect of personality. It is intimately related to emotional and social development and can be best understood by relating it to the total adjustment of the individual in the family and society.
- The primary purpose of sex education is to promote wholesome family and interpersonal relationships.
- Sex education is a continuous process throughout life.

In 1979, a five-member committee appointed by the president of the State Board, examined existing sex education practices and trends and recommended improvements to existing state policy. As a result of this review, the State Board of Education decided to require ***family life education*** because it was convinced local school districts needed a state-level directive to trigger instruction in this area. Thus, the family life mandate became reality (White-Stevens & Burcat, 1981).

The family life education mandate was essentially unchanged until May 1996 when the State Board of Education adopted the *Core Curriculum Content Standards in Comprehensive Health Education and Physical Education.* The *Standards* "drive" instruction in New Jersey's schools and set the tone for curriculum development and assessment. *Standard 2.4: Human Sexuality and Family Life* aims to provide students with the knowledge and skills needed to establish healthy relationships and practice safe and healthful behaviors. The *Standard* and supporting cumulative progress indicators lay the foundation for an instructional program focusing on healthy sexual development as well as the prevention of sexually transmitted diseases, HIV infection, and unintended pregnancy. Ultimately, the goal of the *Standard* is to produce students who take responsibility for their sexual health and the health of their relationships.

MEETING THE NEEDS OF YOUTH

Today's teenagers reach physical maturity earlier and marry later. Professionals, politicians, and parents share a deep concern about unplanned adolescent pregnancy, out-of-wedlock childbearing, sexually transmitted diseases, HIV infection, sexual abuse, sexual assault, and the potential consequences, both physical and emotional, of early sexual activity. Recent studies indicate that the number of teenagers engaging in sexual intercourse has declined in the 1990s. Lloyd Kolbe, director, Division of Adolescent and School Health (DASH) at the Centers for Disease Control and Prevention (CDC) attributes the decrease to the collaborative nature of prevention. School-based sexuality education programs (supported by community-based programs and religious programs) and increased parental involvement have contributed to the decline. While the decline is an important milestone, Kolbe warns against becoming complacent (Cimons, 1998).

Knowledge is not enough. Students need opportunities to think, reflect, and consider the implications of sexual decisions. For this to happen, students need ample opportunities to practice and refine essential decision-making and problem-solving skills. They need to develop effective communication skills. *Standard 2.2: Personal, Interpersonal, and Life Skills* addresses these skills in detail and is an essential complement to *Standard 2.4.*

This *Framework* reflects the spectrum of issues that impact today's youth. It is not a sequential curriculum and should not be used as such. As in other chapters of this document, the sample learning activities merely serve as a means to explain or illuminate the cumulative progress indicators and provide teachers with ideas and resources to support effective instruction. Without a doubt, human sexuality and family life education is a controversial and sensitive area. Dealing with sensitive issues and involving parents and community members in program development is discussed in *Chapter 3: Linking the Standards and Framework to Curriculum Development.*

Sexuality is a natural and healthy part of life. From the moment of birth, children learn about love, touch, and relationships. This *Standard* and the related cumulative progress indicators aim to assist all students to develop a positive view of sexuality and, at the same time, develop the skills and knowledge needed to establish healthy patterns of behavior now and throughout life.

HUMAN DEVELOPMENT

Indicator 2.4-1: *Identify the stages of human development from conception to death.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Photos and pictures displayed should represent a wide variety of ethnic backgrounds.

A. FROM START TO FINISH

Display photos or pictures of a person from infancy to their current age. (Remember that students enjoy seeing baby and childhood pictures of their teacher.) Discuss how the person changed as he/she grew older, and list student responses. Explain that all living things have a beginning and an ending and that they start small and grow. (Even baby hippos are small compared to mama hippo!) Using pictures of babies and adults cut from magazines, discuss how living creatures change as they grow.

Variation: Students create a baby collage, using pictures of baby animals and plants. (Don't forget to include insects and reptiles as well as humans.) Discuss the similarities and differences.

Variation: Students develop a bulletin board that shows the various stages of life. Use photos to show the various stages of human development. Students write descriptions for each stage and picture (e.g., pictures of baby taking first steps, riding a bike for the first time, graduation).
[CCWR: 3.7/3.9]

B. PHOTOGRAPHIC TIME LINE

Students bring in their own baby pictures and compare them with a recent photo. Students use the photos to develop a timeline of their life, share it with classmates, and discuss how they have changed.

Variation: Write the words ***physical***, ***emotional***, and ***social*** on the board. Define each and ask students for examples. Students present their timeline to the class and describe one change from each of the three categories.
[CCWR: 3.7/3.9]

C. WHERE DO I COME FROM?

Ask students: "Where did you come from?" (Some students will name towns while others may say my mom's stomach.) Explain that all living things start very small in safe, protected places where they grow and become very special. Introduce the terms ***uterus***, ***embryo***, and ***fetus*** by showing a simple fetal development chart. Display objects that are the approximate size of the human embryo/fetus at various stages of development. Discuss how the fetus grows during its time in the uterus. Allow students to hold and examine a life-sized infant doll so they can visualize the changes.

Variation: Invite a pregnant parent or teacher to class so students can ask questions and observe. If possible, allow students to hear the fetal heart rate, feel fetal movement, or view a fetal sonogram.

Variation: Fill a balloon half full with warm water and drop in a marble. Tie the balloon. Explain that the balloon represents the uterus and that the fetus (the marble) is protected by a special fluid in the uterus. Reassure students that the baby breathes in a special way during this time.

Variation: Use trade books or videos, (e.g., *Berenstain Bears, Little Critter, Arthur*) to introduce children to various family members, including a new baby. Coordinate the use of the book or video with play activities that promote the proper care and handling of an infant, and allow children to explore the role of being a parent through play.
[CCWR: 3.2/3.7/3.9]

Teacher Tip: Keep parents informed of classroom activities so they can be prepared to answer their child's questions. Provide parents with supportive materials to reinforce learning that takes place in the classroom. Be sure to let parents know the appropriate vocabulary used in these lessons. Some parents may still have a difficult time using the correct names for body parts.

D. MY BODY, MY HOME

Begin this activity with a rendition of a song such as "Head, Shoulders, Knees and Toes". With each verse add new parts of the body to the song. Make a list on the board of all the body parts mentioned. Explain that our bodies are made up of many small parts that work together to keep us healthy and help us grow into adults. During the song, there were certain parts of the body that were not included. Ask students if they know the names of some of those body parts. Explain that the class did not touch their private parts (those covered by a bathing suit or underwear). Use two anatomically correct dolls (or felt figures) wearing bathing suits or underwear to discuss the correct names for these body parts. Reinforce the correct terms and review what ***private*** means. Remind students that people should only touch the private parts of their body when they are in a private place (e.g., bathroom).
[CCWR: 3.12]

HUMAN DEVELOPMENT

Indicator 2.4-1: *Identify the stages of human development from conception to death.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. CHANGE: IT JUST HAPPENS

Pose this question: "What is one thing you know now that you didn't know last year?" After discussion, explain that in each stage of life people learn new things and grow physically, socially, and emotionally. Discuss new things learned this year. Provide each student with a human growth and development chart similar to the one below. Divide the class into several small groups to complete the chart. Each group shares its chart and discusses the results. After discussion, students predict (in writing) "What I Will be Like in 2 Years, 5 Years and 10 Years."

HUMAN GROWTH AND DEVELOPMENT						
Type of Growth	**Infant**	**Toddler**	**Child**	**Teen**	**Adult**	**Senior Citizen**
Physical						
Social						
Emotional						

[CCWR: 1.3/2.3/4.1]

Teacher Tip: Some students may have difficulty discussing death. Be sensitive to religious and cultural beliefs as well as past experiences.

B. LIFE AND DEATH

Draw a time line on the board representing birth to death. Explain that many people today live longer than in previous decades. Brainstorm and note the reasons and share some examples from local newspapers and magazines. Discuss how everyone is faced with the death of someone close to them and that when this happens, people rely on family, friends, religion, and culture to feel better. Define ***death*** as a loss, except that unlike losing a favorite toy, a person cannot go to a store and buy a new grandpa or pet. Read a story such as *Aarvy Aardvark Finds Hope* or *The Fall of Freddie the Leaf* and discuss. Explain that even adults need help when someone close to them dies but that having a strong family and friends can help.

Variation: Use a video such as *The Lion King* to explain the "Circle of Life." What does this mean?

Variation: Show the video *It Must Hurt A Lot* (or read the story). Discuss how people feel when they lose a pet. Students discuss and list ways to deal with those feelings.

[CCWR: 3.2]

Teacher Tip: Students often think that all older citizens are hard of hearing or blind. Reassure them that just because a person is a grandparent or retired, he/she is not "handicapped" by aging. To counter this perception, invite active senior citizens to serve as mentors for school activities.

C. GROWING OLD

For this activity, you need several sets of ear plugs (to represent hearing loss); glasses smeared with petroleum jelly (vision loss); thick gloves or mittens (arthritis); gum balls or jaw breakers (dental problems); and unflavored seltzer water with unsalted pretzels or crackers (loss of taste). Set up five stations. At each station, students complete a series of simple tasks while experiencing one of the results of aging. Students keep an informal journal of the activity. At the conclusion, students write a reaction to the exercise. Discuss ways to help older citizens who may be experiencing the problems of aging.

Variation: Take students on a field trip to a senior center, nursing home or assisted living center to talk to senior citizens about their activities.
[CCWR: 3.2/3.7/3.9]

D. DEVELOPMENTAL TOYS

Bring in toys and products used at different developmental stages (e.g., pacifier, training pants, stuffed animals, makeup, deodorant). Students arrange the items as part of an object time line around the classroom, discuss the use of the items, and correlate each to the appropriate age and stage of development.

Variation: Students discuss toys used when they were younger. How have students grown or matured since they used the toys? How have their choices changed?

Variation: Why are toys designed for specific age groups? Students examine the warnings on various toys and food items and explain why the warnings and age requirements are needed.

Variation: Students interview a grandparent or older person about the toys and games of his/her youth and report to the class. Invite the interviewees to teach the game to the class.
[CCWR: 3.2/3.7/3.9]

Teacher Tip: Some students may be sensitive about their height or weight. Each student can keep an individual portfolio of changes during the school year rather than posting the results on a bulletin board. For those students with a weight problem, reassure them that there are healthy ways one can lose weight. Encourage these children to be physically active and monitor their lunchtime practices. Work with the school nurse, the counselor, and the child's parents/guardians to support healthy eating and exercise.

E. I'M GROWING

Students measure each other's height and shoe size and graph the results. (Invite the school nurse to be a part of this project.) Repeat the measurements two more times during the school year to plot each student's growth. Explain why some students have had a growth spurt while others have not (e.g., heredity, endocrine changes). Reassure students that everyone grows at his/her own rate.
[CCWR: 3.6/3.7]

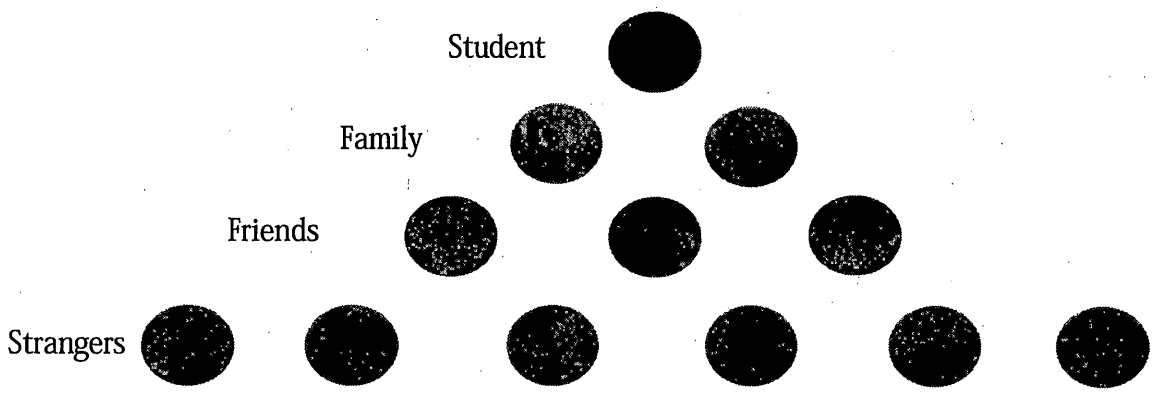
AFFECTION AND CARING

Indicator 2.4-2: ***Identify ways to show affection and caring that are appropriate for children.***

SAMPLE LEARNING ACTIVITIES: K-2

A. CONTACT

Use tape, chalk, or poly spots to create a diagram on the floor similar to the one below.



One student stands in the darkened circle. As you discuss the various kinds of people that students come in contact with, add student volunteers to the remaining circles (e.g., the closest circles represent family; the next level, friends; and the last level, strangers). Define the word ***stranger*** and write on the board. Ask students what they should do if a stranger moves closer to their circle. List their responses and then write on the board: **NO! GO! TELL!** Discuss each element of the strategy.

Variation: Students stand and stretch their arms out straight to the sides. If their fingertips touch someone else, they must adjust their position. Tell them to keep their arms outstretched and slowly turn in a circle, while staying on the same spot. When they have made a complete rotation (encourage children to do this slowly), explain that they have just measured their ***personal space***. Ask students what this means and write their responses on the board. Discuss the need to respect the privacy and personal space of others at home, in school, and on the playground. Students make a list of who can enter their personal space.
[CCWR: 3.2/3.7/3.9/4.2/5.3]

Teacher Tip: Use peer educators to assist groups to role-play each situation in the next activity.

B. NO! GO! TELL!

Students practice recognizing and reacting to potentially dangerous situations involving strangers. Read aloud a scenario about a child approached by a stranger (sample below). Explain how the child stayed safe by using the *No! Go! Tell!* strategy. Divide the class into groups and give each a situation. Groups decide if the situation warrants the strategy. Reconvene the groups and reinforce the concept of safe, trusted helpers. Brainstorm a list of ways to stay safe, and write them on the board. Students complete the following journal entry: "I will stay safe by..."

SAMPLE SITUATIONS: STRANGER SAFETY

- Josey is walking home from school. A man she does not know asks her if she wants a ride home.
- Alex is playing in the park. A person asks Alex to show him how to get to the school.
- Taran and Max are playing in the woods near their house. A person tells them they will get a reward if they can find a missing puppy.

[CCWR: 3.13/4.2]

C. I FEEL

Display pictures of faces showing certain emotions (e.g., happy, sad, confused). Students guess the feelings represented in the pictures and then share what makes them experience those same feelings. Give students an assortment of facial expression stickers (or circles with the expressions drawn on them) and a chart similar to the one below. Students place the feeling face sticker next to the matching statement. Discuss the student choices.

I FEEL STATEMENT	S T I C K E R S
When someone hits me, I feel...	
When someone kisses me, I feel...	
When I lose a game, I feel...	
When I'm with my friends, I feel...	

Variation: Students select a picture from a grab bag, then describe the picture and how the people in the picture might be feeling. Students must use feeling words in the description. Emphasize that different people can have different feelings even if they are in the same situation.
[CCWR: 3.2/4.6/4.7]

D. SAFE AND GENTLE TOUCH

Explain that safe and gentle touching is acceptable in class. Students practice safe and gentle touches. As students sit in a circle, go around the circle and shake everyone's hand, offering a smile and pleasant greeting. Allow other students to do the same (encourage the more aggressive students to be gentler). Students pat a neighbor's hand or pat him/her on the back. Next, students place an arm around their neighbor's shoulder and hold hands connecting the circle. Explain that safe and gentle touches make people feel good and don't scare people; they let people know that someone cares. Students stand, join hands while still in a circle, and step back to make the circle very large. Still holding hands, students walk to the center of the circle and "reach for the stars." Students complete the activity by finishing the statement: "Friends don't hurt friends..."
[CCWR: 1.1/4.2/4.6]

Teacher Tip: Emphasize that all children have trusted adults they can talk to if they think they have been touched in an unsafe way. Encourage students to identify their safe helpers.

E. SAFE AND UNSAFE TOUCHES

Begin this lesson with a review of the ways children take care of their bodies (e.g., food, rest, exercise). Ask students: "Who owns your arms and legs? your body?" (Students should answer "We do.") Explain that everyone has the right to say no if someone touches them in a way that makes them feel hurt, uncomfortable, afraid, or confused. Define ***safe*** and write *SAFE* and *UNSAFE* on the board. Brainstorm activities for each column similar to the example below.

SAFE	UNSAFE
■ Hug from parent ■ Doctor giving you a check-up ■ Shaking hands ■ Mom giving you a bath	■ Pinching ■ Hitting ■ Pushing ■ Someone touching your private parts

Reassure students that there are a few times when things may hurt that are good for you (e.g., dental care, getting an immunization). After discussion, students create a poster or collage that illustrates the theme "Safe Touches."

AFFECTION AND CARING

Indicator 2.4-2: ***Identify ways to show affection and caring that are appropriate for children.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Invite parents, family members, and representatives from the community to assist with the next activity.

A. GREETINGS

Circulate around the room and greet individual students in a different way. After you have greeted a few students, ask for new ways to say "hello." Explain that greetings are a way to show caring and affection as well as courtesy and respect. Model ways different cultural groups greet one another. Small groups learn and practice greetings and compliments in various languages and present what they have learned to the rest of the class.
[CCWR: 4.6]

B. FEELING GOOD

Ask students: "How many of you feel really good today? What makes you feel that way?" Explain that sometimes things happen to people that make them feel good and sometimes things happen that make people feel bad. Students discuss things that make them feel safe and happy. Next, provide a number of textured, tactile experiences (e.g., lambs wool, silk, an emery board) and have students classify the experiences as feeling good or feeling bad. Students relate the sensation to actual experiences that make one feel good (e.g., the soft fur feels like a warm hug). Explain that people need lots of "warm fuzzies" in their lives; things like hugs, compliments, and smiles make people feel good. The "cold pricklies"—teasing, hitting, or hurting—leave people feeling sad and grumpy. Students make a list of ways they can give their classmates "warm fuzzies" and share their lists with the class. Students complete the following statement: "A warm fuzzie makes me feel..."

Variation: Read aloud the *Warm Fuzzy Tale.* Students plan a class activity to foster positive interaction. Students write their own version of the tale or create a skit and perform it in class.

Variation: Prior to this activity, create a kindness flower or pin. Write on the chalkboard "Kindness is Contagious." Discuss the statement and explain that you will be observing students for acts of kindness. When you see such an act, the student will be rewarded with a special flower (or pin). That student recognizes another act of kindness and passes on the reward. After several days of this activity, discuss how the acts of kindness made students feel. Were they more observant of positive behavior? Students brainstorm the acts performed during the designated time period and develop a strategy to support such activities throughout the school year.
[CCWR: 1.1/4.6]

C. AFFIRMATIONS

Ask students: "Did you ever feel really down and then, all of a sudden, someone complimented you and your whole mood changed?" Explain that one way to show others you care about them is to offer

an ***affirmation***, a positive stroke or compliment. Explain that getting positive comments from others makes people feel better about themselves (e.g., introduce the terms ***positive self-esteem*** or ***self-concept***). Read aloud a story, such as *I Am Lovable and Capable*. Supply each child with a piece of scrap paper and some tape. When the character in the story experiences a negative action or comment, students tear off a piece of the paper. When someone compliments the character, students tape a piece back on. Discuss how the course of one's day affects the way he/she treats other people. Students list ten affirmations to share with classmates and create a class list or poster of positive sayings.

Variation: Divide the group into pairs. Give each pair a situation that describes a time when positive self-talk can be helpful. Students practice positive self-talk and affirmations.
[CCWR: 1.1/4.2/4.6]

RELATIONSHIPS

Indicator 2.4-3: ***Discuss how family and friends are important throughout life and that relationships require respect for others.***

SAMPLE LEARNING ACTIVITIES: K-2

A. FAMILY PICTURES

Each student brings in pictures of family and friends and use the pictures to create a booklet of his/her life. Students write a caption or story for each picture, identifying the person(s), place, and time. Each student develops an acrostic poem using his/her name for the cover.
[CCWR: 3.15]

Teacher Tip: Students in your class may live in a variety of family constellations. Some students may not live with family members; they may live in foster homes, in group homes, or with friends. Do not make assumptions about family life. Listen to your students and learn as much about them as you can.

B. WHAT IS A FAMILY?

Use stories and books (e.g., an African folktale such as *Who Lives in Rabbit's House* or the *Little Critter* series) to introduce students to different kinds of families and how families care about each other. Explore how family members show they care about each other. Students develop a pledge entitled: "I will show my family I care by..." Post each pledge on the bulletin board with a drawing of the student and his/her family.

Variation: Students draw a picture of the individuals with whom they live. Gather students in a circle to share their pictures and introduce their family members. Students develop a class family graph

using poster board and stickers. The graph shows the number of family members in each student's family. Discuss the results of the graph and compare the size of families. Students complete the following: "My family is special because..."
[CCWR: 4.6/4.7]

Teacher Tip: Classroom pets may aggravate allergies. Check with the school nurse before inviting a "pet guest" to the classroom.

C. FAMILIES CARE

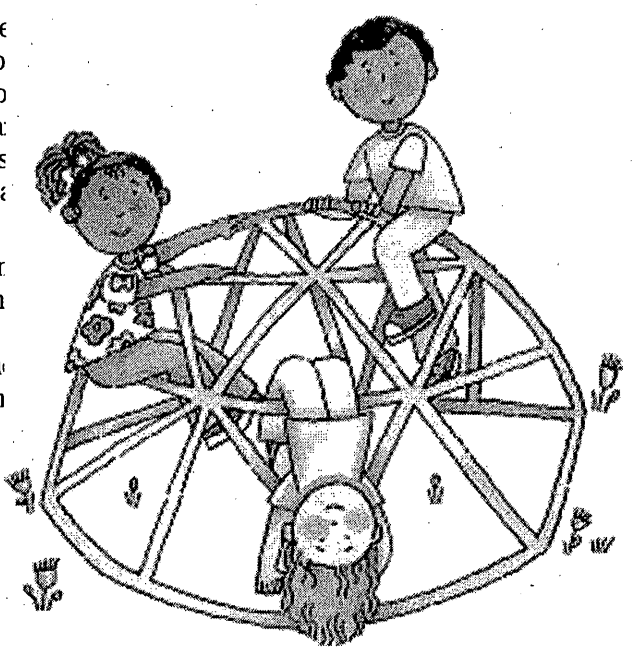
Use a film such as *Animal Babies* from National Geographic Films to illustrate how all living creatures care for their young. Students brainstorm ways that parents and family members care for them.

Variation: Ask students: "How do you care for a pet? What does the pet need?" If the class has a pet hamster, fish, or other creature, make a chart outlining the needs of the animal and assign students to be responsible for those needs. Students compare the needs of the pet with the needs of children.
[CCWR: 4.7]

D. WHAT IS A FRIEND?

Ask students: "What makes a person your frie
their eyes and think about a special friend. Po
"What makes this person special? What do yo
together?" Students open their eyes and sha
their thoughts. Create a class list and discuss
Students complete the activity by writing a
brief paragraph describing a special friend.

Variation: Each student creates a friendship r
with his/her name in the center and the nam
several friends on the other pieces. Each
should have a friend's name on one side an
friendship quality written on the other. Rem
students to use friends from outside school
well as classmates.
[CCWR: 1.1/3.15/4.6]



RELATIONSHIPS

Indicator 2.4-3: ***Discuss how family and friends are important throughout life and that relationships require respect for others.***

SAMPLE LEARNING ACTIVITIES: 3-4

A. QUALITIES OF A FRIEND

Part of growing up is choosing friends. Ask students to think about people who are their friends. Ask: "How many chose at least one person in this room? How many chose at least one person who does not live in this community? Did anyone choose a person who lives in another country? Did anyone choose a person much younger or older than yourself?" Student volunteers describe how they feel when they are with a friend. Students brainstorm the qualities of a friend and write them on the board. Using the students' ideas, develop a friendship checklist (such as the one below) and have students complete it. Discuss the qualities noted.

FRIENDSHIP CHECKLIST

	Yes	No
■ Can I trust this friend?	_____	_____
■ Does this friend act in a safe and honest way?	_____	_____
■ Will my friend tell me if I am doing something wrong or unsafe?	_____	_____
■ Does this friend listen to me and understand what I say?	_____	_____
■ Does this friend like me for me, not just for my clothes or games?	_____	_____
■ Can we work things out if we disagree?	_____	_____
■ Does the friend follow his/her family's rules and help me follow mine?	_____	_____
■ Do I like to be with this friend?	_____	_____
■ Do I feel good when I am with this friend?	_____	_____

Variation: Divide the class into three groups. Give each group a different scenario that describes a relationship between students (see sample below). Students answer the following question about the characters in their scenario: "Do you think the character in the story is a good friend? Why or why not?" Groups analyze the character's behavior and offer suggestions to improve the relationship.

SAMPLE SITUATIONS: FRIENDSHIP

- Jill and Marty are playing on the swings. Alice calls Jill aside and tells her a secret. Jill and Alice laugh and then leave without saying anything to Marty.
- Aron invites Byron to a family campout. At the last minute, Byron calls and says he is going to a birthday party instead.
- Everyone always teases Suzy about her bright, red hair. One day when Suzy is really depressed, Andrea introduces her to her mom—who has the same shade of red hair as Suzy!

Variation: Students write a personal ad for a friend or create an ad promoting their own positive friendship qualities.
[CCWR: 1.1/4.6]

B. WHY FAMILIES?

Students develop a list of reasons why there are families and develop a graphic organizer to frame the discussion. Students complete a journal entry entitled "The Best Things About My Family."

Variation: Relate the discussion of families to those in literature. Are today's families like those described in books? Why or why not?

Variation: Students research changes in families across time (e.g., colonial families, immigrant families, Native American families). Compare different types of families to modern families.
[CCWR: 3.4/4.6/4.7]

C. MAKING A FRIEND

Pair each student with a classmate he/she doesn't know very well. The students interview each other (taking notes) and then introduce the classmate to the rest of the class using the information gained in the interview. Interview questions might include:

- How many people are in your family?
- What is your favorite game or toy? food? TV show?
- Where would you like to visit?
- What is something you do very well?
- Why are friends important?

Variation: Distribute an outline of a balloon. Tell students to print the name of the classmate they interviewed in the center of the balloon, along with a brief description of the person. Decorate the balloon and display it on the bulletin board or as part of a friendship balloon bouquet.
[CCWR: 4.2]

Teacher Tip: Brainstorm situations that require students to use tact, good judgment, and respectful communication. Use the student-generated situations for skill reinforcement. Recognize positive interaction between students and adults.

D. RESPECT

Write the word ***respect*** on the board and brainstorm definitions. Ask students to identify individuals whom they respect (e.g., parents, principal, police). Divide the class into small groups, and assign each group a situation. Groups develop respectful ways to handle the situation and share their ideas with the rest of the class. Students complete the following statement in writing: "I show respect to others by..."

SAMPLE SITUATIONS: RESPECT

Situation One: The Principal

You are one of five students in the lavatory when the principal comes in. Three of the other students were trying to stuff paper towels down the toilet. The principal tells you to report to the office. How do you explain to the principal, in a respectful manner, that you had nothing to do with the prank?

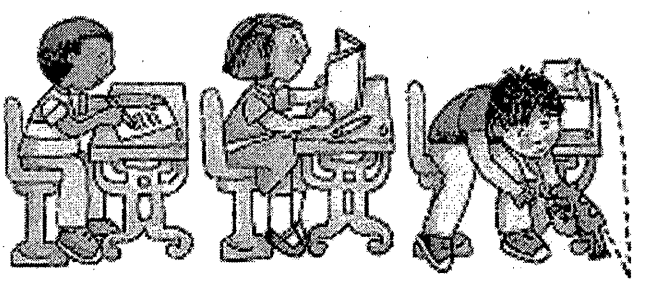
Situation Two: Police Patrol

You and two friends are riding your bikes home from the park when a police officer pulls up beside you. The officer says, "I know what you kids did back there in the park." You're not sure what he's talking about, but you know all you did was play basketball. How do you respond to the officer's questions?

Situation Three: Parent Trap

Your little sister has done it again! She spilled an entire glass of juice on the floor. You are trying to clean up the mess she ignored when your mom walks in and starts yelling at you. What should you say? How can you defend yourself and still be respectful? The situation certainly looks bad for you!

[CCWR: 1.1/4.6]



FAMILY ROLES

Indicator 2.4-4: ***Explain different kinds of families and that all family members have rights, privileges, and responsibilities.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Always refer to families as "healthy" rather than "normal".

A. DIFFERENT KINDS OF FAMILIES

Divide the class into small groups. Read aloud a statement about families. Each group discusses the statement and votes true or false. Discuss each statement and clarify any misconceptions. Examples of statements might include the following:

- All families have the same number of people.
- Families can celebrate different holidays.
- All families live in a house.
- All families celebrate birthdays in the same way.
- Families change all the time.
- Even though family members fight, they still love each other.
- In all families, mothers and fathers work.
- Mothers and fathers always live together.
- Different families have different rules.
- All families have children.

Variation: Survey the class about the names they call their parents and grandparents. Write all the responses on the board, and discuss why some of the names are used. Students may share names in other languages as well.
[CCWR: 3.12/4.6]

B. FAMILY TRADITIONS

Students develop a brief presentation on a family tradition. It may be a cultural or ethnic tradition or merely something the family likes to do together. Remind students that families are similar but also have differences that make them special. Emphasize how traditions show that family members care about one another.
[CCWR: 4.6/4.7]

Teacher Tip: Emphasize responsibilities and privileges that are appropriate for the age of the students.

C. DO YOUR CHORES

Explain that everyone in a family has a job to do ***(role)*** and that family members depend on each other to do their jobs. Write ***role*** and ***responsibility*** on the board and define each term. Divide the class into small groups. Each group develops a list of jobs they are required to do at home and reports on those responsibilities. Give each student a diary or small calendar. For 2 weeks, students record on the calendar every time they perform family tasks (e.g., walk the dog, clean up, take out the trash) and record the date and time the task was performed. At the end of the 2 weeks, students write a brief summary of the tasks, including occasions when they did not perform their job and why. Discuss what students and family members can do to carry out their responsibilities.

Variation: Invite older students to talk about their responsibilities and what happens if they don't fulfill them. Students compare and discuss their current jobs with those of the older students.

Variation: Each student creates a job wheel. Provide each student with a large cardboard circle, a paper fastener, and a cardboard arrow. Students divide the circle into job sections (use various colors). Students spin the arrow to determine their job for the day. Jobs can be modified to reflect classroom and school-wide tasks or can be sent home to be completed with adult assistance. Be sure students allow for a day off!

[CCWR: 1.1/4.7]

D. WHAT IS A PRIVILEGE?

After discussing responsibility, introduce the idea that sometimes you get a reward because you have demonstrated that you are responsible. The reward may be a ***privilege***, something new you can do or have because you have shown that you are mature and responsible. Write "privilege" on the board and explain that privileges are not gifts—they are earned and can be taken away. Ask students to provide examples of privileges they may have. Then divide the class into small groups, and assign each group 2 or 3 positive actions that illustrate responsible actions. Each group decides on an appropriate privilege related to the action. The teacher may create privilege cards to stimulate thinking, allowing students to select the best card, or students may create their own privilege cards.

SAMPLE POSITIVE ACTIONS

- You've come straight home from school every day.
- Your homework is done by 6 p.m.
- You've not fought with your sister all week.
- You've gone to bed without a fight all week.
- You've saved $5 of your allowance.

[CCWR: 3.9/4.2]

FAMILY ROLES

Indicator 2.4-4: *Explain different kinds of families and that all family members have rights, privileges, and responsibilities.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. THE SHAPE OF MY FAMILY

Prepare a worksheet that resembles a quilt, with each square of the quilt representing a different family member. Place the name of one family member (e.g., grandmother, brother, uncle) in each square. (There should be enough different family members to fill about 25 boxes.) Using a variety of colors, students color the appropriate squares that represent their family members. After completing the task, students circulate without talking, looking for a quilt similar to theirs. Relate the different quilts to the different kinds of families, and emphasize that all family members are important. [CCWR: 3.15/4.6/4.7]

Mom	**Dad**	**Aunt**	**Grandpa**	**Brother**	**Sister**
Cousin	**Grandma**	**Great-Grandma**	**Uncle**	**Stepbrother**	**Stepsister**

Teacher Tip: **The following activity asks students to think about family goals. Family goals may be as diverse as the students in the classroom. For some students, a family goal may be to learn to speak English, to get a job, or even to find a place to live. For other students, family goals may be centered on securing financial independence or purchasing a new car or home. Family goals may focus on religious or cultural issues or educational objectives. Emphasize that having a goal and working together to achieve it, whatever it may be, helps to keep families strong.**

B. FAMILY GOALS

Ask students: "What is important to a family? Does your family have a goal?" Brainstorm and write family goals on the board. From the list, develop a worksheet (a sample appears below) that asks students to rate the importance of their family goals. Read each goal aloud. Students indicate (with a check) how important they think it is to their family. Students complete a second goal sheet with the help of family members.

Variation: On a sheet of white drawing paper, students draw a picture of their family and write several of their family goals. The pictures may illustrate the family achieving the goals. Combine the student illustrations to make a quilt and display it.

SAMPLE: FAMILY GOALS			
Goal	**Very Important**	**Important**	**Not Important**
Making more money			
Taking a vacation			
Learning a new job skill			
Spending more time at home			
Moving to a new home			

[CCWR: 4.1/4.7]

C. FAMILY CHANGE

Use a whip around, pass option activity to brainstorm ways families change. Changes can be positive or negative. Write student responses on the board. Divide the class into small groups, and assign each group 2 or 3 changes. Students discuss the changes and develop a chart such as the one below.

SAMPLE: FAMILY CHANGES		
Family Change	**What Happens**	**How I Feel**
Move	Get my own room	Great!
Move	Leave my friends	Sad

After each group presents its chart, develop a list of possible changes and reactions. Focus students on the following questions:

- Can you sometimes feel more than one feeling? Why?
- What can you do to feel better?
- Who will be there to support you?

[CCWR: 3.1/3.8/4.2]

D. FAMILY STRUCTURES

Ask for a definition of ***family*** and write the responses on the board. Explain that there are many different kinds of families. Use student volunteers to organize examples of family units as you describe them (e.g., students role play grandparents, siblings). Use props to make the simulations more vivid. Students compare and contrast the various family structures.

Variation: Divide the class into small groups and assign each group a family structure. Each group develops a skit involving their assigned family. Provide students with enough background information to start the skit.

Variation: Use children's literature to study families throughout history. Two examples of books for this purpose are the *Little House on the Prairie Series* and the *Dear America Series.*

Variation: Students research family structures while studying a particular cultural/ethnic group and present their findings to the class.

Variation: Invite family members representing various cultural backgrounds to discuss family life, traditions, and structures.
[CCWR: 3.2/4.2/4.6]

E. PARENTING

Students interview a parent/guardian about the 10 most important things about being a parent. From the interviews, students develop a class list and prioritize the items. Students design and produce a pamphlet entitled "Ten Tips For Parents" or "Ten Tips for Raising a Child" and distribute the product at Parent's Night or a PTA/PTO meeting.
[CCWR: 2.8/3.8/3.15]

Teacher Tip: Values should first be taught within the family structure. Whether or not that occurs, schools have an obligation to reinforce those core values that support the common good. Commonly recognized core values include civic responsibility, respect for the natural environment, respect for others, and respect for self. Any discussion of rights, privileges, and responsibility should focus on generally accepted moral and ethical values.

F. RIGHTS - PRIVILEGES - RESPONSIBILITIES

Begin by asking: "Would you like to stay up all night? Would you like to be able to drive a car at age 10? Would you lie to eat anytime you want, anything you want?" Use the student responses to frame a discussion of ***rights, privileges***, and ***responsibilities*** and write a definition of each term on the board. Ask: "Who decides what responsibilities you have? What about privileges?" Explain that privileges are earned while rights cannot be taken away. Put each word on a separate sheet of newsprint and brainstorm examples of each. Create a master list. Students discuss the list with their parents or another adult and write a summary of the discussion.

Variation: Write three headings on the board: "Rights", "Privileges", and "Responsibilities." On index cards write examples of various rights, privileges, and responsibilities. Distribute several cards to each student. Each student places his/her cards under the correct headings and justifies the answer.

Variation: Students investigate children's rights and laws that protect those rights (e.g., child labor laws, child abuse laws, mandated education). Why are these laws necessary? Compare them to similar laws in other countries.
[CCWR: 1.1/3.9/4.3]

STEREOTYPES

Indicator 2.4-5: *Discuss the influence of the media on the development of gender stereotypes.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Use a classroom "job jar" to emphasize that males and females can do the same jobs. Do not foster stereotypes by asking for "strong men" to carry objects.

A. MY LINE OF WORK

Invite individuals who hold nontraditional jobs (e.g., a female carpenter, a stay-at-home dad, a female professional athlete, a male nurse) to describe his/her job and discuss why he/she made the career choice. After the session, students complete the following poem and illustrate it.

I CAN

I can dream
I can be
Anything at all.
I can...

Variation: Students visit a nontraditional work site and interview employees about their jobs.
[CCWR: 1.2/1.5/4.6]

B. TV FAMILIES

Show short video clips from several family-oriented television shows. Include shows that illustrate various kinds of families and families from different eras. After comparing the TV families and describing the family roles, students create a comparison/contrast map. Stimulate discussion with the following questions:

- Compare the mothers in each show. Do they act differently? Why?
- How do the parents and children dress?
- Do the parents and other adults work? What kind of work do they do?
- Compare your family with one of the television families.

[CCWR: 3.7/3.12/4.7]

Teacher Tip: Review class materials for gender bias. Many older textbooks and films perpetuate stereotyping. Select materials carefully to avoid sending students conflicting messages.

C. GENDER ASSUMPTIONS

Read aloud several statements, similar to the ones below. Students indicate if the statement is true or false (in writing or by a thumbs-up, thumbs-down signal). After all 10 statements are read, revisit each statement so students can defend their answers.

SAMPLE: GENDER ASSUMPTIONS

- Only women can do housework.
- Only men are doctors.
- Men can't cook.
- Both men and women can be lawyers.
- Women are better teachers.
- Men don't know how to take care of babies.
- Women can't be pilots.
- Only men should become professional athletes.
- Men don't cry.
- Women are too sensitive to be president.

[CCWR: 4.6/4.7]

STEREOTYPES

Indicator 2.4-5: ***Discuss the influence of the media on the development of gender stereotypes.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Use examples from various media (e.g., TV, music, magazines) to illustrate examples of gender stereotyping. Connect these examples to other forms of stereotyping and discuss the potential problems associated with this kind of behavior. Integrate the concepts into lessons in social studies or world languages.

A. TV FAMILIES IN ACTION

Provide students and their parents with a list of television shows that illustrate various family configurations. Students watch one family television show. After viewing the show, each student writes a description of the television family (e.g., structure, characters, ages, gender, race/ethnic group). Students note where the television family lives and develop a summary of the issue or problem featured on the show. Identify the shows watched, then divide the class into groups by show. After discussing the important elements of the show, each group selects three words that describe the television family. Each group presents its ideas and observations, focusing on the three descriptive words.

Variation: Discuss how real families solve problems and compare the process with that used by television families.

Variation: Use the following questions to trigger discussion or journal writing: "What roles are played in the various TV families? Do any of the television parents hold nontraditional jobs? What problems do the TV families face? Did any of the families have the same problem but reach a different solution?"
[CCWR: 3.2/3.7]

B. THE MEDIA AND GENDER

Students keep a television log for one week. The log includes observations of shows, commercials, infomercials, and music videos. Students log the name of the show or product, note the time it is shown, and describe its portrayal of males and females. After one week, students share impressions of males and females on TV and respond to the following: "What messages were presented about being a man or a women? Is the information real and accurate? Why or why not?"

Variation: Students examine magazine ads for evidence of stereotyping and respond to the following questions:

- What is the real message?
- What are they trying to sell?
- Is the product related to the person in the ad?

Variation: Share examples of stereotypes and have students locate examples in magazines or on television. Discuss myths and misconceptions regarding stereotypes and how they are harmful. Students identify examples of male and female role balance (e.g., women serving as police officers, men working at home or playing with children, male and female athletes) and answer the following: "Is it difficult to find balanced representations in the media? Why? How can stereotypes be eliminated?"

Variation: Students rewrite a biased or stereotypical television or print ad in unbiased style.
[CCWR: 4.6]

C. WHO DOES WHAT?

All family members have tasks or roles to help keep the family healthy. Brainstorm family tasks (e.g., cooking, cleaning, walking the dog, cleaning the toilet, changing diapers). Create a chart similar to the one below. Students complete the first column. The second column is completed with the help of the student's parent/guardian. The final two columns are completed after the student has watched two different family television shows.

FAMILY TASKS			
Task/Role	**Who in My Family**	**Who in TV Family**	**Who In TV Family**
Wash dishes	Mom, dad, sister	Home Improvement mom	Brady Bunch maid

Students share their answers and discuss how the family size, culture, and structure influence how the tasks are accomplished. Students complete the activity by writing a brief essay entitled "Keeping Family Balance: We All Do Our Part."
[CCWR: 3.2/4.6/4.7]

HUMAN DEVELOPMENT

Indicator 2.4-6: ***Describe the significant developmental milestones of each stage of human development, with emphasis on the physical, emotional, and social changes of adolescence.***

SAMPLE LEARNING ACTIVITIES: 5-6

A. STAGES OF GROWTH

Ask students: "How long does it take to become an adult?" Write the student responses on the board. Explain that everyone goes through the same stages to become an adult. Students create a chart that outlines the stages of growth, the ages at which they occur and important changes and events during each stage. Students share their charts and discuss any misconceptions.

STAGE OF GROWTH	AGES	CHANGES	EVENTS
Prenatal			
Infancy			
Toddler			
Child			
Adolescent			
Young Adult			
Adult			
Senior Citizen			

[CCWR: 3.5/3.8/3.12]

B. INTERVIEW

Each student interviews a senior citizen focusing on his/her eating habits, exercise and activity patterns, and self-image. The interview should focus on the elements of a healthy life. Students develop the information into a video or booklet entitled "Ten Tips for a Long, Healthy Life."

Variation: Students interview a couple married 40 years or longer, focusing on factors that contribute to personal and marital health. Students videotape the interviews or compile the information, take photos of each couple, and develop a photo album.
[CCWR: 2.2/2.8/4.6]

C. ADVANTAGES OE..

Divide the class into three groups. One group represents children, one group represents teenagers, and the third group represents adults. Each group brainstorms the advantages and disadvantages of being the age of its assigned group and develops an ad campaign to promote the advantages. Students share the ads and discuss.

Variation: Students write an essay entitled "The Advantages of Being Me."
[CCWR: 3.1/3.12/4.2]

D. LIFESPANS

Students research the life spans of various animals and compare them to the life span of human beings. What factors contribute to the similarities and the differences? Students compare the gestation periods, the social nature of the species, child-rearing responsibilities, and the roles of the male and female of the species and develop a graphic organizer outlining their ideas.
[CCWR: 2.6/2.7/3.5/3.12]

Teacher Tip: Sexuality is an important component of the physical, social, and emotional changes occurring during adolescence.

E. WHAT'S HAPPENING?

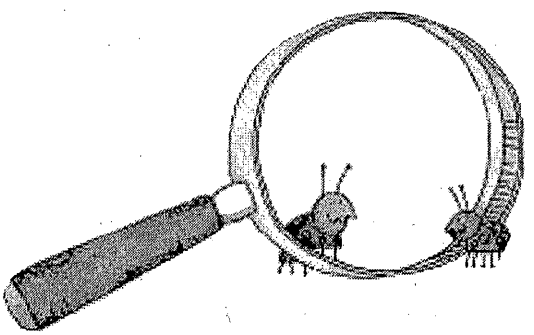
Students use a variety of print, media, and technological resources to complete a chart similar to the one below. Discuss the changes.

CHANGES OF ADOLESCENCE		
Changes	**Early Adolescence**	**Mid-Adolescence**
■ Physical Changes ■ Intellectual Changes ■ Social and Emotional Changes ➧ Self ➧ Family ➧ Peers		

[CCWR: 2.6/3.4/3.5/3.12]

F. PRESENTING IMAGES

Every person has unique ***physical features***, ***feelings***, and ***talents***. Explain that during times of rapid growth, these three things change. Define each of the terms and brainstorm characteristics for each category. Each student selects at least three personal descriptors from each category of the master list and creates a collage that represents his/her personal image.
[CCWR: 2.8/3.15]



HUMAN DEVELOPMENT

Indicator 2.4-6: ***Describe the significant developmental milestones of each stage of human development, with emphasis on the physical, emotional, and social changes of adolescence.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. OBSERVATIONS

Students observe a 12 to 15-month-old child and then observe a 4 to 5-year-old child. Based on their observations, students develop a comparison/contrast map (samples can be found in the appendix) focusing on the children's physical, social, and emotional similarities and differences. Students use the map and teacher-provided materials on child development (e.g., articles, textbooks, Web sites) to analyze their findings and write a summary of the experience.
[CCWR: 2.6/3.2/3.5/3.7]

B. LIFE STAGES

Students interview one person in each of six different life stages (toddler, child, teen, young adult, adult, senior citizen). The class develops a list of questions to be asked regardless of the person's age. Organize the interviews into a booklet, summarizing the similarities and differences. Include, if possible, pictures of the subjects. Sample questions might include:

- What is the best thing you've ever done?
- What do you think is the best age and why?
- What do you see in your future?
- What makes you happiest?
- What makes you angry?

[CCWR: 3.2/4.6]

Teacher Tip: The next activity involves high school peer educators. Encourage students to submit anonymous questions for the high school panelists. Be sure the panelists have sufficient time to prepare the questions.

C. TEEN PANEL

Invite a panel of high school students to address the physical, social, and emotional changes that occur during the transition from middle school to high school. The teens should focus on strategies to cope with peer pressure, parents, and the rapid changes that occur in body and mood. Students write a reaction to the presentation.

Variation: Invite a panel of senior citizens to speak about the significant events and milestones of their lives. The panel should stress ways to keep young at heart and healthy. Students plan a social event for the senior citizens, such as a dance or luncheon, to thank them for their participation.
[CCWR: 3.8/4.2/4.6]

Teacher Tip: One developmental milestone is becoming comfortable with being a man or a woman. Our attitudes are shaped by culture, the media, and role models.

D. BRIDGING THE GENERATION GAP

Students interview two adult family members or admired adults. The interviewees must be the same gender as the student. Students develop a written profile of the two subjects and share their impressions with classmates. Sample interview questions might include the following:

- Do you think males and females are raised differently? If yes, in what ways?
- Do you think you were treated differently because you were a male/female? How?
- How will my life be different than yours?
- If you could relive your life, what would you do differently?
- Which roles are most important in your life?
- What is one piece of advice you have for me?

Variation: Students write an essay describing the person(s) who have most influenced their development as a person and as a male or female.
[CCWR: 3.2/3.10/4.6]

E. BECAUSE

Create five large signs ("Agree," "Disagree," "Unsure," "Strongly Disagree," and "Strongly Agree") and post in areas around the room. Begin the activity by reviewing the definitions of ***sex***, ***sexuality***, and ***gender***. Read aloud the following statements:

- Because I am a male/female, I _____
- If I were a male/female, I would _____

For each statement, students write three responses (students should not identify themselves on the paper). Collect the responses and read them one at a time. As each response is read, students move to the sign (e.g., agree, disagree) that expresses their opinion about the statement. Students justify their answers and may change their position if they choose. Discuss how opinions and ideas develop.
[CCWR: 3.10/4.3/4.6]

ANATOMY AND PHYSIOLOGY

Indicator 2.4-7: *Describe the functioning of the human reproductive system and the physical and emotional changes that occur at puberty.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: N.J.A.C. 6:4-1.5(e) permits school districts to provide separate sessions on human sexuality for males and females as long as the course content for such separately conducted sessions is the same. There may be times when gender specific classes benefit student discussion and participation. However, an important part of sexuality education is developing sensitivity and comfort when dealing with sexual issues. Therefore, discussions of sexual issues should never be exclusively limited to same gender classes. Parent education and puberty education programs should involve both male and female students. Be sure to preview all materials prior to use.

A. MALE AND FEMALE REPRODUCTIVE SYSTEMS

Students read a booklet or pamphlet about puberty (e.g., *Kate's Story* or *Greg's Story* from the *Growing Up and Liking It* program) or view a video/videodisc (e.g., *Boy to Man, Girl to Woman, About Puberty*). Using the resources provided, students complete diagrams and word puzzles related to the male and female reproductive anatomy.
[CCWR: 2.5/3.4/3.5/3.12]

Teacher Tip: Young adolescents change at different rates according to highly individualized internal clocks controlled by the endocrine system. Growth in physical development, cognitive abilities, social skills, and emotional maturity does not occur at the same rate. When adolescents begin to show signs of physical growth, adults tend to expect them to exhibit more mature social and emotional behavior. Understanding the changes these young people are experiencing is but one small step towards helping them develop positive attitudes and alleviating their common concerns.

B. HORMONES

The word ***hormone*** comes from a Greek word hormon which means to stir up. Explain that hormones stir up changes in the body and cause the body to grow and change. Write the following vocabulary words on the board and define: ***endocrine system***, ***pituitary gland***, ***hormones***, ***ovaries***, ***testicles***, ***estrogen***, ***progesterone***, and ***testosterone***. Describe the major functions of the endocrine system using 3-D models and CD-ROM programs that illustrate the various changes. Students create a chart or web that illustrates the impact of the various hormones.

Variation: Explain the influence of hormones on feelings and mood swings. Students complete the following sentences and then share their responses.

- "Puberty is..."
- "Sometimes I feel..."

[CCWR: 2.5/3.8]

C. DOES IT HAPPEN TO EVERYONE?

Brainstorm the physical and emotional changes that occur at puberty. From the list develop a chart similar to the one below. Students identify if the change occurs in the male, the female, or in both. Discuss the results.

CHANGES AT PUBERTY			
ACTIVITY	MALE	FEMALE	BOTH
Hormone action increases			
Height and weight changes			
Voice gets lower			
Growth of body hair			
Breasts develop			
Sweat glands become very active			
Shoulders widen			
Reproductive organs begin to function			
Nocturnal emissions occur			
Menstruation begins			
Mood swings			
Girls and boys notice each other more			
Penis enlarges			
Sexual feelings begin			
Pregnancy becomes possible			
Increased feelings of independence			
Interests and friends may change			

[CCWR: 3.8/3.9/3.12]

D. AM I GOING THROUGH PUBERTY?

Prior to class, create a story that describes the changes that occur at puberty, clearly spelling out the changes occurring without giving away the gender of the character. For example, the speaker discusses new hair growth, growing, acne, body odor, sweating, and mood changes. After reading the story, students determine if the character is a male or female and justify their answer.
[CCWR: 3.15]

ANATOMY AND PHYSIOLOGY

Indicator 2.4-7: ***Describe the functioning of the human reproductive system and the physical and emotional changes that occur at puberty.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. ANATOMY ALPHABET

Divide the class into groups of 3 or 4 students with one person serving as recorder for the team. Each group brainstorms the names of various parts of the body and lists them in alphabetical order on a teacher-designed worksheet. Award one point for each body part listed that both males and females have, and award five points for every body part listed that only males have or only females have. The team with the most points wins. If slang words appear on the lists, help the teams replace them with the appropriate names. Review the lists by proceeding through the alphabet, calling upon each group to read its contributions aloud.
[CCWR: 3.2/3.9/4.2]

Teacher Tip: The following activity requires students to understand the biological aspects of conception and reproduction. Students need to know the definitions of specific terms (e.g., *sperm, ovum, zygote, gamete, fertilization, sexual intercourse).* Link this activity with lessons in life science to discuss cell division, chromosomes, and genetic processes.

B. NINE MONTHS TO A MIRACLE

Using diagrams and worksheets, students review the fertilization process. Next, students view a film such as *The Miracle of Life* (a PBS video) and review the accompanying book *A Child is Born*. After a discussion of the events portrayed in the film (conception to birth), students complete a "Five Facts I Have Learned" journal entry.

Variation: Using a video ultrasound, describe fetal developmental stages and discuss how gestational age is determined.

Variation: Use a CD-ROM, such as *"Nine Month Miracle"* to review male and female anatomy and explore human reproduction, conception, pregnancy, and birth. Students complete a K-W-L chart as part of the lesson (see appendix for sample chart).
[CCWR: 2.5/2.6/3.2]

C. TAKING CARE

Invite a genetic counselor or perinatal specialist to explain fetal development and discuss environmental influences (including the impact of alcohol, tobacco, and other drugs) on the developing fetus.
[CCWR: 3.12]

D. EVERYTHING YOU ALWAYS WANTED TO KNOW

Students write a letter to an imaginary sibling about to enter puberty. In the letter, students explain the process and offer tips to better prepare for the changes.

Variation: Students generate anonymous questions about puberty and place them in a question box. Students select a question from the box and answer the question, in letter format, to an imaginary young person. Students share the responses in small groups.
[CCWR: 3.15]

FEELINGS

Indicator 2.4-8: ***Describe and discuss affection, love, commitment and sexual attraction and the difference between having sexual feelings and acting on them.***

SAMPLE LEARNING ACTIVITIES: 5-6

A. WHAT IS LOVE?

Ask students what it means to have a ***relationship***. Write their responses on the board. Lead students to a working definition that includes a "bond" or a "connection." Tell students that many relationships are built on love and there are many different kinds of ***love***. Develop a brainstorming web using the word "love" as the central concept. Allow students ample time to fully contribute to the web and then ask the class to define love based on the responses. From the web it should be clear that students view love in many different ways. Next, write the following sentences on the board:

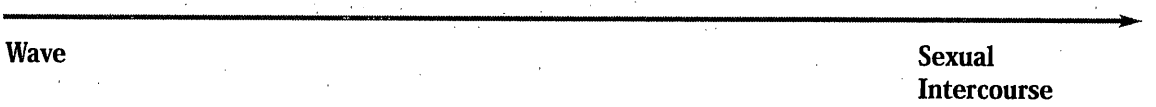
- I love my dog, Soupy.
- I love my parents.
- I love the new shoes I just got.
- I love pizza.
- I love to dance.
- I love my boyfriend/girlfriend.

Divide the class into small groups. Each group explains different kinds of love using the sentences as triggers. After discussing each, introduce the concept of ***commitment***. Explain that when you really love something, you are willing to be committed to it. Ask: "Can you be committed to pizza? How about new shoes? How can you demonstrate commitment to your dog or your parent?" Reorganize the groups and assign each group an object of love (e.g., parents, pet, girlfriend/boyfriend, close friend). Students discuss actions that show evidence of commitment and share their ideas. Each student develops a one-page journal entry that describes someone whom he/she loves and what actions indicate his/her commitment.
[CCWR: 3.8/3.10]

Teacher Tip: Due to the many variations in developmental levels, especially physiological growth and social experiences, some students at this level may not be ready to discuss the full continuum of intimacy. However, middle school students are exposed to a wide array of social experiences from which to establish personal opinions. Students still need to discuss what behaviors are appropriate and safe for them at the stage where they are and begin to think of the "what ifs" that are inevitable as they move into adolescence and young adulthood.

B. SHOWING FEELINGS IN A PHYSICAL WAY

Create three columns on the board with these headings: "Family," "Friends," and "Girlfriend/Boyfriend." Brainstorm ways in which middle school students show affection, and write each response in one of the three columns. Students discuss and defend the placements. (Intentionally place a few in inappropriate columns.) Discuss the following questions: "How do you show affection differently to each group of people? Why?" Next, define ***physical intimacy*** and place a continuum on the chalkboard similar to the one below.



The continuum represents the spectrum of behavior from a wave of the hand to actually having sexual intercourse. Create signs representing various activities along the continuum (wave, smile, hold hands, put arms around, hug, kiss, explore above waist, explore below waist, sexual intercourse). Post the signs around the room. Students move to the sign that reflects where they think middle school students (or students their age) should stop, and then they justify their position. Allow students to change their responses as discussion progresses. Next, students move to the spot that reflects where they think their parents would want them to stop. Once again, students justify their answers. Students conclude the activity by listing appropriate ways pre-teens can show affection and caring.

Variation: Students write an essay responding to the following questions and share excerpts from it as part of a point-counterpoint discussion.

- Does the school have rules about displays of affection?
- What are those rules? Why are they necessary?
- How do you feel when you see someone demonstrating "inappropriate affection" in a public place? Why?

[CCWR: 3.1/3.10/4.6]

C. HOW CAN I TELL IF I'M REALLY IN LOVE?

Show photos of individuals engaged in various daily activities. Ask students: "Can you tell by looking at these photos if the people are really in love? How? What do you look for?" Develop a set of questions to help students establish criteria for this judgment. Students defend their responses and complete the activity by writing a list of ten ways to tell if you are in love.

Variation: Students interview a parent or older adult about being in love. How did the person know he/she was in love? Were the feelings different as he/she grew older? What does love mean to them now? What did it mean when the person was a young teenager? Students summarize the responses and report to the class for discussion.

[CCWR: 3.2/3.9/3.12]

FEELINGS

Indicator 2.4-8: ***Describe and discuss affection, love, commitment and sexual attraction and the difference between having sexual feelings and acting on them.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. IF YOU ARE IN LOVE

Solicit responses to this statement: "If you are in love, you..." Each student prioritizes his/her top fifteen answers. Divide the class into small groups, each with an equal number of males and females, to compare lists. Pose the following questions to each group: "Are there differences in response by gender? What are the differences? What are the similarities? What are the most common responses?" Groups discuss the similarities and differences and then share their observations with the entire class. To complete the activity, students select one statement and write an essay justifying their selection.
[CCWR: 3.2/3.8/4.2]

Teacher Tip: For the following activity, prescreen music selections for offensive language and inappropriate content. If you want to use a particular music selection to show contrast, discuss your idea with an administrator first to ensure district support for the approach.

B. IN LOVE WITH MUSIC

Students listen to several popular songs that focus on love, then answer the following questions: "What are the messages in the songs? Do the messages support a realistic image of love or are the images romanticized?" Explain that some of the images may even be negative or destructive. Each student selects a song, analyzes the messages, and describes the impact the song might have on young people forming ideas and establishing relationships.

Variation: Students focus on the image of love and romance on television shows or movies.
[CCWR: 3.2/3.7/3.12]

C. DEFINING LOVE

Divide the class into two groups. One group represents visitors from another planet and the other group represents inhabitants of Earth. The Earthlings must answer the visitors' questions about love. (All the visitors know are the images of love they have seen in Earth satellite transmissions, which are mostly television shows.) The Earthlings must explain, in as simple terms as possible, what love is, how love is expressed, and the role of love in human life. Students may role-play, mime, or create illustrations to support their explanations. After the activity, ask both sides: "How difficult was it to define love? How hard was it to ask the right questions? How often was love confused with sex?"
[CCWR: 3.15/4.2]

Teacher Tip: Symbols of commitment may differ in various cultures and religions. Be familiar with these traditions, and invite parents and community members to discuss how commitment is viewed in their particular culture.

D. COMMITMENT

Many cultures have ceremonial expressions of ***commitment***, such as the wedding ring. Ask students: "What outward signs of commitment are displayed by married couples?" After discussion, assign students to interview couples who have been married 5 years, 15 years, 30 years, and longer. From the interviews, students develop a definition and examples of commitment and share their ideas with classmates. After discussion, the class reexamines the definition of commitment.
[CCWR: 3.2/3.9]

Teacher Tip: Multiple factors affect a person's overall response to sexual feelings. Many teenagers are surprised by the suddenness and intensity of those feelings. Emphasize how important it is to think about and make decisions in advance about sexual behavior. Knowing how to communicate feelings and express them in safe and appropriate ways are important skills.

E. WHY DO I FEEL THIS WAY?

Students research the impact of hormones on sexual feelings during adolescence and relate the emergence of these feelings to the physiological changes that are occurring. Small groups develop strategies to deal with these new sexual thoughts and images and to enhance their ability to make safe and appropriate choices regarding sexual feelings. Groups share examples of the strategies and rank them for potential effectiveness.
[CCWR: 3.1/3.4/3.5/3.12]

G. WHAT'S THE DIFFERENCE?

Discuss the difference between sex and love. Ask: "Do some people consider sex and love one and the same?" Allow time for discussion, then divide the class into groups. One group member serves as facilitator and another as recorder. Each group discusses one statement similar to the samples shown below. Allow students time to discuss the statement. The facilitators of each group participate in a panel discussion of the statements. Classmates comment on the proceedings. To conclude the activity, each student selects one statement, corrects/revises it, then justifies the changes. Sample statements might include the following:

- Sometimes when things are going well in a relationship, sex can help improve the relationship.
- Sexually attractive people look great, wear nice clothes, and are "sexy".
- Can you be in love with love?
- Romance and love are more important than sex.
- Only children have crushes or infatuations.
- Adults fall in and out of love all the time.

[CCWR: 3.10]

RELATIONSHIPS

Indicator 2.4-9: *Discuss factors that support and sustain relationships such as friendships and marriage.*

SAMPLE LEARNING ACTIVITIES: 5-6

A. THE ROOTS OF FRIENDSHIP

Provide students with a simple drawing of a tree with its roots extending below the ground. The tree represents friendship and the roots represent factors that support the relationship. Discuss how the roots provide support and nourishment for the tree. Students brainstorm factors that support friendship and enter them on the tree/roots drawing. Divide the class into small groups. Students compare their drawings with others and discuss those factors considered most important. Reconvene the class and create a master list of factors. Students create a bulletin board display entitled "The Roots of Friendship."
[CCWR: 3.15]

Teacher Tip: Values are the beliefs and feelings about how important something or someone is to you. Values affect what you say and do, how you treat others, what you do with your spare time, and even what you buy and what you throw away. For more information on character education, check out the department's Character Education Network at http://www.state.nj.us/education.

B. RELATIONSHIPS

Students list ten things they value, prioritize the list, then answer the following question about each item on their list: "Could this be harmful or destructive in any way to me or to anyone else?" Students reexamine their list and add or delete items. Compile a class list of the top three items on the student lists. Do students agree or disagree? Considering the class list, how might these elements impact friendships? How do values influence choosing and keeping friends?

Variation: Students complete the following chart on friendship and values and discuss in small groups.

RELATIONSHIPS	
List four values that are very important to you. 1. 2. 3. 4.	List four values that are not important to you. 1. 2. 3. 4.
Give two examples of friends' actions that reflect your values. 1. 2.	Give two examples of friends' actions that do not reflect your values. 1. 2.

Variation: In small groups, students use the following questions to trigger discussion.

1. Why is it important to associate with friends whose values are similar to yours?
2. How can you build relationships with individuals who share your values?
3. How can you relate to people whose values are different from yours?

[CCWR: 3.1/3.2/3.8]

C. BUILDING RELATIONSHIPS

Students participate in a carousel brainstorming activity focusing on keys to building a strong relationship. Create four large signs with one of the following headings and questions on each.

COMMITMENT	How can you show commitment to a family member?
TIME TOGETHER	What can you do to spend more time together as a family?
COMMUNICATION	What can you do to improve communication in your family?
APPRECIATION	How can you show your appreciation to family members?

Post one sign in each corner of the room. At each sign, place a large sheet of chart paper. Divide the class into four groups, and give each group a different colored marker. Groups circulate to each corner and answer the question posted on each sign. Groups should not repeat an answer already on a list. After all groups have contributed to the lists, discuss the responses and allow group members to explain their answers. Students then develop a personal action plan to address each area.
[CCWR: 3.2/3.9/3.13/4.1]

D. LIVING IN THE PAST

Students research family relationships in various historical periods and compare them to modern families. Students should focus on evidence of commitment, trust, and traditions that support and sustain the family relationships.

Variation: The Laura Ingalls Wilder books (e.g., *Little House on the Prairie*) offer students insight into a healthy marriage and family. Students read and analyze the characterization of a strong pioneer family and relate it to modern family life.
[CCWR: 3.2/3.12/4.7]

RELATIONSHIPS

Indicator 2.4-9: ***Discuss factors that support and sustain relationships such as friendships and marriage.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. TRENDS IN MARRIAGE

Brainstorm how marriage has changed. Students investigate trends such as marrying later, two-career marriages, childless marriages, and having children later in life. Students make predictions about marriage based on these trends.

Variation: Students brainstorm reasons why people marry and reasons why people do not marry. Compare the lists.

Variation: Students compare marriage and "lifetime partnerships." What are the similarities and differences? Why would individuals choose one over the other? What are the legal implications of each? **[CCWR: 3.3/3.5/3.12/4.6]**

B. WELL-ADJUSTED AND HEALTHY

Brainstorm what constitutes a well-adjusted and healthy marriage. List all the responses on the board. In a healthy relationship, partners:

- Agree on critical issues
- Share common interests
- Show affection and shared confidence
- Have few complaints
- Are not lonely or irritable

Divide the class into small groups. Provide each group with a description of an imaginary couple. Each group discusses whether the couple has a chance at a healthy relationship. Case studies should include couples with religious, economic,and educational issues. Be sure to include ethnic, racial, and cultural factors in the case studies. After discussing the imaginary couple, each group rates the potential for a healthy marriage on a scale of 1 to 10 (1= unlikely, 10= highly likely). Each group defends their position based on the information provided.

Variation: Divide the class into groups of four, preferably mixed gender groups. Provide each group with a different magazine article that focuses on finding the perfect mate or having the perfect marriage or relationship. After reading the article, each group considers the following questions: "Do the readers agree with the article? Is the information accurate? Does the article speak to the issues or was the title of the article misleading? Do the male readers look at the article the same way as the female readers?" After discussion, each group selects a spokesperson to summarize the article and present the viewpoints of the group.
[CCWR: 3.2/3.12/4.2]

C. MATURITY AND COMMITMENT

People entering into a long-term, committed relationship must display certain actions in order for the relationship to be healthy. Divide the class into small groups, and assign each group one of the following factors that contribute towards a healthy marriage or relationship. Each group discusses the factor and then develops examples of how that factor contributes to a healthy relationship. Each group develops several examples of the factor within the context of the relationship and then presents their ideas to the class. Use the ideas to develop a graphic organizer that can be used to generate further discussion. Participants in a healthy marriage/relationship must be able to:

- Give and receive.
- Compromise.
- Be flexible.
- Be responsible for his/her own feelings.
- Use all their abilities and skills to establish and maintain the relationship.
- Remain stable.
- Establish and meet goals and plans.
- Articulate his/her values.
- Meet his/her emotional needs in healthy ways.

[CCWR: 3.2/3.8/4.2]

D. FRIENDSHIP COUNTS

Students write a short story about friendship using the following statement as a trigger:

> *Friendship is born at the moment when one person says to another, "What, you too? I thought I was the only one."*

The story should emphasize factors that sustain friendships and clearly illustrate situations that support the relationship. Students share their stories, vote on the best original story, and develop a screenplay for videotaping or dramatic presentation.
[CCWR: 3.15]

Teacher Tip: Marriage customs are often influenced by society as well as the economic conditions of the times. Having students examine marriage from various perspectives enables students to conceptualize what constitutes a healthy relationship.

E. MARRIAGE CUSTOMS

Students investigate the history of marriage (e.g., marriage by capture, purchase, arranged marriage, marriage for love) and related laws. Students address the following questions as part of the research:

- Why do laws regarding marriage differ from state to state?
- At what age can one get married?
- What are the legal requirements for marriage (e.g., license, blood tests)?

Variation: Students compare colonial customs with current customs. In Colonial America, girls were married by age 16. Students discuss factors that influenced the choice of an appropriate suitor. Are these factors different today?
[CCWR: 2.6/3.5/3.12]

PARENTHOOD

Indicator 2.4-10: ***Describe the responsibilities of parenthood, with an emphasis on teen parenthood, and discuss the impact of parenthood on parents, family members, and the child.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Some students may not be able to interview a parent/guardian regarding parenting skills. In such cases, students can interview a teacher, religious leader, or other adult who has responsibility for the care of children.

A. QUALITIES OF AN IDEAL PARENT

As students describe the ideal parent, write their ideas on the board. Students discuss the ideas and defend their answers. Next, students create an ad for an ideal parent. Each student develops the ad, citing the characteristics he/she feels are most important. Students share their ads with classmates.

Variation: Using the ads developed in the previous activity, would a teen parent qualify to be an ideal parent? Why or why not?

Variation: Students write a job description for a parent based on real-life activities. Students may need to interview a number of parents to accumulate information for the job description. After the job descriptions are developed, students answer the following questions:

- Does this sound like a job you would want? Why or why not?
- What are the advantages and disadvantages?
- What kind of training is required to become a parent? Should training be required?

[CCWR: 3.15/4.7]

B. HOW PARENTS LEARN

Brainstorm how parents learn to be parents (e.g., television, their own parents, books, observing others, baby-sitting, courses, trial and error). Each student interviews a parent/guardian focusing on how the individual learned parenting skills. After the interview, students share ideas with the class.
Variation: Invite a parenting or child-care instructor to discuss effective parenting.
[CCWR: 3.2/3.12/4.7]

C. SAYING WHAT YOU MEAN

Provide students with a list of famous parental sayings. (*Parade Magazine* is a good source for these quotes.) In small groups, students analyze the sayings and then discuss them as part of the entire class. Sample sayings appear below.

FAMOUS PARENTAL SAYINGS

- When I was your age...
- If your friends all jumped off a bridge, would you jump too?
- If I talked to my father like that...
- Back in my day...
- Why can't you be more like your brother/sister?
- Turn down that music!
- You are incredibly lazy!
- I don't care what everyone else says—I'm the boss and you'll do what I say!

Variation: Ask students: "What do parents and kids talk about?" Students develop examples of the most common parent-child conversations and role-play examples of the interactions, playing both parts. Students discuss playing both roles.

[CCWR: 3.9/4.6/4.7]

D. PLANNING FOR PARENTHOOD

Ask students: "How can a teen parent provide for a baby?" Students compile a list of all equipment, furnishings, diapers, clothing, and related items needed in a baby's first year. Divide the class into several small groups to comparison shop for the items and report to the class on their findings. Using the information, students write an essay describing the difficulties a teen parent might encounter.

Variation: Students develop an outline of their typical day. Next, students observe infants and toddlers in a day-care setting, noting the kinds of activities and the times they occur. Based on those observations, students compare their own schedules with that of the children observed in day care. Students note the conflicts and potential problems and respond to the following: "If you were a teen parent, how would you care for your child? What problems might you encounter? How would a child impact your education? your social life? your friendships? How would a child impact your parents? brothers and sisters?"

[CCWR: 3.1/3.2/3.8/3.12]

PARENTHOOD

Indicator 2.4-10: ***Describe the responsibilities of parenthood, with an emphasis on teen parenthood, and discuss the impact of parenthood on parents, family members, and the child.***

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: **Setting limits is one way to teach children to make responsible decisions. Emphasize that an important developmental task is to develop independence. Students need to understand the need for limits as they grow and mature and anticipate that some conflict with parents and other authority figures may occur as they strive to become self-reliant, young adults. Limits must not be viewed as punishment; rather, limits provide young people with room to grow.**

A. SETTING LIMITS

Brainstorm limits placed on student behavior. Follow the discussion by asking students what are the consequences when limits or boundaries are broken. Use the following example to illustrate setting limits.

Ask for two volunteers. Attach a very long leash or rope around the waist of one of the volunteers. Hand the other student the end of the cord. Ask the holder to wind the extra cord around his/her arm until the two students are very close together. Tell students that this is how parents view their children when they are small. Parents keep a tight leash on their child to keep him/her safe. Now have the students extend the leash a little bit. Ask students if they remember the first time they were allowed to ride their bike out of the neighborhood. Explain that parents constantly release some of the "leash" as their child grows older and makes good decisions. Have the student release a little more rope. (The child is more mature.) As children get older, their parents may allow them to go to parties. What happens if the child breaks curfew? (The rope becomes tighter again.) This is one way parents try to set limits and at the same time allow their children to grow up and demonstrate safe behavior. After the demonstration, students write a journal entry describing a time when their parent/guardian set limits. Students should address the following questions in the entry:

- Were the limits fair?
- What behaviors prompted your parent's decision to increase or decrease the limits?
- Have your limits changes in the last year? Why or why not? What could you do to increase the likelihood of increased limits?

[CCWR: 3.2/3.10]

B. KNOW THE CONSEQUENCES

When children break rules, there are consequences. Divide the class into small groups. Give each group a parent-child scenario, similar to the ones below. Using the "Effective Parents Checklist," each group analyzes the situation and suggests ways the parent might handle the situation.

EFFECTIVE PARENTS CHECKLIST

Effective Parents:

- Act quickly and consistently.
- Distinguish between the behavior and the child.
- Ignore minor infractions and save the fireworks for real problems.
- Praise positive behavior.
- Are friendly, fair and firm.
- Give choices, when appropriate.
- Are a positive role model.

Scenario #1: I WANT IT!

A mother and her 4 year-old child are in a store. The child has a popular toy in his/her hands and is screaming "I want it!"

Scenario #2: AFTER HOURS

A 12 year-old wants to go to a party that will last until midnight. The teen's curfew is now 10 p.m.

Scenario #3: IT WASN'T MY FAULT!

A 14 year-old brings home a report card with a failing grade.

Scenario #4: JUST BECAUSE MY BROTHER DID...

A 13 year-old wants to attend a rock concert with some friends. The teen's older brother was just arrested at a local concert for underage drinking.

Scenario #5: THE BIGGER THE BETTER...NOT!

A 7 year-old wants the largest candy bar at the checkout counter. The child begins screaming "You hit me!" in hopes that the parent will just buy the candy to shut him/her up.

[CCWR: 3.1/3.9/3.13]

C. TEEN PREGNANCY

Parenthood requires physical and emotional maturity as well as some financial stability. Pose the following discussion questions:

- Are teens ready to be parents? Why or why not?
- What solutions do you suggest to reduce the number of teen pregnancies?

Students research local, state, and national data and other information regarding teen pregnancy. While conducting the research, students should think critically, carefully weighing the pros and cons, biases, opinions, and facts found in the resources. Discuss the previously posed questions.
[CCWR: 2.5/2.6/3.5/3.12]

D. FATHERS ARE PARENTS TOO

Pose the following question: "Are the options different for teen fathers as compared to the options available for teen mothers?" After students have discussed the options, explain that there are a number of legal, moral, and ethical issues regarding teen parenthood that need to be explored. Students investigate these issues and in addition, address the following questions as part of their research: "What does the law say about the responsibility of teen fathers? Are the legal responsibilities different for men over 21 who father children with young or teenage girls?" Students develop a summary of their findings and share with classmates.

Variation: Invite a social worker or healthcare provider to discuss teen parenting issues from the male viewpoint.

[CCWR: 2.5/2.6/3.5/3.12]

E. SETTING GOALS

Ask the class: "How many of you have big plans for the next few years of your life?" Instruct students to write at least four goals and plans for the next two months (e.g., going to a concert, making the baseball team). After students have completed listing their goals, ask them to look at each goal and describe how it might change if (1) he/she got married; (2) he/she became pregnant or a father-to-be and (3) he/she became a parent. Repeat the activity using long-term goals (five or more years ahead.) Students list 10 strategies that will help them achieve their goals.

[CCWR: 3.1/3.12/4.1]

F. WHY A PARENT?

Ask: "If you were old enough to drive and could purchase a new car, how would you decide what car to buy? What process would you use to make such an important purchase?" After writing the ideas on the board, explain that young people seem to have good ideas about such a purchase but don't always think about things so clearly when deciding to have sexual intercourse or have a child. In small groups, students consider the following questions: "What factors should be considered before deciding to have a baby? Why do people choose to have a child?" Reconvene the class and compare the male and female responses. Students complete the activity by writing a response to the following question in a journal entry: "How does choosing to be a parent (rather than just letting it happen) impact a couple's adjustment to parenting?"

[CCWR: 3.1/3.10/3.12]

G. PRENATAL CARE

Divide the class into small groups. Each group researches one of the following factors that impact prenatal human development and presents a brief oral report to the class. Students should include information specific to adolescent mothers.

PRENATAL CARE RESEARCH TOPICS

- Exercise
- Prenatal classes
- General health of the mother
- Use of alcohol, tobacco, and other drugs during pregnancy
- Nutrition/Diet of mother
- Parenting programs
- Genetic or hereditary health conditions
- Diagnostic procedures to determine the health of mother and baby
- Safety issues
- Age of the mother
- Environmental impact on fetal development
- Protection from STDs and HIV infection

[CCWR: 2.4/2.6/2.7/2.8/3.5/3.15]

H. MEETING HUMAN NEEDS

Explain that parents play an important part in our development as human beings. Everyone has certain human needs that must be met in order for that person to be successful. Introduce Maslow's Hierarchy of Human Needs and describe each section. Divide the class into groups for each section to list ways parents help their children meet the basic human needs. Reconvene the class and identify other influences that may help meet the needs. Students develop a large chart or bulletin board display that describes ways basic human needs are met.

Variation: Students summarize Maslow's Hierarchy in a pamphlet or flyer and produce it for distribution to parents in the community.

[CCWR: 3.2/3.9/3.12/4.2]

I. WHAT IF...

Each student responds to the following "what if" questions as if he/she were a teenage parent. After students have written their responses, divide the class into small groups to discuss each situation. Students complete the activity by writing an essay or short story about being a teen parent using the "what if" situations as triggers.

TEEN PARENTING: WHAT IF...

- You had a baby of your own to care for now?
- Your baby was sick a lot?
- You had to find someone to baby-sit every time you left the house?
- You had to quit all sports and after-school activities to take care of your baby?
- Your baby cried all night four nights in a row?
- You were trying to go to school and take care of the baby at the same time?
- Your baby needed medicine and you couldn't afford a doctor?
- You had to share your room with the baby?
- You couldn't get a job because you have no one to take care of the baby?
- You couldn't go on the school trip because you couldn't take the baby?
- You had to spend your allowance on baby food and diapers?

[CCWR: 3.3/3.12]

Teacher Tip: The next activity is a simulation that allows students to experience the responsibility involved in the care of an infant. Emphasize that being accountable for a child is a 24 hour job.

J. BUNDLE OF JOY PROJECT

For one week, students assume responsibility for a "sack of flour" or "Bundle of Joy." As part of this simulation each student must:

- Keep the baby warm and dry and protect it from mishap.
- Know where the baby is at all times.
- Take the baby wherever he/she goes unless a babysitter is available. Students must make sure the caregiver threats the bag baby like a real baby.
- Bring the baby to school every day, and be responsible for it throughout the day.
- Keep a daily log of the baby project experiences.
- Set the alarm clock to awaken at 12:00 a.m., 3:00 a.m., and 6:30 a.m. just for one night.

In a well-developed essay, students summarize what they learned from this assignment. Students begin the essay with a short statement of what they learned from this project. In the remainder of the paper, students discuss their experiences as a "parent." Important issues include the following:

- What was the hardest part of being a parent?
- What was the best part of being a parent?
- What qualities and lifestyle do you need to be a good parent?
- What qualities and characteristics do you need and expect from a spouse?
- When would you know that you are ready to be a parent?
- Do you plan to be a parent someday? Why or why not?
- If you were a parent today, what adjectives would you use to describe your parenting style?
- How do you think you will differ or replicate the parenting behavior of your parents?

[CCWR: 3.6/3.7/3.9/3.13/3.14]

SEXUAL ACTIVITY

Indicator 2.4-11: ***Discuss the impact of early sexual activity on physical, emotional, and social health.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Young people rarely set out to behave in a life-threatening manner. Instead, they tend to make a series of choices that culminate in risky behaviors. In order to reduce the likelihood of these behaviors, students need to examine a number of realistic situations and develop the skills to deal with the situations that arise. Waiting until the situation occurs may be too late.

A. MATURITY

Write the following statement on the board:

You are physically able to have children years before you should have children.

Students interpret the statement and discuss how it relates to the physical, social, and emotional changes of puberty. Divide the class into three groups, and assign each group one of the following statements. Each group discusses how its statement relates to early sexual activity and shares its ideas with the class.

- A mature person is responsible.
- A mature person is independent.
- A mature person knows what his/her most important goals are and works to reach them.

[CCWR: 3.8/3.12]

B. RISKS AND REWARDS

Write the words ***risk*** and ***reward*** on the board to form two columns (leave room for a third column later). Brainstorm a definition for each and solicit examples. Pose the following questions:

- Are there degrees of risk? Explain.
- How many of you would take little risks? Why?
- How many of you like to take bigger risks? Why?
- What makes a risk worth taking?

Explain that a piece of the puzzle is missing: ***consequences***. Ask students to define the term. (Add it as a third column on the board.) After the class works together to analyze several risky situations, divide the class into small groups. Each group analyzes one situation and presents its ideas to the class for discussion. Sample situations might include:

- A middle school student goes to a party with high school students.
- A middle school student dates a person more than two years older.
- A middle school student invites his/her girlfriend/boyfriend over when parents aren't home.

[CCWR: 3.2/4.2]

C. THINKING ABOUT SEX

Each student lists three reasons he/she thinks teenagers might choose to have sex. On the same sheet of paper, students list three things teens need to think about before making that choice. Collect the anonymous lists and read the responses aloud. Develop a class list for both categories and discuss. Conclude by having students write a journal entry entitled: "Things to Think About Before Having Sex".
[CCWR: 3.8/3.10]

SEXUAL ACTIVITY

Indicator 2.4-11: ***Discuss the impact of early sexual activity on physical, emotional, and social health.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. SIGNS OF PREGNANCY

Brainstorm the signs and symptoms of pregnancy. Explain that companies spend a lot of money advertising home pregnancy tests. Ask students: "Are the tests accurate? How might you determine if the tests are accurate?" Bring in the package inserts from several home pregnancy tests and allow students to read the directions and warnings. After a brief discussion, ask students: "What other tests are available to determine if a woman is pregnant? Why is it important for a woman to know as soon as possible? What decisions might a woman need to make after learning she is pregnant? Are those decisions different for teenagers?"
[CCWR: 3.2/3.3/3.9]

B. ADVANTAGE/DISADVANTAGE

This activity requires students to decide if there are advantages and disadvantages to early sexual activity. Divide the class into small groups, and give each group a chart like the one below. After completing the chart, groups compare the results and discuss.

IMPACT	ADVANTAGES	DISADVANTAGES
Social		
Emotional		
Economic		
Physical		
Psychological		
Educational		

Variation: Invite high school peer leaders to facilitate each group's discussion.
[CCWR: 3.2/3.8/4.2]

C. WHY?

Write the following statements on the board:

- Approximately one million teenagers become pregnant each year.
- Sexually transmitted diseases are prevalent amongst teenagers.
- Pregnancy is the leading cause of dropping out of school for both males and females.

Ask students the following questions and note their responses on the board:

- Why do teens continue to get pregnant and/or contract an STD?
- What factors contribute to the incidence of teen pregnancy in this country?
- Are the same factors responsible for the incidence of HIV/AIDS? STDs?

There are numerous factors that contribute to the incidence of teen pregnancy and STDs. Three things can be addressed through education. These include:

- Lack of knowledge about prevention
- Peer pressure
- Poor decision making skills

Divide the class into three groups. Each group develops a plan for teens to address one of the three factors noted above. The plans should include creative strategies to reduce the incidence of pregnancy, HIV infection, and STDs. Students conduct research about teen pregnancy, HIV, and STD prevention, looking at programs and methods that work. Each group presents its completed plan to the class. Students conclude the activity with a journal entry addressing a personal plan for prevention.

Variation: Students research other factors that contribute to the incidence of teen pregnancy, sexually transmitted diseases, and HIV infection (e.g., poverty, culture, low self-esteem). Considering these factors, what can students do to reduce the incidence?
[CCWR: 3.2/3.3/3.12]

Teacher Tip: Students at this grade level may have already been pregnant or are already parenting. In some cases, the student's pregnancy may not have been disclosed to other students and school staff. Reinforce ground rules regarding confidentiality. Remind students of the "no-names" rule and encourage students to respect the privacy of others when developing case studies and stories.

D. WHAT ARE MY OPTIONS?

Students write a story about a pregnant teen and include information about pregnancy and parenting options (e.g., adoption, abortion, single parenting, marriage). The story should provide factual information about each option and include reactions from the character's friends and family. The pregnant teen in the story must select an option and discuss, within the context of the story, the ramifications of her decision. Students share their stories.

Variation: Students write the story from the teen father's perspective.

Variation: In teams, students develop a colorful, eye-catching poster that reflects the changes in social activity, physical health, and emotional health as a result of teen pregnancy.
[CCWR: 3.15]

E. CREATIVE CRISIS

Teams of two create a crisis situation involving STDs, HIV, or pregnancy, then exchange situations with another team (teams do not solve their own situation). Each team focuses the problem and develops strategies or role-plays the scenario and presents to the class.

SAMPLE SCENARIOS

- A teen is distressed by the fact that he/she has an STD.
- A teen develops symptoms of an STD.
- A teen becomes upset when his/her friends won't "hang out" anymore because he/she has a sexual reputation.
- A teen tells a previous sexual partner that he/she may be infected with HIV.
- A teen tells his/her parents that he/she is sexually active.

[CCWR: 3.1/3.13]

F. HOW LIFE HAS CHANGED

In small groups, students write a skit that illustrates how a young person's life has changed as a result of teen pregnancy. Be sure one group focuses on teen fathering issues and another on the grandparent perspective. Students stage and perform their skits for the entire class.
[CCWR: 3.15]

G. COMPARING SEXUAL BEHAVIOR

Students research adolescent sexual behavior in other countries and seek answers to the following question: "Why is there a difference in the incidence of teen pregnancies?" Compare HIV and STD statistics. Students hypothesize why there are differences and discuss. Students consider who is in the best position to do something about these problems in the United States and brainstorm the names of such organizations and individuals. Divide the class into small groups, and assign each group one of the organizations or individuals cited on the list. Each group develops a list of strategies the organization or individual could initiate to help reduce the number of teen pregnancies or cases of HIV/AIDS. Each group selects the top three ideas and presents them to the class. The class votes on which plan is the best one. Students write a letter to the organization suggesting implementation of the strategy.

[CCWR: 3.1/3.10]

Teacher Tip: The following activity can be modified to examine why teenagers have sexual intercourse. It can also be used to establish a context for sexual intimacy within mature relationships and compare that to the reasons why teenagers participate in sexual activity. Another approach might compare the reasons why adolescent males and females participate in sexual intercourse.

H. WHY DO PEOPLE HAVE SEX?

Provide students with a list of reasons why individuals have sexual intercourse (see sample below). Students indicate if the reason is a mature, responsible reason or an immature, irresponsible one and defend their answers.

REASONS INDIVIDUALS HAVE SEX		
	MATURE	IMMATURE
To get even with someone		
To prove he is a man/she is a woman		
To keep a boyfriend or girlfriend		
To have a baby		
To relieve stress		
To do something or relieve boredom		
To find out what it's like		
To express love and commitment		
To feel needed		
To experience closeness with one's partner		
To prove love for another		
To defy parents		

[CCWR: 3.1/3.10]

ABSTINENCE AND CONTRACEPTION

Indicator 2.4-12: ***Develop strategies to support sexual abstinence, and compare and contrast methods of contraception used to reduce the risk of sexually transmitted diseases, HIV, and unintended pregnancy.***

SAMPLE LEARNING ACTIVITIES: 5-6

A. DEFINING ABSTINENCE

Define ***abstinence*** in general terms. Each student selects one thing in his/her life to give up for a one-week period. Students can refrain from watching television, not eat a particular food, or not play a particular game or sport for the entire one-week period. During that time, students keep a diary of their feelings and attitudes about being "abstinent." After the week is up, students meet in small groups and share their feelings and discoveries. Pose the following questions to the entire class:

- How hard was it to abstain for the entire week?
- Did it get more or less difficult as the week went by? Explain.
- Did friends or family members try to tempt you during the time period?
- How did you handle the pressure?

[CCWR: 3.6/3.7/3.14]

Teacher Tip: The following lesson works best when presented by peer educators. One peer leader portrays the character in the scenario while other peer leaders assist students with follow-up activities.

B. PEER PRESSURE

A peer educator reads the following monologue to the class:

> "I'm at my first real party. The lights are low, the chaperones are upstairs watching TV, and the party-goers want to play a game. I was afraid this was going to happen. I've heard about some of these games. But I really want to be invited to more parties, so let's see what happens. Well, the game begins and just as I thought, guys and girls are pairing off and going into a closet to play the game. Actually, they go into the closet and take off some of their clothes while they are making out. Well, not only do I feel weird about taking off my clothes, I'm not real experienced in the making out department. Did I hear someone call my name? Where can I hide? I really don't want to do this but..."

Peer educators discuss the scenario with small groups of students, using the following questions to frame discussion:

- What is happening in the story?

- Why did the character go to the party?
- What is the role of peer pressure?
- Why does the character feel uncomfortable?
- How can the character say no to the game and save face with his/her friends?

After discussion, each group creates a role-play ending for the scenario that illustrates strategies to say no. Each group performs its role-play and the class votes on the best ending.

Variation: Students write a conclusion to the story that illustrates ways to make a positive health decision.
[CCWR: 3.15/4.2/4.8]

Teacher Tip: The following activity addresses ways to reduce one's risk of HIV infection. Be sure to discuss risks involved with body piercing and tattoos as well as potential exposure to other infectious diseases such as Hepatitis B.

C. REDUCING THE RISK OF HIV

In small groups, students brainstorm ways that HIV can be transmitted and create a chart or web. For each method of transmission, students list three ways to reduce one's risk of exposure to HIV. A sample chart appears below. Groups share their charts/webs and discuss.
[CCWR: 3.8/5.9]

REDUCING THE RISK OF HIV/AIDS	
MODE OF TRANSMISSION	**WAYS TO REDUCE RISK**
Body Fluids ■ Blood ■ Semen ■ Vaginal Secretions	■ Don't touch anyone else's blood. ■ Wear protective equipment such as latex gloves. ■ Be abstinent. ■ Use a condom.
Injecting drug use	■ Don't use drugs. ■ Don't share needles and syringes.
Maternal (mother to baby during pregnancy)	■ Be tested for HIV prior to pregnancy. ■ Take medications prescribed for HIV positive mothers during pregnancy.

Teacher Tip: Use the most recent statistics to demonstrate to students that not all teenagers engage in risky sexual behavior. According to the CDC, a 1997 survey of over 16,000 students nationwide showed that a lower proportion of high school students (46%) are engaging in risky sexual behavior than in 1991 (52%). However, about 3 million sexually transmitted diseases occur annually among teenagers and up to one million teens become pregnant. While the overall teen pregnancy rates have showed a decline, the number of students who report ever having had intercourse increases significantly with age and grade in school. Youth Risk Behavior Survey (YRBS) data indicate that 9% of high school students report having had sexual intercourse before age 13. Students often believe that becoming sexually active is an expected part of adolescent behavior when in fact, statistics indicate that about 50% of high school students have not engaged in such behaviors (Ozer, et.al, 1998, p. 26).

D. MAKING YOUR OWN DECISIONS

Ask students if they have ever used the "everyone else is doing it" excuse for something. Proceed by asking students to guess how many high school age students report not having sexual intercourse. Tell students to imagine what the world would be like if everyone in the world was exactly alike. In small groups, students address the following questions:

- What are some of the advantages of living in this kind of situation? What are the disadvantages?
- Would you rather live in a world as a member of one big group or as an individual? Why?
- How does being an individual affect your decisions to participate in sexual activity?

Conclude the activity by having the class discuss the impact of peer pressure on decisions to have sexual intercourse or to participate in risky sexual behavior.
[CCWR: 3.2/3.3/3.10/3.13]

ABSTINENCE AND CONTRACEPTION

Indicator 2.4-12: ***Develop strategies to support sexual abstinence, and compare and contrast methods of contraception used to reduce the risk of sexually transmitted diseases, HIV, and unintended pregnancy.***

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: Be sure students understand the definition of sexual activity. Recent studies and events demonstrate a wide range of definitions based on age, gender, culture, religion, and background. Be consistent.

A. ABSTINENCE

Students write an essay supporting sexual abstinence as a personal choice. The student must support the position with reasons and statistics.

Variation: Students design a bookmark supporting an abstinence message. The bookmarks can be donated to the school library.

Variation: Students develop a poster or bulletin board display supporting the benefits of abstinence. **[CCWR: 2.6/3.5/3.15]**

B. WHO TAKES RESPONSIBILITY?

Ask students: "Who has the responsibility to take action to prevent a pregnancy or STD?" Allow students a few minutes to debate the issue, then provide each student with a chart similar to the one below. As you read each statement, students indicate on the chart who they believe has responsibility for the action. After students have made their choices, discuss the responses. Students write a brief paragraph "I will take responsibility because..."

WHO TAKES RESPONSIBILITY?				
ACTION	MALE	FEMALE	BOTH	NEITHER
Who starts discussion about whether or not to have sex?				
Who decides whether or not to abstain?				
Who gets information on contraception?				
Who plans ahead and have condoms available?				
Who pays for condoms?				
Who initiates a discussion of one's sexual history?				
Who decides whether to abstain from intercourse because a condom is not available?				
Who gets information on STDs and HIV?				

[CCWR: 3.13]

C. PARENT TALK

Students write a dialogue in which a teen talks to his/her parent(s) about the possibility of having sexual intercourse soon. Students develop the script, plan the production, and videotape the performance.

Variation: Each student interviews a parent or other adult and compares responses with classmates. Interview questions might include:

- What are the strongest reasons not to have sexual intercourse as a teenager?
- How should teenagers show affection?
- When is it right to have sexual intercourse?
- What messages did your parents give to you about sex?

Students consider factors that may have contributed to the parental responses (e.g., age, religion, culture, gender), develop a written summary of the interview, and share the information with classmates.

[CCWR: 2.8/2.9/3.15]

Teacher Tip: The next activity reinforces the concept that behaviors place one at risk. Emphasize throughout that students must take responsibility for their own behavior.

D. RISK CONTINUUM

Prior to class, prepare four sheets of 8"x 11" construction paper. Label one, "No Risk", one "Low Risk", one "Medium Risk" and one "High Risk". Post the papers on the board to create a continuum. Label large index cards with a wide spectrum of behaviors (e.g., kissing on the lips, deep kissing, shaking hands, attending school with a person with HIV, sharing a soda with a friend, caring for a person with HIV, having unprotected sex, having a sexual partner who injects drugs). Distribute the cards to the class. Students place their cards along the continuum and justify the placement. Clarify any misconceptions and move behavior cards appropriately. Ask students to think about their own behavior now and to quietly think about where they may be in relation to the continuum at the end of five years.
[CCWR: 3.2/3.10/4.3]

Teacher Tip: For the next activity, provide information on a variety of risk reduction/contraceptive methods, including abstinence. Include charts, pamphlets, sample products, and product directions.

E. WHAT'S THE DIFFERENCE?

Divide the class into small groups, and assign each group a different method of contraception/risk reduction to investigate. Each group develops a pamphlet, poster, or chart about the method. Reconfigure the groups so each method is represented in a group. Using a modified jigsaw approach, students teach other group members about the method, using the materials developed in the first group.

Variation: In small groups, students investigate a number of contraceptives and risk reduction methods. Students consider the following questions during their research:

- Are some methods not appropriate or safe for young people? Why?
- What factors need to be considered when choosing a method?
- Will these factors change as one gets older?
- What are some of the legal, ethical, cultural, or religious issues surrounding this particular method?

Students create a chart comparing the reliability, cost, accessibility, and convenience of the methods and indicate on the chart whether the method prevents pregnancy, STDs/HIV, or both. Have students share the results of the research and create a class resource booklet or poster.
[CCWR: 2.6/3.5/3.12]

Teacher Tip: Use high school peer educators as mentors. Peer educators can help groups develop role-plays and facilitate the discussion of the results.

F. SAFE AND UNSAFE SITUATIONS

Begin the class by posing the following: "How many of you have found yourself in a situation where you felt just a bit uneasy? Maybe you went someplace you weren't supposed to go or you followed the crowd to a place that made you nervous. Most teens find themselves in similar situations as they become more independent. What places or situations might be considered unsafe?" (See samples below.) After the introductory discussion, divide the class into small groups, and assign each group a situation. Students develop a role-play illustrating ways to handle such situations and present it to the class.

SAMPLE SITUATIONS: BEING SAFE

- **Situation #1:** A 13-year old goes on date with 19-year old.
- **Situation #2:** A 12-year old goes to an unchaperoned high school party.
- **Situation #3:** A 14-year old joins a gang; the initiation involves having sexual intercourse.
- **Situation #4:** A 13-year old drinks alcohol with a group of older kids he/she doesn't know very well.
- **Situation #5:** A 14-year old is asked to work late and alone with the assistant manager, who offers him/her a ride home.

Variation: Invite a panel of high school peer educators to talk about difficult situations they have faced and how they handled them.

Variation: Students interview a parent or adult about safe and unsafe settings for adolescents. What rules should parents establish? What safeguards should be in place in case a teen needs assistance? **[CCWR: 3.2/3.15/4.2/5.8]**

Teacher Tip: Be sure to consider the cultural and religious issues that will arise in the following activities. Emphasize ground rules for discussion and allow all viewpoints an opportunity to be heard.

G. REASONS NOT TO HAVE SEX

Students list all the reasons teens should not have sexual intercourse. Using the listed reasons, students design a personal support system—a list of family, friends, religious leaders, and supportive adults—who will help the student resist having sexual intercourse until he/she is physically and emotionally mature.

Variation: Students list and discuss the advantages and disadvantages of postponing sexual intercourse through high school, through college, and until marriage.
[CCWR: 3.9/4.7]

H. BEING ASSERTIVE

Pose the following question: "How many times has someone tried to persuade you to do something and you almost did it?" Give students examples of persuasive techniques used to sell products. Explain that these same kinds of "lines" can be used to persuade you to participate in sexual activity when you are not ready. Students must be prepared to resist the sell. Divide the class into groups of four, and give each group a situation. Two students respond to the situation via role-play while the other two students observe the interaction and record their observations on a checklist. The observers provide feedback and then switch roles for a second situation. Sample situations and a checklist appear below.

SAMPLE SITUATIONS: BE ASSERTIVE

- Going back to an empty house with a date.
- Being pressured to drink a few beers to loosen up for sex.
- Stopping along a lonely road for some "peace and quiet".
- Being told you're not a man until you've had sex.
- Being pressured to have sex since "you can't get pregnant the first time".
- Feeling pressured to have sexual intercourse because your date paid for dinner and a movie.
- Going to a party of older teenagers and feeling like you have to have sex to fit in.

ASSERTIVE COMMUNICATION CHECKLIST

CRITERIA	GREAT	GOOD	FAIR
You state your case clearly and firmly.			
You do not allow yourself to be made to feel guilty.			
You do not respond to verbal threats.			
Your body gestures, facial expressions, and movement reflect verbal meaning.			
You are firm and self-assured.			
You make eye contact.			
You move away from the subject as you restate and affirm your position.			
You do not allow the subject to touch you.			
You don't fall for false sympathy.			
You are in charge of your destiny.			

Variation: Ask students: "How do you respond to a line? How can you tell if a person is just being nice because he/she wants to have sexual intercourse? How can you distinguish between myths and facts? (e.g., you can't get pregnant the first time you have intercourse, you won't get an STD if you have sex in the shower)." Students interview a parent or trusted adult about lines they may have heard when they were a teenager. Students discuss ways to how to handle such situations and contribute one suggestion to a class list that is developed into a poster or pamphlet.
[CCWR: 3.2/3.4/3.15/4.8]

I. BEING RESPONSIBLE

Divide the class into all male and all female groups. Each group develops two sets of guidelines for being sexually responsible, one for males and one for females, and shares their guidelines with the rest of the class. Students compare the two sets of guidelines and develop a new set of guidelines entitled "Teens: Take Responsibility!"
[CCWR: 3.15/4.6]

SEX AND THE MEDIA

Indicator 2.4-13: ***Analyze sexual messages, images, and stereotypes presented in the media and discuss their impact on sexual behavior.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Gender roles and stereotypes impact personal relationships, shape the assumptions of educators, and support the designers of advertising campaigns. Be familiar with gender research as you address this issue.

A. LOOKING AT GENDER ROLES

Introduce the lesson by asking students if there are some things that only girls can do. When the boys begin to object, ask the same question in reverse. Tell students they are going to think about the way they see themselves as males and females. Provide students with a worksheet similar to the one below. Students place a check in the column that reflects their opinion about things males and females do. After students have completed the worksheet, students discuss and debate the responses.

LOOKING AT GENDER ROLES			
ACTIVITY	MALES	FEMALES	BOTH
Cook			
Kiss mom			
Back out of a fight			
Join an opposite gender club or team			
Play with a doll			
Baby-sit			
Sing in public			
Play baseball			
Dance			
Get in a fist-fight			
Have long hair			
Wear an earring			
Wash dishes			
Kiss father			
Climb a tree			
Cry			
Wear jewelry			
Take ballet lessons			
Join a rock band			
Clean the house			
Pump gas			
Invite a person on a date			
Change a diaper			

Variation: Pose the following questions for discussion:

- What would be different about your life if you were born a male/female?
- How would you be treated differently?
- Where would you learn how to act masculine or feminine?
- Would there be advantages to being the other gender? Explain.
- Would there be disadvantages to being the other gender? Explain.
- Students write, in a journal entry, how their lives might be different if they were born the opposite gender.

[CCWR: 3.2/4.6/4.7]

B. THINKING POSITIVE

Divide the class into same-gender groups. Each group brainstorms a list of words describing the opposite gender. Next, divide the class into mixed-gender groups to share their lists and compare them.

Groups identify words appearing on both the male and female lists. Students answer: "Why did some traits or characteristics appear on both lists? Do any of the listed traits stereotype the gender? Why?" **[CCWR: 4.6]**

C. SEXUALITY SELLS

Students locate magazine and newspaper ads that use sexuality to sell a product. Select a few ads that clearly use a sexual message to sell a totally unrelated product (e.g., jeans, beer). Each student presents an ad and explains what effect the message may have on teens and younger children. Students discuss what effect the ads have on decisions to purchase particular products.

Variation: Students write a letter to a company that uses sexuality to sell its products. The letter should encourage the company to stop using sexuality in its ads. Students brainstorm a rationale and supporting arguments for the letter. Display the letters and any responses.

Variation: Students select an ad that utilizes sexuality to sell a product. Students revise it to create a new ad for the same product without using sexuality as a marketing tool. Students prepare the new ad using computer graphics or drawings and display it. Provide students with specific criteria to rate each ad.
[CCWR: 1.12/2.8/3.12/3.15]

SEX AND THE MEDIA

Indicator 2.4-13: ***Analyze sexual messages, images, and stereotypes presented in the media and discuss their impact on sexual behavior.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. MIXED MESSAGES

Begin this activity by asking the following questions: "How many of you have younger brothers or sisters? Do they ask a lot of questions? Have they ever asked you a question you couldn't answer? Have they ever asked you an embarrassing question or asked a question in a not-so-private place?" After a brief discussion, explain that children are naturally curious. Provide the following example and involve students in solving the problem:

- You are baby-sitting for your little brother or sister and a "sexy" TV show comes on. What do you do? Turn it off? Watch it anyway? Distract the kid?

Discuss the situation and then divide the class into small groups to process additional situations similar to the ones listed below. Each group presents its analysis and a solution.

SAMPLE SITUATIONS: MIXED MESSAGES

- You are shopping in a drugstore. Your little brother drags you to the condom display and starts asking questions in a really loud voice.
- Your little sister empties her Halloween treat bag and an unused condom is among the candy bars. Your sister opens it and asks what it is.
- Your cousin wants to know why people like to kiss each other. He thinks it's disgusting!
- Your little brother's friend wants to know if he can watch an R-rated movie at your house because his parents won't let him see sex on TV.
- You baby-sit for a child that constantly uses inappropriate language.
- Your little sister wants you to explain why there are underwear ads on TV.
- Your little brother wants to know what "feminine hygiene" is.
- Your friend tells a "dirty" joke. You laugh but your mom hears the joke and wants to talk about "it" later.

Variation: Groups develop role-plays for the above situations and present them to the class. **[CCWR: 3.1/3.15]**

B. MOVE IT AND SELL IT

Each student interviews three people—a parent, a grandparent, and a teenager—about messages presented in the media. Students discuss the interviews and compare responses. Interview questions to consider:

- What is your opinion about how the media uses sexuality to sell products?
- Which ads particularly target teens? older adults?
- What suggestions do you have to alleviate this problem?
- Would you (or do you) buy a product that is advertised using sexual messages? Why?

[CCWR: 1.12/3.13]

C. LOOKING AT ADS

Students collect magazine and newspaper ads (or record television or radio ads) focusing on messages about abstinence and contraceptive use. Students share the ads and discuss the following questions:

- What is the message?
- Who is the target audience?
- Is the information accurate? Why or why not?

[CCWR: 1.12/3.8]

D. MEDIA STEREOTYPES

Select a number of television shows or movies that perpetuate certain stereotypes (e.g., the dumb blonde; the gay hairdresser; the stupid, athletic male; a street-smart African American youth). Students watch excerpts from each show, identify the stereotype, and discuss the connection to the story (if there is a connection). Ask students: "What role does the character play in the story? Is the characterization critical to the film or just included for a certain effect?" Students write a brief essay about how stereotypes influence bias, discrimination, and intolerance, using examples from the films to support the arguments.

Variation: Students compare "politically correct" terms with traditional references. Brainstorm as many politically correct terms as possible and write them on the board. Students match the terms with an equivalent but no longer acceptable term (e.g., "handicapped" vs. "physically challenged," "short" vs. "vertically challenged," "congressman" vs. "congressperson"). Does politically correct language open doors? Does such language contribute to confusion about roles and stereotypes? Why do people think these terms are necessary?
[CCWR: 3.7/4.6]

PERSONALITY DEVELOPMENT

Indicator 2.4-14: ***Discuss theoretical models of human personality development.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Students need to understand the major theories of personality development. The following activity may be most effective for students who have completed an elective course in human behavior or psychology. Advanced students may choose this activity as part of an independent study or enrichment program.

A. THE CORNERS OF YOUR MIND

Review several theories of personality development (e.g., psychoanalysis, humanistic psychology, behaviorism, cognitive psychology). Designate one section of the room for each model. Each student decides which model of personality development best explains his/her own personality development and stands in the area that represents that theory. Students in each section share why they chose the theory.
[CCWR: 3.10/3.12]

B. WHAT IS "NORMAL"?

What is *normal?* Many teens ask that question. This activity gives students an opportunity to look at the wide spectrum of normal and realize that the definition of normal is relative to the time in history and culture. Ask students to write on a piece of paper the name of a person in history whom they admire. Then ask: "Was the person generally considered normal by most people during his or her

lifetime? Would the character be considered normal today?" Students justify their position and definition of normal.

Variation: Divide the class into small groups and assign each group a situation similar to the ones below. Groups present their situations and ideas for input from the class. Based on the discussion, students define ***normal*** and discuss ***healthy*** as a possible alternative term. Use the following questions to frame the group discussion:

- What would you do in the situation?
- What would you consider a normal reaction in the situation? Why?
- Can something be considered normal in one situation and not-so-normal in another?
- Who defines normal? Do different groups have different perceptions of normal? Why?
- Who defines healthy? Can someone be healthy and normal? Are the terms mutually exclusive or do they include some of the same characteristics?

SAMPLE SITUATIONS

- Your girlfriend or boyfriend has been sexually involved with someone else while dating you.
- Your doctor tells you you are HIV positive.
- As you are about to graduate from high school, you learn that family finances will make it impossible for you to attend college.
- You find yourself the victim of flagrant prejudice because of your race, ethnic background, or religion.
- You are deliberately misled by someone you consider a good friend.
- As a young woman, you are discouraged from going to college by your parents on the grounds that "a nice girl should stay home and get married."
- You are a member of the basketball team and your English teacher keeps making disparaging remarks about "jocks." This teacher has been known to be very subjective when grading essays and writing assignments.
- You are paralyzed from the neck down after a car accident.
- You return home to find your house burned to the ground.

[CCWR: 3.2/3.13]

C. COMING OF AGE

Students research "coming of age" in different cultures and countries and research the following question: "What factors contribute to the development of adolescence and adulthood in the United States that are different from those in other countries?" Students present their findings to the class.

Variation: Students compare and contrast their own personal development with that of a student from another culture or country. Each student develops a chart or graphic to present his/her findings to the class.

[CCWR: 2.6/2.8/3.5]

D. WHO AM I?

Each student creates an anonymous collage describing his/her attributes and interests. Display the collages around the room. Classmates try to identify the person based on the collage. Discuss the following: "How many students have similar interests? What does clothing say about who we are? What are "first impressions"? How do they color our contacts with new people?"
[CCWR: 1.3/4.6]

Teacher Tip: More recent versions of Gardner's theories include an additional intelligence. Use the most recent research when developing this activity.

E. TYPES OF INTELLIGENCE

Divide the class into seven groups, and assign each group one of the seven types of intelligence as described by Howard Gardner. Each group develops a presentation describing one type of intelligence and provides examples of it (e.g., students assigned bodily-kinesthetic intelligence might perform a dance). Students discuss how individuals may develop the intelligences and the impact of this theory on education and learning.

Variation: List the seven categories on the board and brainstorm associated activities. Students answer the following questions:

- What type of intelligence do you have the most of?
- What type of intelligence do you think you have the most of?
- If you were to ask your parents what type of intelligence you have the most of, what would they say?
- Is there a difference in the two answers? If so, why?
- What determines the amount of intelligence you possess for each of the different types of intelligence?
- What can you do to enhance each of the seven types of intelligence?

Variation: Make one large sign for each of the seven categories and place them around the room. Students decide which type of intelligence they think is their primary one, then their next two strengths. Students move to the sign that represents their first type of intelligence. Pose the following questions as students move to their second and third selections: "Are the same people in your group? Has anyone stayed together for all three changes? Were you surprised at some of the people in your group? Why?" Reconvene the class and discuss how the various types balance one another.

Variation: Students design a company that employs only seven people, one person for each of Gardner's seven intelligences. Students select a product or service for the company and write a job description for each employee, focusing on the best job for his/her talents.
[CCWR: 2.6/3.5/3.15]

Teacher Tip: People say there is a lot of pressure to have sex or use drugs. However, it is often difficult for people to pinpoint a time when the actual peer pressure took place. Peer pressure can occur in subtle and insidious ways and may be magnified by the way an individual internalizes actions observed or conversations overheard. Students need to recognize that "peer pressure" often becomes "self-pressure." When students become more aware of their beliefs and automatic thoughts, they begin to have more control over their personality and behavior.

F. TALKING TO YOURSELF IS HEALTHY

Write the words ***internal dialogue*** on the board and brainstorm definitions. Explain that when problems occur, people often talk to themselves about what happened, why it happened, and what might be done about it. Explain that while these thoughts often go unnoticed, they have a profound effect on how people feel and act. Stress the connection between what students think and how they feel. Provide a sample monologue similar to the ones below to illustrate the point.

SAMPLE MONOLOGUES

Monologue #1
Sam is looking in the mirror at his new haircut. He is thinking to himself:
"Man, like I can't believe that haircut I just got. The barber practically scalped me! I'm almost bald! How can I go to school like this? Everyone is going to laugh at me and it's going to take months for my hair to look good again."

Monologue #2
Susan is sitting on the bench during physical education class. She is thinking to herself:
"I can't believe that Julie didn't pick me to be on her team today. I always pick her first. She picked Annie and she doesn't even like her. I'm supposed to be her best friend and she just left me sitting here looking like a fool."

Monologue #3
Greg is sitting in his room, thinking to himself:
"Why didn't John invite me to his party? He's in two of my classes and we always hang out together at school. He must not like me because all my other friends got invited. Now everyone is talking about the party, and I'm going to have to tell them I wasn't invited. This is so embarrassing! Everyone will think I'm a loser! They're probably right."

Monologue #4
Shanelle is riding the bus home from school. She is thinking to herself:
"I can't believe someone stole my jacket at lunch today. What am I going to tell Mom? She's going to kill me! That jacket was so expensive, and I begged her to buy it for me. I told her I would take such good care of it. Now it's gone. She's never going to trust me again. She'll probably stop buying me nice things. I'm so stupid!"

Next, students develop their own examples of internal dialogue. Divide the class into pairs to share their examples.
[CCWR: 3.2/3.10/4.3/4.7]

Teacher Tip: Before introducing a lesson on feelings, thoughts, and behavior, develop a shared vocabulary and an "emotional scale" that students can use to assist in communicating about emotions and the intensity of those emotions.

G. FEELINGS, THOUGHTS AND EMOTIONS

Begin the class with an out-of-character statement addressing the class. For example, you might chastise the class ("I am sick and tired of your lousy efforts. If you cannot do better on the next test I will insist that you withdraw from class.") or offer gratuitous praise ("Your class is the best part of my day. You're the best students in the school"). Some students will realize immediately that this is a put-on while others may become bewildered or even angry. Ask students to record on a piece of paper how your diatribe made them feel and the intensity of their feelings, rated on a scale of 1 to 10 (1 = mild, 10 = intense). Discuss the responses and record on the board. Note the variety of emotions and intensity levels. Ask students: "Have you ever been in a situation where you noticed that other people had very different feelings from yours? What do you think was going on? Why do you think you felt differently?" Stress that many people think that feelings come directly from the occurrence (the yelling teacher), but it is really the individual's beliefs or thoughts that impact your emotions and behavior.

Variation: Create scenarios where the character or characters experience the same situation but respond with different emotions. In small groups, students describe the situation and the emotions that the characters experience and the internal dialogue that occurs. Groups share their ideas about the situations.

Variation: Tell the class to close their eyes and imagine that you are the coach and you're yelling at them. Say something like this: "I'm sick of telling you to knock it off! Every day it's the same thing. You come here and mess around. It's clear that you're not taking this seriously! Well, we are here to win and if you are going to continue to drag us down, then I want you off the team!" Students open their eyes and discuss how they felt when the coach "brought them down." Students write on a piece of paper the emotion felt and the intensity of that emotion. Encourage students to report both the type of feeling (e.g., sadness, embarrassment, fear) and the intensity (1 to 10, with 10 representing the most intense). Record some of the different feelings on the board, and draw attention to the fact that not all students felt the same way about the situation. Acknowledge the variations and ask what distinguishes those who felt one way from the others. If anyone makes the point that our thoughts or interpretations affect our feelings, emphasize this point.
[CCWR: 3.10/3.13/4.4/4.7]

Teacher Tip: Instruction is most effective when it is directly related to the day-to-day experiences of students. The following activity uses anonymous problems submitted by students. Teachers should request problems from the students, in advance, and then take a day or two to screen, review, and organize the problems before presentation.

H. PROBLEM POOL

Begin this session by brainstorming a list of common teenage problems (e.g., fighting with siblings, being blamed for something you did not do, not being allowed to use the car). Ask each student to

write on an index card at least one problem, major or minor, he/she has experienced in the last two or three weeks. Distribute the anonymous problem cards to the class. Using the problem on the card, each student writes the inner dialogue for the person and responds to the following questions: "What emotions did the person feel? How intense were they? What other feelings might have occurred?" Students share the inner dialogues and discuss with classmates.
[CCWR: 3.13]

I. MAKING THE BEST OF IT

Write the following Chinese proverb on the board: *You cannot prevent the birds of sorrow from flying over your head, but you can prevent them from building a nest in your hair.* Ask students what they think this proverb means. After discussion, divide the class into two even groups. One group is known as the "OK's" and the other is known as the "Miserables." Provide each group with a number of situations (see samples below) to discuss and analyze according to their philosophy of life.

SAMPLE SITUATIONS

- The boss is sarcastic at coffee break.
- You applied for a job advancement but the company restructured the department to save money and your job was eliminated.
- Your boyfriend or girlfriend does not call you back.
- You failed a test.
- You wrecked your new car when you were driving recklessly.
- You were up for an award but your best friend got it instead.

The OKs believe that even if something bad happens, it is still possible to have an OK day while the Miserables believe that every little thing causes them to have a rotten day. The OKs and the Miserables alternate presenting their perspectives on the situations. As the groups make their presentations, focus the discussion on the following: "Where do negative thoughts come from? Are they presented on television? in movies or music? from friends, family, or coworkers? Are negative thoughts a problem? Why?"

Variation: Students write an essay discussing the meaning of the Chinese proverb.

Variation: Students write a new proverb or saying about positive thinking and explain its meaning in everyday life.
[CCWR: 1.1/3.2/3.9/3.12]

Teacher Tip: Many behavior change models focus on the individual's motivation to change existing unhealthy practices and initiate healthy behaviors. Having an understanding of motivational theory will assist students to recognize what motivates them to participate in safe and healthy activities.

J. YOU'RE THE EXPERT IN MOTIVATION

Ask students: "What motivates individuals to work harder or try something new?" Divide the class into small groups, and assign each group one of the following case studies. Allow plenty of time for groups to review and discuss their case.

Groups present their situation through role-play, a creative story, or character interviews and classmates discuss each presentation. Students complete the activity by writing "Ten Tips to Motivate Me."

SAMPLE CASE STUDIES: MO TIVATION

Case 1: Sally comes to work late every morning. Because other office staff depend on her to assign their work, her lateness holds up the functioning of several people. Sally received a raise just six months ago. She has been a good worker for three years in the office. You are Sally's supervisor and you want her to arrive on time. What do you say to her to motivate her to return to her previous work habits?

Case 2: Harry is a salesclerk in the sports department of the store where you are a personnel counselor. You received a complaint from the billing office that Harry's charge slips have been incorrect, causing losses for the store. Harry was accused by a customer of not paying any attention when asked questions about bicycles. In fact, the head of the sports department took over when Harry simply disappeared from the floor and ignored the customer. You are talking to Harry about his performance and hope to retain him, because he's been a very productive employee for six years.

Case 3: You are a news editor on a daily afternoon paper with six reporters assigned to you. They range from retirement age to a very new graduate of journalism school. All six are bright and quick to locate news sources and to write their material when given assignments. In the past few weeks, however, the oldest member of your staff has failed to find time to cover assignments and has not produced even reasonably good stories on his own. He is near retirement but would like to continue to free-lance for other publications after he retires in 18 months. In the meantime, he has been most valuable to you and has been helpful in training new people. The new reporter, a bright young woman named Jill, has also suddenly become uninterested in following up assignments and has turned in very sloppy copy. Although she fit in very well when she started with the paper just over a year ago, her production has decreased so much that you are left with only four of your six regular reporters to handle all the work. Are these problems related? What happened to their drive and interest? What approaches do you make to motivate their renewed efforts?

Variation: Divide the class into small groups and assign each group all three scenarios. As groups present their ideas, focus on the following questions: "Did the groups arrive at the same solution or recommendation? What are some different ways to motivate people? Do different circumstances require different treatment?"

Variation: Invite a personnel director or a counselor to view the presentations and offer comment on the proposed solutions. The speaker can address legal issues that might impede certain approaches suggested by the students.

Variation: As students discuss these cases and recommendations, have them consider whether their ideas were based on preconceived ideas or stereotypes of how workers ought to be treated and what people are really like in the jobs described. Ask students to respond to the following questions: "Lacking more specific data, for example, do you fall back on a stereotypical picture of the aging reporter as perhaps drinking too much, or the young woman reporter as being put down by her colleagues? Do you sometimes make motivational decisions in real life as much on the basis of stereotypes as on the basis of obtainable data? Do you tend to put people into typical roles and thus treat a person as a role and not as an individual?" Allow sufficient time for discussion and debate of these issues.

[CCWR: 1.2/3.1/3.3/3.13/4.6]

K. WISDOM THROUGH THE AGES

This activity focuses on the connection between thoughts and emotions using the words of many great writers and philosophers. Show a quotation (see samples below) on an overhead transparency or read the statement to the class. Volunteers restate the quotation in their own words and explain it.

WISDOM THROUGH THE AGES

Plato	*When the mind is thinking, it is talking to itself.*
Shakespeare (Hamlet)	*There's nothing either good or bad but thinking makes it so.*
Epictetus	*People are disturbed not by things, but by the view they take of them.*
Bible	*As a man thinketh so is he.*
Ralph Waldo Emerson	*Man becomes what he thinks about all day long.*
William James	*Beliefs create the actual fact. The greatest discovery of my life was that human beings could alter their lives by altering their attitudes of mind.*
Buddha	*All that we are is the result of what we have thought.*
Carl Jung	*It all depends on how we look at things, and not how they are in themselves.*
Thoreau	*Public opinion is a weak tyrant compared with our own private opinion. What a man thinks of himself, that is which determines his fate.*
Charles Dickens	*Reflect upon your present blessings of which every man has many not on your past misfortunes, of which all men have some.*
Benjamin Franklin	*While we may not be able to control all that happens to us, we can control what happens inside us.*
Cicero	*Men decide many more problems by hate, love, lust, rage, sorrow, joy, hope, fear, illusion, or some similar emotion, then by reason (veritate) or authority or any legal standards, or legal precedents, or law.*

[CCWR: 3.3/3.10]

HUMAN DEVELOPMENT

Indicator 2.4-15: ***Describe the physical, emotional, and social changes that occur at each stage of human development, and the role of human sexuality throughout the life cycle.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: As an individual develops emotionally, socially, and sexually, the terms *sex* and *sexuality* take on different meanings. The purpose of the next activity is to define sex and sexuality and to encourage participants to incorporate a broad definition of sexuality. Sexuality includes all our attitudes, beliefs, and behaviors related to being male or female.

A. SEX AND SEXUALITY

Write ***sex*** and ***sexuality*** on the blackboard and brainstorm possible meanings. Having a clear understanding of the distinction will help students cope with sexual pressures and assist them to make healthy sexual choices. Explain that four aspects of one's personality influence one's sexuality. Students brainstorm to create a web or chart to relate the four dimensions of sexuality (***biological, psychological, cultural,*** and ***ethical***). After students have an understanding of these dimensions, divide the class into eight groups and assign each group a life stage: ages birth to 3; 4 to 8; 9 to 11; 12 to 18; 19 to 30; 31 to 45; 45 to 64; and 65 plus. Using the four dimensions, each group describes the role of sexuality during the assigned age span. Groups develop a chart or other visual aid and present their findings to the class.

Variation: On newsprint or handouts, list words that describe the reproductive organs. Small groups draw diagrams of male and female reproductive organs using the words and compare the anatomy and functioning of the organs prepuberty, after puberty, at menopause/middle age, and late in life.

Variation: Students research the role of hormones (e.g., estrogen, progesterone, testosterone). Next, divide the class into three groups to create a chart or visual aid on the effects of these hormones on human growth and development, sexual identity, and sexual desire.

[CCWR: 3.2/3.8/3.12]

Teacher Tip: Individuals may have different perceptions as to what constitutes "sex." For some individuals, sex refers only to heterosexual, vaginal intercourse. Be sure you and your students are speaking the same language when you discuss sex.

B. SEXUALITY THROUGH THE LIFE SPAN

This activity requires teens to look at how sexuality develops and changes throughout the life span. Ask students what comes to mind when someone says the word "sex." Relate the responses to the idea that in today's society, sex usually refers to sexual intercourse. Explain that people are bombarded by messages of a sexual nature. Young people may internalize these messages from the envi-

ronment and feel pressured to experience sexual intercourse as an affirmation of their sexuality. Tell students they can broaden their understanding of sexuality by examining ways humans express their sexuality throughout the life span. Divide the class into three groups to address one of the following questions:

- What questions do young children ask about sex?
- What play activities do young children create to find out about their sexuality?
- Can you remember anything you were curious about regarding sexuality when you were a child? What was it? How old were you?

Distribute to each student a handout that outlines the stages of sexuality. Each student considers the following questions as he/she studies the handout:

- What stage are you in? How does sexuality in the stage you are in compare with sexuality in other stages of the life span?
- How is sexuality in childhood similar to sexuality in old age? How is it different?
- What could parents do when raising children that would help the children develop positive attitudes about sexuality?
- What aspects of human sexuality might be the same or different if a person were gay, lesbian, bisexual, or transgender?

After sufficient discussion, students develop a journal entry discussing the following statement: *Sex is more than intercourse.*

[CCWR: 3.8/3.9/4.6]

C. HUMAN DEVELOPMENT THROUGHOUT THE LIFE CYCLE

Draw a line on newsprint or the blackboard similar to the one below.



Prompt students to think about how a human being progresses through the life span. Ask students: "What does it take to become a healthy, sexually-functioning adult; that is, someone who is capable of enjoying a mature sexual relationship and of making responsible decisions about sexual behavior? How can an individual maintain that life style into later adulthood? What must take place from infancy to adolescence?" Brainstorm the major developmental tasks (listed below). Individuals must:

- Possess a basic identity as a male or female.
- Learn how to act like a male or female—however one's culture defines these behaviors.
- Develop a sexual attraction.
- Develop a willingness to share oneself with another person in a loving, intimate relationship.
- Acquire some basic information about how to give and receive sexual pleasure and how to conceive and not conceive.

How does a child, an adolescent, or an adult accomplish these tasks? Lead the discussion to the following key points:

- By watching how adults behave
- By responding to inner urges for genital pleasure (leads to sexual responsiveness)
- By exploring and experimenting with others of a similar age
- By observing the media

Variation: Focus the discussion on the developmental tasks of adolescence. Ask students: "What must happen from adolescence to adulthood?" Explain that adolescence is probably one of the most difficult stages for both parents and children. Ask: "What issues do children grapple with as they begin the transition from childhood to adulthood?" Research identifies certain developmental tasks, things that must happen along the way in order for growth to occur. List the following words on the board:

Independence **Identity** **Intimacy** **Integrity** **Intellect**

Divide the class into five groups to research one developmental task. Each group develops a graphic organizer, chart, or frequently asked question (FAQ) sheet that describes the developmental task. Groups present their materials as they engage the class in a discussion of the various developmental tasks.

Variation: Students interview individuals from at least three different life stages. The interview focuses on the person's likes and dislikes, self-image, goals, and aspirations. Students develop the interviews into a booklet, accompanied by a collage, pictures, or a video of the individual. Students share the booklets and discuss the individual's responses to the interview questions. Students discuss the following: "Are the responses predictable by age or gender? What factors may have influenced the responses? Were you surprised at any of the answers?"

Variation: Students research the development of gender identity and how the awareness of one's sexual orientation develops during adolescence. As part of the research, students list potential adolescent concerns about gender development and identify support groups and community resources to help address the concerns.

[CCWR: 3.1/3.2/3.12/4.2]

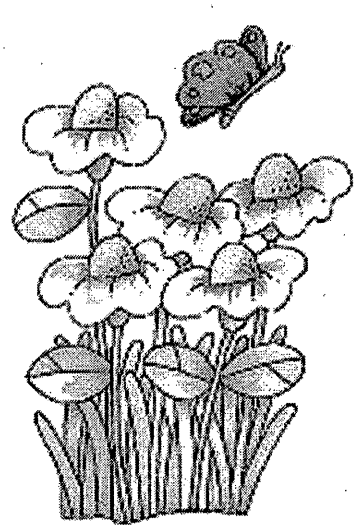
D. MYTH OR FACT

Create a list of myths and facts about sexuality (see sample list that follows). Post a large "MYTH" sign on one side of the room and a large "FACT" sign on the other side of the room. As you read a statement, students move to the side of the room they feel best represents the statement. After each move, allow time for discussion. Permit students to move if another student offers a convincing argument.

MYTH or FACT: SEXUALITY

- Old people don't have sexual intercourse.
- Most teens are sexually active.
- Males need to have sexual intercourse more than females.
- You can't get pregnant the first time you have intercourse.
- You can choose your sexual orientation.
- Having sexual intercourse will make a relationship stronger.
- Teens who are virgins are probably gay or lesbian.
- There are medications available that enable a man to have an erection at age 80 or beyond.
- Humans are sexual beings from birth.
- Women don't enjoy sexual activity.

[CCWR: 3.10/4.4/4.5]



RELATIONSHIPS

Indicator 2.4-16: ***Describe how personal relationships evolve over time, focusing on changes in friendships, family, dating relationships, and marriage.***

SAMPLE LEARNING ACTIVITIES: 9-12

A. IS THIS REALLY LOVE?

For this activity, create three signs ("AGREE", "DISAGREE", and "NOT SURE") and post in corners of the room. Write on the board, "If you're in love, you..." and brainstorm endings to the statement. Divide the class into small groups. Give each group five minutes to develop a definition of love. Students share the definitions and then list the different kinds of***lo ve*** (e.g., love of parents, brothers, and sisters; love of friends; love of a pet). Read a statement about "being in love." For each statement, students move to the corner of the room that reflects their thinking about the statement. Students justify their answers and then read the next statement. (If students always play it safe by saying they are not sure, remove that sign and require all students to commit.) Conclude the session with students writing a brief definition of love. Students should state if they agree or disagree with their group's original definition.

SAMPLE STATEMENTS: BEING IN LOVE

- Jealousy is a sign that someone really loves you or you really love that person.
- A person can fall in love many times.
- A person can prove they are in love by having sexual intercourse.
- The best lover is some one who is also a good friend.

Variation: Divide the class into small groups and assign each group a common phrase or line of poetry related to love. Each group explains what the saying means, decides whether they agree with it, and then creates a new phrase that describes its definition of love. Groups share their ideas. Sayings might include:

- *Love means never having to say you're sorry.*
- *Love conquers all.*
- *Absence makes the heart grow fonder.*
- *Love is all you need.*

[CCWR: 3.2/3.10/3.12]

B. IS THIS A HEALTHY RELATIONSHIP?

Create two signs, one stating "A Relationship That's Good for You" and one stating "A Relationship That's Bad for You." Hang the signs side-by-side to form two columns. Explain that many teens and adults have trouble deciding whether or not a relationship is good for them. In this activity, students identify the qualities of healthy and unhealthy relationships. Divide the class into groups of

three or four. Give each group three or four cards with statements about relationships on them (see samples below).

SAMPLE STATEMENTS: IS THIS A HEALTHY RELATIONSHIP?

- Sex is the most important thing.
- You can be yourself. You don't have to pretend to be someone you're not.
- You feel energized being with the person.
- You feel worn out and tired being with the person.
- One person usually decides what to do and where to go.
- You have fun being with the person.
- You are constantly fighting and making up.
- You don't spend time with your other friends anymore.
- You're embarrassed or uncomfortable being with the person in a group.
- Your partner accepts you the way you are.
- You feel closer and closer to the person as time goes on.
- You neglect your studies or work.
- You spend time by yourself without the person.
- You like being seen with the person.
- You feel like you can go at your own pace sexually.
- You're not afraid to talk about what's bothering you.
- You keep the relationship only because it's better than being alone.
- You're afraid to bring up the subject of contraception or HIV status.
- He/She is the only person you will ever truly love.
- If this person leaves you, you will never be happy again.

The group discusses each card and decides if the information provided describes a healthy or unhealthy relationship. Students tape each card under the corresponding healthy or unhealthy relationship sign. Review the placement of the cards in each column and discuss, focusing on the following questions: "Are there cards that should be moved to the other column? Which ones and why? Were there characteristics you weren't sure were healthy or unhealthy? How do people feel when they are in a healthy relationship? in an unhealthy relationship? Looking at the lists, are most teens you know in healthy or unhealthy relationships?" After discussion, students develop a comparison-contrast map on healthy/unhealthy relationships and develop two strategies to support a healthy relationship.
[CCWR: 3.2/3.8/3.12]

Teacher Tip: The following activity is an example of a fishbowl discussion technique. For large classes, divide into smaller groups and conduct multiple fishbowl sessions.

C. GENDER ROLES AND FRIENDSHIP (MALES)

Develop an essay that emphasizes the following points about gender roles and behaviors. After students have read your essay, conduct a fishbowl exercise to discuss the critical elements.

IMPORTANT ESSAY POINTS

Are male-to-male friendships different than those between females?

- Beginning in early childhood, females are allowed to be open and expressive. Females don't find it difficult to relate to one another in an intimate way.
- Most adult males have very few, if any, really close friends—at least not the kind with whom they can share their innermost feelings, fears, and hopes.
- Most men appear to be uncomfortable revealing intimate feelings or thoughts to other men. They've had little practice in the art of intimacy and few role models to show them how.
- Many fathers stop touching their sons at an early age for fear of making them too "feminine." The only physical contact between father and son from that point on may be shaking hands. The message is strong—only girls show affection or openly express their emotions. IT'S NOT MASCULINE BEHAVIOR.
- When a typical high school girl doesn't get a date for the prom, she has been conditioned to express her emotions and discuss her feelings with friends.
- When a male student is rejected for a prom date, he'll probably downgrade the prom and shrug the whole business off with an "I didn't ask anybody this year. Who wants to spend hundreds of bucks on an idiotic dance?"
- The only outlet for anguish or unhappiness allowed in the male adolescent's world is for him to kick a few garbage cans on the way home from school, slam the door of his locker, or get drunk.
- Even in business, men find it difficult to form real friendships due to competition and pressure to get ahead. Being a friend means letting your guard down, and many men feel that expressing fear or self-doubt might give their opponent an edge.

Have the male students sit in a circle with the female students sitting behind them, chairs back to back. Instruct the female students to remain silent and listen. Direct the following questions to the male students: "We're talking about male friendships. Do you agree with the points presented in the essay? Do you have close friends or just buddies? Is there a difference? Why do you think these differences occur?" After discussion, female students may ask questions if the males permit them to do so. Summarize the ideas presented.

Variation: Gender Roles and Friendship (Females)

Reverse the above activity. Have the females sit in a circle with the males sitting behind them. The female students discuss the meaning of friendship and the role of a best friend, using the essay as a trigger. As before, if the majority of the females agree, the males may ask questions.

Variation: Each student develops a social map—a diagram of past, present, and future friendships. As part of the activity, students outline what activities are/were/will be part of the friendship.

Variation: Students interview adults at various life stages about personal relationships and friendships. Using this information, students project how their own relationships and friendships may change throughout their lifetime.
[CCWR: 3.2/3.3/3.13]

D. MUSIC MESSAGES OF LOVE THROUGH THE AGES

Record segments of about 20 popular "love" songs from the 1920s until today. The greater the variety of music (e.g., rock and roll, disco, jazz, country, rhythm and blues) the better. Play the tunes and ask students to identify the themes about love. Pose the following questions: "Have the messages changed? How are they alike or different? What factors contributed to the popularity of the song during its era? If the lyrics remained intact but the style was changed, would the song be popular today?" Discuss the impact of music messages on society's images of love (e.g., commercials, soap operas, movie themes).

Variation: Using song or video titles, students write a story about a developing romance and share their stories in small groups.

Variation: Using a simple melody, small groups of students collaborate to write the lyrics of a love song and perform it for the class. Musically talented students can write original lyrics and melody.

Variation: In small groups, students analyze the lyrics of a love song and share the analysis with the class.
[CCWR: 3.15]

E. LOVE IS...

Divide the class into small groups. Give each group a sheet of poster paper with the words "Love is..." written at the top. Within a given time limit, each group writes as many endings to the phrase as they can. Students analyze the lists for the types of feelings reflected. Students indicate references to accomplishments, emotional gestures, possession, relationships with people or animals, and positive or negative aspects. Students comment on how their definitions of love might differ from their parents and grandparents.
[CCWR: 4.2/4.9]

F. LOOKING AT LOVE

Each student writes an original definition of love. Ask each student to read his or her definition. List common elements, contradictions, and other significant elements of the various definitions. After discussion, students combine the various elements to create a composite definition of love. Next, students list the kinds and levels of love and how aspects might change during a person's lifetime. The list may include, but not be limited to, the following:

- Mother-son
- Mother-daughter
- Fascination
- Female-female
- Marriage-based
- Father-daughter
- Sexual partners
- Siblings
- Male-female
- Lover-loved
- Puppy love
- Family-oriented
- Father-son
- Male-male
- Romantic love
- Partnerships

Variation: Assign students to read a "romance" novel from a list of teacher-selected titles. In a written book review, students comment on the role of males and females in the story, the characters' perceptions of love, and whether the story was realistic. Students share their perceptions and compare the views of male and female readers.

Variation: Students use the novel to develop a one-act play that features the "romantic" characters in the book. Students present the plays and discuss the portrayal of love in the novel.
[CCWR: 3.8]

Teacher Tip: The following activity explores controlling behaviors that are frequently part of unhealthy relationships. The activity may lead to a discussion of dating violence. It requires careful preparation by the teacher and is best suited for use with older, mature students.

G. ROPE EXERCISE

For this activity, you need a long piece of rope. Select two volunteers to participate in this exercise. One student takes a relatively long piece of rope and ties the other student so movement is restricted. Enough rope should be kept in hand so the untied student can lead his/her partner around. The partners role-play individuals involved in a relationship, beginning with the unrestricted partner directing comments (such as those below) to the restricted partner.

- I know that love needs to be freely given.
- I don't own you. You can do anything you want.
- I'm glad you have your own friends.
- You don't have to ask my permission to go out.
- Of course I trust you.
- Of course I'm not jealous.
- I'm glad you have your own interests.

During this time, ask the student restricted by the rope the following questions:

- Do you feel close to your partner? Why or why not?
- Do you believe what your partner is saying? Why or why not?
- What do you want to do right now, even though you are tied up?
- Do you really want to be with your partner?

Remove the rope and repeat the statements and responses. Ask students: "What does the rope symbolize? Can a relationship "tie you up"? Why do people stay in an unhealthy, controlling relationship?" Brainstorm feelings the exercise evoked and write on the board. Pose the following question for a journal writing activity: "How can you avoid jealous feelings and develop a healthy relationship?"

Variation: Following the rope activity, students discuss strategies to deal with jealousy. Divide the class into small groups and provide each group with a situation involving a jealous, controlling, unhealthy relationship. Each group presents the situation and suggested strategies via role-play.
[CCWR: 3.1/3.9/3.13/4.6]

H. DATING: A THING OF THE PAST?

Students interview two individuals between the ages of 45 and 55 who are currently married or have been married. Students obtain as precise and specific answers as possible to the questions below and develop a written account of the interview, reporting the answers to the questions and summarizing the information obtained.

DATING INTERVIEW

1. How did you meet the person you eventually married?
2. At what age did you meet?
3. Who typically initiated dates? Who paid?
4. How did you prepare for your dates? Were the preparations extensive or minimal? Did you go dressed up or go casual? If casual, as casual as today?
5. Were you chaperoned in any way? If yes, who served as chaperone?
6. How important were automobiles to your dating?
7. What did you do on dates? Did you do things alone or with other couples?
8. What was your engagement like? Was it formally announced in the newspapers? Was a party given to celebrate the engagement?
9. Did the groom ask the bride's father for permission to marry? Were both sets of parents informed before the wedding?
10. How long did you date before you were married? At what ages were you married?
11. What was the wedding like? Was there a civil or a religious ceremony? Was there a reception afterwards? If so, how elaborate was it? How many guests came and what sorts of food and beverages were served? What special traditions were observed?
12. Did you go on a honeymoon? If so, where and for how long?

Variation: Students research marriage rules, customs, and traditions in a variety of cultures and religions and compare the information, looking for advantages and disadvantages. Discuss what might happen when immigrant families assimilate. Do children lose track of the marriage customs?

Variation: Students visit a multigenerational historical homestead and discuss the advantages and disadvantages of living in a multigenerational family. Why is this less common today?
[CCWR: 2.6/2.7/3.5/3.12/4.6/4.7]

Teacher Tip: Many disappointments and failures in a relationship are less the fault of personal inadequacies then the result of unexplored beliefs and expectations concerning the relationship. The better understood the beliefs and expectations are, the better the chance of having a happy and satisfying relationship because the individual will clearly know what qualities he/she wants in a partner.

I. PARTNERS IN LIFE

Write the following quotes on the board and ask volunteers to explain each.

> *Men are April when they woo, December when they wed. Maids are May when they are maids, but the sky changes when they are wives.*
>
> Shakespeare, *As You Like It*

> *As a general thing, people marry most happily with their own kind. The trouble lies in the fact that people usually marry at an age when they do not really know what their own kind is.*
>
> Robert Davies

After discussing the statements, students develop an essay on one of the seven things to think about when contemplating commitment such as marriage or lifetime partnership.

The essay must provide a rationale for discussion and include a response to the following questions:

- If there is a conflict in expectations with your partner, how would you deal with that conflict? Give examples.
- In what circumstances or situations would you refuse to compromise your expectations in this area? Give examples and explain why.
- What influences helped to determine your expectations and beliefs—your parents, other relatives, culture, religion, and/or other significant influences in your life?

THINGS TO THINK ABOUT WHEN CONTEMPLATING COMMITMENT

Division of labor	Outside employment; household chores
Family planning and child rearing	Timing of births; number of children; care and feeding; values; religion; discipline; unconditional love; grandparents
Major personal adjustments	Balancing career and the relationship; relocation; work vs. stay-at-home; continuing education
Sexual expectations	Sexual desires; family planning; fidelity
Leisure time, recreation, and lifestyle	Couple vs. individual interests; friends; socialization; activities with and without children; vacations
Money and family budget	Budget; who handles the money; credit; purchasing decisions; saving for something special; individual vs. couple funds
Values	Religion; independence; honesty; fidelity; forgiveness

[CCWR: 2.8/3.3/3.9/3.13/4.6/4.7]

J. STEREOTYPICAL COMMUNICATION

Relationships are based on quality communication. Often the critical factor in quality communication is saying what you really mean. Provide students with several humorous statements attributed to a "stereotypical male." Students analyze the statements and discuss each. Ask students the following: "What are the underlying assumptions of the stereotypical statements? Do women make similar statements?" Students share examples of stereotypical female statements and discuss in similar fashion. Students respond to the following question in a journal entry: "In a meaningful relationship, how do you keep communication truthful and accurate?"
[CCWR: 3.3/3.9/3.12]

K. ARE YOU THINKING ABOUT MARRIAGE?

Have students read the following list of "Things to Think About Before you Marry."

THINGS TO THINK ABOUT BEFORE YOU MARRY

- Most marriages of individuals under age 21 end in divorce or separation.
- If you don't get along with one of your parents, don't marry someone who seems to be just like that parent.
- Marriage is not the time to get to know someone.
- If you spend all your time together disagreeing and arguing, things will not change once you're married.
- Be careful if you always need to be reassured of your partner's love.
- It's great to have loving in-laws but you're not marrying them (or their money, your mother-in-law's cooking, or the family's acceptance).
- If you often think "Maybe things will get better after we're married" or if your partner keeps promising "I'll straighten out after we're married," be careful. The troubling area may be careless use of money, sex with other people, or an alcohol/drug problem. Marriage usually makes such problems worse, not better, because once you're married your expectations are higher.
- If your partner thinks you are stupid, talks "down" to you, and doesn't include you in "intelligent" conversation, watch out.
- Don't expect your prospective partner to change habits you abhor (such as a violent temper or unclean grooming habits).
- Just because you are married, you shouldn't have to give up all your old friends.
- If your partner cannot tolerate time alone and resents the time that you wish to spend alone reading, pursuing a hobby, or meditating, think twice.
- The appeal of a centerfold or beefcake (e.g., a sex object or trophy) wears disturbingly thin if there are few things about the person that appeal to you.
- If there has been an experience of violent behavior between you and your partner, there's a possibility it could happen again. Some people (both men and women) may promise "I'll never hit you after we're married," but such vows are not usually kept.

- Be cautious if your partner considers his or her own welfare more than your own in most situations.
- Discuss living arrangements. If you are unable to agree on where you are going to live or under what circumstances you would move, think twice.
- If you are considering an ***intermarriage*** (a marriage to someone of another religious faith or race) and are unable to agree on how the children should be raised (or are unable to agree on whether or not to have children), seek counseling before entering into marriage.
- Couples often have tremendous conflicts because one spouse is comfortable with a modest, middle-class standard of living and the other insists on lavish furnishings, fancy vacations, and a steady ascent up the ladder of success. If you seem to be miles apart on your goals, dreams, and aspirations, think long and hard about your future together.

After reading the list, students answer (in writing) the following questions:

- Which of the ideas do you think are the most important?
- Which of the ideas do you disagree with?
- Have you experienced any of these situations in your life? Explain.
- Which of the ideas do you think people ignore most frequently?
- What would you add to the list?

[CCWR: 3.1/3.12]

L. PARTNERS FOR LIFE

Randomly pair students. For a specific period of time (at least two weeks) each pair plans life together as a "couple." Pairs confer and decide on careers and calculate income and expenses. Provide students with specific questions to answer regarding children, relationships with family and friends, major purchases, and hobbies. Students keep a diary of their "relationship" and later share it with classmates. Students conclude the activity by writing a brief reaction to the experience.
[CCWR: 3.6/3.7/3.13/4.1/4.2]

M. FROM COURTSHIP TO MARRIAGE

Create 8" x 11" cards, each with one of the steps that may lead from courtship to marriage. (Steps might include attraction, infatuation, getting to know the other person, disagreement, meeting friends/family, decision to have intercourse or not, dating, engagement, etc.) Enlist volunteers to take a card. Students holding a card line up in the correct order of events. (This will ensure lively debate because there is no correct order!) After students have come to some agreement, divide the class into pairs. Each pair role-plays a situation related to one of the events.

Variation: Discuss courtship within the context of various cultures and religions.
[CCWR: 3.2/3.9/3.13]

Teacher Tip: The following activity sets the stage for a discussion of the reasons why people date. It focuses on precautions to keep in mind when going on blind dates or dates with someone you don't know very well.

N. DATING GAME

Show the class excerpts from the original *Dating Game* television show. Following this, students role-play "dating game" scenarios. After selecting a date, students justify their choice, plan a date, role-play the date, and report back to class.

Variation: Students rate themselves as an ideal date. Provide students with a chart, similar to the one below. After students complete the chart, discuss the characteristics and the ratings. A score of 80 or above indicates an "ideal date."

SELF-EVALUATION: AM I AN IDEAL DATE?					
Characteristic	**Never (2)**	**Seldom (4)**	**Sometimes (6)**	**Frequently (8)**	**Always (10)**
Courteous					
Neat					
Honest					
Enthusiastic					
Thoughtful					
Punctual					
Good listener					
Respectful					
Friendly with date's family					
Shares thoughts and feelings					

[CCWR: 3.10/4.3]



O. CHOICES AND REASONS

This lesson is a carousel brainstorming activity that encourages students to examine how males and females view sexual intercourse. On sheets of newsprint write "Why Females Have Intercourse," "Why Males Have Intercourse," "Why Females Don't Have Intercourse," and "Why Males Don't Have Intercourse." Post the sheets in the four corners of the room, and divide the class into four groups. Each group reports to a corner and brainstorms as many items as they can for the heading. On signal, the groups move to the next corner and do the same. Students should not repeat a response already on the chart paper. After each group has addressed all four questions, reconvene the large group and share results. Compare the responses noted on the male and female charts. Discuss how the responses are the same and how they are different. Have students explain what contributes to the similarities and differences. Students complete the activity by completing a journal entry entitled "Factors to be Considered Before Choosing to Engage in Sexual Intercourse."

Variation: Use carousel brainstorming to examine a number of issues such as the use of contraception by males and females, responsibility for contraception, or reasons to be or become abstinent.

Variation: Ask students: "How does a relationship change when sexual intercourse enters the picture? Can a sexually intimate couple decide to abstain in order to examine other aspects of their relationship without sex getting in the way? Are there various levels of intimacy? If so, how do you know the right level for you in a relationship?" Divide students into small groups to discuss these issues. Create some mixed groups and some same gender groups. One representative from each group presents the ideas to the class. Students compare the groups' responses and discuss.
[CCWR: 3.2/3.3/3.13/4.6]

PARENTHOOD

Indicator 2.4-17: *Analyze the responsibilities, joys, demands, and challenges of parenthood.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Keep in mind that age alone does not endow one with good parenting skills. Many of these activities can be correlated with parenting classes conducted through your school, community center, or local hospital.

A. AM I PARENT MATERIAL?

Each student responds to a list of questions related enting. Assure students there are no right answers grades to be assigned. Advise students that for som tions a "yes" answer may have a positive connotatior enthood; however, for other questions the same resp may have a negative connotation. Listed below are sample questions to include as part of the checklist. After answering the questions, students complete a journal entry summarizing their ideas.



PARENTING CHECKLIST

- Is wanting a child enough? Do I regard children as separate, individual human beings? What would I want to teach my child?
- How much experience have I had with young people, and did I like it?
- Do I feel good about myself? How do I handle anger? Do I deal effectively with emotion? Do I feel comfortable about giving and receiving?
- Do I know how to express affection? Could I hug my teenager and could he/she hug me?
- Am I aiming for perfection? Do I want a child of mine to be a miniature version of me?
- What do I know about discipline and freedom (i.e., about setting limits and giving space)?
- How much time am I willing to spend? Am I willing to sacrifice myself physically? Am I willing to accept the trade-offs? Do I want to hold two full-time jobs?
- Can I imagine life with a teenager?
- How do I feel about privacy?
- Would it matter whether I had a biological or adopted child? Do I think my genes are more special than someone else's?
- Would I want to compete with my parents and show them I can do a better job than they did with me? If I had a choice, would I go back to my own childhood? What would I want to pass on to my child from my own childhood? What would I want to avoid, at all cost, that I experienced myself?
- Am I willing to share influence over my child? Am I willing to share responsibility for my child?
- Will I be able to separate myself from my child?
- Do I enjoy child-centered activities?
- Have I experienced life in a variety of settings?
- Am I prepared to spend about $600 per month to rear my child to age 18?
- What if my decision turns out to be wrong for me? How good am I at taking risks and living with my mistakes?

Variation: Students interview several parents with children at various developmental stages. At the end of the interview, students ask the subjects to complete the following statement: "The best thing about being a parent is..." Students share the results of the interviews and create a class list of "best things."
[CCWR: 3.9/3.10/4.7]

Teacher Tip: If possible, invite a toddler and his/her parent to spend the day with your class. Students observe and interact with the child and parent prior to developing the plan called for in the next activity. Students can also experience a day in the life of a toddler by visiting a day-care center, volunteering in a church or community nursery, or baby-sitting.

B. BABY'S PLAN FOR THE DAY

Groups of students create a plan for one day's activities for a toddler. Students focus on the toddler's daily schedule from waking in the morning until bedtime at night and note opportunities for the caregiver to stimulate learning in the child. Students consider the effects of sleep, nutrition, play, interaction, social contact, and comfort in the daily routine of the child. Students discuss their plan with a child-care provider.
[CCWR: 3.15/4.1/4.2]

C. CHILD TALK

Share the following poem with students. Then divide the class into small groups to discuss the poem.

I BELIEVE IN CHILDREN

...there is faith in their eyes,
love in their touch and hope in their attitude.
I thrill with them at life's joys,
run with them through tall grasses
and bow with them in worship.
They are fragile dreams of yesterday,
life's radiant reality of today
and the vibrant stuff of tomorrow.
Yes, I believe in children.

Author Unknown

Next, each group creates two lists: one list comprised of words of praise, approval, encouragement, and support that the students heard from their parents or significant adults; and the second, a list of words of criticism, discouragement, and disapproval heard as a child. Groups present their lists and together create a master list. Relate the words on the list to the poem. Ask: "What impact might these different words and approaches have on a child? Are there times when critical, discouraging words are more appropriate than words of praise?" After discussion, students contribute another line to the poem.

Variation: Students write an essay based on the following statement:

If a child lives with acceptance, he learns to find love in the world.

Students share excerpts from their essays and discuss the implications of this statement for parents and teachers.
[CCWR: 3.15]

Teacher Tip: Students need a basic understanding of child development theories to participate in the following activity. Presentations by child-care specialists, pediatricians, pediatric nurse practitioners, and child psychologists may enhance student understanding of this subject.

D. ARE PARENTS DIFFERENT?

Explain that some child development experts believe that children learn different kinds of things from mothers and fathers. In addition, it has been observed that fathers play differently with children than mothers do. Discuss some of the differences. Ask students: "Are the different roles of parents complementary, or should parents strive to be more androgynous in their parenting methods?" After discussion, students examine popular magazines and Web sites that deal with family, parenting, and child development issues. Students review the articles and determine the target audience. Students respond to the following questions: "What messages are noted in the magazines? Do these messages perpetuate stereotypical parental behavior?"

Variation: Several films and television shows have dealt with the issue of fathers "replacing" mothers in the day-to-day care of their children (e.g., *Mr. Mom*). Show video clips that clearly illustrate interaction between father and child and between mother and child. Students develop a comparison-contrast map focusing on the two types of interaction. Ask students: "Are the film portrayals accurate? Why or why not?"

Variation: Students create a job description for parents and share with a number of adults, some of whom are not parents. Pose the following question: "Would a job description make people think twice before choosing to become a parent? Why or why not?"
[CCWR: 2.5/3.5/3.12/4.6/4.7]

E. PARENTING: LET'S TALK ABOUT IT!

At various times during the school year, invite the following people to an open forum discussion with students. Students prepare questions, in advance, for the speakers. After the class, students write a reaction to each speaker.

PARENTING ISSUES: SUGGE STED SPEAKERS

- A pregnant friend or relative of one of the students to discuss her feelings—both positive and negative—about being pregnant
- A midwife to discuss alternatives to standard childbirth approaches
- A couple expecting their first child to discuss the impact of the pregnancy on their relationship
- A childless couple to discuss their reasons for remaining childless
- An obstetrician to discuss issues such as physical preparation for pregnancy and the physical problems that may occur if adequate health care is not received; infertility or impotency; sterilization; spontaneous abortion; stillbirth; natural childbirth; and/or artificial insemination
- A genetic counselor to discuss the importance of genetic counseling
- A couple who experienced natural childbirth to discuss what the experience was like for them

- A representative from an adoption agency to discuss the procedures, legalities, and requirements
- A student (male or female) who has already has a child
- A parenting educator to discuss courses available for prospective or new parents

Variation: Students investigate issues such as genetic counseling, adoption, or in vitro fertilization and write a research paper or present an oral report on the topic. If the student chooses an oral presentation, it should be accompanied by visual aids such as a video, posters, or diagrams.

Variation: Show a video of a live birth and invite a maternal-child health nurse, midwife, or obstetrician to offer commentary and discuss prenatal care and preparation for labor and delivery.
[CCWR: 3.3/3.8/3.12]

Teacher Tip: The following activity is a gender-specific class designed for male students. The activity can be modified for use with non-segregated classes or redesigned to focus on females and motherhood. If you choose to provide gender-specific instruction, review the results of the discussions for the entire class and compare answers.

F. WANTED: A FEW GOOD MEN

For this activity, invite fathers from the school community to join the class in a discussion of manhood and fatherhood. Explain that the ideas young males have about being a man and being a father have a lot to do with how they were raised, their relationships with other men (including their own fathers), and the things that have happened to them up to this point in their lives. Each visiting father shares brief answers to the questions listed below.

- How old are you?
- What are the names and ages of your children?
- Talk about the family you grew up in. Who raised you? How many children were in your family?
- How would you describe yourself as a boy?
- As you were growing up, who were the important men in your life?
- Describe your relationship with your own father.
- What were some of the messages you learned about being a man?
- Describe your relationship with your mother.
- What has fatherhood been like for you so far?

Once each participant has shared this preliminary information about himself, participants and students discuss manhood and fatherhood using the questions listed below. (If the group is large, separate into smaller groups.)

- When you were growing up, who were the important men in your life?
- What kind of relationship did you have with your own father (stepfather, grandfather, older brother, mother's boyfriend) when you were growing up? What is the relationship like now?
- Who have been the important women in your life? What have those relationships been like?
- What have these important people taught you about what it means to be a man?
- How have they influenced how you feel about women? how you treat women?
- Describe being a father. What have been the ups? What have been the downs? What kind of father do you think you are or can be?
- In what ways has your relationship with your own father influenced the way you deal with your children?
- How has your relationship with your mother influenced the way you deal with your children?

After the discussion, students summarize the positive and negative aspects of being a father. Students focus on what things males can do to develop a positive relationship with their children, based on the information heard in the discussion session.

G. IT'S NOT EASY BEING A PARENT

Divide the class into four groups: an all-male group, an all-female group and two mixed gender groups. Each group develops a chart of the joys, demands, and challenges of parenthood (similar to the chart below). Assign each group a different kind of parenting situation (e.g., single mom, single dad, blended family, teen parent, older parent, adoptive parents). Students examine the chart and select the words that best describe their assigned situation (e.g., having enough money is a real demand for a single parent, hugging a child a real joy). Groups present the results of their discussions. Students compare the contributions of the four groups.

PARENTHOOD		
CHALLENGES	**JOYS**	**DEMANDS**
Being patient	Seeing a baby smile	Staying awake
Not yelling	Hugs	Money
Being fair to all	Being proud	Making rules
Learning all I need to know	Knowing I did something right	Finding time for my family
Finding time for me	Playing with my child	Finding food my child will eat

[CCWR: 3.3/3.12/4.6/4.7]

PARENTING

Indicator 2.4-18: ***Describe safe and effective parenting skills, and identify resources for information and help with parenting.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: A computerized infant simulator (e.g., "Baby Think It Over", "Baby Reality Check") provides students with lifelike infant care experiences. These computerized dolls are programmed to cry at random intervals and require students to attend to their needs, just like real babies. Some of the models are programmed to monitor neglect and rough handling. Drug-affected infant models are also available. To start or expand your parenting education program, seek financial support from community service organizations and local healthcare institutions.

A. PARENTING PRACTICE

In order to provide firsthand experience in the challenge of caring for an infant, assign each student to care for a computerized infant simulator. During the assigned time period, students provide round-the-clock care for the infant. Students keep a diary of activities, create an expense sheet and budget for baby's first year, and write a summary of the experience.
[CCWR: 1.12/2.7/3.6/3.7]

B. LEARNING ABOUT PARENTING

Write the following statement on the board:

The toughest, most complicated job in the world comes with no training.

Brainstorm interpretations of the statement and lead students to discuss ways to become a better parent. Students investigate resources available for parents (e.g., magazines, Web sites, books, courses, videos, television shows) and compare the resources for accuracy, reliability, and current content. Students share the results of their investigation and create a resource list or pamphlet for parents.

Variation: Each student locates agencies and organizations that provide education and support to parents. The class develops a master list and produces a resource directory for parents in the community.

Variation: Brainstorm a number of questions commonly asked by teen parents. Develop a pamphlet or video that answers the questions and provides additional resources for the teens.

Variation: Create an annotated bibliography of child-care resources.
[CCWR: 2.5/2.6/2.8/3.15]

C. HOW PARENTING EDUCATION CAN HELP

Divide the class into six groups, and assign each group one of the following topics: Child Abuse and Neglect, Cycles of Violence, Teen Pregnancy, Positive Interpersonal Relationships, Child Safety, or Mental Health. Each group researches its topic and develops a multimedia presentation. Questions for consideration include the following:

- What does the research say about the issue? Include statistics (local, state, and national).
- How can parenting education help reduce or eliminate the problem?
- How can parenting education support positive behavior change?
- What is being done in New Jersey and in our community to combat this problem?

[CCWR: 2.5/2.6/2.9/3.5]

D. CHILDREN WITH SPECIAL NEEDS

Explain that caring for a child with special needs places additional demands on parents. To give students perspective on the demands of parenting a child with special needs, invite a panel of parents, therapists, and healthcare providers to discuss emotional support, community resources, costs of raising a child with special needs, educational and recreational programs designed for these children, and legal issues to ensure equal opportunity and protection. Students prepare questions in advance and write a reaction to the speakers in their journal.

Variation: Students participate in a community service activity for children with special needs. Students might support the Special Olympics program; work at a camp for children with asthma, HIV, or cancer; or organize a special event for children and their families.

Variation: Invite an adult with a disability to discuss the sacrifices that his/her parents made over the years. Students can design an award of appreciation for the individual's parents or caregivers.

Variation: Students investigate local, state, and national agencies and organizations that protect children (e.g., 1-800-THE-KIDS, Prevent Child Abuse New Jersey). Students develop a resource list and distribute it to parents in the community.

[CCWR: 3.3/3.4/4.6]

Teacher Tip: The following activity requires students to visit a child-care facility. Child-care facilities may limit the participation of students visiting the program. Provide students with guidelines for participation and observation before the visit.

E. VISIT A DAY CARE CENTER

Students spend a day at a day-care center. When students return to class, discuss the experience. Students describe their observations and list the positive and negative aspects of child-care from both the parent and child perspective.

Variation: Students investigate the types of child-care facilities available in their community or county. As part of the research, students determine how the facilities are licensed and what are the differences between private and public centers. Students also investigate home care options. The student research should determine the educational preparation of the caregivers in each setting. Students create a chart that compares the kinds of child-care available to parents.

Variation: Students interview parents who enroll their children in day care. How happy are the parents with the services and facilities? What suggestions do they have? How do they feel when they leave their child at the day-care center? What are the advantages and disadvantages of their current day-care situation? Students summarize the interviews and share the results.

[CCWR: 3.4/3.7/3.12]

F. PARENT ROLES

Arrange a fishbowl activity with the male students on the inside. Allow the male students 15 minutes to discuss the roles and responsibilities of fathers in parenting and child rearing. When the 15 minutes are up, female students may ask questions of the young men.

Variation: Reverse the above activity and compare responses.
[CCWR: 3.3/3.10/4.7]

G. CHILD SAFETY

Invite a local health officer, health educator, pediatrician, pediatric nurse practitioner, or law enforcement officer to discuss child safety laws (e.g., car seats, seat belts, bike helmets). Focus the discussion on home safety issues (e.g., poisons, fires, latchkey children) and emerging community issues such as *Megan's Law.* As a result of the speaker's presentation, students answer the following questions: "Why has the government enacted these laws? What responsibility does a parent have to ensure child safety?"

Variation: Students discuss why it is important for adults to practice safe behaviors (e.g., wearing a seat belt or bike helmet). Discuss how teens and adults can become positive role models for children.
[CCWR: 5.6/5.8]

H. PAST, PRESENT, AND FUTURE

Give each student a large index card. Each student writes his/her name in the center of the card and divides the card into four quadrants with headings as shown below. After students complete the cards, divide the class into small groups for discussion. Students complete the activity by writing on the back of the card: "As a result of this activity, I learned..." List responses on the board.

PAST, PRESENT, AND FUTURE	
Three Things My Parents/Guardians Did For Me That Were Special: 1. 2. 3.	Three Things My Parents/Guardians Do For Me Now: 1. 2. 3.
Three Things That Effective Parents Do That They Plan To Do: 1. 2. 3.	Three Problems My Parents Worry About That My Grandparents Did Not Have To Worry About: 1. 2. 3.

[CCWR: 3.10]

SEXUAL ISSUES

Indicator 2.4-19: *Discuss issues regarding sexual orientation, sexual harassment, sexual assault, and domestic violence.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Good manners or etiquette are necessary for people to interact without offending others. Many times people are not aware of what is considered "good manners." It is not that they do not care, it is just that they are not informed or did not know that the behavior was causing other people discomfort. Similarly, many teens do not understand why etiquette is necessary, or for that matter, what constitutes appropriate manners and behavior.

Teacher Tip: Review the definitions of *flirting* and *harassment* before initiating the following activities.

A. GENDER ETIQUETTE

Segregate the class into males and females, and provide each group with sheets of newsprint and markers. Each group lists what they do not like about the behavior of the opposite gender, especially in a dating situation. Once the two groups are finished, use a modified fishbowl approach to discuss the identified issues. Put two chairs face-to-face in the middle of the room. Designate one chair for a male representative and one for a female representative. The gender groups sit in a semicircle behind their designee. Tape the groups' newsprint where all can see. Only the student designees are permitted to speak, debating the items listed on the newsprint. If another person in a group wishes to speak, he/she taps the shoulder of the designee. The designee finishes his/her statement and then must relinquish the seat. After the debate has run its course (set a time period before the activity starts), reconvene the entire group and brainstorm guidelines for gender etiquette. The list should include items from the list that follows.

GENDER ETIQUETTE GUIDELINES

- Never use force.
- Respect the word "no."
- Avoid potentially difficult situations.
- Be prepared.
- Share responsibility in a sexual relationship.
- Communicate openly about contraceptives.
- Respect the sexual privacy of others.
- Be considerate of others.
- Respect the sexual identity of others.
- Most importantly: "Do unto others as you would have them do unto you." Treat a date or sexual partner with the care and respect that you expect in return.

Variation: On separate cards, write behaviors that could be considered flirting or sexual harassment (e.g., playful touching, snapping bra strap, hair pulling, making prolonged eye contact, patting buttocks). Using the cards, student volunteers create a visual continuum representing the progression of flirting behavior to harassing behavior. Discuss the placement of the behaviors on the continuum and identify strategies to respond to harassing behavior.

Variation: Divide the class into small groups. Each group develops a role-play that illustrates one of the Gender Etiquette Guidelines (e.g., a couple discussing the use of contraception before considering sexual intercourse, a couple discussing their feelings about the next step in their relationship). Students present the skits and discuss how the guidelines enhance relationships and protect individuals.
[CCWR: 3.8/4.2/4.6]

Teacher Tip: For some teenagers, fear and confusion about their own sexual experiences, feelings, and development may contribute to hostility and insensitivity toward anything related to homosexuality. In addition, students may be exposed to a wealth of misinformation about gay and lesbian individuals. The following lesson brings the issue of sexual orientation into the open to counter commonly held misconceptions and foster sensitivity and tolerance.

B. MYTHS AND FACTS

Distribute three index cards to each student. Students number the cards 1,2, and 3. Read aloud the following three unfinished statements:

1. People are homosexual because...
2. If I found out my best friend was lesbian, gay, bisexual, or transgender, I...
3. One thing I don't understand about lesbians and gays is...

For each statement, students complete the unfinished statement writing the first thing that comes to mind on the corresponding card. Read the sentence stems as you write them on the board. After all the statements have been completed, ask volunteers to share their responses and discuss.

Variation: Develop a list of myths and facts about sexual orientation. In pairs, students discuss each statement and try to come to agreement. Reconvene the class, share insights, and clarify any misconceptions.

Variation: Invite a panel to speak to the class about support groups and resources available for gay, lesbian, bisexual, and transgender students and their families. Students prepare questions in advance and at the conclusion, write a reaction to the presentation.

Variation: Some students may perceive advantages or disadvantages to being straight, gay, bisexual, or transgendered Brainstorm a list of possible advantages and disadvantages of each and discuss.

Variation: Some people believe individuals choose their sexual orientation. Ask students: "If that were true, why would someone choose to be gay or bisexual? Do people choose to be straight?"

Variation: Students research and report on the development of gender identity.
[CCWR: 3.5/3.12/4.6]

C. CONSIDER YOUR ATTITUDES

Divide the class into three groups to discuss the following situations they might encounter after leaving high school.

Situation #1
You really like your new college roommate. You have so much in common — music, books, you even like the same foods. However, you just found out he/she is bisexual.

Situation #2
Your best friend has asked you to attend a support group meeting. You think it's for his/her drinking problem. On the way to the meeting, your friend discloses it's a new gay/lesbian/straight alliance being started on campus.

Situation #3
You've just joined the U.S. Army and you're excited about your new assignment. A few soldiers in the barracks have started rumors that you're gay.

Ask students how they would handle each situation. Instruct students to examine each situation using the following steps:

- Identify any key issues or problems.
- Suggest possible solutions or alternatives.
- Identify at least one reason for and one against each alternative.
- Choose an alternative.
- Give the most important reason for your choice.

After discussion, students select one situation and describe, in writing, how they might handle the situation differently now, based on the class discussion.
[CCWR: 3.1/3.10/3.13/4.6]

D. PHOBIAS AND FRIENDSHIP

Divide students into small groups and distribute a role-play scenario to each group. Each group plans and presents its scenario, leading to a definition and discussion of ***homophobia*** and its impact on sexual decision making. Sample scenarios and discussion questions appear below.

SAMPLE SCENARIOS

1. A young couple has been dating for several months. They have only kissed—nothing else has happened. She wants to have sexual intercourse with him, he wants to remain abstinent. She feels something is wrong with him, they argue, and she calls him "gay".
   - What does she want to accomplish by calling him "gay"?
   - When a guy wants to remain abstinent, does that mean he is gay?
   - Do some guys have sex to "prove" they are not gay?

2. Your best friend is very depressed. She tells you that her brother has been told he is HIV positive. You react by asking "How can he have HIV? Is he gay or bisexual?"
   - Do you think that all people with HIV are gay? Are most HIV-infected individuals gay?
   - Why do you think people make such assumptions?
3. Your best friend comes to school late. When you ask him what's up, he tells you his sister moved out of the house last night. She told his parents that she is a lesbian and his dad lost it. Your friend is worried that his sister will get a sexual disease—like HIV— but you reassure him, telling him that lesbians don't get HIV.
   - Do you think that lesbians don't contract HIV? Why?
   - Why do you think the girl's father reacted by "losing it"?
   - Why do people think that gay men can contract HIV but not lesbians?
   - What can your friend do to help his family?
4. You are dating someone you just met at a party last Saturday. Your two best friends are badgering you for information on how your date is in bed. When you explain that you did not have sex, you explain that you are short some change for condoms. Your friends inform you that "real men" don't use condoms.
   - Do you think that condom use is only for homosexuals?
   - Do you think that many individuals still think that HIV/AIDS is a gay men's disease?
   - How can people's attitudes be changed?
   - Do people create "excuses" when they really don't want to have sex? What other reasons might the couple use to justify not initiating a sexual relationship at this time?

Variation: Define ***homophobia*** and discuss how it may lead individuals to engage in risky behavior. Students complete the activity by writing a brief essay outlining ways to respond to homophobic comments from possible sexual partners, peers, family members, and others.
[CCWR: 3.1/3.10/3.13/4.6]

Teacher Tip: The next activity is an adaptation of "The Game", designed by health educators at the YWCA of the Mid-Peninsula, Palo Alto, CA. The activity requires students to brainstorm names which may be seen as compliments or put-downs. Try not to censor student language during the activity; however, reinforce the inappropriateness of the language at the conclusion of the activity.

E. PLAYING THE GAME

This activity examines pressures to participate in sexual activity based on the names people are called or the "categories" individuals are placed in—by ourselves as well as by our peers. On the chalkboard, draw a large box and divide it into four boxes (see sample below). Write "male" and "female" across the top and write "sex" and "no sex" down the left side.

	Male	Female
Sex	A	C
No Sex	B	D

Ask the following questions and enter the student responses in the appropriate box:

Box A: What are the names a male gets called if he is sexually active? (e.g., stud, player, the man, macho)

Box B: What are the names that a man gets called if he is not sexually active? (e.g., wimp, fag, geek, wuss)

Box C: What are the names that a female gets called if she is not sexually active? (e.g., prude, virgin, tease, good girl)

Box D: What are the names that a female gets called if she is sexually active? (e.g., slut, dirty, whore)

After completing all the boxes, pose the following question: "Does the person who is called these names hear them as compliments or put-downs?" Draw the students' attention to the terms in the boxes and ask for comments. Ask: "How do these names impact an individual's self-image? Can these names impact an individual's ability to make healthy decisions about sexual behavior? How might these names impact one's gender development and identity?"

Variation: In small groups, students discuss how name-calling and stereotyping pressures individuals to make unhealthy sexual decisions. Students address how stereotypical roles and name-calling promote sexual risk-taking (e.g., a girl dates an older guy just to gain sexual experience; a guy has unprotected sexual intercourse with many partners as part of a gang initiation; a closeted gay student has anonymous sex with many partners). Students examine how this type of behavior perpetuates the stereotypes and contributes to oppression, discrimination, harassment, and even violent behavior.

Teacher Tip: The next activity enables students to identify the similarities and clarify the differences between sexual harassment, flirting, and compliments. Remind students of school policies regarding sexual harassment and address incidents in accordance with such policies.

F. WHAT'S THE DIFFERENCE: SEXUAL HARASSMENT

Brainstorm examples of sexual harassment and flirting behavior and write on the board. Ask the students: "What, in your opinion, is the major difference between ***sexual harassment*** and ***flirting***? Is it possible for someone to start off by flirting with another person, and somehow it turns into sexual harassment? If so, how do you think this happens?" Explain that the law is concerned with how the person on the receiving end is affected by the behavior, not with what the other person means by the behavior. (This is a very important concept.) Divide the class into two groups: A and B. Give chart paper and markers to each group. Students in Group A write a list of feelings that a victim of sexual harassment might experience during or after the incident. Students in Group B write a list of feelings that an individual might experience while being flirted with. Post both lists on the wall and reconvene the class to discuss the lists.

Variation: Explain that sexual harassment happens when one person uses his or her power in an abusive way. Sometimes it's hard to know when a particular behavior is flirting and when it is sexual harassment. Discuss the meaning of: *It's in the eye of the beholder.* Define ***victim, harasser,*** and ***perception.*** Emphasize that the victim's perception is what matters in cases of sexual harassment, not the harasser's intent, even if the intent was to flirt or compliment. Present several scenarios for discussion. A sample appears below.

JACK AND JILL #1

Jill comes to school wearing a new sweater. Jack tells Jill, "Hey you look great in that sweater today." Jill takes it as a compliment.

Jack tells Jill: "Hey, you look great in that sweater today." Something about the way he says it or the way she hears it makes Jill feel angry, embarrassed, and maybe even guilty.

Write on the board: *It's important to understand that it's not only WHAT you say but HOW you say it that counts.* Explain that the tone of voice, facial expressions, and body language all add up to send different kinds of messages. Model examples of flirting versus sexual harassment so students have a clear image of the distinctions. Use the next scenario as an example.

JACK AND JILL #2

If Jack looks at Jill like a friend, smiles at her like a friend, and says, "Hey, you look great in that sweater today" in a friendly, normal voice, he is sending one kind of message.

But if Jack rolls his eyes or winks, leers at Jill, makes rude gestures with his hands or his body, and says, "He-e-ey...you look GREAT in that SWEATER today," he is sending another kind of message.

After discussion, brainstorm a list of guidelines. Include the following:

- Don't say or do anything you wouldn't want to see printed in the newspaper or broadcast on TV.
- Don't say or do anything you wouldn't want your parents, sister or brother, girlfriend or boyfriend to find out about.
- If you wouldn't say something to an individual in front of his/her girlfriend/boyfriend, don't say it when the significant other isn't around.

Variation: Divide the class into small groups (experiment with mixed-gender and same-gender groups and compare results), and provide each with a scenario. Students determine if the situation is flirting or sexual harassment. Groups share their situations and ideas with the class.

Variation: Students investigate the school district's policy on sexual harassment. What are the penalties? Why is it necessary? How do school policies compare with those of local employers? Students interview personnel directors from local companies and compare company policies.
[CCWR: 3.13/4.2/4.6]

Teacher Tip: Dating violence can be defined as physical, sexual, emotional, and/or verbal abuse between persons currently or previously engaged in a casual or serious dating relationship. The following activities focus on issues related to dating abuse/violence. Keep in mind that many violent teenage relationships mirror those of violent adult relationships.

F. IT'S ALL ABOUT POWER

Explain that expectations in a dating relationship may be based on gender stereotypes. Initiate a discussion about dating using some of the following trigger questions:

- How does a date start?
- Who plans the date?
- Who pays?
- If a car is used, who drives?
- How do the parties meet for the date?
- Who leads the conversation?

Provide students with a chart, similar to the one below. Students complete the chart and discuss in small groups. Reconvene the class and identify points of consensus and disagreement.

GENDER ROLES AND DATING			
THE DATE	**MALE**	**FEMALE**	**BOTH**
Who asks for a date?			
Who pays?			
Who drives?			
Who decides where or how you meet?			
Who leads the conversation?			
Who listens?			
Who decides where to go and what to do?			
Who decides when the date is over?			
Who initiates intimacy?			
Who initiates another date?			

Variation: Divide the class into seven groups, and assign each group one category of power and control (***isolation***, ***emotional control***, ***sexual control***, ***threats***, ***assuming the rights of the partner***, ***intimidation*** and ***stalking***). Each group generates a definition of the category and examples of behaviors that typify it. Students share ideas, clarify them, and create a graphic organizer that illustrates the relationships between the categories. Students develop strategies to deal with each category and share with classmates.
[CCWR: 3.2/3.9/3.12/4.6]

G. DATING VIOLENCE

Divide the class into several groups and assign each group a dating scenario (samples follow). Students discuss the scenario, identify the behaviors occurring, and create appropriate strategies to deal with the situation. Each group presents its scenario for discussion.

SAMPLE SCENARIOS: DATING VIOLENCE

Scenario #1

You and your partner are walking home from school. You're explaining how you want to audition for the school play. You're really excited but your partner starts complaining that the play will take time away from your relationship.

Scenario #2

You are in the hallway at school and you see your science lab partner coming towards you. You stop to arrange a time for the two of you to meet to work on your lab when your boyfriend/girlfriend grabs your arm and drags you down the hallway.

Scenario #3

You and your boyfriend/girlfriend have a date tonight. He/she was supposed to pick you up at 8 p.m. but by 9:30 p.m. he/she still has not shown up or called. Your date arrives at 9:45 p.m. with no explanation.

Scenario #4

You recently broke up with your steady partner. Now you are getting anonymous phone calls at all hours of the day and night.

Scenario #5

You and your boyfriend/girlfriend are trying to decide where to go tonight. An argument ensures and he/she slaps you.

Variation: Invite a speaker from a rape crisis center to talk about what individuals should do when sexually assaulted. Emphasize prevention and immediate actions that should be taken after the incident. Be sure to include information for males as well as females.
[CCWR: 3.13/4.6]

H. DOMESTIC VIOLENCE

Use excerpts from a movie or video about domestic violence to trigger a discussion of the following: "Are victims ever responsible for the physical assault? Why do people stay with individuals who abuse them? Are men ever victims of domestic violence? What other forms of abuse may precede the actual physical violence? Where can people go for help and information?" Students conduct research for information and develop a pamphlet or flyer on domestic violence for distribution in the community.

Variation: Invite a speaker from a women's shelter to speak to the class.

Variation: Invite a local police officer to discuss incidents of domestic violence and ways police officers are trained to deal with those situations.

Variation: Students investigate local, state, and national resources for assistance and information about domestic violence. Students collate the information and create a poster, pamphlet, or Web page.
[CCWR: 2.6/3.15/5.8]

Teacher Tip: Before beginning any lesson on sexual assault or sexual abuse, caution students about the sensitive nature of the subject. Some students may have experienced the trauma of sexual abuse and have not yet recognized it. Others may have become a victim of sexual assault and did not report it for fear of humiliation or retaliation. If a student discloses information about sexual abuse or assault, refer the student to the appropriate confidential resource.

I. MYTHS AND FACTS ABOUT SEXUAL ASSAULT

Begin this activity by explaining that there are many misconceptions about sexual assault. These myths tend to perpetuate a "blame the victim" mentality and may even compromise a victim's willingness to come forward with information about such an incident. Create a myth vs. fact sheet, and allow students a few minutes to record their initial responses. Then discuss each statement and identify it as a myth or fact.

MYTHS VS. FACTS

- Rape is an act of sex.
- Women, men, and children are assaulted because they are perceived to be vulnerable.
- Women want to raped.
- Rapists are impulsive and motivated by overactive sexual desires.
- Rapes occur only at night.
- A married woman cannot be raped by her husband.
- Men cannot be sexually assaulted.
- Children who are molested by members of the same sex will become homosexual.
- A woman who wears short dresses and provocative clothing is asking to be raped.

Variation: Develop a myth vs. fact sheet specifically for child abuse and sexual abuse.

Variation: Students investigate community support groups for victims of sexual assault or abuse and interview a staff member from the agency about the availability of services.
[CCWR: 3.10/4.6/5.8]

RISK REDUCTION AND PREVENTION

Indicator 2.4-20: ***Compare and contrast risk reduction and prevention strategies, including sexual abstinence, monogamy, and methods of contraception.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Learning about risk reduction and prevention strategies is an important life skill. Comprehensive programs support a student's right to remain abstinent while at the same time providing all students with critical information that enables him/her to make healthy and safe choices about sexual activity—now and in the future. Use the most recent statistics and information about adolescent sexual activity in your class discussions. The results of one national survey, the Youth Risk Behavior Survey (YRBS), can be obtained from the Centers for Disease Control and Prevention (CDC) at http://www.cdc.gov/nccdphp/dash.

A. SO WHAT'S AN ABSTINENCE ANYWAY?

This activity, created by Fran Basche and Anne Terrell, first appeared in the Winter 1994/1995 edition of *Family Life Educator.* Ask the students: "What is the best method to use to make sure you don't get pregnant, cause a pregnancy, or get an STD?" Lead students to ***abstinence***. Explain that abstinence is the only 100% effective means of preventing unwanted pregnancy and contracting an STD or HIV/AIDS. Discuss what abstinence is and include the following points:

- Abstinence is a conscious decision to avoid certain activities or behaviors.
- People can abstain from many things (e.g., foods, TV, exercise).
- People abstain for many reasons (e.g., to make a point, to protect their health, to support personal or religious values, to avoid negative consequences, or because they are not interested in the activity).
- Different people may have different definitions of abstinence. For some it may mean no sexual contact. For others, it might mean no vaginal penetration or only "lower-risk" behaviors.
- For the purpose of this activity, abstinence means not having intercourse—vaginal, anal, or oral.

Review contraceptive effectiveness rates, discussing typical and perfect user rates. Tell participants abstinence is 100% effective if used perfectly every time. Ask students: "What if that doesn't happen?" Explain that all methods of contraception and risk reduction have failure rates, mostly based on human error. People sometimes forget to take pills, don't use a spermicide with a condom, or use a condom incorrectly causing it to break. Explain that vows of abstinence can also "break" if not used consistently. Tell participants that to learn how to use any contraceptive or risk reduction method, they must know what it is and how it works. Ask students: "Many people have seen a condom or a pack of pills. Has anyone every seen an abstinence? What does it look like? How does it work?" Using a clear, hard plastic ball or heart that can be opened, tell the class "I happen to have an abstinence here" or, "It's hard to talk about something that you can't see, so I brought one. As you can see, the abstinence is empty. An empty abstinence is like an empty promise, it doesn't work

very well." Move into a discussion of what makes sexual abstinence work. Students write their ideas on small slips of colored paper and put them into the ball. Ask volunteers to share their ideas and note them on the board. Be sure students include some of the following concepts:

- Talking to each other
- Having a positive vision for the future
- Being committed
- Sharing information
- Knowing the consequences of one's actions
- Being aware of personal values
- Sharing values
- Cooperating with one's partner
- Identifying sexual situations
- Being assertive
- Having high self-esteem
- Believing that pregnancy and/or infection can happen to anyone
- Exhibiting self-control
- Knowing alternatives

Ask: "What makes abstinence break or fail to work?" Remove one item, such as assertiveness, from the list. "What effect might this have?" Do the same for a few of the other items. What if you and your partner have a different definition of abstinence?" Discuss other factors that might cause abstinence to fail, such as alcohol/drug use, peer pressure, threat, or force. Explain that deciding to use abstinence is similar to deciding to use any contraceptive or risk reduction method. Conclude the activity by having students write a brief response to one of the following statements:

SAMPLE STATEMENTS: ABSTINENCE

- If you have chosen abstinence as your method of prevention and risk reduction, how can you make sure it works? Don't leave your abstinence at home, or in your health class, or in your church, synagogue, or mosque. Keep it with you at all times.
- Take out your "abstinence" every once in a while and think about it to reaffirm your commitment.
- Decide when and under what circumstance you will cease to abstain.
- If you decide abstinence is no longer the right choice for you, you need to choose another method to protect yourself from unwanted pregnancy, STDs and HIV.
- If you are already sexually active, you can still choose to become abstinent.

[CCWR: 3.9/3.10/3.13]

B. ENCOURAGING ABSTINENCE

Provide students with sample pamphlets on abstinence, such as *Sex and Abstinence or The Abstinence Contract* from ETR Associates. Each student develops a pamphlet stressing abstinence for a particular audience (e.g., young teens, male teens, female teens), defining the term and providing convincing arguments for abstinence. The pamphlet should emphasize the important skills needed to remain abstinent and list places students can go for help and support.

Variation: Each student writes a letter to a friend who is considering "losing his/her virginity." The letter should address what virginity means. Students should consider if the term means different things to males and females and discuss why male and female responses might differ. Ask students: "Once an individual has had sexual intercourse, is it possible to once again become abstinent?" **[CCWR: 2.8/3.15]**

C. STD MYSTERY BAG GAME

Prior to class, organize 10 bags, each containing one of the following items. Each item represents an item related to risk reduction and prevention. Items might include:

Object	Represents
■ A bar of soap	Showering before and after sexual contact
■ A toy needle/syringe	Avoiding the use of injecting drugs and shared needles
■ Condom	Protecting from disease; preventing pregnancy
■ A can of foam	Using a spermicide
■ A toy telephone	Communicating with one's partner
■ A light bulb, flashlight, or candle	Inspecting a partner's genitals before intimate contact
■ A empty beer bottle	Abstaining from alcohol and other drugs
■ A toy stethoscope	Getting a medical checkup
■ A candy kiss or wax lips	Kissing
■ Small hugging bears	Caring

Students circulate the bags, inserting a hand into each bag (no peeking!) to determine what they believe is in each bag. Once each person has had an opportunity to feel each item and record his/her guess, form small groups of equal numbers. Group members must come to consensus about what each item is and list their guesses on the board. Remove each item from its bag and score guesses as follows: two points for each exact answer; one point for a close but not exact answer; and zero points for a wrong answer. Tally points to determine a winner. Using each item as a prompt, pose the following questions:

- What does each item suggest about preventing a sexually transmitted disease?
- Which of these methods might be the most important in preventing the spread of HIV infection? least important? Which might be most important for herpes? chlamydia?
- Of the methods noted in this activity, which one works best to prevent pregnancy?
- What other items could be included in the bags to help people understand how to prevent STDs, HIV infection, and unintended pregnancy?

Variation: Students develop a list of signs and symptoms of STDs and HIV infection. Organize the list as clues. Students guess the type of infection and describe the kind of treatment available and the best methods of prevention.
[CCWR: 3.2/3.13]

Teacher Tip: When conducting classroom activities that involve condoms or other forms of contraception, be sensitive to the fact that some student's religious or cultural beliefs may preclude them from fully participating in the activity. In such situations, ask for volunteers; never force a reluctant student to participate. Student comfort level may be increased by using peer educators to assist in some of these activities.

Teacher Tip: The following activity can be modified to examine why individuals might choose not to use any method of risk reduction or contraception or why they might not choose to remain abstinent. The main focus of the activity is to improve the student's ability to make decisions and translate those decisions into safe and effective action.

D. CONVINCE ME

Explain that many people have reasons why they don't practice safe and healthy behaviors but when you really pin them down, their reasons are not always very good ones. Post newsprint around the room and give each student a marker. As students brainstorm reasons why people don't use condoms, write a different response at the top of each page of newsprint. In small groups, students circulate to each page, and write a response to the reason noted on the sheet (see sample below). Discuss the student responses then divide the class into triads for role-play. One student in each trio convinces the other to use a condom. The third student serves as an observer, rating the effectiveness of the argument. Each student plays all three parts before a concluding class discussion.

SAMPLE REASONS	
Reason: Possible Response	**Reason: Possible Response**
I DON'T HAVE MONEY FOR CONDOMS.	I DON'T HAVE HIV.
I know where you can get free condoms.	But you might—have you been tested?
I have one we can use.	But I don't want to get pregnant.
Let's go buy some right now.	There are other things besides HIV I'm worried about.

[CCWR: 3.2/3.13/4.2]

Teacher Tip: Students benefit from the risk/harm reduction approach. It is highly effective in helping students to improve their efficacy when using contraception. Even students who are not sexually active now may need this information later in life. Students need complete and accurate information about available options in order to make responsible and informed sexual choices.

E. RELATIVE RISK

For this activity, create two sets of signs. One set of signs (the blue set) is used in pregnancy prevention activities while the second set (the green set) is used in STD/HIV prevention activities. Label each card with one of the following contraceptive methods:

- Abstinence
- Norplant
- Outercourse
- Depo-Provera and condom
- Depo-Provera
- Norplant and condom
- Sterilization and condom
- Female condom
- Natural planning methods
- Withdrawal
- Diaphragm
- The Pill
- Condom and spermicide
- Rhythm
- Douching
- IUD
- Dental dams
- Pill and condom
- Condom
- No method
- Hoping
- Spermicide alone
- Sterilization
- Abortion
- Emergency contraception

Allow students an opportunity to review class notes, pamphlets, and other materials that describe the different types of contraception and how they work. Distribute the blue and yellow signs. Post a continuum similar to the one below.

PREGNANCY PREVENTION

Very Effective (little or no risk) ⟷ **No Protection (high risk)**

STD/HIV PREVENTION

Students with blue signs post their cards along the Pregnancy Prevention Continuum. Review the placements and use student comments to make adjustments. Discuss things that increase or decrease a method's effectiveness. Students post the green signs along the STD/HIV Prevention Continuum. Review the placements and make adjustments. Students analyze the continuum for similarities and discrepancies and write a paragraph summarizing the results of the activity.

Variation: Create a "No Risk," "Low Risk," and "High Risk" continuum. On index cards, write one activity or behavior (e.g., holding hands, kissing, touching a doorknob, vaginal intercourse without a condom), and distribute one card to each student. One at a time, students place their cards on the continuum, announce the behavior, and justify their answer. Discuss if the placements are appropriate and make changes. Emphasize that people can reduce their risk of STD/HIV infection by practicing low risk and no risk activities.

Variation: Brainstorm a definition of ***monogamy***. Introduce the term ***serial monogamy*** and define it. Ask students: "Is this truly monogamy? How long do you have to be with one partner to be monogamous? How long would you have to be with one partner to be sure you are not at risk for HIV/STDs?" **[CCWR: 3.2/3.10/3.14]**

Teacher Tip: When using video, CD-ROM, or other media-based-instructional methods, be sure the information about HIV/AIDS and STDs is current, accurate, culturally-sensitive, and unbiased.

F. STD RISK

Divide the class into small groups. Each group researches a different sexually transmitted disease. Allow 15 minutes to develop a chart that includes the following categories:

- Why is the disease of concern? What are the short-term and long-term problems associated with the disease?
- How is the disease transmitted?
- What are its symptoms?
- How is it treated?
- What can be done to prevent the disease?

Reconvene the class and develop a master chart. After discussing the results, students complete a journal entry that outlines 10 ways to prevent STDs and HIV.

Variation: In small groups, students develop a graphic organizer about one STD. Groups copy and distribute their learning aid and use it to support class discussion.
[CCWR: 2.6/3.5/3.8/3.12]

RESOURCES

Indicator 2.4-21: ***Identify resources that provide information, assistance, and care in addressing sexual and reproductive health and legal issues.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: The following activity encourages students to discuss common adolescent sexual health concerns. For younger or less mature classes, you may need to begin this activity using an anonymous question box. As students become more comfortable talking about these issues, eliminate the anonymous question box.

A. COMMON CONCERNS

Brainstorm concerns, worries, or questions males or females might have about the "sexual" parts of their bodies. List the questions on newsprint entitled "Male Concerns" and "Female Concerns" and leave posted in the room. Divide the class into groups. Each group develops a list of resources for each listed concern. Students use resource directories, contact local healthcare organizations, or use the Internet to locate health and social service agencies that provide reproductive and sexual healthcare and information.

Variation: Create several scenarios that represent the following situation: A friend shares a sexual concern with you (e.g., she thinks she's pregnant; he has an unusual discharge; she found a lump in her breast; he thinks he might be gay). Students create a role-play that illustrates how to address the friend's concerns and develop a list of school resources for students who need help.

Teacher Tip: Videos and pamphlets are available from the American Cancer Society to support the next activity.

B. CHECK IT OUT!

Invite a local healthcare provider or a representative from the American Cancer Society to discuss breast and testicular cancer detection. The speaker should demonstrate breast self-examination and testicular examination. Young people who have experienced such cancers can be used as presenters to support the prevention efforts.

Variation: Students develop a brochure emphasizing the importance of breast self-examination and testicular examination for adolescents. The brochure can be disseminated in the school health office.

Variation: Students investigate current research and statistics on breast and testicular cancers in young people under the age of 25. Using this information, students develop an information session as part of a school or community health fair.
[CCWR: 2.6/3.4/3.5/3.8]

C. TUNING IN TO SEXUAL HEALTH NEEDS

Divide the class into pairs or small groups. Give each group one or more "Tuning In" cards (write one of the descriptions listed below on each card). Be sure to include an equal number of male and female profiles.

Provide each group of students with a blank index card. Each pair/group writes on the blank card the following information about its assigned situation:

- The sexual health concern or problem the person seems to have
- How the person might be feeling about the problem
- Suggestions about where the person could go for help or information

As each group presents its case study, record on newsprint the resources mentioned. Assist students to categorize the resources and services suggested (e.g., prenatal clinic, gynecologist, urologist, family planning clinic, HIV testing site).

TUNING IN CARDS

- Scott just discovered that a former sexual partner shared needles with other people.
- Maria's period is almost two weeks late. She's been having sexual intercourse with Tony for about three months without using any birth control.
- Andy noticed a blister-like sore on his penis; it hurts a lot.
- Sarah's breasts hurt and she feels lumps on the sides of both breasts.
- Ed sees a yellowish discharge from his penis and feels a burning sensation when he urinates.
- Sandra just took a home pregnancy test and it is positive. She wants to be sure her baby gets a healthy start.
- While taking a shower, Michael notices a lump on his scrotum and left testicle.
- Ann has such heavy periods that she wears two tampons and a pad so she won't stain her clothes.
- For some time now Sam has had a small tender spot under his left nipple.
- When Jennifer had sexual intercourse with her new partner last night, he said he would pull out in time but he didn't.
- Tom's girlfriend just told him she's three weeks late getting her period, but she thinks it will come any day now.
- Marisa just did a home pregnancy test that came out positive. She and her partner Jason feel they're too young to be parents right now and want to consider adoption.
- Tasha just finished such a heavy menstrual period that she used several super absorbent tampons and has suddenly developed a fever, vomiting, and a sunburn-like rash.
- Erica's mother died of breast cancer. Each month she performs a breast self- examination, and this month she thinks she feels a lump in her left breast.

[CCWR: 3.8/3.11/3.13]

D. BE A HEALTH SERVICES DETECTIVE

Ask students where they might go to obtain information about a sexual health problem. List the answers on the board (e.g., call directory assistance for a local hot line or help line, call the help line number, look in the phone book for an agency or individual). After students have identified several agencies that provide reproductive and sexual health services, ask the following questions:

- What qualities would you want in a person or agency that provides sexual and reproductive health services?
- What would prompt you to choose one service over another?
- What do the services cost?
- How would you go about finding out more information?

Assign each student an agency or resource to contact for more information. Student research should focus on costs and insurance; parental permission or notification; types and kinds of services; hours; location; transportation availability; and HIV, STD, and pregnancy testing. Students compile the information to create a resource directory for teens.
Variation: Students investigate health services and information provided by various state and federal agencies (e.g., state health department, CDC, medical schools, universities).

Variation: Students develop a list of advocacy groups and nonprofit organizations that support research, information, and treatment for individuals (e.g., American Cancer Society, March of Dimes). To learn more about the nonprofit agency or organization, students participate in a community service project for their selected agency.

Variation: Students research laws regarding health and reproductive care for minors and develop a pamphlet, poster, Web page, or fact sheet. Students should focus on the similarities and differences of these laws in neighboring states.

Variation: Invite a panel of healthcare providers to discuss reproductive and sexual health issues. Be sure to include physicians (OB-GYN and urologist), a nurse practitioner or midwife, a family counselor, a sexuality counselor, and a health educator.

Variation: Invite a human resources specialist from a large company to discuss its reproductive health benefits and policies.

Variation: Invite representatives from various health insurance companies to discuss reproductive and sexual health benefits and limitations. The speaker should address confidentiality, referrals for specialized services, and the costs of specialized programs dealing with infertility as well as the availability of coverage for oral contraceptives, hormone replacement therapy, and drugs for impotence.
[CCWR: 2.6/2.7/3.4/3.5/3.12]

E. MAKING AN APPOINTMENT

Ask a volunteer to demonstrate how to make an appointment for some kind of service (e.g., a dentist appointment). Discuss the volunteer's presentation and allow other students to perform their own version. Ask: "What advice do you have for someone who's never made an appointment before?" Use the "Tuning In" cards from an earlier activity to model situations that require setting an appointment. (The teacher plays the part of the person receiving the call.) Place chairs back to back so the players can hear but not see each other. After each role-play, ask the class to evaluate the phone conversation. Ask students: "What qualities do you expect in a person working in such an agency? Why did the person on the phone respond the way he/she did? Did the person meet the caller's needs? Would you recommend the agency to your friends? How did you feel during and after the phone call?"

Variation: Many areas have teen hot lines. Invite a supervisor and several students who work the hotlines to address the class about their training and experiences.

Variation: Take a field trip to a health services provider (e.g., a reproductive clinic, a mother-baby clinic, a college health center, a family health center). Before the visit, students develop a short list of questions for the facility's staff. (Be advised: Interviewing clients may not be allowed.) Students write a reaction to the visit in their journal.
[CCWR: 2.6/2.7/3.15]

Standard 2.5: Movement

All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

Despite common knowledge that physical activity is healthful, many Americans do not exercise on a regular basis. Although many of us embark on a regular exercise program at one time or another, few of us sustain our participation. Increasing evidence supports regular physical activity as a means to reduce one's risk of heart disease, hypertension, and osteoporosis. Even a modest increase in one's physical activity level can improve one's health and quality of life.

Standard 2.5: Movement addresses concepts and skills essential to the participation in and enjoyment of physical activity. Movement education aims to identify and foster the movement potential in each and every student. As students learn to move competently and confidently, they are more likely to participate in physical activity. At the earliest level, developmentally appropriate programs focus on body awareness, the language of movement, and skills that can be applied to a wide range of activities. As students progress, movement patterns become more complex. Students begin to understand how to combine and modify movement patterns to obtain desired results. Movement education should focus on the learning process rather than the product, developing each child's skills and supporting his/her strengths.

As students progress, activities require competency in a wide range of skills. Students should be encouraged to participate in some form of physical activity every day. Physical activity should not be limited to organized sports and games; rather, walking, jogging, swimming, mowing the lawn, riding a bike, and skateboarding are exercise forms that support wellness. Movement education needs to focus on activities that can be continued throughout one's lifetime. Most of all, children need to recognize the inherent benefits of exercise. Research shows a strong correlation between exercise and mental health. Physical activity helps reduce stress and improves one's self-esteem.

Movement education should be developmentally appropriate. Students need to learn and practice basic skills before combining them to play more complex games and sports. Refining skills increases student motivation. Teachers should pay careful attention to the skill development of each child and plan activities that support the various developmental levels of the class. This approach takes more time and planning. However, as a result of these efforts, students will become more successful in physical endeavors and find physical activity more enjoyable.

This *Framework* section presents a wide array of sample learning activities for all ages and developmental levels. It focuses on the acquisition of basic skills, the application of those skills in modified activities, and finally, the application of more complex skill combinations in regulation games, sports, and lifetime recreational pursuits. The aim of *Standard 2.5: Movement* is ultimately to produce students who value physical activity and seek regular participation in some form of healthful exercise.

MOVEMENT FUNDAMENTALS

Indicator 2.5-1: *Perform locomotor, nonlocomotor and manipulative movement skills.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Creative dance offers students an opportunity to move in different ways and discover how well they move. It allows students to discern what forms of movement might make them feel uncomfortable and which ones they might like to perform better. Creative dance allows students to reflect or interpret an idea, thought, or feeling and to express those sentiments through movement. Many students at this level will have little or no experience in creative dance. The teacher can facilitate participation in dance activities by providing students with clear directions, choices, and specific tasks while still allowing children the freedom to be creative and expressive in movement forms.

Teacher Tip: Dance allows students to explore individual movement skills and combinations. Dance routines may be teacher-designed or student-created. Students should be encouraged to "move" with various kinds of music before learning specific dance steps or routines. Students can "interpret" music using locomotor and non-locomotor movement skills and combine movement to portray characters or imitate animals. Students should be encouraged to move in various pathways, alone, and with others. Activities that allow students to experience the joy of movement through dance, music, and rhythm are described below.

A. LET'S DANCE

Play lively music such as "March" by Prokofiev or the "Tin Soldiers March" by Tchaikovsky. Encourage students to parade to the music. Observe how children lead and follow. Do they walk in pairs or small groups? Do students join others or step/march alone? Creative costumes, decorated "big shoes," or theme parades based on familiar characters from books or stories add to the excitement. Vary the type of marching, sometimes free-form and sometimes structured.

Variation: Bunny Bounce

This dance uses simple jumping patterns. It may be performed alone, in pairs, or in small groups. Use the traditional "Bunny Hop" music for this dance or any music with similar tempo and rhythm (e.g., "Runaround Sue" by Dion, "All Shook Up" by Elvis).

Variation: Alphabet Soup

Students form letters of the alphabet by moving, stretching, and bending with their bodies, then use the letters to spell words. Students can also form geometric or animal shapes. Pictures from newspapers or magazines of people using body shapes (e.g., wide, twisted, curved, narrow) can be used to create a bulletin board of body shapes and movement. End this activity with a rendition of the favorite disco number "YMCA."

[CCWR: 3.9/3.15]

Teacher Tip: Integrate the following activity with specific topics in science, such as the study of energy and power, space exploration, or the study of jets and rockets.

B. BLAST OFF!

Show pictures or a video of a rocket blastoff. Ask students: "What is needed for the rocket to blast off?" (Answers: energy, fuel, power.) Students create their own energy to blast off, just like a rocket. While music plays, students move around the play area (specify a locomotor movement such as walking, jogging, or skipping). When the music stops, students squat into a "blastoff" position and begin a countdown 10 to 1. When the countdown is completed, students jump as high into the air as possible, like a rocket blasting off, and yell "Blast Off!" Repeat the sequence, varying the pathways and locomotor movements.

Variation: Students count down in another language.
[CCWR: 3.12]

Teacher Tip: Balance activities should be performed in a safe environment, free from obstacles that might contribute to injury. Provide ample space for the activity and use safety mats. Provide appropriate supervision for all students. Do not use young students as spotters for these activities.

C. SUPPORT YOURSELF

Show students pictures of people or animals supporting their body weight in stationary poses (e.g., a gymnast on a balance beam, a skater, a tightrope walker, a flamingo). Demonstrate the pose of a flamingo and then have students imitate the pose. As you ask the following questions allow students to try each balance pose: "How many ways can you balance on five body parts (four parts, three parts, etc.)? After students have experimented with a variety of poses, ask: "How many balances can you perform with your feet over your head?" Discuss which balances are the easiest and which are most difficult—and why.

Variation: Students like to step or balance on objects found in their environment. During a nature walk, students practice their balance skills on stepping-stones, logs, and pathways. Discuss ways to balance on a variety of naturally-occurring objects.
[CCWR: 3.2/3.7/3.13/5.3]

Teacher Tip: The following activity is designed for pre-K and kindergarten students. Use the activity to observe and evaluate eye-hand coordination, attention, and the child's ability to follow simple directions. Be sure to dispose of the balloons appropriately.

D. BOUNCING BALLOONS

For this activity, you need an assortment of colorful balloons, items that can be used as paddles (e.g., Frisbees, flexible plastic lids, aluminum pie tins), plenty of space, and a solid container to dispose of used and broken balloons. Begin this activity by reading aloud the classic story "The Red Balloon" by Lamorisse (or any children's story about balloons). Discuss how balloons are light and

how easy it is to keep a balloon up in the air. Students keep their own balloon afloat using a variety of paddles, including their hands. Students should not hit another person's balloon. As students keep their balloons afloat, observe the position of their heads and the way their eyes track the object. Encourage students to hit the balloon harder (increase the ***force***), to hit it on command, or to hit the balloon in time with music or a drumbeat (***rhythm***).

Variation: Partners or small groups keep the balloon afloat.

Variation: Working cooperatively, students use a parachute to keep balloons or soft objects in the air.
[CCWR: 3.9/3.11/4.2]

E. JUMPING TRAILS

For this activity, you need poly spots, dome markers, carpet squares, or foot prints. (Students can trace their own footprints on cardboard and you can laminate them.) Design a series of patterned trails for students to follow. Demonstrate various jumping patterns (e.g., jump from two feet and land on two feet, jump from one foot and land on same foot) using the markers. After students have successfully navigated the teacher-designed patterns, divide the class into small groups and have each group design a simple jumping trail. Students demonstrate their pattern, then groups switch and try other student-designed trails.

Variation: Design trails that intersect or cross. Students change trails, change direction, and use multiple paths.

Variation: Each group designs a trail. The trails connect and lead to stations. At each station, students perform a simple skill or series of skills such as tossing and catching a bean bag.

Variation: Add low foam hurdles to the jumping trails.
[CCWR: 3.1/3.13/3.15/4.2]

F. SCORE!

For this activity, you need several small buckets or trash cans and an assortment of appropriately sized balls. Place a bucket at each end of the playing area. (For very young children, you may need to outline lanes leading to the bucket. Use chalk or tape.) The object of the game is to travel from one side of the playing area to the other while carrying a ball. When the student reaches the other side of the playing area, he/she "slam-dunks" the ball into the bucket. Divide the class into small groups. Each group forms a line behind a bucket. Emphasize that only one player should be in each lane at a time. Select a designated locomotor skill (e.g., jog, hop, jump, skip). On signal, one student from each group selects a ball from the bucket, carries it to the bucket at the end of his/her lane while performing the designated locomotor movement, and slam-dunks the ball into the bucket. After successfully slam-dunking the ball into the bucket, the child returns to the end of that line and awaits his/her next turn. Provide several opportunities to perform the designated locomotor skill, then change the skill.

Variation: Modify the ***speed*** of the designated locomotor movement (e.g., walk slowly, skip quickly). Discuss the effects of speed on the ability to stay in the lane and focus on the target.

Variation: Teams score one point for each successful slam-dunk.

Variation: For more advanced students, add the challenge of object manipulation while traveling (e.g., dribbling, kicking, toss and catch).
[CCWR: 4.2/5.3]

G. HIDE AND SEEK MOVES

Create a set of movement cards. For each card, write the name of a simple locomotor movement on one side and draw or paste a picture of the same movement on the other side. Place poly spots, carpet squares, or cones around the play area and place a card under each. On your signal, each student jogs to a poly spot, finds the movement card, and as music begins, performs the designated locomotor movement(s). Remind students to place the card back under the poly spot before taking off for the next spot. When the music stops, each child finds a new poly spot, locates a new card, and performs the indicated movement. Review the movement vocabulary on each card.

Variation: Modify the movement noted on the card (e.g., walk slowly, gallop briskly).

Variation: Write the movement skill on the card in another language.

Variation: Students create their own movement cards, using vocabulary words from language arts/reading lessons. Students illustrate the movement or skill on the flip side of the card or use computer graphics or magazine pictures to illustrate the designated movement skill and then attach the illustration to the card.

[CCWR: 3.9/3.13]

Teacher Tip: Integrate this activity with the study of creek and marsh habitats. Students can create the creek environment and its inhabitants with assistance from science and art teachers.

H. JUMP THE CREEK

For this activity, the class designs a simulated creek area. The creek is created by double lines representing the banks of the creek and should vary in width from narrow to wide to accommodate a variety of jumping abilities. (Students decorate the creek area with "creek creatures", such as fish and frogs.) Demonstrate various ways to jump over the creek, using a running/jogging approach, a standing approach, and a leap. Designate which approach to use and observe the student jumps. After each jump, students return to the starting area over a bridge. As student skills improve, move them along the creek to perform more difficult jumps.

Variation: Add poly spots or dome markers as stepping stones across the creek.

Variation: Correlate this activity with a visit to a pond or park. Students imitate the movement of wildlife that may live in or near the creek. Ask students: "How would a frog jump the creek? How would a bird get across the creek?" Students imitate the movement of various wildlife. Use animal movements to help students define words like ***slither*** and ***slide***.

[CCWR: 3.1/3.12/3.15]

Teacher Tip: Create a variety of challenging balance stations that keep all students actively engaged in the activity. Always use safety mats and emphasize safety rules at every opportunity.

I. SEE ME BALANCE!

For this activity, you need a low-level training balance beam and several straight lines drawn on the play area (use tape or chalk). While standing on the floor, students demonstrate a static balance pose on one foot, progress to walking the lines, and then to the beam. After students feel comfortable

with the stationary pose, demonstrate ways to walk on the beam, emphasizing the use of arms to help maintain balance. Demonstrate how to dismount the beam using a soft, balanced landing. Students move from floor to low beam and demonstrate controlled movement and balance at each level.

Variation: As students become more confident and skilled on the balance beam, add new ways of moving, such as walking sideways (slide step) or backward, hopping or counting steps, changing levels and adding a ***stationary balance***. More advanced students may be able to jump off the end of the beam, land, and roll.
[CCWR: 4.3/5.3/5.6]

J. TO THE LETTER

For this activity, you need 26 large pieces of card stock in varying colors. On each card, write one letter of the alphabet. Post the cards in alphabetical order around the gym (with a minimum of four feet between each card). The cards should be at the students' chest level. You need one ball for each student. Students select a letter and stand by their chosen letter. From a designated distance, students practice a chest pass (or an overhand or underhand throw) aiming at their letter. Students pass and catch the entire alphabet, moving to the next letter each time they successfully complete the pass and catch.

Variation: If there are more than 26 students in the class, use numbers. You can also use names of states, posted in alphabetical order.
[CCWR: 4.3/4.9]

Teacher Tip: Students must be able to dribble and trap a soccer ball and perform developmentally appropriate catching and throwing techniques before they can successfully participate in this game.

K. BILLION BALLS

For this activity, you need at least two balls for every student. (Different types of soft, round balls are perfect for this activity.) You also need a large, open playing area and one hoop for every two students. Divide the class into pairs and give each pair a hoop. Each pair finds a "home" spot for their hoop and stands in it. Scatter all the balls in the playing area, explaining that the balls are scattered all over their "yard." The balls need to be returned to a home (hoop). On your signal, students find a ball and foot-dribble it back to their home. They cannot take a ball from another person's home. Continue the activity until all the balls are located in a hoop. Return the balls to the yard using a soccer throw-in (or chest pass) and discuss successful foot dribbling and throwing techniques. Ask students: "Which balls were easiest to control? the hardest? Why?"

Variation: Students think of other ways to get the ball "back home," (e.g., one partner stays in the hoop and the other throws the ball; hand dribbling; moving the hoop).
[CCWR: 3.1/3.11/3.13/4.2]

L. NHT ZONE (No Human Targets)

For this activity, you need a large playing area, targets of varying sizes (e.g., inflatable palm trees or bop bags, lollipop paddles stuck in cones, bowling pins) and balls appropriate for the varying skill

levels of the students. Create a playing area by marking two lines about 10 to 20 feet apart. (Spacing depends on the skill level of the players.) Place the targets in the empty space between the two lines, the "NHT Zone." Divide the class into two groups. Students throw at the targets from behind the lines. Designate specific kinds of throws and vary the distance during the activity.

Variation: After students are comfortable throwing at a stationary target, play "Thunderball." Place a large beach ball in the center zone. Students on each side of the line try to move the beach ball by hitting it with thrown balls. Teams receive points for successfully moving the ball across the opposing team's shooting line.
[CCWR: 3.13/3.14/4.2/5.1]

MOVEMENT FUNDAMENTALS

Indicator 2.5-1: ***Perform locomotor, nonlocomotor, and manipulative movement skills.***

SAMPLE LEARNING ACTIVITIES: 3-4

A. CATERPILLAR JOG

For this activity, you need a large, open play area. Add obstacles such as cones, tunnels, or mats. Divide the class into small groups. (Three to five students in each group works best.) Students simulate being a caterpillar. One person begins as the head of the caterpillar, and the rest of the group becomes the body and tail. Students place their hands on the shoulders of the student in front of them and must maintain contact throughout the exercise. The head of the caterpillar leads the group around the play area, changing ***direction***, locomotor ***pattern***, ***speed***, and ***level***. The head must establish a ***pace*** that accommodates the group and does not dissect another caterpillar. On signal, the head becomes the tail and the next person in the line becomes the head of the caterpillar. Repeat the exercise until everyone has had a chance to lead a group. Discuss how the caterpillars were able to move together without running into another team.

Variation: Play a variety of musical selections to control the pace and ***tempo*** of the activities. Change the size of the play area. Create larger caterpillars.

Variation: Students simulate the actions of a train rather than a caterpillar.
[CCWR: 3.7/4.2/4.7]

B. ONE BEHIND

Students use their powers of observation to react to a series of movements performed by a leader. For this game, participants perform the designated movement skill when the leader moves to the second skill. Students are always one movement skill behind the leader. For example, the teacher begins this activity by performing arm circles. When the teacher begins the second move (e.g., mountain climbers), students begin arm circles.

Variation: This activity can be performed in a circle formation similar to the popular "Wave" activity done at sporting events. One student initiates a movement skill, such as arm circles. Then each student, in succession, performs the same skill. When all students have joined in the movement activity, the leader starts another skill.

Variation: Divide the class into groups of seven students. Each group forms a circle with one member in the middle of the circle. Use upbeat, party music for this activity. When the music begins, the student in the center initiates a nonlocomotor movement. The entire circle performs the same movement as the leader. After 10 to 15 seconds, signal for a change in leader.
[CCWR: 3.7/3.9]

Teacher Tip: The following activity requires students to perform 7 to 10 specific movement skills. Be sure the teacher-designed lists are appropriate for the developmental levels and abilities of the students. Students need to master the individual skills before being asked to combine them to create movement patterns.

C. BALANCING ACT

For this activity, you need a large, safe play area, landing and safety mats, and a handout listing seven to ten specific movement skills (e.g., forward roll to one foot balance, run and jump with a half twist, perform a backwards roll). Students perform several of these skills in combination. Each student selects three to five skills from the list and creates a sequence lasting approximately one minute. (Students can write their sequence on the back of the task list.) Each student develops a sequence and shares it with a partner. After allowing time for practice, each student demonstrates his/her sequence to the class. Students may use music as part of the performance.

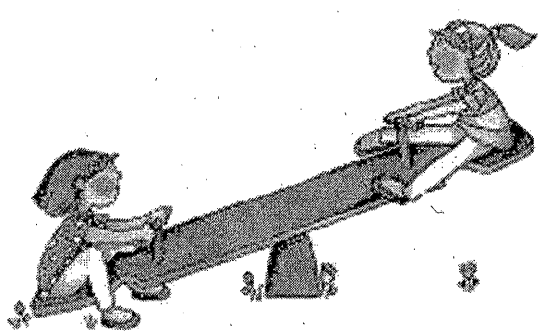
Variation: In pairs or small groups, students develop patterns, observe the performance, and use teacher-prepared task cards to provide feedback on the performance.

Variation: Using a task list of mastered skills, students design a movement sequence for the balance beam and present it to the class.
[CCWR: 3.15/4.3/4.5]

D. DOUBLE TROUBLE

For this activity, you need a large, open play area. Divide the play area in half, designating two zones. A tag game is played in each zone. If a player is tagged, he/she simply crosses over into the other zone. No elimination! Designate a tagger for each side and change every one to two minutes. Vary the locomotor movement during the game (e.g., skipping, walking, running). Discuss strategies used to avoid being tagged.

Variation: Create a ***neutral zone*** between the two zones. When a student is tagged, he/she reports to the neutral zone and performs a specific task (e.g., a series of jumps, a forward roll) before moving into the other zone.
[CCWR: 3.13/5.1/5.3]



Teacher Tip: In the following activity, students dodge a ball rolled across a pathway. If students intentionally try to hit the dodgers, award points for each successful pass that does not touch the dodgers. Use positive motivation to reduce the likelihood of injury to the dodgers.

E. KEEP 'EM MOVING

This game is patterned after the popular video game "Super Mario Brothers." Divide the class into groups of six to eight. Select two students from each group to be the dodgers while the rest of the group lines up opposite each other creating a seven to ten foot passage for the dodgers. The players on-line roll a ball back and forth across the passage, trying not to hit the dodgers as they move through the passage. One dodger starts at each end of the pathway. The dodgers simultaneously attempt to navigate the path without being hit by a ball. For each successful crossing, the team is awarded points. At the end of a pre-determined time period, rotate the players.

Variation: Vary the locomotor movement performed by the dodgers (e.g., walking, jogging, skipping). Have the dodgers dribble a ball while dodging.

Variation: Change the size of the ball or the passing pattern (crisscross vs. straight). Have the sideline players use their feet instead of their hands to pass the ball.
[CCWR: 3.9/4.2/5.1]

Teacher Tip: Students need experience using a variety of striking objects, such as hands and racquets, in order to participate in this activity. Students need to be comfortable with the fundamentals of striking, including forehand and backhand strokes.

F. STRIKE IT!

This activity requires a large play area, an assortment of objects for striking (e.g., beanbags, balloons, Ping-Pong or tennis balls, shuttlecocks), and appropriate rackets. Establish several stations where students perform striking tasks. As students progress, they practice striking skills rebounding off a wall or volleying with a partner. Activities at stations may include the following:

- Perform a pancake flip with racquet and bean bag.
- Hit a balloon with a racquet.
- Hit a Ping-Pong ball with a racquet.
- Hit a tennis ball down (or up) with a racquet.

Variation: A similar activity can be designed to teach students how to swing and hit a ball with a bat. At hitting stations, students use plastic bats and wiffle balls to hit a stationary object (a ball on a tee or cone). At another station, one student hits a ball against a wall, and his/her partner catches it on the return. At a third station, students practice hitting a ball pitched underhand. Discuss how ***eye-hand coordination*** make this activity possible.
[CCWR: 3.13/3.14/4.4]

Teacher Tip: For many students, juggling is a real challenge. Begin with soft balls or beanbags. Not only are they easier to catch, they won't cause injury on a miss. Beanbags are great because they don't roll away on a miss. Some students may find it easier to begin juggling scarves. Explain that juggling scarves requires a release like waving good-bye and a catch like a clawing lion. Remind students that juggling takes lots of concentration and patience!

G. JUGGLING

For this activity, you need a variety of objects that can be juggled. Begin by showing a juggling video (available from PE supply companies) or a TV or circus video. Elicit comments from the students about the techniques used by the jugglers, and develop a large chart that outlines important steps for juggling. As students practice, add new tips to the chart. Demonstrate a simple juggling activity. Students begin with very simple patterns involving just one object and then move to two or more objects as their skill increases. A variety of objects can be used as students improve their juggling skills (e.g., balloons, beanbags, scarves, balls, feathers). When students complete 10 successful "juggles," they move to the next level. Students may work alone, in pairs, or in small groups to practice and refine their juggling skills. After students have developed a level of confidence in their ability to juggle, they demonstrate their skills to the class.

Variation: Set up juggling stations. Students move to each location to try a different type of juggling. Students write a brief paragraph describing the successes and problems encountered at each station.

Variation: Some students may have used a crochet footbag or "Hacky Sack." Others may have experience using juggling sticks (known as "devil sticks" or "angel sticks"). Allow students to move through the juggling sequence as their skills improve and experiment juggling different objects, using their feet as well as their hands to control the movement of the object.
[CCWR: 3.9/3.14/4.3]

MOVEMENT MODIFICATIONS

Indicator 2.5-2: Modify basic movement skills by applying movement concepts, biomechanical principles, and rhythm.

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: The next activity is a great way to introduce pre-K and kindergarten students to simple movement and dance. Use familiar poems, stories, and music to vary movement experiences and allow students to interpret the various themes.

A. WINDMILLS

Ask students questions about the weather such as: "What does it feel like on a cold, windy day? a warm, breezy one?" Lead students to a discussion of the wind. After a brief discussion, ask if any-

one knows what a windmill does. Show pictures or video of windmills. Direct students to find personal space in the play area, at least a full arms length from a classmate. Students sit and listen as you read a poem about windmills. Tell the students: "I want you to imagine that you are a windmill, just like in the poem." Students interpret the poem, using movements at different ***levels*** and ***speeds***. Read the following poem by Eunice Close:

Windmills

The wind blows high,
The wind blows low,
And round and round the windmills go.
Slowly, slowly,
To and fro,
Then faster and faster, round they go.

Variation: Students create a pinwheel. On a breezy day, students take the pinwheels outside, observe their action in the wind, and imitate the actions of their pinwheel. Return on a still day and have students make the same observations.

Variation: Explore the concepts of speed and level using kites instead of windmills. Students imitate the actions of a kite on a very breezy day and then on a quiet, still day. Share poems and stories about kites and have students act out the narratives.
[CCWR: 3.2/3.7/3.9/3.15]

Teacher Tip: The following activity can be integrated with safety activities found in *Standard 2.1*. Using a computer, students design maps and signs for this activity. Invite a local police officer to reinforce school and community safety messages.

B. TRAFFIC COP

For this activity, you need a large open area that has the capacity to provide numerous "intersections." (If a natural area does not exist, use chalk or tape to design a city street model on the gym floor or playground.) Ask students: "What are some of the rules drivers must follow when on the road?" (Answers: speed limits, one way, stay to right). Acting as if they are cars, students walk the course, obeying the rules of the road. (Student-designed signs are helpful.) Students alternate as drivers and traffic cops. (The police officers flash traffic signs or direct traffic.) After students have self-navigated the course, present a series of commands (e.g., right turn, curve, green light [run], yellow light [jog], red light [stop]). Discuss the importance of following the rules of the road. Relate the rules to related sidewalk safety issues.

Variation: Students navigate the course using scooter boards.

Variation: One student becomes the "Pac Man" walker. If the designated walker touches a student on the pathway, he/she becomes frozen and can only be unfrozen when tagged by another student. Running is not permitted.
[CCWR: 2.8/3.2/3.13/3.14]

Teacher Tip: Students need an understanding of relevant terminology in order to follow directions and fully participate in activities. Teach the terms *force, level, heavy, light, easy, tense, relax, high, low* and *medium* prior to these activities. Ask the classroom teacher to reinforce the vocabulary.

C. ELEVATOR DRIBBLING

Provide each student with a playground ball. (If this is not possible, divide the class into pairs; students alternate being the observer and the dribbler.) Students find personal space. Direct students to dribble the ball at a low level, then at a medium level, and finally at a high level. As the students dribble, direct their attention to the difference in ***force*** between levels. Ask: "At which level is it easier to control the ball? How much force is needed to maintain the level?" Next, have students attempt to switch hands while changing levels and travel while dribbling at the various levels. Discuss how to control the dribble with each change in action. Focus on changes in speed and level. Conclude the activity with a discussion of effective dribbling, writing/illustrating the key points on chart paper. Post on the wall for later review.

Variation: To demonstrate the effects of force, give each student a playground ball and a bean bag. Tell students to place the bean bag on top of the ball, drop the ball, and observe the result. (The bean bag should soar.) Tell students not to bounce the ball, just drop it. Students direct the projection towards a target or partner. Discuss the effects of varying levels of force and ways to control it.

Variation: Give each student a ball to bounce and use a counting rhyme (e.g., "One, Two, Three, O'Leary") to create a rhythmical ball bouncing and trick pattern. Vary the tempo of the chant.
[CCWR: 3.2/3.3/3.7/3.13]

Teacher Tip: The next activity requires the teacher to design an obstacle course based on a favorite children's story. Work with the classroom teacher to select stories that the students are familiar with. Both teachers should reinforce the vocabulary needed for this lesson.

D. STORY OBSTACLE COURSE

Create an obstacle course based on a familiar child's story. Students act out the story using the obstacle course to experience changes in ***levels***, ***directions***, and ***pathways***. The course assists students to establish physical and mental connections, understanding terms such as ***over, under, behind, in front of, near,*** and ***far***. Use a story like "The Tale of Peter Rabbit" or any Winnie the Pooh story. Read the story aloud and discuss the actions of the characters. Then allow students to act out the story (e.g., crawling through a log, climbing or jumping a stream) using the simulated "forest and field" obstacle course. Focus on the changes in locomotor and nonlocomotor movements needed to navigate the course.

Variation: Create a circus obstacle course and have students portray the various circus characters and animal roles.

Variation: Design an obstacle course that focuses on acquiring language skills, describing directions, levels, and pathways. Vary the elements of the course as well as the locomotor movements that provide transition from obstacle to obstacle. For example, students crawl low through a tunnel, walk backwards on a balance beam, roll on mats, and climb cargo nets or climbing walls. Students perform designated locomotor movements such as skipping, hopping, or jogging between obstacles.

Create large vocabulary cards and place them next to each obstacle to reinforce concepts such as over, under, beside, and behind.

Variation: Design an obstacle course that allows students multiple opportunities to land and stick. Provide target areas for the landing and emphasize the need to flex the knees and hips as a means to absorb the force of the jump.
[CCWR: 3.9/3.11/3.14]

Teacher Tip: Students may prefer to dance to the latest tunes on TV or the radio. Always preview music for appropriate content before using it in class. (The music teacher may be helpful.) Expose students to a wide array of musical styles (e.g., classical, jazz, rock, country, rhythm and blues, cultural favorites). Percussion instruments, such as a drum or tambourine, are also effective when teaching dance concepts. Involve students as both musicians and dancers.

E. DANCE TO THE MUSIC

The "Chicken Dance" and the "Alley Cat" are two popular social dances that clearly demonstrate changes in the duration and speed of movement. When teaching these dances, discuss the concepts of ***acceleration*** and ***deceleration***, the speeding up of the dance, and then the slowing at the conclusion. Discuss and demonstrate the concepts of ***levels***, ***pathways***, ***space***, and ***flow*** in relation to the dance.

Variation: Use a percussion instrument to establish a ***tempo***. Students perform a particular locomotor or nonlocomotor movement to the beat. Change the movement and vary the tempo.
[CCWR: 3.9]

Teacher Tip: As a prerequisite to short-rope jumping, students must be able to jump continuously using a rhythmic pattern within a small box drawn or taped to the floor.

F. JUMPING ROPE

Invite older students (e.g., 5th grade students) to perform jump rope routines, drawing attention to specific skills used by the jumpers. (If jumpers are not available, use a jump rope video.) During the demonstration, focus on starting and verbal cues. Practice the cues and actions without using a rope. Then give each student a short jump rope to practice basic single short-rope skills. Be sure students jump on the balls of the feet with soft landings. Students practice a single bounce, a double bounce, and a jogging step before moving on to more difficult moves. Establish a tempo by clapping or beating a percussion instrument, jumping with the students, and encouraging them to listen to the beat of the rope. Use music with a strong, even beat or have students chant a rhyme such as "Cinderella" or "Teddy Bear." After students have mastered single short rope jumping, students perform the skills with a partner, before progressing to long-rope jumping.

Variation: Establish several jumping stations where students can practice basic and intermediate skills. At each station, post a wall chart of the skill or have students view a video performance. Students identify the critical elements of effective jumping technique and create a poster or graphic organizer.
[CCWR: 3.15/4.2/4.3/5.3]

MOVEMENT MODIFICATIONS

Indicator 2.5-2: Modify basic movement skills by applying movement concepts, biomechanical principles, and rhythm.

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Coordinate the following activity with lessons on the solar system because students must have a basic understanding of the characteristics and alignment of the planets before they can effectively play this game.

A. PLANET TAG

Develop a list of commands based on the characteristics of the solar system. Brainstorm the characteristics and write them on the board. Lead students to make connections between the characteristics, the name of the planet, and an action command to be used in a tag game (e.g., Pluto is farthest from the sun and is the coldest; thus the command "freeze" is appropriate for Pluto). After you have developed 5 to 10 commands, students scatter around the play area. One student is designated the leader to call out the commands. The rest of the class listens to the commands and acts accordingly. After students have successfully mastered the commands and the appropriate actions, secretly pass out two or three Nerf balls. On the command Asteroids the players with the Nerf balls become the taggers (not throwers). If tagged, a player must go into orbit (jog around the perimeter of the play area) until given the signal to return to the game. Examples of other commands for this game include:

Mercury: Run in play area as fast as possible.
Saturn: Run in small circles (rings).
Sun: Stay in place pretending to have "hot feet".

[CCWR: 3.2/3.9/3.12/4.7]

Teacher Tip: Tag games provide students with opportunities to solve problems while exploring movement skills. Planning and learning to strategize is an important part of tag games. Because of the inherent chaotic nature of tag games, be sure to emphasize safety rules and sportsmanship.

B. TRIANGLE TAG

For this activity, you need a large, open play area and one small flag or colorful piece of material for each group. Divide the class into groups of four students and designate one player in each group the tagger. The three remaining group members hold hands to form a triangle. One of these players places the flag in his/her back pocket or attached to a belt. The tagger, operating on the outside of the triangle, tries to steal the flag. The students forming the triangle must work together to keep the flag from the tagger, without running away. If the triangle breaks, another member becomes the tagger. Discuss strategies used to outwit the tagger and keep the triangle together.

Variation: Each student needs a flag belt with two flags (in lieu of flags, clean socks or brightly colored strips of cloth can be tucked into back pockets). Select two to four students to become "flag chasers." The flag chasers try to obtain as many flags as possible in three minutes. The number of flags obtained determines the score. Flag chasers may only take one flag at a time. Students who lose both of their flags may obtain another flag.

Variation: "Four Chiefs" is a tag game from Nigeria. In this game, the leader selects four players to be chiefs. The chiefs sit on chairs. Two soldiers are selected for each chief. The soldiers hold a supply of ribbons representing the chief's tribal colors. On signal, the remaining students scatter and try to avoid being tagged by the soldiers. When tagged, the soldier gives the player one of the tribe's ribbons. The captured student, now a member of the "tribe", must sit behind the appropriate chief. After a designated time period, the chief with the most captured players wins the game. Rotate chiefs and soldiers.
[CCWR: 3.1/3.13/5.1]

C. READY REACTION

All students face the leader and mirror his/her actions (e.g., if the leader shuffles to the right, the group shuffles to the left). Students try to move at the same speed as the leader, change direction at the same time, and perform the same movement pattern. Assist students by providing cues such as a whistle for direction change or verbal commands for movement pattern changes.
[CCWR: 3.7/3.9]

D. PARTNER BALANCES

Organize the class into pairs of similar size. Partners face each other with feet shoulder-width apart, toes touching their partner's toes. Partners join hands and perform an "air sit" by leaning back slowly until the arms are fully extended and the knees are bent approximately 90 degrees, keeping feet flat on the ground. Next, students try this from a sitting position and move up to the "air sit" position. After each pair has mastered the technique, form groups of four and eight students to complete the same tasks. Discuss ways to maximize group efforts to perform the task, emphasizing cooperation and communication skills needed to master the task.

Variation: Divide the class into groups of six to eight students. Each group forms a seated circle, holding hands, and stands up together without using their hands. Next, the entire group leans backward without falling over, while still holding hands. Compare this action to a flower blossoming.

Variation: Partners sit facing each other. Each partner places the soles of his/her feet against the soles of his/her partner's feet. The pair attempts to lift their buttocks off the ground by balancing on their hands and arms while pushing sole to sole.
[CCWR: 3.1/3.11/3.13/4.2]

E. BLANKET TOSS

For this activity, you need several large blankets or parachutes and an assortment of soft balls or objects that can be tossed and caught in the blanket. Organize the class into groups of four to six students and provide each group with a blanket and ball. Students use a cooperative tug to fling or toss the ball into the air and move together to catch the ball in the blanket. Students repeat the toss and play catch with another group. Groups also explore the responses when a different type or weight ball is used.

Variation: Using the blanket, students toss and catch the ball over a net. Award points for successful returns and catches.
[CCWR: 3.1/3.13/4.2/4.7]

F. SHOOTING LADDER

For this activity, you need several baskets, balls, and carpet squares or poly spots. At each basket, place three poly spots at varying distances from the basket. Divide the class into small groups. At each basket, the first student shoots from the closest poly spot. If a basket is made, the student moves back to the next spot. The rest of the group follows the same pattern. If a student misses two in a row, he/she moves forward to a closer poly spot. Some students may need to move the poly spots to more challenging distances. Students record, on a teacher-designed chart, the number of successful shots from each poly spot location. Discuss the differences in force necessary to complete a successful series of baskets.

Variation: Set up stations that focus on different kinds of throws or kicking, using targets instead of baskets. Vary the distances at each station.
[CCWR: 3.1/4.3/4.11]

G. BEAN BAG SHUFFLE

For this activity, you need a shuffleboard court and three bean bags for each court. (You can modify this activity to use a hopscotch outline if shuffleboard is not available.) Divide the class into small groups, one group at each court. Students stand 10 feet away and slide the bean bags down the court. Record the score in the corresponding box. As students become more proficient, begin the slide further from the court. Discuss how the change in distance affects the ability to score and the changes in force needed to place the bean bag in scoring position.

Variation: Use an air hockey game to show changes in force and projection. Demonstrate how it is not always best to hit the puck hard but to control the force to reach the goal.

Variation: Introduce bocce (lawn bowling) as a follow-up activity. Explore with students the history of the game.
[CCWR: 3.9/4.2/4.3]

Teacher Tip: Create inexpensive "medals" for your Olympic celebration by spray painting the lids of canning jars, punching a hole in each, and adding a decorative ribbon. Involve the art teacher in this project.

H. AN OLYMPIC CELEBRATION

This is an interdisciplinary activity using the Olympics as a theme. Focus on either the summer or winter games. Each class selects a participating country. With the help of the classroom teacher and library media specialist, students research the country. Students plan and participate in opening and closing ceremonies. The art teacher assists students to create flags, banners, and costumes representative of the chosen nation. The music teacher works with the students to select representative music and assists the physical education teacher to instruct students in a native folk dance. As part of the Olympic celebration students demonstrate one of the sports the country is noted for. (Students may also learn and present a game native to the country.)
[CCWR: 2.7/2.8/3.4/3.15/4.6]

Teacher Tip: Folk dances and games were created to represent traditions and events experienced by a particular culture. These activities provide students with insight into the characteristics of the people and their values, history, spiritual influences, and lifestyles. Research games and dances until you find one that is appropriate for the physical, social, and cognitive levels of your students. Coordinate the experience with information about the origin of the game or dance and the people it represents.

I. MULTICULTURAL GAMES

In small groups, students research a country and select either a game or dance from that country to demonstrate to the class. Games from many different countries can be found in *Multicultural Games* by Lorraine Barbarash. Here is a game from Guatemala that allows students to practice throws, catches, and changes in tempo and rhythm. "O.A." is a rhythmic ball game and chant in English and Spanish. Five players line up facing a wall about 6 feet away. All five players chant the following words, in rhythm, repeating each line three times before reciting the next line. When each player says his/her line, he/she bounces the ball, following the instructions in the rhyme, against the wall and catches it. Students can be awarded points for successfully completing the entire chant.

We bounce our ball...	Rebotamos nuestra bolon...
■ Against the wall...	en contra de la muralla...
■ Without moving...	sin mover...
■ Without laughing...	sin reir...
■ Without talking...	sin hablar...
■ On one foot...	en un pie...
■ With one hand...(throw/catch same hand)	con una mano...
■ In front...(throw, clap, catch)	adelante...
■ Behind...(throw, clap behind back, catch)	atras...
■ Whirlwind...(throw, windmill arms, catch)	remolino...
■ Little horse...(throw, raise leg, clap under it, catch)	caballito...
■ Right now...(throw, arms stay extended, catch)	ahora...
■ Half-turn...(throw, half-turn, half-turn back, catch)	media vuelta...
■ Full turn...(throw, full spin, catch)	vuelta completa...

[CCWR: 3.9/4.3/4.6]

Teacher Tip: During warm-ups and preclass activities, play music that is appropriate for the age of the students . Music videos and videotapes of old TV variety shows can be used to showcase different dance styles. Display pictures and posters of dancers and discuss variations in dance forms, styles, and techniques.

J. SOCIAL DANCING

Students learn social dances, such as the "Chicken Dance," the "Locomotion," the "Four Kick Continental," or more traditional styles such as the "Patty Cake Polka." Be sure to include kid-favorite

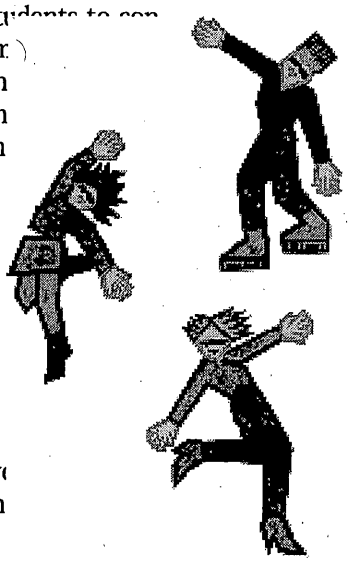
dance styles, such as hip-hop, in your dance program. High school students can demonstrate some of the newer forms of popular dancing. Students plan a party to showcase the dances they learned, developing a party theme, creating invitations and decorations, and serving nutritious snacks.
[CCWR: 2.8/3.1/3.4/3.8/3.15/4.2]

Teacher Tip: In order to maximize interest and participation when teaching jump rope activities, each student should have an individual rope of correct length. Jump rope length is determined by the size of the person. Students stand on the rope with feet together; the handles should reach to the child's underarms.

K. THE BEAT GOES ON

Use music with a strong, even beat to establish a tempo. Challenge students to continuously jump rope with the beat of the music. Once a jumping rhythm is accomplished, jumpers create their own routines to the music, using jumping skills and rope swings. Students change the speed and rhythm based on variations in the music. A student-created routine might include in sequence:

- Two jumps
- A skill
- Two jumps
- Another skill
- The same skills alternating direction



Students develop routines alone and with a partner.

Variation: More advanced students may be able to add a manipulative (e.g., bouncing a ball) or a dance or tumbling skill (e.g., a cartwheel) to the routine.
[CCWR: 3.15]

L. THE PACER

This activity helps students learn to ***pace*** themselves when running. Make two lines 20 meters apart. Students line up along one of the lines. On signal, students jog across to the opposite line and then return to the starting line. Encourage students to pace themselves so they arrive at the start in exactly nine seconds. Use a whistle, prerecorded beep, or music as the signal. After three attempts, double the distance (students go back and forth twice). Sound a signal at nine-second intervals. Discuss the ways students were able to pace themselves during the exercise. Ask: "Where else might pacing be important? Do you use pacing in the classroom? How?"

Variation: Change the distance, pace speed, running pattern, or locomotor movement. Try having students pace with a partner.
[CCWR: 3.1/3.13/4.9]

MOVEMENT ADAPTATIONS

Indicator 2.5-3: ***Adapt movement skills in relation to objects, other participants, and boundaries.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: **The following activity is designed for pre-K and kindergarten students. The activity helps students to identify personal space and to understand the need for and purposes of such space. Classroom teachers support this concept by using patterned hands and feet to guide students during regular classroom activities (e.g., standing in line, working at tables) and by providing students with personal space for their belongings.**

A. FINDING SPACE

For this activity, you need hoops, poly spots, carpet squares, or sheets of newspaper for marking ***self-space***. Provide each child with a space marker. Students sit on their marker in a tight ball (knees tucked with arms around them) and then open their arms as wide as they can. Ask: "Are you touching anyone? If so, move your space marker so you cannot touch another student." Students stand, turn, spin, and stretch in their own space. After students demonstrate an understanding of self-space, remove the space marker and have students continue to move in self-space. Ask: "Was it more difficult to stay in your own space without the marker? Why?" Provide students examples of self-space in activities, such as the batter's box in baseball or the goal in soccer. Brainstorm other examples (e.g., their desk, the teacher's desk, the driver's seat in a car).
[CCWR: 3.1/3.2]

Teacher Tip: **Involve the art teacher in the next activity.**

B. CREATING SPACE

For this activity, you need a large open area, one ball for each child, a percussion instrument for signaling activity changes, and a chalkboard. Write on the chalkboard: "Take one ball and practice bouncing it in self-space for two minutes. When you hear the signal, you may bounce the ball in general space for two minutes. Do not talk or touch your neighbors. On the third signal, place your ball against the wall and move to the middle of the gym floor." Reinforce the directions through modeling, posters, and verbal cues. After students have completed the activity, ask: "Have any of you ever been to an art gallery? What kinds of paintings did you see? Did any of the artists only use half of the canvas and leave the rest blank?" Display several paintings and discuss how an artist thinks about the image on the canvas and uses the entire space to create art. (Invite the art teacher to participate in this part of the activity.) Describe how good dancers can use the entire dance floor and how a good basketball player uses the entire court. Students pretend to be artists and use general space as their canvas. On signal, students move in a variety of directions and pathways covering the entire play area. Refocus the students to try various levels and kinds of locomotor move-

ments. Stop the action periodically and emphasize how students must move without contact or collision in general space. Next, students dribble or juggle the ball while moving in general space. Regroup the class and discuss the purpose of the day's activity—to learn to use general space in a safe and fun way. Brainstorm activities that require participants to move in general space and list on the board. Define ***self-space*** and ***general space.***

Variation: Combine self-space and general space activities. On signal, students move from one to the other and perform specific locomotor and non-locomotor movements.
[CCWR: 3.9/3.15/5.3]

Teacher Tip: For the next activity, require students to alternate using the dominant and non-dominant hand to perform the tasks.

C. CRAZY CONES

For this activity, you need a large open area and a number of cones (one for each student, if possible). Distribute the cones around the area with half standing upright and half laying down. Divide the class into two groups. One group knocks down the standing cones while the other group stands the cones back up. The two groups move simultaneously and must avoid contact with each other. Students must move carefully around the stationary objects while moving among the participants. After a set period of time, the groups switch roles. Discuss strategies used to perform the task. Ask: "Did students work together? Did team members communicate or work alone? Was one method or task easier or harder than the other? Why?"
[CCWR: 3.1/3.11/3.13/4.2]

Teacher Tip: The following activity is most effective if students have studied China and have seen pictures or a video of the Great Wall.

D. GREAT WALL OF CHINA

For this activity, hang a large volleyball net across the gym. The net represents the Great Wall of China. (Cover the net with a decorated large sheet or parachute.) Elevate one end of the net higher than the other to allow students to toss objects over the net at various heights. Divide the class into two groups. Give each group plenty of soft balls or bean bags. On signal, students pick up an object on their side of the wall and return it to the other side using an overhand throw. Students move along the wall as their ability allows.
[CCWR: 3.1/3.14/4.3]

E. SOCCER CROQUET

Divide the class into two groups. One group becomes soccer dribblers while the other group becomes human soccer "wickets." Instruct the wickets to find personal space in the play area and become stationary objects, hands on hips and feet shoulder-width apart. Dribblers foot-dribble a soccer ball to a human wicket and quickly and safely pass the ball through to the other side. Emphasize that students are not to kick the ball—the object is to keep the ball under control as it is manipulated around the wickets. As the ball passes through the wicket, the student continues to dribble to another human wicket. On signal, students switch roles.
[CCWR: 4.1/4.3]

F. SPEED BUMPS

For this activity, you need a large play area and an assortment of "speed bumps" (e.g., dome markers, cones, deflated balls). Scatter the speed bumps around the play area. Students dribble a ball (using feet or hands) from one end of the play area to the other, avoiding the speed bumps. If a student touches a speed bump with a ball, he/she must return to the beginning of the course and start over.

Variation: Align the speed bumps in a straight line, and have students dribble around the objects. **[CCWR: 4.1/4.3]**

G. LET'S PLAY TAG

Tag games teach children how to negotiate objects, stay within boundaries, and flee from chasers. Here are several variations of tag games designed to teach these concepts.

Spiders

Two lines, 30 to 40 feet apart, define the playing area and the game is played from line to line. Between the lines scatter hoops—the more hoops, the more taggers. Assign one student to stand inside each hoop. These students are the "spiders." The spiders may stretch far as possible but must keep both feet inside the hoop. The hoops may not be moved. The runners (any locomotor movement works) try to move from one line to the other without being tagged by a spider. Ten points are awarded for each successful crossing. If a student is tagged, points are not scored. No one loses points.

Variation: Rather than award points, tagged students must obtain a hoop and become a spider. When all students are tagged, begin the game again allowing new spiders to scoot inside the hoops to tag students.

Amoeba Tag

Students scatter within a large play area. One person starts as the "amoeba" (tagger). When tagged by the amoeba, the tagged player joins hands with the amoeba. When the amoeba becomes a chain of four, it splits, creating two amoebae (sets of taggers). The game continues until most of the players have become amoebae.

Tag Zone

For this game, you need a large play area. One end of the play area is the start line and the middle 10 yards of the play area are the tag zone. Students must try to cross from the start line to the other side going through the tag zone. Position several taggers in the tag zone. Students must cross this zone without being tagged. The taggers may not leave the zone. If a traveler is tagged in the zone, he/she must return to the start line. Once a traveler successfully crosses to the other side, he/she may return to the game by going out of bounds and returning down the sidelines.

Lighthouse

For this activity, you need a large play area (the ocean) and items randomly scattered as islands (e.g., mats, chalk outlines, rope borders). Students pretend they are ships trying to cross the ocean. All of the ships start at the dock (use a cone, carpet square, or poly spot) and must try to cross the ocean to a similar dock on the other side. The ships must stop at least one time during the crossing to refuel at one of the islands. To refuel, the student/ship needs to place one foot on the island and then continue to cross the ocean. Each island has a lighthouse troll who does not want the ships to refuel. The troll, who cannot leave the island, tries to tag each ship stopping to refuel. If a student/ship is tagged by a troll, the ship must remain on the island until it is able to share fuel from another ship (students give each other a high five). Once ships cross the ocean, they return to the original

port, refueling once again along the way. Provide opportunities for all students to be ships and trolls. **[CCWR: 3.1/3.11/3.14/4.2/5.3]**

H. INCREDIBLE SHRINKING ROOM

Start with a large play area with clear boundaries. Students travel within the play area without touching another player. After a predetermined time, stop the play and redefine the boundaries, making the play area smaller. Continue the activity, stopping and adjusting the boundaries to make the play area smaller each time. Afterwards, discuss how students modified their movement to avoid contact with others as the size of the play area changed.

Variation: Use music to establish a tempo or speed of activity. Observe student activity and then ask: "How does a change in tempo impact your ability to avoid contact with another student?"

Variation: Monitor student contact to answer the following questions: Can the players travel 10 seconds without a touch? 20 seconds? 30 seconds? Ask students to explain ways they avoided contact with other students during the exercise.
[CCWR: 3.2/3.9/3.13]

I. SOCCER SNAKE DRILL

For this activity, you need a large play area and a number of soccer balls. Divide the class into groups of three. One student in each group becomes the head of the snake, one the middle, and one the tail. All three students try to control the soccer ball using only their feet. The students must follow the lead of the head of the snake as he/she dictates direction, speed, and pattern. Students are not permitted to use their hands. On the instructor's cues, students switch roles. Discuss how the teams were able to work together.

Variation: Use a basketball or hockey puck instead of a soccer ball.
[CCWR: 4.2/4.7]

J. RAPID FIRE

For this activity, you need hoops and an assortment of Nerf balls or bean bags. Divide the class into pairs, and have partners stand at least 10 feet apart. Students pass and catch the ball as many times as possible during a three minute time period while keeping at least one foot in a hula hoop. The hoops cannot be moved. Partners may only leave the hoop to retrieve the ball. Award points for each successful pass and catch.

Variation: Change the distance between partners, use different types of balls, or try specific kinds of passes (e.g., bounce, overhand throw).
[CCWR: 3.1/4.2/4.9]

K. ORIGINAL PARTNER DANCE

Using a 4/4 beat (drum, tambourine), each student creates an eight-count movement pattern. When the student can perform the eight-count pattern to the beat or music, create triads or pairs. Each member of the group teaches his/her movement pattern to the others. The result is a short dance pattern, consisting of two or three patterns. Students perform their dance creation.

Variation: Combine groups to create a dance with four or six movement patterns. Allow students to select music, create costumes, and perform for their classmates.

Variation: Require that each original dance pattern be performed in a circle or square formation and that partners must perform simultaneous movement.
[CCWR: 3.15/4.2/4.7]

MOVEMENT ADAPTATIONS

Indicator 2.5-3: ***Adapt movement skills in relation to objects, other participants, and boundaries.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Paired activities allow students to provide feedback using criteria established by the teacher. Task cards or checklists can be used for the observation. Pictures of the appropriate techniques may be helpful. Posters of the skills should be displayed to reinforce appropriate skill techniques.

A. OFF THE WALL

For this activity, you need a walled area for rebounding and an assortment of paddles, racquets, and small, soft balls. Divide the class into pairs. Each pair moves to a spot along the wall. Students measure a distance 8 to 10 feet away from the wall. Partner A drops and strikes the ball using his/her hand, a paddle, or racquet. The student attempts to strike the rebound as many times as possible. Partner B observes the striking and rebounding and evaluates Partner A's activity using a task card created by the teacher. Students switch roles and repeat the activity.
[CCWR: 3.2/3.14/4.3/4.4/4.5]

Teacher Tip: The following activity requires that students be able to throw with some control and catch a ball in the air and on the ground. For those students unable to perform this skill, allow them to practice with a Velcro tennis ball and mitt before using a regular tennis ball.

B. WALL BALL

For this activity, you need lots of wall space and plenty of tennis balls. Divide the class into pairs, and have each pair move to a spot along the wall. One partner throws the tennis ball against the wall, and the other partner tries to catch the ball without dropping it. The thrower's turn is over when he/she has made three outs or scored a set number of points. Players then switch positions. Award points to the catcher when he/she catches a grounder or fly ball; award points to the thrower when the catcher misses a catch.
[CCWR: 4.2]

C. MOVE IT!

For this activity, you need several low volleyball nets and beach balls. Divide the class into pairs, one partner on each side of the net. Students volley the beach ball across the net to establish a record number of consecutive volleys. As students become more proficient, partners move to higher nets.

Variation: Instead of using a net, students use an overhand throw and catch pattern through an upright hoop.

[CCWR: 4.2/4.2]

D. GAMES IN THE LANE

Divide the play area into long, 10-foot-wide lanes using cones, chalk, or rope. Form teams of four to five students, and have each team line up at the end of a lane. The first student in each line is a ***defensive*** player. He/she turns around to face the next player in line. The second player (an ***offensive*** player) tries to dribble a basketball from one end of the lane to the finish line without losing control. Players may not go outside their lane except to retrieve the ball, and no running is permitted. The defensive player tries to slow the dribbler by keeping his/her body between the dribbler and the finish line. The defensive player is not permitted to steal the ball from the dribbler or bump the offensive player. Upon completion, students return to the end of the line and switch roles.

[CCWR: 3.1/3.9/3.14/4.11/5.3]

E. THE PASSING GAME

Divide the play area into five zones. The two end zones are the scoring zones. Divide the class into two groups, and assign each group a scoring zone. Some team members play in the scoring zone while the remaining team members play in the middle zones. The object of the game is to pass a ball from one zone to the next and ultimately to the scoring zone. Players may not pass over a zone. If the ball goes out of bounds, the other team gains possession. Players with the ball may not travel; however, pivoting is allowed. Defenders may intercept the ball but may not grab the ball out of another player's hands. The game can become more challenging using two or more balls of different types.

[CCWR: 3.13/4.2/4.7/5.3]

COMBINING MOVEMENT SKILLS

Indicator 2.5-4: ***Combine movement skills to participate in physical activities, such as games, sports, and lifetime recreational pursuits.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: To ensure a safe walking experience, review pedestrian safety rules. As students explore their community point out safety hazards, such as construction sites, high traffic areas, or unlighted areas. Students can design a map of safe walking paths in the community and use it each time the class walks together.

A. ALPHABET WALK

Brainstorm the health benefits of walking. Explain that you have a way to make walking fun and healthy at the same time. During the walking time, students must find objects that begin with all the letters of the alphabet. Begin with the letter "A" and move through the alphabet, noting all the objects encountered on the walk. Be sure students maintain a brisk walking pace while searching for the objects.

Variation: Students find sets of objects in numerical order (e.g., one bird, two cars).

Variation: Students look for car license plates from various states and keep track of them during the walk. Upon return to the classroom, discuss the differences and similarities in the plates. **[CCWR: 3.7/4.9]**

B. RIBBON DANCE

For this activity, you need a large, open play area, music tapes or CDs, and one multicolored paper streamer or plastic ribbon per child. Show pictures or video of a rhythmic gymnast using hoops, balls, and ribbons. Distribute the colored streamers and instruct students to find personal space. Students draw a circle in the air with their ribbon. Encourage students to use both hands to draw the circles. Allow students a few minutes to get accustomed to the feel of the ribbon. Have them make circles over their heads, behind their backs, and at varying levels. Allow students to incorporate a locomotor movement as they continue to draw with the ribbon. On signal, students throw their ribbons high up into the air and let them fall to the ground. After sufficient practice circling, moving, and tossing, students perform an original ribbon dance to a short piece of music.

Variation: Divide the class into several small groups (e.g., by color of ribbon), and have each group perform to a segment of music. After each group has performed, combine the entire class into one celebration dance.

Variation: Use rhythm instruments rather than music. Students beat a drum, tambourine, or wood blocks to set the pace for the ribbon dance. Each type of instrument indicates a change in pattern (e.g., tambourine or chime means travel at a high level, the drum signifies circle or travel at a low level or very slowly). Allow students to serve as both dancers and musicians.

Variation: Challenge students to create movement patterns that simulate ocean waves, a lasso, a bouncing ball, or a tornado. Have students describe the qualities of each.

Variation: Instead of ribbons, use hoops, hand or foot rhythm tappers, or soft balls.
[CCWR: 3.15]

C. THREE-PERSON BASEBALL

For this activity, you need one tee or 28 inch cone, a Wiffle ball, a bat, and one throw-down base for every three students in the class. Arrange the batting tees in a small circle, and place each group's base in a large circle outside the tees (like the spokes of a wheel). Position three players at each site: the batter, who tries to hit for distance to score runs; the fielder who tries to catch the ball and throws it to the catcher; and the catcher, who must catch the thrown ball in the air. The first batter hits the ball off the tee and runs to the base and back. One point is scored each time the batter touches the base, and another point is scored when he/she returns to the tee. The fielder needs to catch the ball as quickly as possible and throw it to the catcher because the batter continues to run back and forth until the catcher has control of the ball. The catcher replaces the ball on the tee and yells "Stop!" to halt scoring. There are no outs in this game. After each bat, rotate positions.
Variation: This game can be modified for soccer (corner kicks, throw-ins, and goalie catching) or football (punting, passing, and receiving).
[CCWR: 3.1/3.13/4.2/4.7]

Teacher Tip: To ensure the safety of all students, make sure the equipment is developmentally appropriate and in good condition. For the next activity, allow students time to practice tossing horseshoes without the stake before they attempt to play the game. Observe the tosses to ensure students hold the horseshoe at the rounded end and toss it underhand so it flips once in the air on the way to the stake.

D. HORSESHOES

Create teams of two students. Position one member of each team at a stake. (Be sure there is enough room between targets.) Give the players at one end two rubber horseshoes. Players take turns throwing their horseshoes. Award points (ringer = 3, leaner = 2, and 1 point for closest to the stake).
[CCWR: 3.2/4.3/5.4]

E. SNEAKY FEET

For this activity, you need a large play area, an assortment of balls, and several hoops. Divide the class into four or more groups. Each group starts with five balls in a hoop. On signal, all players run to another group's hoop, take a ball, and hand dribble it back to their own hoop. There is no defense in this game. At the end of the allotted time, the team with more than four balls in their hoop wins the game.

Variation: Add a defensive player that remains in the hoop. Students must pass the ball to a teammate rather than dribble. To make this more difficult, do not allow locomotor movement when in possession of a ball.
[CCWR: 3.1/3.13/4.2/4.7]

COMBINING MOVEMENT SKILLS

Indicator 2.5-4: ***Combine movement skills to participate in physical activities such as games, sports, and lifetime recreational pursuits.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Students need to practice and refine the skills of serving, bumping, and setting prior to this activity.

A. 3 VS. 3 VOLLEYBALL

Create several small volleyball courts with modified boundaries. There are three players on each team. Each team has an individual net. Game play begins with a serve and continues with set and bump volleys according to regulation rules. Only the serving team can score points. The first team to score seven points (with at least a two-point lead) wins the game.

Variation: Instead of using a volleyball, use a 48-inch beach ball.

Variation: Play Newcomb (catch and toss) instead of set and bump.

Variation: Designate a different number of hits per side.
[CCWR: 4.2]

Teacher Tip: Students can make their own bowling pins using recycled materials. Save empty plastic soda bottles, fill each with a small amount of sand, and replace the cap. Use bottles of the same size to create a bowling game.

Teacher Tip: Connect bowling to math activities. Students can calculate class averages or graph the total number of pins for each session. Bowling can be used to study patterns (e.g., triangular threes), relationships, and symmetry.

B. BOWLING TRIOS

For this activity, you need a plastic or rubber bowling set for each group of three students. Put tape or a chalk mark at each pin site; this saves time when resetting the pins. (Depending on the skill level of the students, you may need to mark the boundaries of the alley as well.) One student is designated the bowler, one the scorekeeper, and one student the pinsetter. After each student bowls twice, students in the group change positions. Each student gets two times to try and knock down 10 pins. One point is scored for each pin knocked down. As in regular bowling, if a student scores a strike on the first ball, he/she does not have to bowl a second time. (Don't worry about scoring spares according to regulations—that comes later.) Provide the scorekeeper with a score sheet and assist him/her to tabulate scores. Discuss the role of force, speed, and agility as used in bowling.

Variation: After students have practiced using modified equipment, schedule a field trip or after-school visit to a bowling alley. Most bowling facilities are able to modify the equipment for younger students. Involve parents in the activity.
[CCWR: 3.13/3.14/4.2]

Teacher Tip: The next activity is a fast-moving one that requires a clear explanation of the rules, close supervision of all the activities, and frequent emphasis on safe play.

C. SCOOTER SHOOTERS

For this activity, you need a large play area, enough scooters and basketballs for half the class, and two large barrels or boxes to be used as targets. You also need several old car tires for sideline targets, lots of small Nerf balls, and three small crates (one which contains small objects that can be used to keep score and one team scoring crate for each team.) Divide the class into two teams. Each team is comprised of shooters and sideliners. At one end of the floor place the two boxes or barrels. The shooters line up at the opposite end of the floor. Their goal is to navigate the floor on a scooter and shoot the basketball from one of three designated sites, into the box/barrel. The sideliners line up on one side of the gym. On the opposite side of the gym, set up the tires. The sideliners attempt to throw their ball into one of the tires on the other side of the gym. They throw the balls at the same time the shooters navigate their scooters down the gym floor towards their target. Sideliners score one point for each ball that stays inside a tire. Shooters score points each time a basket is made. When a point is scored the player goes to the scoring crate, selects an object from it, and places it in his/her team-scoring crate. Each shooter gets only one chance to make a basket. Sideliners throw as long as the balls are available. If the shooter does not make a basket, or if he/she falls off the scooter, the shooter gives the scooter and basketball to a sideliner partner. All new scooter shooters must begin at the starting line. The game ends when the scoring crate is empty or when a designated time expires.
[CCWR: 3.1/3.2/3.13/4.2/4.7]

Teacher Tip: Students must be able to perform basic gymnastic skills from four categories: rolling actions (e.g., forward roll); step-like actions (e.g., weight transfer, cartwheel); flight actions (e.g., jumps, leaps); and balance actions (e.g., scale) to participate in this activity. Invite a gymnast to demonstrate floor exercise combinations, or use a video of national team athletes available from USA Gymnastics. Students note the differences (e.g., females use music and more dance; males use more strength moves).

D. TUMBLING ROUTINE

Write the four categories (***rolling***, ***step-like***, ***flight*** and ***balance***) on the chalkboard and brainstorm actions that fit into each area. Demonstrate variations of the skills. Allow time for students to practice the various skills before they combine them into a short routine. Students create a brief gymnastic routine using at least one element from each of the four categories and perform their routine with a partner or small group.

Variation: Students perform their routines to selected music and teach the routines to other group members.

Variation: Working alone or in a small group, students select a theme (e.g., a season, a sport) and combine dance and tumbling skills to portray the theme.

Variation: More advanced students may perform routines on a balance beam or other available gymnastic apparatus.
[CCWR: 3.7/3.9/4.3/5.3]

E. MODIFIED TEAM HANDBALL

Divide the play area into mini-fields so all students can participate. You need one Nerf ball for each team. Divide the class into teams of three. Each team has a goalie and two scorers. Scorers travel anywhere except the goal zone, which is a line 15 feet in front of the goal. The object of the game is to throw your team's ball into an opposing team's goal. When a player has a ball, he/she can only take three steps with the ball before it must be passed to a teammate or thrown at the goal. Defensive players try to intercept passes but they cannot steal the ball when it is held by an offensive player. After a score, the other team gets the ball. After play is completed, discuss game strategies and the importance of teamwork.
[CCWR: 3.1/4.1/4.2/5.3]

Teacher Tip: For the next activity, have students create flags from different countries. Vary the game by requiring students to capture flags from a particular continent.

F. CAPTURE THE FLAG

You need a large open play area divided into territories (one for each group), one bucket of flags, and an empty bucket for the captured flags. After dividing the class into several groups and assigning each group a territory and flag, explain that the purpose of the game is to enter "enemy" territory and capture a flag, one flag at a time. When a flag is captured, the student gets "safe passage" back to his/her territory to place the captured flag in the team bucket. If a student is tagged while in enemy territory, he/she is captured and must report to the "tower," where all prisoners are held captive. Students can escape from the tower by "high fiving" an incoming prisoner (only one player can be in the tower at a time). The game is finished when all flags have been captured.

Variation: Add one or two mats as safety zones in each territory. Create a safe zone around the flags. Defensive players are not permitted to enter these zones.
[CCWR: 3.1/3.13/4.2]

G. CREATIVE JUMP ROPE

For this activity, create a number of jumping stations (e.g., short rope, long rope, jump bands, tinikling sticks). After a review of various jumping skills, divide the class into groups and assign each group a station. Using an eight count or appropriate musical selection, students develop a jumping pattern using the equipment at the station. Students add additional patterns and skills, moving from three patterns to five patterns. After a designated period of time, students move to a second station and perform the patterns on the new equipment.
[CCWR: 3.9/3.15/4.2]

APPLYING MOVEMENT SKILLS AND CONCEPTS

Indicator 2.5-5: ***Describe when, where, and how to use and adapt specific movement skills and concepts in physical activities.***

SAMPLE LEARNING ACTIVITIES: K-2

A. THE RACE OF THE TORTOISE AND HARE

For this activity, you need a large open area, several hoops, and a percussion instrument. Begin the class by sharing an Aesop's fable, the "Tortoise and the Hare." (If the students are already familiar with the story, have students identify the key events and moral of the story.) Focus on the differences between the ***speed*** of the two characters. Tell students to move slowly to one of the hoops. While in the hoops, students perform different slow movements (like the turtle). Next, students move very fast, just like a rabbit. Use the percussion instrument to signal when students should begin moving suddenly or quickly. Remove the hoops and have students find self-space. Discuss and enact the following: "How does a windmill move on a day when there is no wind? How might a very old person walk across the street? How might a very old car that hardly works move? Now think about how you might move if you were holding the hand of a baby just learning to walk. If I asked you to run for a whole hour, how fast would you run?" Discuss the need to ***pace*** such movements and explain how the body would run out of energy. Emphasize concentration, safety, and practice. Return to the story of the tortoise and the hare, and use it to explain the concept of pacing.

Variation: Students pretend they are a motorcycle or car. Use a drumbeat to establish pace. As students move around the play area, cue them to alter their pace and speed (e.g., "How would your speed change near a playground? on a highway? on a hill?") Discuss speed limits and change the beat of the drum to signal changes in speed. To conclude the activity, have students explain the following: *"Sometimes it's good to be a tortoise, sometimes it's good to be the hare."*

Variation: Use movement modifiers, such as ***brisk***, ***speedy***, and***s luggish*** to illustrate different speeds. Students perform various movement skills as directed.

Variation: Create a set of flash cards that illustrate various real-life situations (e.g., students in the hallway or on the bus), sports, games, or dance activities that require changes in speed or pacing. After students are able to identify such situations, show videotapes of athletes and dancers using fast and slow movement and discuss.

[CCWR: 3.2/3.7/3.9/4.11]

B. PICK A PICTURE

Create two sets of flash cards: one set shows places such as a beach, playground, hallway, or busy street; and the second set shows specific movement skills such as run, skip, walk, or hop. Students match the place with the appropriate type of activity by responding to questions such as the following: "Is it ever appropriate to skip down the hallway? Should you run into traffic? a parking lot?" Discuss the student matches and help students distinguish between appropriate and unsafe movement experiences.

Variation: Create a student worksheet that requires students to match the activity to the appropriate location or situation.

[CCWR: 5.1/5.3/5.6]

Teacher Tip: Students should practice manipulative skills using both the dominant and non-dominant extremity.

C. Q & A TIME

Establish several bounce, throw and catch, or dribble stations where students can experiment with balls of different sizes, weights, colors, and textures. After students have completed the circuit, ask the following questions. Modify the questions for bounce or catch and throw.

- Which kinds of balls are easier/harder to dribble under control? Why?
- Which kinds of balls are easier/harder to dribble low? high? Why?
- Which balls work best when traveling fast/slow?
- How does the weight of the ball change dribbling? a different size ball?

Variation: Use the same activity to analyze overhand throws, kicking, or catching.
[CCWR: 3.2/3.6/3.7/3.9/3.12]

D. CIRCLE OF LEARNING

Students perform self-selected locomotor movements in general space. As students move, call out the name of a place (e.g., playground, hallway). If the locomotor movement being performed is unsafe or inappropriate, the student must freeze. As students begin to understand the game, make the situations more specific (e.g., the playground near the swings). After posing several situations, students sit in a circle. Moving around the circle, students name one rule for safe movement and discuss safe and appropriate behavior in a variety of settings. Students create a bulletin board or series of posters that display safe and appropriate movement in the school setting.

Variation: Focus on manipulative movements (e.g., throwing a ball, bouncing a ball off a wall).
[CCWR: 5.1/5.3/5.4/5.8]

E. MOVEMENT MATCH GAME

Create a series of cards with various movement skills and concepts illustrated or written on them. Divide the class into several small groups, and distribute the cards. Students organize their cards into specific groupings (e.g., all locomotor skills, all manipulative skills). After each group has organized its cards, they consult with another group, compare cards, and match. After all cards are matched, each student selects a card at random and demonstrates the skill.

Variation: Create large posters naming and illustrating a specific activity, such as soccer, baseball, or basketball. Students match the poster with a card illustrating the corresponding activity (e.g., run with soccer, dribble with basketball, catch with baseball).
[CCWR: 3.8/3.9/4.2]

APPLYING MOVEMENT SKILLS AND CONCEPTS

Indicator 2.5-5: ***Describe when, where, and how to use and adapt specific movement skills and concepts in physical activities.***

SAMPLE LEARNING ACTIVITIES: 3-4

A. DO AS I SAY!

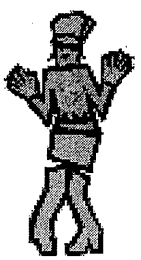
Create movement skill cards (use small index cards and illustrate and describe one movement skill on each card). Divide the class into pairs, and give each pair several movement cards. One partner becomes the narrator; his/her job is to describe the movement skill written on the card without specifying the skill. The other partner performs the skill as directed by the narrator. The performer must correctly name the described skill. Partners switch roles.

Variation: The narrator describes a series of skills (e.g., one locomotor, one manipulative, and one non-locomotor skill). The performer must move from one skill to the next in the correct sequence. Describe the actions using various modifiers (e.g., slow, fast, low).

[CCWR: 3.8/3.12/4.2]

B. FEEL THE BEAT

For this activitv. vou need a wide, open space and several musical selections that clearly represent ifferent styles, tempos, and moods. Students find self-space and sit on he floor. Begin by playing a very slow musical selection, and instruct students to move very slowly—as if they are just waking up in the morning. Then change the musical selection to a much faster, more chaotic selection. Tell students they are just "waking up," but the alarm did not off and they will be late to school. After discussing how their actions ffered based on the situation, the mood, and the tempo, allow students o move into general space. Offer different music selections for students o pace their movement actions.





[CCWR: 3.13]

C. NAME THAT MOVEMENT

Divide the class into small groups, and give each group a list of movement skills to create a simple movement routine. The rest of the class tries to identify the group's movements. Each routine must have at least five different movement skills, and group members must move in different kinds of space and at different speeds. Each group selects appropriate music for its routine and presents its creation. Discuss how movement skills might be used in other physical activities (e.g., a slide in a polka, a jump in basketball).

[CCWR: 3.2/3.15]

Teacher Tip: Assist students to design a checklist to evaluate skill performance. Students can identify the critical elements of a basic skill and make suggestions for improvement. Involving students in the development of the criteria helps them to identify the most important elements of each skill.

D. WHICH SKILL?

Provide students with a list of skills and a corresponding list of games and activities. Students match the appropriate skill with the activity. Here are some samples.

SKILL LIST	ACTIVITY
■ Use a strong wrist snap.	3 vs. 3 basketball
■ Move to open space.	Passing to a moving partner in soccer
■ Throw ahead of the receiver.	Football

[CCWR: 3.2/3.15]

E. EXECUTE!

Create a series of cards that illustrate and describe the proper sequence of a skill. Divide the class into small groups. Distribute one set of sequence cards to each group. (Be sure the cards are not in the correct order.) The group decides the correct order of the movement skill and then demonstrates the skill. Students investigate when the particular skill might need to be modified (e.g., throwing very hard for distance, tossing underhand because you are too close to the first baseman). An example appears below.

OVERHAND THROW

1. Position the opposite foot forward.
2. Keep the elbow high.
3. Twist and untwist the torso.
4. Step forward.

Variation: Name a skill. Students develop flash cards that illustrate the correct sequence to perform the skill.
[CCWR: 3.2/3.12/3.13/3.14]

F. STOP THE ACTION

Students play a game or sport (e.g., soccer, tag). At various times during the game, yell "Freeze!" At that point, everyone must freeze. Ask questions about the skills being used during the game. For example, during a modified basketball game a student misses a long distance shot. Stop the action to discuss appropriate passing techniques with a teammate wide open. Be positive and focus on all players being actively engaged in the action. Indicate how students can move more effectively within the boundaries of the field or court.
[CCWR: 3.1/3.2/3.14]

IMPROVING PERFORMANCE

Indicator 2.5-6: ***Observe physical activities and provide feedback to participants to improve performance.***

SAMPLE LEARNING ACTIVITIES: K-2

A. PICTURE THIS!

Develop a series of posters that illustrate the correct technique for a simple locomotor or manipulative movement skill. Use simple stick figures to focus on important elements of the skill, such as foot position or arm placement. Number each poster so the students can break the skill down into smaller parts. Hang the posters around the gym to create several stations. In groups of three, students move to each station. One student performs the task while the other two observe the skill. If the student performs each step of the skill correctly, the observers say "yes!" If the student has difficulty performing the skill, the observers note the skill number (from the poster) on a teacher-prepared task sheet or card. Circulate to each station to provide assistance to the groups. Students rotate as performers and observers and change stations when each skill has been performed by each member of the group. Discuss the role of the observer and relate that role to the role of a coach in a sport.

Variation: Divide the class into pairs. Provide each pair with a specific task, and note several observational elements for that task. Provide students with a written or illustrated task card to provide cues for the observation. As one student performs, the other student observes.
[CCWR: 3.7/4.3/4.4/4.5]

Teacher Tip: For the next activity, select movement skills that students have practiced and feel comfortable with.

B. BE THE COACH

As you demonstrate a specific movement skill, explain that sometimes you don't always do the movement correctly. Students, acting as coaches, observe the demonstration and vote on the correct method. Demonstrate the designated movement skill correctly and then with an obvious flaw. Repeat and then have students vote for the version they think is correct. Students hold up one finger for the first choice and two fingers for the second (or use hands instead of fingers or give students numbered cards). Volunteers explain their selections and correct your poor skill performance.
[CCWR: 3.2/3.7/4.5]

C. YOU BE THE JUDGE

Give each student a set of small index cards, numbered 1 through 10. Show students videotapes of various athletic and dance performances. Students rate each performance on a scale of 1 (poor) to 10 (great) and hold up the appropriate card. Provide observational cues for the activity. Discuss the criteria used by students to rate an activity (e.g., I don't like dance but I like basketball; I like the

way Michael Jordan took that pass in for a basket; I like the dance but not the music). Discuss appropriate criteria for the various activities viewed by the students.
[CCWR: 3.7/4.5]

D. ALIEN THROWING TECHNIQUES

Explain that aliens from the planet Zargo have just landed on the local baseball field, right in the middle of a game. The aliens have been watching the Earthling teams play baseball but the aliens' attempts at throwing a baseball are pitiful! Students help the Zargons learn to throw by describing and demonstrating an overhand throw.

Variation: Using a worksheet, students describe how to perform an overhand throw. Students name two activities that use an overhand throw and draw a picture of an overhand throw. Students discuss their responses and demonstrate the skill.

Variation: Use the "alien" teaching strategy for a variety of movement skills and tasks. One group of students pretends to be the aliens, and the other group teaches the skill.

Variation: Students create a series of drawings and flash cards to teach the skill in another language.
[CCWR: 3.2/4.5]

IMPROVING PERFORMANCE

Indicator 2.5-6: ***Observe physical activities and provide feedback to participants to improve performance.***

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: The most effective observation is one when a single critical element is observed on each performance. Divide skills into observable "chunks" and have students observe one chunk at a time. For this reason, students may need to repeat a skill several times so students become effective observers. Feedback should always be positive and related to the critical elements observed.

A. MNEMONICS

Students develop mnemonics to assist when performing and observing a particular movement skill. Divide the class into pairs. One student performs the task, and the other observes and critiques the task or skill using only the items included in the mnemonic. Here is a sample basketball foul shooting mnemonic:

BEEF
Balance
Eyes on the target
Elbow under the ball
Follow through

[CCWR: 4.4/4.5]

B. WHAT'S MY NUMBER?

Identify the critical elements of a number of specific and more complex movement sequences. Divide the class into pairs, and provide each pair with a task card that enumerates the critical elements. While one student performs the tasks, the other observes and uses the task card to note observations relevant to the critical elements. The observer assigns a rating of 1, 2, or 3 for each element and observes each performance at least two times. Partners switch roles. Here is an example of critical elements for a forward roll in a tucked position.

CRITICAL ELEMENTS: TUCKED FORWARD ROLL	
Element	**Rating (1=good, 2=fair, 3=poor)**
Hands extended	
Hips elevated	
Tuck throughout	
Head tucked properly	
Stand with control	

C. TEACH THE TEACHER

Divide the class into small groups, and assign each group a specific movement skill. Students decide how to teach the skill. The teacher performs the skill exactly as directed by the students. Groups critique both the teacher's performance and the group's directions. The teacher then modifies the skill appropriately.
[CCWR: 4.4/4.5]

D. WHAT DID I DO?

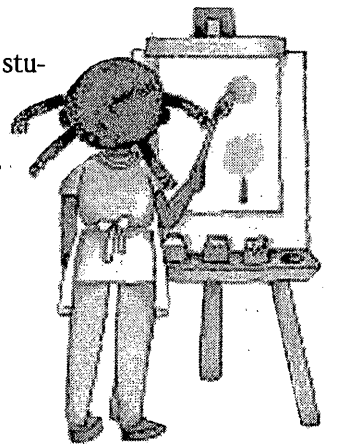
Set up several movement stations around the gym. At each station, students participate in the activity, then complete a self-reflection questionnaire about the activity. For example, after participating in a throwing and catching activity, students complete the following chart.

CATCH AND THROW			
	I need more practice.	**I am getting better.**	**I am good for my grade/age.**
When I use my whole body to throw...			
When I step with my opposite foot...			
When I throw from a distance...			
When I throw to the target...			

[CCWR: 4.3]

Teacher Tip: The next activity requires students to critically observe dance or sport activities. If your school has a dance teacher, involve him/her in the activity. The art teacher can assist students to develop appropriate artwork to complete the lesson.

E. WATCH IT!



Students select a sport or dance activity and form a group with other students who have chosen the same activity. Groups watch a teacher-selected video of the activity and provide comments about the performance. After all groups have viewed and discussed their tape, groups share their observations. Students answer the following questions:

- What did you like or dislike about the performance?
- What movement skills could you identify as part of the activity?
- Did the skills appear to be performed correctly? Why?
- What skills could have been added or deleted?

Variation: Students select a sport or dance program scheduled to be shown on television and watch the presentation with a parent or other adult. Students ask their viewing partner a series of questions (see below), develop other relevant questions, and share the interviews with classmates. Students write a brief description of the program.

SPORT AND DANCE VIEWING: AN OPINION

- Why do you like to watch this activity?
- When did you first start watching it?
- Have you ever played or participated in the activity? When?
- What do you look for in a player or participant?
- What do you think is the most important skill needed for this activity? the most important personal quality?

Variation: Students create a collage of sport and dance figures that demonstrate high skill levels or create a simple sculpture, painting, or drawing illustrating skilled performance in sport or dance. **[CCWR: 3.7/3.15/4.5]**

SKILLED PERFORMANCE

Indicator 2.5-7: *Describe the characteristics of skilled performance in a variety of physical activities.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Be sure students understand the terms and techniques before involving them in critique.

A. THROW AND CATCH

Organize the class into groups of three students. One person becomes the thrower, one the receiver, and one the observer. The thrower executes a lead pass using an overhand throwing technique to the moving receiver. The observer uses a task checklist to evaluate the throwing technique. The observer looks at one item on the checklist on each attempt and rates each as follows:
1 = Infrequently; 2 = Often; or 3 = Every Time. Students then change roles.

OVERHAND THROWING CHECKLIST	
SKILL	**RATING**
Is the ball thrown ahead of the moving player?	
Does the receiver have to stop and wait for the throw?	
Does the thrower execute with opposition?	
Does the thrower use correct overhand technique?	

Variation: Adapt the checklist for other activities such as kicking or volleyball skills.
[CCWR: 4.2/4.3/4.4/4.5]

B. KEEP AWAY

Divide the class into groups of five or six students. Four students participate in a game of "Keep Away." The object of the game is to maintain possession of the ball using fakes, quick passes, and limited dribbling. The remaining students become observers. Each observer selects one player and focuses on his/her skills during the game. After all group members have played and observed, discuss the use of strategy and brainstorm a list of moves used in each of the games.

"KEEP AWAY" CHECKLIST		
SKILL	**YES**	**NO**
Does the player move into open space?		
Does the receiver fake when guarded?		
Does the receiver show hands to the passer when open?		
Does the receiver change speed when moving?		

Variation: Using a three vs. one formation, adapt the activity for soccer, basketball, or hockey.
[CCWR: 4.2/4.3/4.4/4.5]

C. GREAT PERFORMANCES

Provide students with an observer checklist for a particular sport or activity. Using a videotape of the sport or activity, focus on various skill levels from basic to advanced. Students refer to the observer checklist as they watch the tape. Discuss each level of play and the performance characteristics noted on the checklist. For example, show a home video of a beginning basketball player, then show a middle and high school student, a college player, and then a professional player. Students brainstorm and discuss the differences in skilled performance and identify why the performances differ (e.g., size, age, practice.)

Variation: Students compare performance at the various levels and develop a comparison-contrast map.
[CCWR: 2.7/3.7/4.5]

D. SHOWCASING OUR SKILLS

Students create a video showcasing three skills learned in physical education class. Form small groups and allow time for each group to select the skills and a target audience. (If time is a problem, assign the skills; if time is not critical, allow groups time to discuss and select skills.) Students develop a script, locate props, and create costumes. Videotape the productions and discuss the planning process. Ask: "Was it hard to decide on the three skills? How did your group decide? How did you decide what was important to teach? Is there an easy way to teach the skill? How did you decide on a target audience? What might you do differently next time?" Students use the tapes to teach the skill to the designated target audience.

Variation: Students create posters using key words and phrases in different languages and use the posters in the instructional video.

Variation: Students create a "right and wrong" video. One student demonstrates the wrong way to perform a skill, and another student demonstrates the correct way.
[CCWR: 2.2/2.7/3.15/4.2]

SKILLED PERFORMANCE

Indicator 2.5-7: ***Describe the characteristics of skilled performance in a variety of physical activities.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. MULTI-GOAL SOCCER

Set up several goals (use cones) with a goalie and sweeper defending each goal. Other partners gain possession of the ball and try to pass and score at the different goals. Four or five members of the class observe play from the sidelines, focusing on one partner group. The observers note the following items on a checklist or task card and discuss their observations, then switch roles and continue play.

SOCCER CHECKLIST		
SKILL	**YES**	**NO**
Do partners space themselves apart to force the defender to choose to guard one or the other?		
Do partners kick to each other using lead passes?		
Do partners attempt one-touch scores?		
Do partners use quick bursts of speed into open space?		
Do partners immediately seek another ball after losing possession?		

[CCWR: 3.7/4.5]

B. TENNIS FOREHAND

Divide the class into groups of three students. Two players participate in a five minute singles volley. The third student observes only one of the players, using a checklist or task card to rate student performance. After five minutes, students switch roles.

TENNIS FOREHAND CHECKLIST		
SKILL	**YES**	**NO**
Is the racket on edge in the ready position?		
Does the racket move back as the ball approaches?		
Does the hitter step toward the target with the opposite foot?		
Is the ball contacted slightly in front of the body?		
Does the racket follow through towards the target?		

Variation: Design similar player/observer situations using baseball/softball, bowling, or swimming skills.
[CCWR: 3.7/4.5]

Teacher Tip: Videotape high school or college runners or school staff who don't mind being taped. Use commercially prepared tapes of athletic performance. As students become more comfortable with videotape critique, tape student performances for in-class review.

C. PERFORMANCE TIPS

Videotape individuals running. Students view the tape and use specific performance criteria to analyze the techniques used. Divide the class into smaller groups, and replay the tapes. Have each group discuss their observations and develop suggestions to improve performance. Share the ideas with the

entire group. As observers become more experienced, students observe foot position, heel strike, and body position and make suggestions for improvement. Students consider questions similar to the following:

- Is the runner appropriately attired?
- Are the runner's arms and hands relaxed?
- Does the runner breathe through his/her mouth?

Variation: Use videotapes to analyze specific elements of sport performance or dance. Provide observation checklists and discuss student evaluations.

[CCWR: 2.2/2.7/3.7/4.5]

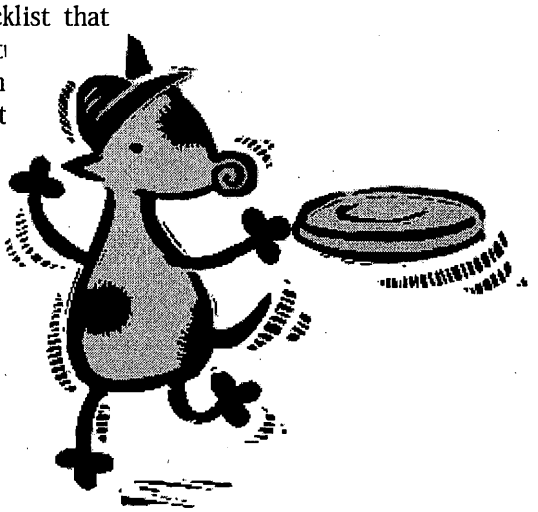
Teacher Tip: Students need to learn and practice backhand, sidearm, and underhand Frisbee throws as well as one-hand and two-hand catches before participating in the next activity.

D. FLYING FRISBEE

For this activity, you need a large outdoor play area and one Frisbee for every three students. Divide the class into groups of three. Mark off areas approximately 15 x 15 yards (use cones to mark the area). Two members of the group position themselves on either end of the area while the other member becomes an observer. The object is to try and make as many throws and catches in a one minute period. The observer focuses on one player and observes the number and types of throws (backhand, sidearm, and underhand). Using specific criteria, the observer notes the method used on each toss then switches focus to the method used to catch the Frisbee (one vs. two hands). Students switch roles and repeat the observations. Discuss how the throws might change if the receiver is not stationary or if more people are involved in catching and throwing.

Variation: Develop a task card or checklist that describes appropriate skill cues. Have st aim at a target. One student observes wh the other throws at the target. Record t number of hits. and the appropriate use of each skill.

[CCWR: 3.7/4.5]



MOVEMENT MODIFICATIONS

Indicator 2.5-8: ***Modify and combine movement skills using movement concepts, biomechanical principles, and rhythm to improve performance in physical activities.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Some students may be ready to participate in regulation sport activities, particularly those students that participate in community sport programs. Evaluate student skill levels and provide opportunities for both basic and challenging play. Modify the equipment, change the size of the playing field, or add or subtract players to facilitate participation and enjoyment by all students.

A. FOUR GOAL SOCCER

The object of the game is to find open space to advance the ball toward a goal and score. Divide the class into four teams (three to six players on each) distinguished by different colored pinnies. Each team assigns a goalie to protect the goal. The other players try to gain possession of the ball and score in any of the other team goals. Goalies restart play with a pass or throw. Start with three balls and increase the number of balls as skills become more proficient. In order to score a team goal, the scorer must retrieve the ball, hold it up, shout to the teacher to record the score, and then hand the ball to the goalie to continue the game. Change goalies every three to five minutes.
[CCWR: 4.2/4.7]

B. 21 BASKETBALL

Students maintain proper shooting form using a set shot and/or lay-up. Divide the class into small groups, and have each group line up at the free throw line. The first person in line shoots from the free throw line and quickly follows up for rebound and lay-up. After the second shot, rebound and pass to the next person in line. Award two points for each successful free throw and one point for each successful lay-up. Play continues until 21 points are accumulated.
[CCWR: 4.2/4.7]

C. 300/500 BASEBALL

Divide the class into groups of three to five students. One person becomes the batter while the remaining players are fielders. Fielders total their scores to get the batter "out." More advanced players may throw the ball at the bat, while it is laying on the ground, or at a batting tee. If the ball hits the bat, the batter is out and he/she becomes a fielder. Fielders score points as follows:

Fly ball catch	= 200 points
One bounce catch	= 100 points
Grounder catch	= 50 points

Variation: Students use a tennis racquet and tennis balls to play a game similar to the one above.
[CCWR: 3.13/4.2/5.3]

D. AEROBIC BASEBALL

This activity provides students with multiple chances to strike, throw, catch, and run. Near the third base line, add a fifth base (a cone). This is designated as the "out" cone. Students bat slightly towards first base. On signal, the batter hits the ball and runs the bases. Runners may stop at any base. Fielders throw the ball to the "out" cone as quickly as possible. The fielder at the "out" cone must have possession of the ball, step on the cone and yell "out!" Any base runner off base when the player shouts is out and returns to batting line. Play this game in groups of four or five students and establish a designated time period for play (e.g., three minutes).
[CCWR: 3.13/4.2/5.3]

Teacher Tip: Modified sports and games provide the teacher with opportunities to discuss rules, strategy, player positioning, and safety rules. They also maximize student participation at all skill levels. These activities are important prerequisites to regulation games and sports.

E. TWO PITCH BASEBALL

This game allows students to play many innings of baseball/softball with a maximum number of fielding and batting opportunities. It follows most of the rules of regular baseball except that players pitch to their own team (e.g., the on-deck batter pitches to his/her teammate). Divide the class into teams of 5 to 8 students. Each batter gets two pitches and an additional pitch if the second is a foul ball. Speed up the game by starting each inning with one out.

Variation: Use wiffle balls and bats instead of regulation baseball/softball equipment.

Variation: Start the inning with a base runner. Play one-inning games. Discuss end-of-game strategies.
[CCWR: 3.2/4.2/4.7/5.4]

Teacher Tip: Social dancing promotes rhythmic movement, fun, and fellowship. Teach and reinforce social skills and etiquette within the context of social dancing.

F. MOVIN' TO THE MUSIC

Divide the class into small groups. Each group selects a popular line dance (e.g., the Electric Slide, the Continental, any popular club dance). Each group learns the steps and then teaches the dance to the rest of the class. Discuss how movement skills used in dance are similar to those used in sport activities.

Variation: Vary the style/tempo of the music using the sames steps.

Variation: Small groups of students research various dance forms and select one for further study. The group develops a short presentation on the dance form and its use of movement skills. For example, students interested in ballet may study the use of leaps and jumps.

Variation: Small groups of students learn a folk dance, such as the Troika or Turkey in the Straw, and teach the dance to classmates. Incorporate folk dance into a social studies unit on a country or culture.

Variation: Students create an original dance pattern using sports movements. Students might create a dance pattern using basketball moves such as dribbling, shooting, and jump shots. Students select appropriate music and perform their sports dance for classmates. Students rate the dance on creativity and skill performance.
[CCWR: 2.6/3.2/3.5/4.2]

MOVEMENT MODIFICATIONS

Indicator 2.5-8: ***Modify and combine movement skills using movement concepts, biomechanical principles, and rhythm to improve performance in physical activities.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. VOLLEYBALL/BASKETBALL

Divide the class into small groups, and position one group on either side of a volleyball net. Students throw the volleyball back and forth over the net. The ball must be received using basketball techniques (e.g., pivot, chest pass) and may be passed to a teammate before going over the net. Dribbling is not permitted, and the ball must be caught in the air. Award team points when the ball goes over the net and lands in court, when the ball handler commits a violation or dribbles, or when a ball handler steps on a boundary line.

Variation: Use a beach ball rather than a volleyball. Discuss how the use of a different weight ball alters play.
[CCWR: 3.13/4.2/4.7]

B. KEARNY SOCCER

Establish a playing area 15 x 20 yards with two goals, each 10 yards wide. Divide the class into groups of four: two sideline players, one goalie, and a one vs. one player. In this four vs. four game, the players kick the ball to the opposite goalie, using a sideline player for quick wall passes. The roving players move the ball past the defender into the goal area. After the goalie receives the ball, players quickly return it to a sideline player for restart. Rotate positions every 60 to 90 seconds.

Variation: Designate a midline and midfielder. The midfielders play one vs. one trying to gain possession of the ball and pass it to the opposite goalie to score. Encourage one-touch play and quick transition from offense to defense.
[CCWR: 4.2/4.7/4.9/5.3]

C. LAST INNING BASEBALL

Create baseball situation cards that describe the number of outs, base runners, strikes/balls on a batter, and game score. Divide the class into teams and use a coin toss to determine first at bat. The

team winning the toss selects a situation card. Teams play the game as described on the card, using regulation rules.

Variation: Teams hold strategy meetings prior to the start of play. All students must participate. Same team players may pitch.
[CCWR: 3.11/3.12/3.13/4.2]

D. VOLLEYBASEBALL

Use one volleyball and four bases arranged in a small baseball diamond. Divide the class into teams of 6 to 8 players. The batting team lines up behind but away from home plate and the fielding team scatters outside the diamond. The batter hits the ball between first and third bases, using a hammer serve, then runs the diamond, tagging each base. The fielding team lines up behind the player who receives the ball, and the ball is passed down the line to the end player. If the runner reaches home plate before the team completes the pass, a run is scored. After three outs, teams change.
[CCWR: 4.2/4.7]

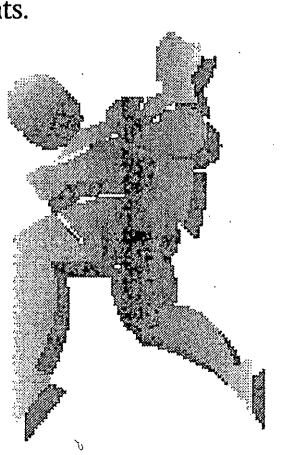
E. DANCING OVER TIME

Divide the class into small groups to research dances popular at a particular point in history (e.g., Colonial times, the 1920s, 1950s). Each group selects one dance from the designated time period, learns the dance, and teaches it to the class. Students create period costumes for the performance and describe the historical and cultural significance of the dance.

Variation: Students research dances from different countries and cultures, select one dance, and teach it to the class.

Variation: Students learn games from various time periods, countries, or cultures and teach the game to the class as part of a multi-cultural festival.

Variation: Students teach the game or dance to younger students.
[CCWR: 2.6/2.7/3.5/3.15/4.6]



SPORTSMANSHIP

Indicator 2.5-9: ***Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a participant in and observer of physical activities.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Students need to develop their observation skills in order to improve their own movement performance. Even the most skilled student can learn ways to modify activity to improve their ability to work as part of a team.

A. KEEN OBSERVATION

Divide the class into three groups. Two groups play a previously taught game, such as soccer or volleyball. The third group observes play and notes evidence of positive and negative sports behavior. After five minutes of play, stop the action and discuss the observations. Groups change roles and repeat the process.

Variation: If the class is large, create two observation teams. Each group observes a different team and then compares observations.
[CCWR: 1.1/4.5/4.6]

Teacher Tip: The following activity requires students to know how to hit a shuttlecock. Additional racquet skills enhance participation in this activity. This activity can be used to prepare for any racquet game that requires strategy of movement to get an opponent out of position.

B. YOU MOVED

For this activity, you need several badminton or tennis courts. Divide the class into groups of 4 to 6 students per court. Two group members serve as "movement counters." Each player scores a point when the hit remains in bounds and forces the opponent to take more than two steps. As players progress, increase the number of steps needed to gain a point. The movement counters keep track of the number of steps and the score. Rotate positions after each rally. **[CCWR: 3.2/4.3/4.5]**

C. SHORT FIELD SOCCER

Create several teams to engage in side field games. During each game, emphasize proper restarts and the application of soccer rules. Stop the action to discuss ***strategy.*** During the game, stop the action and ask students what rule has been applied or needs to be applied.

Variation: Create rule cards, with one rule per card. Distribute the rule cards to observers. When a particular rule of the game is not applied, the observer yells "Rule!" The action stops and the players discuss the appropriate use of the rule. Action restarts from alternating goalies.
[CCWR: 3.7/4.5]

D. PLAY BY THE RULES

Each student selects a sport or game and develops a book of rules. The book includes text, drawings, computer designs, and photos that show proper implementation of the rules. Students share the book with classmates and use it as a class reference during games.
[CCWR: 2.2/2.8/3.15/5.8]

E. RULES AND STRATEGIES

Invite local high school athletes to class to discuss the importance of rules in interscholastic play. Be sure they discuss the consequences of breaking the rules.

Variation: Invite a soccer, basketball, or other sports official to discuss rules and sportsmanship.
[CCWR: 5.8]

F. MATCHING GAME

Set up sport/game stations around the gym. At each station, display pictures and posters of athletes playing the particular sport. Include at each station a rules directory, a teacher-designed "dictionary" of rules for that sport. Give students a list of questions to answer using the materials available at each station. Students circulate to each station and try to answer the questions. When a student thinks he/she has found the answer to a question, he/she must write the answer on his/her question sheet, move to the center of the gym, and perform a designated task (e.g., 10 jumping jacks, five sit-ups). The student reports to the next station to search for more answers. Students must find the answers to all the questions and perform all the tasks to complete the game. When everyone is finished, discuss the answers.
[CCWR: 5.8]

G. GOOD SPORT

Students define ***sportsmanship*** and develop a survey to determine answers to the following questions:

- What makes a person a good sport?
- What is the best example of good sportsmanship you have ever seen?
- What is your definition of sportsmanship?

Students ask the same questions to at least five other individuals not in class or grade. Encourage students to ask their parents, older siblings, school or college athletes. Students share and discuss the results and create a class description of good sportsmanship. Students develop a thematic bulletin board or school display.

Variation: Students complete a journal entry about sportsmanship, focusing on examples they have seen in class or as part of a school or community team.
[CCWR: 1.1/1.2/3.8/4.6/4.11]



SPORTSMANSHIP

Indicator 2.5-9: *Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a participant and observer of physical activities.*

SAMPLE LEARNING ACTIVITIES: 7-8

A. FRISBEE TOUCH

For this activity, you need one Frisbee for every five students. Place the Frisbees on the ground around the play area. The object is to touch a Frisbee with your hand without touching anyone else. Play music as students move to touch the Frisbees. Eliminate Frisbees one by one. Hopefully, one of the students will figure out that the easiest way to perform the task is for one of the students to pick up the Frisbee.
[CCWR: 3.1/3.13]

Teacher Tip: Whenever students engage in outdoor activities, remind them of safety precautions (e.g., appropriate attire, insect repellents) to prevent insect-borne diseases such as Lyme disease.

B. SCAVENGER RUN

Create teams of 5 to 7 students and provide each team with a list of objects to be retrieved. Give each team the same list but in a different sequence. Allow 5 minutes for teams to strategize, then set a designated time limit for the hunt. Students must run/walk (or perform another designated locomotor movement) to retrieve the items. All team members must participate.
[CCWR: 4.1/4.2]

Teacher Tip: Students need a basic understanding of map reading and compass skills to participate in this activity.

C. NAVIGATING THE OUTDOORS

This activity requires students to work together to plan and implement a map and compass activity. Develop a simple map of an area surrounding the school, an area in a local park, or another appropriate area. (State parks may provide maps for this purpose.) Divide the class into small groups, each with a different starting point. Have each group mark the start with a pencil or small stick. (Use a stick with a colored ribbon attached to differentiate teams.) Students set the compass to N 360 degrees. The team sights down the direction of the travel arrow and selects a landmark. The team paces 100 double-step paces (count right foot) and stops. Students set the compass to 120 degrees,

pace 100 steps, and stop. Teams set the compass to 240 degrees and pace another 100 steps. The team should return to the start, having completed a triangle.

Variation: Use the map to travel a set course. Indicate trees, posts, buildings, and other landmarks. (You may want to mark each site with a colored ribbon for each team.) At each control point/landmark students take their team ribbon. Offer rewards at some of the sites.

Variation: Add simple challenges that require team problem solving (e.g., navigating obstacles that require students to work together, hidden clues, and cryptic messages that may or may not lead to the "treasure").
[CCWR: 3.1/3.4/3.11/3.12/3.13]

D. LOOKING FOR A GOOD SPORT

Students attend a community, high school, college, or professional sports activity and observe the behavior of participants and fans. Students note only the positive sportsmanship in evidence and report their observations to the class for discussion.

Variation: Divide the class into small groups. Show the class video clips from sporting events that clearly illustrate positive and negative behaviors. After each clip, groups discuss the impact of the behavior on play. Students discuss the impact as both a player and a fan.

Variation: Students clip articles from newspapers and magazines that discuss the impact of fan behavior at sporting events and develop a "Good Sportsmanship Guide" for school and community teams.

Variation: Divide the class into small groups. Give each group a scenario that describes an incident of poor or questionable behavior at a sporting event. Each group develops strategies to deal with the incident from the viewpoint of the fans, the management of the arena, and the coach and players. Student groups share the situations and strategies.
[CCWR: 1.1/3.7/4.5]

E. YOUR JUST REWARD

Each time the class plays a game or sport, designate several students as the "Prize Patrol." The Prize Patrol observes the activity and selects one or more players as good sports. The Prize Patrol makes the selection based on specific criteria developed by the entire class. The good sport receives a small prize (e.g., a free slice of pizza, coupons from local merchants). Rotate players and patrol members. Expand the monthly award to include a culminating award at the end of the school year.
[CCWR: 1.1/1.2/4.6]

F. COACHES' CHOICE

Invite a panel of high school or college athletes, coaches, and sports officials to discuss sportsmanship and following the rules. Be sure the panel addresses sanctions against students and schools if rules are broken.
[CCWR: 5.8]

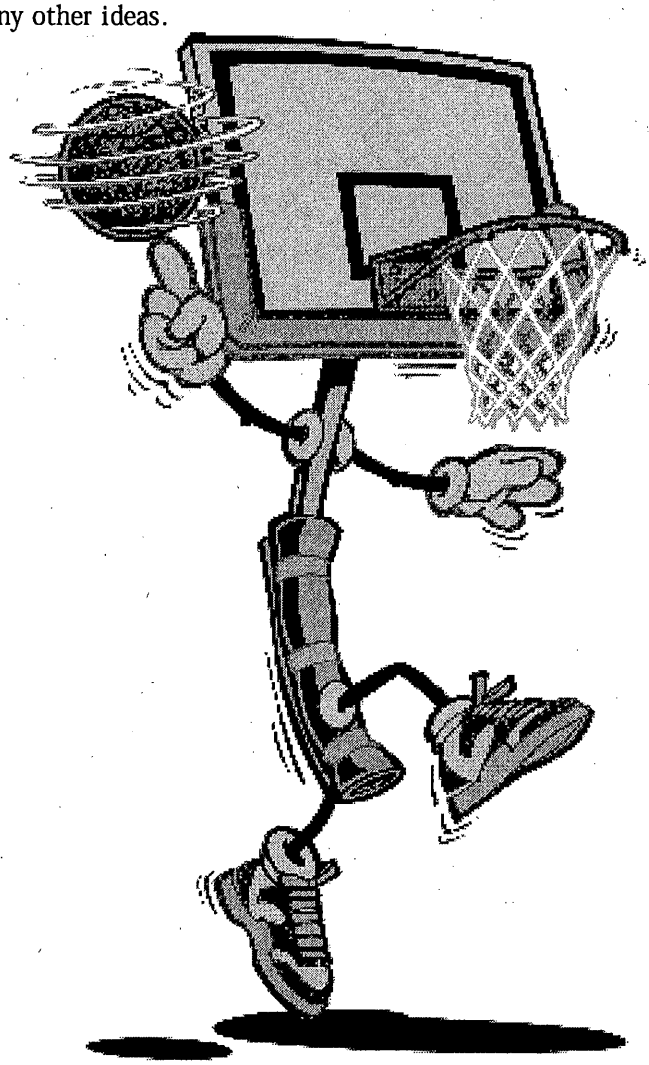
Teacher Tip: The following activity can be adapted for almost any sport or game and is a good review prior to interclass tournament play.

G. RULES OF THE GAME

In pairs, students select a sport or game and develop a rule packet for younger students. Students design mnemonics, raps, posters, videos, or computer games to support the rules packet.

Variation: Divide the class into three groups. At each station, provide markers and chart paper. At the top of the paper write the heading "RULES," at the next station the heading reads "STRATEGIES," and at the third station, "SPORTSMANSHIP." Groups rotate to each site, adding items related to the heading. Allow each group two to three minutes at each site. For example, if the sport is baseball, groups might write "three strikes and you're out" (rules); "position your fielders for each batter (strategies); and "don't kick dirt at the umpire" (sportsmanship). At the end of the exercise, discuss the lists and add any other ideas.

[CCWR: 3.15/5.8]



SKILLED MOVEMENT

Indicator 2.5-10: *Analyze and apply movement concepts, biomechanical principles, and rhythm to independently learn, assess, refine, and combine movement skills used in physical activities.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: **At the beginning of ninth grade, students can initiate a portfolio that displays examples of their progress throughout the year. Include in the folder examples of completed skill assessments and task cards, written work, activity logs, and photos. Students may include a journal to record reactions, achievements, and comments on class activities. Include in the package the student's short-term-goals and long-term-goals and the process used to achieve them. At the end of the each year, review the contents of the portfolio to determine if it accurately reflects the student's achievements.**

A. AT THE STATION

For this activity, create a number of skill stations. At each station, require students to work through a progression of skills, from basic to more advanced. Students jog to the station, follow the directions for the skill, and attempt to perform the task correctly at each progressive level. At each station, provide students with criteria to evaluate their skill performance. After a prescribed time period, students record on a card the level they were able to achieve and then move to the next station. Examples of stations might include a catch/throw station that requires accurate target throws and rebounding or a juggling station that moves a student through one-object to multiple-object juggling patterns.

Variation: Divide the class into pairs. While one member of the team performs the task, the other observes and records information. The pairs perform a second time, using the observations to improve performance.
[CCWR: 4.2/4.3/4.9]

B. YOU BE THE TEACHER

Divide the class into groups of 4 to 6 students. Each group selects a game or sport from a teacher-designed list. The group researches the selected game or sport, develops appropriate materials, and teaches the class how to play it, emphasizing the correct use of concepts and skills

Variation: Students select a game or sport and design a teaching module for middle school or elementary students. Students teach the younger students the game or sport, monitor the activity, and obtain feedback from the students. Students plan a tournament, act as referees, and reward examples of good sportsmanship.
[CCWR: 2.2/2.8/3.15/4.2]

C. CREATE A GAME

Divide the class into small groups. Each group randomly selects 3 to 5 skills to be included in an original game (e.g., run, throw at a target, stationary catch, foot dribble, and jump). The group develops the game, including rules and strategies, and teaches the game to the class. The class votes on the best new game.

Variation: Students develop a booklet of original games for younger students.
[CCWR: 3.15/4.2]

D. NAME THAT SPORT

Brainstorm a list of sport movements that require ***agility***, ***coordination***, and ***rhythm***. Using music of various tempos and styles, students move to the music using the designated skill. Divide the class into small groups, and assign each group a sport. Students investigate the various movement skills used in the sport (viewing live or on tape) and combine the movements to create an aerobic routine (e.g., simulate throwing a football with kicking, running, and jumping). The group selects appropriate music and performs the routine for the class.
[CCWR: 2.6/3.15]

Teacher Tip: The following game does not use referees. All participants must understand the rules and requisite social skills for participation.

E. ULTIMATE FRISBEE

For this game, you need a playing area 60 yards long and 40 yards wide. Mark off end zones, 30 yards deep at each end of the play area. After students have practiced ***throwing***, ***catching***, ***guarding***, ***pivoting***, and ***intercepting***, students participate in a regulation game. Divide the class into teams (12 students per side maximum), and review rules and strategies. The object of the game is to move the Frisbee down the field only by passing. Running with the Frisbee is not permitted. A goal is scored when a player passes the Frisbee to a teammate in the end zone. Defense can intercept throws but no contact is permitted.

Variation: For students with lesser abilities, use a foam Frisbee, reduce the size of the playing area, and enlarge the goal area.
[CCWR: 4.1/4.2/4.7]

Teacher Tip: Review the rules and strategies of golf prior to the activity.

F. DISC GOLF

For this activity, you need a large playing area, one Frisbee per player, cones to use as tee lines, and nine pole holes to use as targets. (A basket made of chicken wire enclosing a stake in the ground will work.) The object of the game is to complete the disc golf course with the lowest score. Students score one point for each throw of the Frisbee. Students move through the course as if playing regulation golf. Any throw within 11 yards of the hole is considered a putt. Frisbees that land in a tree or shrub are considered out-of-bounds, and players receive a one-stroke penalty.

Variation: Create a discathon course, a winding course that requires students to throw their Frisbee and then run to retrieve it. Each student has two Frisbees. The student throws the first one and runs

to retrieve it. When the student gets to within one yard of the first Frisbee, he/she throws the second one. The student picks up the first disc and runs to retrieve the second. Students repeat this sequence to reach a finish line. The player who gets the Frisbee across the finish line first wins.

Variation: Time the activity and have students try to improve their times.
[CCWR: 4.1/4.9]

G. INTERVAL PLYOMETRIC CIRCUIT

Write ***plyometric*** on the board and define it. Divide the class into small groups, and explain that each group moves to various stations around the gym. At each station, post charts that describe specific exercises. The group moves to a station, performs the designated task, and on signal, moves to the next station. Use music to manage the tempo of the activities and facilitate station changes.

SAMPLE PLYOMETRIC STATIONS	
Time	**Activity**
1 minute	Zoro side lunge
30 seconds	Straddle jump on step
1 minute	Push ups
30 seconds	Ski jump steps
1 minute	Leg curls with resistance bands
30 seconds	Jump rope

[CCWR: 5.3/5.4]

H. SPORTS AND SKILL CHALLENGE

Develop a series of movement skill challenges needed for a variety of sports and games. Students establish a goal and try to meet or exceed it during the activity, and discuss methods used to reach each goal (e.g., change in force, cooperation).

SAMPLE CHALLENGES	
ACTIVITY	**SKILL CHALLENGE**
Power Hit	Students hit a ball from a tee. The object is to hit the ball a specific distance.
Power Swing	Students hit a golf ball short, medium, and long distances using the proper club and swing.
Jump and Reach	Students measure vertical jump, using jump and reach board.
Footwork Relay	Small teams perform a medley of movements such as skip, slide, grapevine, and hop. The event is timed.

[CCWR: 4.1/4.3/4.11]

Teacher Tip: The next activity requires students to design an obstacle course. In lieu of this, use existing community resources, such as high and low rope courses, zip lines, or climbing walls. If your school does not have a *Project Adventure* program or a ropes course, check out the local fitness center or gymnastics training center. These activities enable students to take part in team-building and allow them to plan, strategize, and participate in a number of activities designed to sharpen and test physical, social, and mental skills.

I. OBSTACLE COURSE

Using available equipment, students design an obstacle course, and then navigate the course.

Variation: Students design an obstacle course for younger students, build the course, and instruct the younger students on the safe use of the equipment.

Variation: Students navigate the course while wearing a blindfold. Divide the class into pairs, and have the "sighted" partner lead the blindfolded partner through the course. The partner may assist using only verbal instructions. Students develop a short essay reflecting on the experience.

Variation: Students participate in a rock wall or ropes climbing session. Students work together to plan the climb and assist each other to complete the activity. After the session, discuss ways students worked together to achieve their goal.
[CCWR: 3.1/3.15/4.2/4.6/5.1]

J. ALL SHOT RALLY

Students continue to apply badminton skills in preparation for round robin tournament play. Divide the class into partners or groups of four. Students rally using all strokes. Each player must use each shot (***clear***, ***net shot***, ***serve***, ***drive smash*** and ***overhand drop***) a minimum of two times. In addition, each player must use a ***backhand*** at least once for each shot.
[CCWR: 4.1/4.2]

Teacher Tip: Students must be familiar with the rules of volleyball in order to play this game.

K. FOUR PLAYER VOLLEYBALL

This game follows regulation rules but requires only four players per team. Teams play for four minutes. The team that is ahead at the end of the four minutes remains on the court, and a new group of four challenges them. If a team wins three sets in a row, a new round of games begins. Waiting teams play circle volleyball, setting up the ball to each other as many times as possible without allowing the ball to hit the ground.

Variation: Discuss what students could do to improve team play (e.g., set the ball up higher, set pass to a teammate, be ready to block spikes). Each team describes at least one strategy used during play. Use the discussion as a review of rules and strategies before moving to regulation play.
[CCWR: 3.2/3.14/4.2/4.7/5.4]

L. CLOCK GOLF

For this activity, you need a large carpeted space or putting green. Each student needs a putter, several golf balls, several putting cups to be used a target, and string. Review the correct grip, body

position, stance, and stroke. Allow students time to practice the stroke without hitting the ball. Create a large clock face (use the string or chalk). Place the putting cup in the center. Students putt toward the cup from each hour on the clock, counting the total number of strokes necessary to hole out from all 12 hours.
[CCWR: 3.13/4.3]

M. ON THE GREEN

This game consists of six hitting stations, one for a wood, 3 iron, 5 iron, 7 iron, wedge, and putter. Set up five tee areas and one practice green. Group students into foursomes, and assign one group to each station. Provide one set of clubs at each station along with one plastic golf ball per student. Students hit the plastic ball for ***accuracy*** and ***distance*** at each station. Mark distances using cones, and award points for accuracy. Students play three rounds (five stations equals a round) recording their scores on a modified scorecard. Discuss when accuracy is more important than distance.

Variation: Add obstacles, sand traps, or water.

Variation: Take students to a Par 3 golf course. Divide the class into foursomes to play regulation golf. During the activity, circulate, and observe play. After all students have completed a round, review the rules and strategies associated with the game. Students write a brief reaction to their day on the links.
[CCWR: 4.3/5.4]

Teacher Tip: In order to participate in the next activity, students need to know how to use a compass and read a map. Students need to understand the following terms before proceeding with this activity: *angle of declination, attack point, base point, bearing, beeline, control point, geographical map, shoot a bearing, topographical map,* and *Silva system.*

N. ATTACK POINT ORIENTEERING

Preset a course with 7 to 8 control points. Use numbered cones to show the control points and use other objects such as hoops, hurdles, or ropes to represent ponds, streams, buildings, or other obstacles that block a straight-line approach to control points. Divide the class into pairs, and give each pair a map that shows the control points and the obstacles. Using the map, each team determines the shortest route to the control point, to sight an attack point, to move to it, and to sight another control or attack point. Each team keeps a log of the bearings between control points and must complete the entire circuit.

Variation: Design a course with a buried or hidden treasure. Provide the bearing but give only a clue to the distance (e.g., number of days in the month, number of students in the class).

Variation: Students plan and participate in an extended hike at a state park. Students plan the trip, examine maps and descriptions of hiking trails, and select the best one for the group. Students develop a list of items needed for the trip. Upon return, students make recommendations for future trips and develop a short reaction to the actual hike.
[CCWR: 3.2/3.9/3.13/4.1/4.2]

Teacher Tip: Bench or step aerobics does not require as much space as dance aerobics. Students of different fitness levels can participate in the same class because the intensity can be varied by increasing the height of the step or adding hand weights. Weights of approximately one pound can be made by filling 16-ounce plastic soda bottles with sand. Music used with a bench aerobic workout should be slower than aerobic dance music, 118-126 beats per minute. For routine ideas, check out http://www.turnstep.com, the Aerobic Steps Web site.

O. BENCH OR STEP AEROBICS

Begin the class with a simple warm-up. Include slow locomotor movements and static stretching (about two or three songs of slow rhythm). Begin the aerobic portion with easy, simple movements, and then progress to a more intense workout. The aerobic part of the workout should last about 20 to 40 minutes. Students cool down using slow locomotor and non-locomotor movements as well as static stretching. Students monitor their heart rate during the aerobic and cool down phases.
[CCWR: 4.9/5.3]

Teacher Tip: Begin the following activity, and any water-based activity, with an overview of pool safety rules and accident procedures. A certified lifeguard should always be in attendance when students are in the pool area. All local and state health and safety rules must be followed.

P. HYDROCIRCUIT

This activity combines water aerobics and weight training. Exercises for specific muscle groups are executed at stations in the water. Apparatus such as balls, kickboards, and sealed plastic containers can be used to increase resistance. The aerobic part of the activity takes place when the students move from station to station. After an 8 to 10 minute warm-up, divide the class into small groups. Each group starts at a different station. A calisthenics station requires students to work particular muscle groups and should alternate with aerobic stations that require students to walk, jog, slide, or skip. Sample activities might include the following:

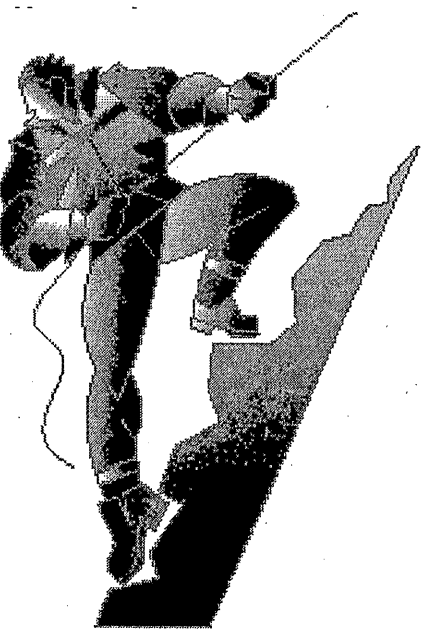
Crunches: Float on stomach or back holding a milk jug in each hand. Keep legs together and bring legs up to chest, then straighten.

Push Downs: Hold the kickboard lengthwise with the arms bent and elbows extended out to the sides. Push the board down.

Variation: Students walk or jog in the water. Discuss how to use water depth for the best workout. Students develop their own aerobic routines using the available equipment and can even line dance in the water!
[CCWR: 5.3/5.4/5.5/5.8]

Teacher Tip: **The following activity requires students to plan a theoretical hiking experience. While this activity focuses on the Appalachian Trail, the activity can be adapted to use any well-known hiking trail. Review safety guidelines to prevent insect borne diseases before embarking on any outdoor activities.**

Q. NAVIGATING THE APPALACHIAN TRAIL



The Appalachian Trail stretches for more than 2000 miles fron Students design a simulated journey from one end of the trail tc the other and calculate how many steps it might take to navigate the trail. Students can also calculate the number of hiking hours to complete the trail. Students accomplish this by calculating the number of steps in a measured course (a quarter-mile track works best) and basing all calculations on this measurement. Students calculate how fast they should hike based on their fitness level, using heart rate calculations and timed movement around the track. Students calculate how long would take to hike 10 miles and then extrapolate for the ent trip. Students map their progress, complete a daily log of activiti and discuss preparation for a real hiking excursion.

Variation: Require students to carry a loaded backpack (much li on a real hike) and calculate their speed and pace. Ask: "How this impact the hike? What equipment is essential on this type o sion? What biomechanical principles influence the body's ability such a load?" Add hills and uneven terrain to the simulation.

Variation: Students determine how many miles of the trail are l in New Jersey and Pennsylvania and plan and implement a local hiking excursion. Students develop a safety handbook for review by all participants prior to the trip.
[CCWR: 2.6/2.7/3.1/3.12/3.13/4.1/4.2/5.3]

R. ACROSS THE MILES

Using the appropriate equipment, students establish a mileage goal and attempt to rollerblade, bike, run, or walk to meet the goal. Students keep a daily activity log and outline strategies to meet the goal. Students share their log with a partner or small group, modify the plan, and adjust activities accordingly.
[CCWR: 3.1/4.1]

IMPROVING PERFORMANCE

Indicator 2.5-11: ***Apply the principles of physiology, kinesiology, and psychology to improve personal performance in physical activity.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: The following activity involves students in circuit training. Repeat the circuit on a regular basis so students can graph the results over time and use the information to develop new fitness goals.

A. DESIGN A CIRCUIT

Design a circuit training course that addresses all areas of fitness. Divide the class into small groups. Each group performs the designated activity for two to three minutes then rotates to the next event. Students walk the perimeter of the circuit as a cool down. As students complete the circuit, they keep a log of their activities and improvements. At the conclusion of the activity, each group describes one aspect of fitness and how the circuit activities support wellness.

Variation: Students design a circuit course for individuals of varying ages and abilities.

Variation: Students compare courses, locating fitness courses at community or state parks. Each student completes one or more courses for "homework" and reports to the class on the similarities and differences. Students create a map or resource guide for each course.
[CCWR: 3.1/4.1/4.9]

B. NAME THAT MUSCLE

Divide the class into small groups. Each group selects several movement skills and creates a movement series. For each skill, the group must know the major muscle groups involved in the movement. As each group performs its series, the rest of the class identifies the muscle groups involved.

Variation: Perform simple yoga or Tai Chi moves, and have students identify the major muscle groups involved. Teach the moves to students and have them name each group as they proceed through the movement series.
[CCWR: 3.7/4.2]

C.AGONIST-ANTAGONIST

Pair students of similar size. Give each student a resistance band. Call out the name of a muscle group. One partner leads the other through a series of resistance exercises that work that muscle group/part of the body ***(agonist)***. Next, the other partner leads an exercise that works the opposing muscle group ***(antagonist)***. Students perform 8 to 10 repetitions of each and name the muscle groups as they are working.
[CCWR: 3.7/3.12]

D. BODY TONE

Organize the class into pairs. Set up three stations that measure body tone (e.g., curl and hold, sit and hold, wall push away). One member of the pair performs the exercise while the other observes and times the partner's performance. Students reverse roles. Each partner provides feedback and assistance, and the pairs discuss the results. Based on the observations at each station, the team develops a plan for improvement of body tone, selecting several activities from a teacher-designed list. Over the next two to three weeks, students focus on the exercises selected, then repeat the original circuit and record the results. Students write a summary of the project with a graph of the results.

[CCWR: 3.7/3.12/4.5]

Teacher Tip: The following activities focus on psychological tools to enhance performance. Athletes, musicians, dancers, public speakers, and actors use these strategies. In order for students to become comfortable using the ideas, allow them to choose an interest that is meaningful to them, even if it is not a traditional physical education activity.

E. GETTING YOUR ACT TOGETHER

Ask: "What words do you use to describe the best athletes in the world?" Discuss the student responses and focus on one's ability to be ***mentally tough***. Explain that to become successful in anything—sports, writing, musical performance—an individual must possess both physical talent and mental skills. Students conduct interviews with at least five successful performers. In the interview, students focus on the ways the person prepares for a major event (e.g., a play, a big game). Questions should focus on rituals, good luck charms, dietary habits, and mental images that performers use prior to each activity. Students share the results of their interviews and discuss mental vs. physical preparation.

[CCWR: 1.1/1.2/3.12/4.11]

F. SEEING IS BELIEVING

Explain that ***visualization*** is the ability to create an experience in your mind. Show students videotapes of athletes in the process of using visualization before a performance. Through visualization, the ski jumper "sees" and "feels" the perfect jump; the diver, the perfect dive. Brainstorm opportunities for visualization, and then provide several experiences that require students to visualize before performing a simple task. Discuss these activities and the merits of visualization prior to performance.

[CCWR: 3.1/3.10/4.3]

G. THINK POSITIVE

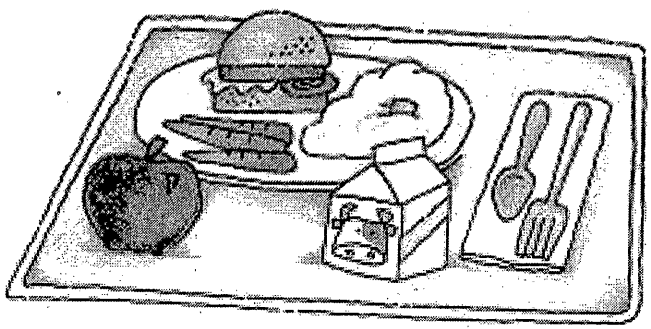
Ask students to recall a time when they did not perform well (perhaps it was a spelling bee in third grade, a baseball game at age 11 or a dance recital at age 13). Each student describes, in writing, the situation and how he/she felt at the time. Students close their eyes and try to imagine the same event. This time, provide encouragement and promote positive self-talk while imaging the event. Ask: "Did the images become more positive? Why?" Discuss the merits of ***positive self-talk***, ***refocusing***, and ***visualization*** in achieving positive performance outcomes. Students describe several examples of each.

Variation: Provide students with examples of situations where mental training techniques might enhance performance. Students discuss the situations, determine the appropriate strategies to prepare for the activity, and report to the class.
[CCWR: 3.1/3.10/4.3]

H. PRACTICE, PRACTICE, PRACTICE!

Write *Practice Makes Perfect* on the board. Brainstorm various interpretations of the saying and have students relate it to their experiences in sports, dance, music, or other activities that require practice. After the discussion, write *Perfect Practice Makes Perfect*. Ask: "How does this statement differ from the first one? How does it relate to positive thinking, mental conditioning and techniques such as visualization?" Students write an essay explaining the differences between the two statements.

Variation: Students select an activity that requires practice. For two weeks, students keep a journal about the activity. Students reflect on their practice sessions and performances, focus on the positive aspects and successes, and examine physical or mental mistakes made when practicing and performing. Students decide how to correct mistakes and write about it in the journal. At the end of the two week period, students share some of their personal observations.
[CCWR: 3.1/3.10/4.3/4.11]



I. METABOLISM

Divide the class into several small groups. Assign each group a research topic related to ***metabolism*** (e.g., thyroid functioning, metabolic rate, differences in males and females, effects of exercise). Students investigate the topic and develop a FAQ (frequently asked questions) sheet for the class. Each group shares the information and responds to student questions.
[CCWR: 2.4/2.6/2.8/3.8]

Standard 2.6: Fitness

All students will learn and apply health-related fitness concepts.

Fitness is a state of well-being that allows an individual to participate in daily activities with vigor. Being physically fit reduces the risk of heart disease, hypertension, cancer, and other health conditions related to a lack of exercise. Physical fitness includes both health-related fitness and skill-related fitness. Three *Comprehensive Health and Physical Education Standards* focus on fitness: *Standard 2.1: Health Promotion and Disease Prevention* focuses on the impact of exercise and nutrition on wellness; *Standard 2.5: Movement* focuses on motor skill development and various forms of physical activity; and *Standard 2.6: Fitness* focuses on the components of health-related fitness including cardiorespiratory endurance (efficiency), muscular strength and endurance, flexibility, and body composition.

As a result of technological advances, society has less need to become physically active. Most people do not participate in sufficient physical activity to derive healthful benefits, yet we know the benefits of physical activity are numerous. Participating in fitness activities improves one's sense of well-being by contributing to a positive self-concept, improving one's appearance, and increasing one's stamina. Exercise has a positive impact on energy level and mental health. In addition, many fitness activities provide social opportunities that improve one's quality of life.

The aim of this *Standard* is to develop the knowledge and skills necessary to participate in physical activity on a daily basis. Convincing children to initiate a lifelong habit of exercise is often difficult. Young people rarely have health problems that prompt them to begin exercise programs. Unfortunately, the health effects of early participation in physical activity do not carry over into adulthood unless physical activity continues to be a part of the individual's daily routine. Convincing students to establish healthy exercise habits now and maintain those behaviors throughout life is the real challenge. Students need to experience how exercise benefits them physically, mentally, and socially.

Physical education endeavors to educate students about health-related fitness and the importance of regular physical activity. Students need to understand the reasons why fitness is necessary before they can successfully plan and implement a personal fitness program. The instructional program should support the student's cognitive development as well as his/her motor development.

Performance on physical fitness tests should not be the primary goal of teaching fitness; however, the results of fitness assessments should be used to develop activities that support the development of all students. Instructional programs should focus on a wide range of activities that help students develop appropriate skills, enable them to understand fitness concepts and their application, and foster confidence in and an appreciation of physical activity as a means to wellness. This *Framework* provides numerous activities in support of this goal.

FITNESS COMPONENTS

Indicator 2.6-1: *Identify the components of health-related fitness and describe activities related to each component.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: The school nurse may be able to loan the equipment needed for the next activity. If that is not possible, contact a local college or technical school. Students preparing to enter healthcare fields can assist the children in locating and hearing their heartbeat.

A. LISTEN TO YOUR HEART

For this activity, you need one stethoscope for every two students and alcohol wipes to clean the earpieces. Explain that the heart is about the size of a fist. As students open and close their fists to simulate the pumping motion of the heart, have them describe the location and function of the heart. Explain that the heart is really a very strong muscle and that it needs exercise to stay strong and healthy. Play an audiotape of heart sounds (available from the American Heart Association), and discuss the different sounds. Students chant the "lub-dub" sounds. Demonstrate the use of a stethoscope, then pair students to hear each other's resting heartbeat. Next, students jog in place for one minute and then try to listen to their partner's heartbeat again. Discuss the differences (e.g., heart beating faster, moving more blood to the muscles, pumping harder).
[CCWR: 3.7/3.9]

Teacher Tip: Students need to be familiar with basic information about body systems in order for students to understand the concept of *fitness*. Take advantage of opportunities to design lessons that complement and support activities in both health and science.

B. LET'S BE ACTIVE!

For this activity, create a number of movement skill stations. Ask students what it means to be in shape. Write the students' responses on the board. Write the words ***Active*** and ***Inactive*** on the board and ask students to define them. Divide the class into small groups to list and/or illustrate three things they do to keep active and three inactive things they do. Reconvene the class and create a master list. Send each small group to a movement station to become active. Activities at each station are performed to a variety of musical selections. After each group has completed all the stations, reconvene the entire class. Show the class posters or pictures that illustrate activity and inactivity. Students classify the pictures and justify their answers (e.g., it makes your heart beat faster, you use your whole body). Students draw a picture of themselves being active. Post the pictures in the gym or on a bulletin board.
[CCWR: 3.12/4.2/4.9]

Teacher Tip: The following activity requires creative artwork. Ask the art teacher or a few talented older students to assist in the design of the posters. The characters can become mascots for your fitness program, and their likeness can be reproduced on stickers, T-shirts, and banners.

Teacher Tip: Some resources combine muscular strength and endurance, thus producing four fitness components. Be consistent in your definitions.

C. THE FAMOUS FIVE

For this activity, create a series of posters that illustrate each component of health-related fitness. Each component is represented by a character, such as "Flexible Bill" (flexibility) or " B. C. Body" (body composition). Each character should clearly illustrate the fitness concept. Use the posters to teach the concepts, then place the posters on the wall. Each week, students bring in pictures showing people participating in fitness activities. Students place the pictures under the appropriate poster. Use the posters to continuously reinforce the fitness components throughout the school year.

Variation: Create stories about the characters that describe activities related to the fitness component (e.g., Flexible Bill is a gymnast or dancer; B. C. Body describes the relationship between nutrition and fitness). Students provide illustrations for the stories.

Variation: Create puppets that illustrate each component of health-related fitness and have students use them to create an original puppet show promoting fitness.
[CCWR: 3.8/3.12]

Teacher Tip: Some students at this level may have difficulty learning the vocabulary (e.g., *endurance, composition*). Students need to know the health-related fitness components by description rather than by specific terms (for example, "heart and lung fitness" may be more appropriate than "cardiorespiratory fitness"). Use symbols, posters, and other visual cues to reinforce the vocabulary.

D. GET FIT!

Create one station for each fitness component. At each station, use posters and pictures to remind students of the fitness component they are working on. Have a stack of colored cards at each station with the fitness symbol on it (e.g., a heart for the cardiorespiratory station) and a different number on the back. Divide the class into five groups, and have each group report to a station. After completing the designated task, each group member gets a card from that station and then moves to the next station. At the end of the circuit, each student should have five different cards. Reconvene the entire class and arrange the students in a circle. Call out a number and a fitness symbol. The student holding that card demonstrates a fitness activity related to that area or answers a simple question about the component. Complete the lesson with a review of the components.
[CCWR: 3.8/3.9/4.9]

FITNESS COMPONENTS

Indicator 2.6-1: *Identify the components of health-related fitness and describe activities related to each component.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. CHART THE HEART

Review how to take and record a radial or carotid pulse. Students take their pulse several times during the school day and at home and graph the results on a chart. (Provide students with graph paper or a simple chart.) Brainstorm a list of times to check the pulse (e.g., upon rising in the morning, while waiting for the bus, after a test, recess, before and after lunch, when watching TV). Students perform this activity for three days, complete the graph, and summarize the results. Discuss the process, the changes in pulse rates, and why the changes occurred.
[CCWR: 3.7/3.12]

Teacher Tip: Students need a basic understanding of the muscles and bones in order to benefit from this activity. Review the names and locations of major muscles and joints. Create posters, signs, and other visual aids to reinforce the names and locations of these important body parts.

B. KEEP GOING

Show students the TV ad for the "Energizer Bunny." Students describe the ad and the message (the bunny keeps going and going). Explain that students will become Energizer Bunnies — that is, they will develop ***endurance***. Ask students to describe someone who is strong. Write their ideas on the board. Explain that it is important to have both ***strength*** and ***endurance***. On one end of the board, write the word "Short" and on the other end of the board write the word "Long." Connect the two words with a line. Next to the word "Short", write the word ***strength*** and next to "Long" write ***endurance***. Discuss the differences in activities that support each. Demonstrate several different exercises that work specific muscle groups (upper body, legs, abdominals). Students report to stations to perform exercises that work the various muscle groups. At each station, post signs that describe the activity and the muscles involved. After students have completed the circuit, reconvene the class and show pictures of various activities. Students indicate if the activity is one that requires strength or endurance (e.g., use a picture of marathon runners, an iron cross on rings, a bike race).
[CCWR: 3.7/3.9]

C. MUSCLE OF THE MONTH

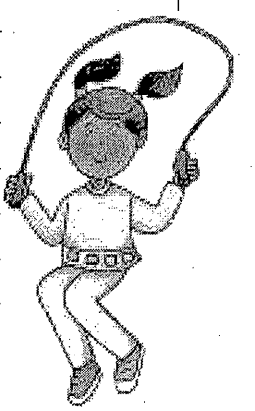
Each month, select one major muscle or muscle group (e.g., quadriceps, biceps, abdominals). Describe the location and function of the muscle(s). Relate its function to specific activities, and draw attention to it during those activities. Students should be able to spell it, locate it on a diagram of the human body, and describe how it works.

Variation: Divide the class into small groups, and assign each group a major muscle. Each group reports to the class, describing the muscle's location and its functions, and demonstrates an activity using the muscle.
[CCWR: 3.2/3.8/5.3]

D. FITNESS QUEST

For this activity, you need jump ropes, cones, a Nerf ball and several basketballs. Design a "Fitness Quest" sheet similar to the one below. Review the characteristics of ***cardiorespiratory fitness***, ***flexibility***, ***muscular strength***, and ***endurance***. Students perform activities listed on the sheet and name the fitness component measured by each activity. (This can be done in stations or the teacher can lead the entire class through each activity.) After all students have completed the quest, discuss the responses.

FITNESS QUEST	
Activity	**Fitness Component**
Jogging for three minutes around cones	
Climbing a rope	
Jumping rope for three minutes	
Sitting stretch	
Tag game for two minutes	
Crab legs	
Crunches	
Lower back stretch	
Two on two basketball for three minutes	



[CCWR: 3.1/3.2/3.12]

Teacher Tip: When discussing body composition, be particularly sensitive to those students with low self-esteem related to body image. Students may have an unrealistic perception of body fat, often desiring to be thinner when in fact they are well within normal limits for their age and height. If you perform body fat analysis or measure height and weight, maintain privacy and do not post the results. Refer students with concerns to the school nurse.

E. BODY TYPES

Display posters of the three basic body types—***endomorph***, ***ectomorph***, and ***mesomorph***. Explain that most people are actually a combination of these body types. Brainstorm factors that contribute to a person's body type (e.g., heredity, diet, exercise). Explain that ***body composition*** is the amount of fat cells compared to lean cells in the body. Emphasize that everyone needs a certain amount of body fat to maintain certain important functions but that excess body fat (***obesity***) can lead to a number of lifelong problems such as joint problems, diabetes, and heart disease. Explain that body

composition can't be changed in a short period of time. Divide the class into two groups. Each group develops a list of things individuals can do to maintain healthy body weight. Each group ranks the items from 1 (most important) to 5 (least important). Reconvene the entire class and discuss the rankings. From the student lists, vote on the top three things a person can do to maintain healthy body composition.
[CCWR: 3.8/3.12/4.2]

Teacher Tip: Students need to understand the interrelatedness of both health-related and skill-related fitness components and how each aspect influences the other.

F. FITNESS SKILLS

Define, discuss, and demonstrate ***agility, balance, coordination, reaction time, speed,*** and ***power.*** Divide the class into groups to develop a list of activities and actions that clearly illustrate one fitness skill. Groups prepare a demonstration for the class (e.g., catching a ball requires coordination; running to first base requires speed; returning a tennis serve requires a quick reaction time). After the presentations, brainstorm other movement activities that support fitness and require the use of one or more of the fitness skills. Post chart paper around the room, and allow students to add other activities to the lists as the year progresses.
[CCWR: 3.2/3.8/4.2]

FITNESS TECHNIQUES

Indicator 2.6-2: ***Demonstrate appropriate techniques used in fitness activities.***

SAMPLE LEARNING ACTIVITIES: K-2

A. WHAT'S A WORKOUT?

Brainstorm ways students can keep active. Ask students how many minutes they should be active every day in order to keep healthy. Write ***30 minutes a day*** on the board, and explain that this recommendation comes from national experts. Explain that those experts also recommend safe and healthy ways to exercise and keep active. Write ***5-20-5*** on the board. Explain that each 30-minute workout session should have a beginning, middle, and end—just like a good story. Under the appropriate number, write the words ***warm-up, workout,*** and ***cool-down.*** Lead students through each segment of a workout, emphasizing the transition to the next segment and reinforcing why each part is important. Divide the class into three smaller groups. Each group designs an example of one aspect of the workout and shares it with the class.

Variation: Students calculate the number of minutes spent warming up, working out, and cooling down over a one-week or one-month period and graph each segment.
[CCWR: 3.8/3.13/4.2]

Teacher Tip: When introducing the next activity, refer to the 30-minute workout described above. Be sure students understand the phases of a workout before working on pace and content.

B. PACE YOURSELF

Explain that students need to learn how to ***pace*** themselves, that is, to exercise at the right speed, so they can last the entire 30 minutes without quitting. To experience this concept, design a simple circular running area, about 200 yards in length. Students run continuously for a specific time around the course (four to five minutes). Students may run with friends. Every time a student passes the starting point, hand him/her a popsicle stick or poker chip. At the end of the designated time, each student counts the number of sticks or chips. Allow a rest period and then repeat the exercise. The goal is to receive the same amount of sticks or chips on the second run as on the first. After all students have completed the second run, discuss the results and emphasize pacing.

Variation: Students predict their own performance (the number of times completing the course) and compare results.

[CCWR: 3.3/3.9/4.11]

C. COUNT TO 10 AND STRETCH

Create illustrations of various stretching exercises, laminate the pictures, and hang them around the gym. Each student needs a small mat or carpet square to create self-space. Demonstrate a simple stretch, then have students imitate your actions. As you demonstrate each stretch, explain the importance of performing each stretch slowly. (Have the students count to 10 to establish a rhythm.) Students move to a stretch station (one of the posters on the wall) and try to copy the stretch illustrated on the poster. Circulate to ensure students are performing the movements correctly and counting to 10. Reconvene the class, outline the important points on the board, and lead the class in one final stretch.

Variation: As you show each illustration, the entire class stretches together. Repeat this activity on a regular basis to emphasize appropriate stretching techniques.

Variation: Students list the times and places when stretching might be performed (e.g., when they get out of bed in the morning, after sitting at their desk for a long time) and demonstrate those kinds of stretches.

[CCWR: 3.2/3.12/5.1]

D. IT'S A SMALL WORLD

Explain the concept of ***aerobic endurance***—the heart, lungs, and muscles can perform exercise over a long period of time. Students participate in regularly scheduled activities designed to increase their endurance, performing a specified locomotor movement (e.g., run, walk, skip) over a measured pathway. Gradually increase the duration of the activity over time. As part of the activity, students choose to "travel" to a popular resort area or city, compute the mileage necessary to reach the destination, and log the number of miles of locomotor movement attained. Students display their journey on a large classroom map.

[CCWR: 2.6/3.4/3.12]

E. FLEX AND STRETCH

For this activity, you need one piece of taffy or a Tootsie Roll for each student. Place the candy in

the refrigerator for a few hours and don't take it out until just before class. Give each student a cold piece of taffy. Tell them to try and stretch the candy. (It will be difficult because it is cold.) Instruct the students to hold the taffy tightly in their hand and move about the play area. After about five minutes of activity, students stretch the taffy (it should be easier this time because the taffy is now warm). Relate this to the need to warm up muscles prior to exercise.
[CCWR: 3.2/3.7/3.12]

FITNESS TECHNIQUES

Indicator 2.6-2: ***Demonstrate appropriate techniques used in fitness activities.***

SAMPLE LEARNING ACTIVITIES: 3-4

A. HARMFUL EXERCISES AND SAFE ALTERNATIVES

Develop a series of illustrations that depict safe and harmful ways to perform certain exercises (e.g., forward lunge vs. deep knee bends, curl-ups versus straight leg sit-ups). Show each picture and have the students select the picture that illustrates the safe method. After reviewing the illustrations, post them on the wall. Students circulate to each area and correctly perform the exercise.

Variation: Place a deck of cards at each station. Each student selects a card from the deck and correctly performs a designated exercise according to the value of the card.
[CCWR: 5.1/5.3]

Teacher Tip: Students need an understanding of the terms *aerobic* and *nonaerobic* (or *anaerobic*) prior to this activity. They also need a basic understanding of the cardiorespiratory system and the body's need for oxygen.

B. PACE YOURSELF

For this activity, you need a playground ball, four cones, and a stopwatch. Use the cones to set up a 200-yard circular course. Review these important concepts prior to the activity:

- Aerobic exercise requires the heart and lungs to work hard.
- Aerobic exercise requires continuous movement and lasts longer than 90 seconds.
- Aerobic exercise increases the supply of oxygen to the muscles.
- Not all activities are aerobic.

To keep the important concepts visible during the activity use posters, leaning placards, or large cards. Divide the class into two teams, and play a short game of kickball (one inning). After the one-inning game, students run/walk the 200-yard course. Students begin various starting points along the course and move at a comfortable pace, keeping in constant motion the entire time period.

(Establish a set time period for the class based on the age/grade levels.) Students compare the two activities using the following questions and complete a journal entry describing the differences between aerobic and nonaerobic (or anaerobic) activities.

1. Which activity required your heart and lungs to work harder? Why?
2. Are the two activities similar?
3. How much time did you spend moving when playing kickball?

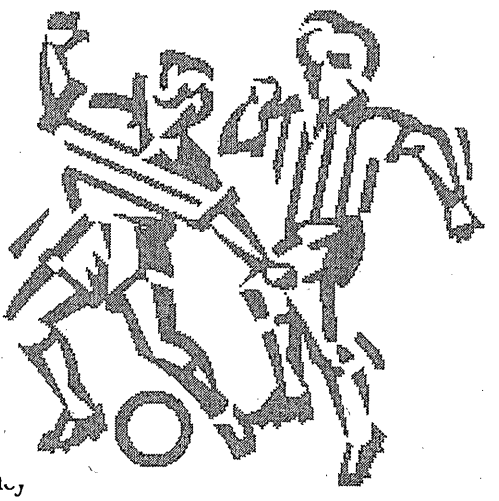
[CCWR: 4.9/4.11]

C. WINNING WARM-UPS

Flexibility exercises are an essential part of any fitness routine. These movements get the body ready for exercise by supplying oxygen to the muscles. Ask how many students warm up before playing soccer, baseball, or another physical activity. Compare the students' warm-up routines with the routines professional athletes perform prior to each game (e.g., baseball players toss the ball and forth, tennis players rally with an opponent, gymnasts practice approaches to apparatus). Show students a video of professional athletes warming up prior to a game. Explain that athletes use both general and specific exercises to warm-up. Divide the class into groups of four. Give each group a sports magazine (e.g., *Sports Illustrated, Runner's World*). Each group selects pictures of an individual participating in a particular sport. Provide students with a handout (see sample below) to guide them in the development of a simple warm-up for the player in the picture. Students draw the exercises, write a description of each activity, and then demonstrate the correct warm-up for the chosen sport.

WARMING UP

Sport: Soccer



Primary Body Parts Used in the Sport: Legs

Stretching Activities

Describe three specific exercises that stretch the joints used in the sport.

1. Sitting stretch
2. Single leg tuck
3. Calf stretch

Reduced Speed Activities

Skill Warm-up

1. Passing soccer ball in pairs
2. Dribbling soccer ball across the field
3. Shooting at the goal, concentrating on accura-

[CCWR: 3.1/3.2/3.13/5.1]

D. GUIDING PRINCIPLES

List each of the following words on the board. Instruct students to put one word at the top of each page in their notebook. Below the word, students write the definition of each term (provide the definition).

- *Warm up*
- *Cool down*
- *Progression*
- *Frequency*
- *Specificity*
- *Overload*
- *Intensity*

Each day, demonstrate and discuss examples of one of the vocabulary words. Students participate in the activity and note the examples in their notebook. On a regular basis, students define the terms and demonstrate the principle using one of the examples listed in their notebook.

Variation: Create a graphic organizer to help students define the terms. Students use the organizer to determine when to use the principle and apply it to a number of movement activities.

Variation: Students develop concept maps that define the FIT Formula (or FITT Formula). Develop comparison/contrast webs to illustrate the similarities and differences in aerobic and anaerobic activities.

[CCWR: 3.8/3.9/3.13]

Teacher Tip: Discuss the concepts of *overload, progression,* and *endurance* and be sure students understand the concepts before initiating the next activity.

E. CRANK IT UP

Each student takes his/her pulse and records the resting heart rate. Students walk the beat of selected music for about 30 seconds and then take their pulse a second time. Students experience the ***principle of overload*** (working harder than usual) by walking again at the same pace but this time they add big arm swings to the walking pattern. Once again, after 30 seconds, students stop and record their pulse. Next, students jog for 30 seconds, take their pulse and record it, then add vigorous arm motions to their jogging pattern. Once again, students take and record their pulse. Students compare the data collected and draw conclusions. Ask: "How does this activity demonstrate ***overload*** and ***progression***? What happened to your heart rate? Why?"

[CCWR: 3.6/3.7/3.12]

FITNESS AND WELLNESS

Indicator 2.6-3: ***Describe how fitness activities enhance wellness.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Relate these activities to lessons on body systems, nutrition, and stress management found in ***Comprehensive Health and Physical Education Standards 2.1 and 2.2.***

A. HEALTHY BODIES

Divide the class into several small groups, and assign each group a part of the body (e.g., heart, lungs, muscles). Each group lists or illustrates two ways that being active keeps the body part healthy. Reconvene the entire class and list the ideas on the board. Students create an "Active Me, Healthy Me" bulletin board display, illustrating the ideas generated in their groups.

Variation: Each week, teach a new exercise that focuses on a different part of the body.
[CCWR: 3.9/3.15]

B. FITNESS BENEFITS

Create a series of posters that illustrate the benefits of being active. Display each picture and ask students to describe the action and how the person in the picture might be feeling. Relate this to the benefits of activity. Examples of pictures might include:

- A smiling child running (feeling free and happy)
- A group of people engaged in a game or sport (having fun)
- A figure skater, dancer, or gymnast performing (graceful, powerful)

Variation: Students bring in pictures from magazines or newspapers that illustrate the benefits of being active and create a class collage or bulletin board.
[CCWR: 3.7/3.8/3.15]

C. HOW DO YOU FEEL WHEN YOU EXERCISE?

Ask students: "How do you feel when you exercise? when you are active?" Write all responses on the board. (Make sure every student gets to answer, even if the response is negative.) Divide the class into two groups. One group selects all the responses that are positive, and the other focuses on the negative responses. In each group, students compile a list. Discuss the results and clarify responses. (There should be more positive responses than negative ones.) Emphasize that movement and activity are important for good health.

Variation: Divide the class into small groups to develop a list of physical activities that are beneficial to health. Share the lists and discuss. Students complete the following statement in their journal: "Being active is good for me because..."
[CCWR: 3.1/3.10/3.12/4.2]

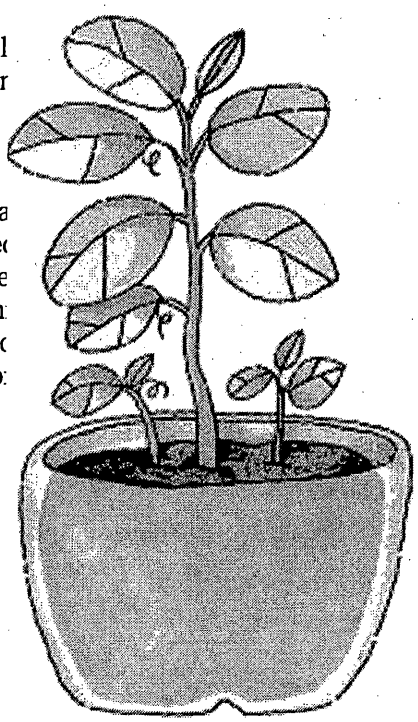
D. ACTIVE AND LOVIN' IT

For this activity, you need two separate play areas. Send half of the class to one side of the gym, and tell them to perform a designated movement activity that will increase their pulse and breathing rate (e.g., jump rope). The other half of the class dribbles a ball and moves within boundaries. Students perform these activities for about five minutes and then switch. After the two activity sessions are completed, review the concept of being active and its relationship to a healthy heart and lungs. Note other benefits of exercise. Ask: "Does performing these activities require more energy than working at your desk or watching TV? Why?" Emphasize that when you are active, your heart beats faster, you sweat, and you breathe faster. After the discussion, students play a pacing game, a running activity that requires students to keep a steady pace for an extended period of time. Students jog, walk, or perform some other locomotor movement. After the pacing exercise is completed (during the cool down period), talk with students about being active. Ask: "What does being active do for our bodies?" Review the benefits of fitness activities.

Variation: Students create a poster illustrating the benefits of being active and complete a journal activity triggered by "I am active because..." or "My heart is healthy because I like to..."
[CCWR: 3.9/3.14]

E. USE IT OR LOSE IT

Compare the maintenance of strong muscles to growing a heal plant. Brainstorm what is needed to have a plant grow strong ar healthy. Begin with two healthy plants. Give one the proper amounts of water, food, sun, and air. Neglect the other one. Students observe the plants each day and record the results. After several days of neglect, the one plant should look droopy a weak. Ask students what might happen to them if they negle their bodies. Lead students to the effects of inactivity on muscle (emphasize that the heart is a muscle). Explain that because ch dren are capable of movement and their muscles help them to mc they must also exercise to keep their body in shape. Students co plete the activity by writing three things they can do to keep healthy and fit.
[CCWR: 3.6/3.7/3.8/3.12]



FITNESS AND WELLNESS

Indicator 2.6-3: *Describe how fitness activities enhance wellness.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Additional activities that support healthy behavior and wellness may be found in *Comprehensive Health and Physical Education Standards 2.1. and 2.2.*

A. HEALTHY HEART OBSTACLE COURSE

Review the terms ***aerobic, anaerobic,*** and ***endurance.*** To illustrate these concepts, students participate in an obstacle course that simulates the cardiovascular system. Students begin on two mats that represent the lungs. Students move to an area that represents the heart and then get "pumped" through the arteries. Use tunnels or tubes to simulate the blood flow through the vessels. Students return to the lungs and repeat the circuit, answering simple questions about the circulatory system.

Variation: Mark an outline of the heart, lungs, head, feet, and arms. The outline should be as large as a basketball court. Students follow the flow of blood through the body. Use large cards or posters to assist students in their travel. Each card describes a significant fact or interesting idea about the circulatory system. Students can jog through the system and skip sideways through the valves in the heart. Emphasize the positive benefits of exercise.
[CCWR: 3.2]

B. ACTIVITY LOG

For one week, students keep a physical activity log. Students enter information on the type of activity performed, how long it was performed, and the relative intensity of the activity (rated high, medium, or low). After collecting data for one week, students graph and summarize the results. For example, a student might play soccer each day for one hour at a medium level, play kickball twice at a low level, and run one time at a high level. Students share the results of their logs and discuss ways to improve their activity levels.

Variation: Students keep an activity log and then categorize the activities by fitness component.
[CCWR: 3.8/4.9]

Teacher Tip: The next activity shows the relationship between caloric intake and exercise. When coordinated with other nutrition activities, the activity lets students compare snack choices and encourages them to make healthy snack selections. Be advised that some students may have health problems that will prohibit them from eating the food items used in this next activity.

C. ONE M&M = ONE FOOTBALL FIELD

Set up cones 40 meters apart on a 400-meter track (or large open area). Each student eats a three-inch carrot stick and then walks the distance required to burn up the calories from the carrot stick

(walking 40 meters burns two calories; the carrot stick has about 10 calories). After students complete the walk, discuss the actual caloric value of the carrot and other "snack" foods. Listed below are caloric values of other foods that can be used for this activity.

one M&M = six calories = three cones three-inch celery stick= two calories = one cone

After the activity, students describe what happens to body weight if the body burns more calories than are taken in or if more calories are taken in than are used.
[CCWR: 3.3/3.12]

D. FITNESS SURVEY

Students develop a five-question survey about fitness and being active, similar to the one below.

SAMPLE SURVEY: FITNESS

- What kind of physical activity do you most like to do?
- What kind of physical activity do you least like to do?
- What three words describe how you feel when you exercise?
- What has exercise done for you?
- How often do you exercise?

Divide the class into several groups, each assigned to poll a specific target population (e.g., teachers, parents, first graders, high school students). Each group compares the survey results to their own group responses to the same survey questions. Students compare the class results, looking for similarities and differences and develop a comparison/contrast map to illustrate the project.
[CCWR: 3.1/3.3/3.8/3.12]

E. THE FITNESS ROAD TO WELLNESS

Create a station activity "A Road to Wellness," which allows students to experience how being active contributes to overall wellness. At each stop along the road, students "refuel" by performing a particular fitness activity or by answering questions about fitness and good health. Stations should include a relaxation stop, a hydration stop, and a nutrition stop in addition to stations for strength, flexibility, endurance, and cardiorespiratory fitness. Students receive a special card or chip for each successful refueling until they reach the end of the road where they exchange the chips for a wellness token. The token can be exchanged for classroom privileges, treats, or a simple reward.
[CCWR: 4.1/4.3/4.9]

F. AEROBIC CHOICES

Review the differences between ***aerobic*** and ***nonaerobic (anaerobic)*** activities. Explain that every sport or exercise has some value but that some are better than others for developing the heart and lungs (***endurance*** and ***cardiorespiratory fitness***). Develop a handout that requires students to compare aerobic and nonaerobic activities. (A sample is shown below.) If the activity includes continuous motion, can be played for 15 to 20 minutes, and uses the large muscles of the body, students place an "A" next to the activity (A = aerobic). Students write "N" next to the activities that are nonaerobic. If an activity seems to fall in between, students place an "AN" next to it. After labeling the activities, students transfer the names to a Venn diagram. Discuss the diagrams, add new ideas to the lists, and reemphasize the importance of being active.

AEROBIC CHOICES			
Swimming	Baseball (pitcher)	Soccer (field player)	Watching TV
Basketball	Bicycling	Soccer (goalie)	Jumping rope

[CCWR: 3.9/3.12/3.13]

FITNESS PARTICIPATION

Indicator 2.6-4: *Participate in health-related fitness activities.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Fitness activities are great for the entire family. Plan activities throughout the school year that support family participation. On weekends, sponsor family hikes at local parks or historic sites. Plan a family wellness night that encourages student/adult interaction, cooperation, and fun. Involve parents and community members in annual field day events or multicultural celebrations that involve fitness activities.

A. WHO'S GOT MUSCLE?

Begin this activity by asking: "Who's got muscle?" (Students will name super heroes, TV or movie stars or athletes.) Point out muscles in the arms, legs, etc. Next, have students participate in a variety of muscular strength and endurance tasks. If you have permanent playground equipment, such as a horizontal ladder or monkey bars, use them as stations. Establish several stations and review the activity to be performed at each station. Divide the class into small groups and begin one group at each station. Rotate stations every two to three minutes. After all students have completed the fitness tasks, reconvene the group and discuss how they used their muscles.

Variation: Create a series of cards with specific strength and endurance tasks illustrated on them. Distribute one card per student. On signal, students perform the task and then trade cards with another student. Continue until all students have performed several tasks, then stop and discuss the use of specific muscles for each task.

[CCWR: 3.9]

Teacher Tip: The next activity is a walk, not a run; emphasize correct walking technique.

B. LET'S START WALKING

The purpose of this activity is to have everyone walk one mile. Use a specific walking course or the high school track. If you use the track, give each student a popsicle stick or chip to keep track of each lap. At the end of the mile, discuss the benefits of walking (e.g., better health, breathing fresh air, looking at nature).

Variation: Invite parents and community members to walk with the class. Students develop a family/friends walking program and keep a log or diary of their walking experiences.

Variation: Measure the number of "laps" around the school building needed to walk one mile. During the walk, students can clean up the school yard and deposit trash into the appropriate containers.
[CCWR: 4.1/4.3/4.9]

C. IT ADDS UP TO FITNESS

For this activity, create math facts cards appropriate for the grade level (e.g., 2+3, 5-2). Establish 10 stations that require students to perform various fitness tasks and place several cards at each station. Divide the class into small groups and have students line up in the order of their birthdays. The position of leader rotates in that order with each station change. As each group rotates to a new station, the leader selects a math card and solves the math problem. The group must perform the designated exercise the number of times indicated by the answer. For example:

Problem	Activity
10 - 5 = 5	Students perform 5 crunches.
12 + 3 = 15	Students perform 15 bench steps.

[CCWR: 3.13]

E. FITNESS GRAB BAG

For this activity, write specific fitness activities on pieces of paper, then fold and place the paper slips in a paper bag. One at a time, students select a piece of paper from the bag and read the task to the class. Each student rolls dice (or uses a game spinner) and announces how many times the activity must be performed. When the task is completed, the next student selects a new task and rolls the dice. Older students may perform the number of repetitions indicated by adding the results of the throw; younger students, the face value of the throw.

Variation: Instead of rolling dice, use a deck of cards. Students perform the task based on the face value of the card.
[CCWR: 3.13]

Teacher Tip: Align the following activity with lessons in all other content areas. The library media specialist can assist students with the research for this project. In social studies, students select their destinations and create a map; in language arts they keep a diary of their journey; in art, they create a visual log of the trip; in math, they compute the number of miles traveled; in science, they examine the natural environment of their destination; and in world languages, they learn about the language and customs of the country they "visit."

F. JOG AROUND THE WORLD

Students jog a simulated trip to their state capitol, a local historic site, or another state or country. Students use print and Internet resources to plan their trip. Use a large map to plot the path and number of miles the class or school travels.
[CCWR: 2.6/2.7/3.15/4.2]

FITNESS PARTICIPATION

Indicator 2.6-4: *Participate in health-related fitness activities*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: For students at this grade level, paired activities work best when you try to match the gender, size, and developmental level of the participants.

A. CARDIAC KIDS

For this activity, you need a large, open play area and a number of cones, preferably of different colors. Use the cones to delineate several different pathways for the following activities to be done in pairs. The student pairs move quickly and work together to complete the activities correctly. After all students have completed the course, discuss the problems encountered and how students solved any problems.

- Skipping, holding hands
- Follow the leader (hop/skip or similar combination)
- Cone slalom with hands on shoulders
- Sideways shuffle with hands on hips
- Three-legged walk

[CCWR: 4.2/4.3/4.5]

B. IT'S IN THE CARDS

Students participate in a series of fitness runs (vary the distances). Create several checkpoints along the way. At each checkpoint, runners get a playing card. At the end of the run, the player with the best "poker" hand (or highest point total) wins the run.
[CCWR: 5.3]

Teacher Tip: Use creative ways to designate leaders for group activities. Even young students can "apply" to become a team leader. Organize teams by birthday month or create teams by eye or hair color. Have students roll a die or select a card to determine team leader sequence. Organize teams by clothing color, street name, or house or apartment number. Be sure all students have opportunities to be leaders and followers.

C. FOLLOW THE LEADER

Divide the class into groups of five to seven students. One team member starts as the leader of the group and leads his/her team on a creative running pattern. At the whistle, the team leader drops back and the next person moves up to be the leader. Discuss what needed to happen each time a new leader took over.
[CCWR: 1.1/4.2/4.7]

D. RUN TO THE FRONT

Set up groups of four to six students with similar aerobic endurance and pacing speed. Each group walks around the track or course in single-file formation. When the whistle sounds, the person at the end of the line runs to the front of the line and resumes walking. During the course of the activity, change the locomotor skill from walking to jogging to skipping or some other skill. Stagger the starting points for the groups and be sure that everyone has a chance to lead. After 15 minutes of this activity, reconvene the entire group and discuss the body parts used in this activity, how the group worked together, and the concept of pacing. Emphasize that this activity is an example of aerobic endurance.
[CCWR: 1.1/4.2/4.7]

E. CROSS TRAIN

Explain that ***cross training*** is a way to improve ***strength*** and ***cardiorespiratory fitness.*** Students stretch and warm up the upper and lower legs (e.g., stride jumpers, leg extensions, heel lifts, 10 jumps higher). Divide the group into pairs. One student times while the other performs the designated tasks. While being timed, students participate in four tasks in this order: two laps around the field or play area; 50 sit-ups; 100 jumps with a rope; and 20 push-ups. When all the tasks are completed, the student sprints to the finish line. Students switch roles and perform the designated tasks.

Variation: Students participate at stations rather than in pairs.

Variation: Repeat this activity on a regular basis. Students graph their results, set goals for improvement, and evaluate their attainment of the goals.
[CCWR: 4.1/4.3/4.11//5.3]

FITNESS GOALS

Indicator 2.6-5: ***Develop and attain a personal fitness goal to improve performance.***

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Fitness testing can be used to provide a student with appropriate challenges, to individualize a student's educational program, and to assist the student to develop realistic and attainable goals based on his/her fitness level and health status. Fitness testing should not be performed merely to reward student success. The results of fitness testing can be used to structure the instructional program for all students.

A. RUN FOR THE GOAL

Establish a 200-yard circular running course. Each time a student passes the starting point, he/she receives a sticker. At the end of four minutes, students count the number of stickers received. Repeat the exercise in subsequent classes, and have students predict how many stickers they will receive. Students should strive to increase the number of stickers (thus the number of laps) with each class attempt.
[CCWR: 4.1/4.3/4.11]

B. SUCCEED!

Develop a series of cards that describe activities beginning with the letters in the word SUCCEED. Set up seven stations, one for each letter. Students circulate to each station, draw a card, and perform the exercise or skill named or illustrated on the card. If they perform it successfully, they keep the card and move on. Each student must be able to spell SUCCEED with their seven cards. Each student submits the SUCCEED cards to the teacher who issues them a challenge card. The challenge card instructs the student to perform one of the designated tasks again and to meet or exceed the number of repetitions already achieved. Ideas for challenge cards might include:

Sit-ups = 17
Under and over = 5 bridges
Cross-country skier = 10
Crunches = 8
Extensions, leg = 10
Exercise of choice = 5
Dribble and dunk jump = 10

Variation: Develop cards that have three levels of repetitions. The first time the student does the circuit, he/she completes the first level then progresses to the next higher level each time the circuit is repeated.
[CCWR: 4.1/4.3/4.9]

Teacher Tip: Many variables contribute to the attainment of fitness goals. The student who routinely scores well may begin to see little improvement. Students with health problems may find it more difficult to improve. Student achievement can be based on setting reachable goals and completing the task needed to reach those goals.

C. SCORE A GOAL FOR FITNESS

Create a list of possible fitness goals—some realistic for students at this level and some that are not. Divide the class into five groups. Each group decides which goals are appropriate for students their age. Reconvene the class and create a class list. Have the class vote on the top five goals. Assign one goal to each group. The group decides how to attain the goal and then presents its ideas to the rest of the class. After discussion, each student selects one personal fitness goal he/she would like to achieve and writes or illustrates three things to help accomplish the goal.

Variation: Use fitness testing results to assist students to pick a goal and develop a simple plan for improvement. Students record progress in a weekly log and adjust the goal based on their progress.

Variation: Group students who selected similar goals. Students assist each other in reaching the goal.
[CCWR: 4.1/4.2/4.3]

FITNESS GOALS

Indicator 2.6-5: *Develop and attain a personal fitness goal to improve performance.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Students should be encouraged to participate in home and community activities that support the achievement of their fitness goals. Before summer vacation, have each student write a summer fitness goal. Encourage students to keep track of their goal over the summer. Review their progress when school starts in the fall. Wellness is a lifelong pursuit, not just a physical education activity.

A. PERSONAL GOAL SETTING

Early in the school year, students participate in a health-related fitness test. Before releasing the test results, discuss personal improvement efforts and how you plan to help students achieve their goals. Share the test results and assist each student in developing one or two goals to be achieved by the end of the year. Provide students with a goal sheet similar to the one below.

FITNESS GOALS			
Activity	**Results**	**Goal**	**Plan to Achieve Goal**
Mile Run	12:20	12:00	■ Run in PE 3 times per week ■ Run with dad on weekends

[CCWR: 4.1/4.3/4.4]

B. HIT THE TARGET

This activity enables students to predict their performance on a number of fitness activities and to use that information to set and refine goals. Develop a fitness task sheet similar to the sample below. Each child begins by making a prediction of the number of exercises he/she can perform in one minute, then performs the exercise for one minute and notes the actual number of repetitions performed.

Exercise	Prediction	Performance	Revised Goal	2nd Try
Push ups				
Mountain climbers				
Sit-ups				

Students answer the following questions:

- Were the goals too easy or two difficult? Why?
- Did setting a particular goal help to achieve the target? Explain how it helped.
- What factors influenced your performance?
- What is most important: reaching the goal or making an improvement?

Discuss the student responses and repeat the activity.

Variation: Modify this activity for use with running and walking activities.
[CCWR: 4.1/4.3]

C. TOGETHER IN FITNESS

Administer a health-related fitness test early in the school year. Total the number of scores for each test item for each grade level. Work with the students in each grade to develop a grand total goal for the repeat test later in the school year. Students calculate the improvement each student needs to make in order to achieve the grade level goal. (For example, during fall testing the fourth grade completes 500 curl-ups. Their grade level goal for the spring test is 750 curl-ups.) Strategize with each class to decide how best to achieve this goal. Set aside a day in the spring to retest the students, total up the scores, and celebrate the achievement of the students' goals.
[CCWR: 4.1/4.2/4/3]

D. PARTNER PASS

Divide the class into pairs. Give each pair a ball. Assun the sit-up position and facing each other with toes to ing, students simultaneously perform a sit-up and pas: ball to their partner. Challenge the students to set thei personal best record for continuous partner pass si without throwing or catching errors.
[CCWR: 4.1/4.2]



FITNESS AND WELLNESS

Indicator 2.6-6: *Describe the components of health-related fitness and how each contributes to wellness.*

SAMPLE LEARNING ACTIVITIES: 5-6

A. TIME FLIES WHEN YOU'RE HAVING FUN

Create a number of strips of paper with one endurance activity written on each and place them in a hat, begin the class by having students brainstorm reasons why individuals might be overweight. Then brainstorm ways people deal with being overweight and classify those ways as healthy or unhealthy. Explain that one way to achieve and maintain a healthy body composition is ***low intensity exercise.*** Set a timer for 20 minutes. Each student selects a strip of paper and performs the endurance activity noted on it. Once that activity is completed, the student immediately returns for a second strip of paper and continues to do so until the 20 minutes have expired. Encourage students to keep moving the entire 20 minutes. Conclude by discussing the value of all forms of activity. Students write a journal entry describing how being active contributes to personal wellness.
[CCWR: 3.8/4.9/5.3]

B. FIT TAG

For this activity, create five fitness cards. On one side of the card, write the name of one of the health-related fitness components and on the other side, a related activity (e.g., cardiorespiratory endurance: jog two laps). Select five students to be "it" and give each one a fitness card. These students must tag a student who does not have a card. When a student is tagged, he/she takes the fitness card and completes the health-related fitness activity on it. Now that student becomes a tagger and repeats the process. Students cannot tag the student who tagged them. Conclude the activity by asking students to name the five components and to describe activities that develop fitness in that area.

Variation: At the end of the tag game, each student holding a card must name the fitness component and describe an activity that enhances that component. The activity cannot be the one listed on the card.
[CCWR: 3.13/5.3]

C. FIRST PRIORITY

For this activity, create 10 signs that list one health benefit of aerobic exercise and illustrate an exercise that best represents the benefit. Place the 10 signs around the gym. After a warm-up, students prioritize the 10 benefits. When you shout "First Priority," each student runs to the sign illustrating the benefit he/she thinks is the most important. Each student completes 10 repetitions of the exercise illustrated at that station. On signal, students move to their second priority, and so on. At the conclusion of the activity, students discuss why they chose one benefit over the other.

Variation: After this activity, students write an essay describing the priorities and justifying their choices.

Variation: As students move to each new station, they must justify their choice before starting the exercise. Allow students to change their choices before beginning the exercise.

Variation: Provide students with a worksheet that describes the 10 benefits. In small groups, students rank the benefits and then present their ideas and justifications to the class. The class ranks the benefits and then performs appropriate activities in rank order.
[CCWR: 3.1/3.10/5.3]

D. GRAB BAG

For this activity, create strips of paper, each describing a particular strength exercise (e.g., push-ups, crunches). Divide the class into four groups. One student from each group selects a strip of paper from a paper bag. Each group researches and discusses the selected exercise and prepares a brief presentation for the rest of the class. Groups describe the correct way to perform the exercise, the muscle groups involved, and the health benefits derived from the exercise. After the presentation, the group leads the rest of the class in a set of repetitions of the exercise.
[CCWR: 3.8/3.13/4.2/5.3]

E. CIRCUIT CITY

Establish 12 stations at which students perform muscular strength and endurance activities. Between each station, set up a relaxation station. At this station, post information about muscular strength and endurance. After completing the entire circuit, discuss how muscular strength and endurance contributes to wellness. Students create a chart, poster, or illustration describing the benefits of these exercises on wellness.
[CCWR: 3.15/4.9/5.3]





FITNESS AND WELLNESS

Indicator 2.6-6: *Describe the components of health-related fitness and how each contributes to wellness.*

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: Students are more likely to value the inherent benefits of exercise if they have a basic understanding of its impact on their health, appearance, and feelings. Emphasize the positive role fitness activities can play in all aspects of one's life.

A. 48 REASONS

Divide the class into small groups to brainstorm reasons why individuals should exercise. After a designated time period, reconvene the class and create a master list. Students classify the responses into categories (e.g., psychological benefits, physical benefits) and discuss each.

Variation: Each group brainstorms reasons to exercise and then ranks its responses from most important to least important. Groups defend their choices and develop a class rank of reasons.

Variation: Write the name of each health-related fitness component on a sheet of chart paper. Each time a group names a reason to exercise, discuss where it should be placed. Some reasons may fit in more than one category. Students defend the placements.
[CCWR: 3.8/3.11]

B. EXERCISE LOTTO

For this activity, create at least one station for each component of health-related fitness. At each station, place a deck of playing cards and a poster or illustration of an exercise or activity related to the fitness component. Write ***comprehensive exercise program*** on the board and ask students to define the term. After students have an understanding of the term, divide the class into small groups, and assign each group to a station. One student selects a card from the deck and the team performs the designated exercise the number of times indicated by the draw. The draw and activity are repeated two more times, and the total number of repetitions are recorded on a chart at the station. Students rotate to the next station and repeat the activity, recording the results. At the end of class, tally the number of repetitions at each station. Reemphasize the need for a comprehensive workout.

Variation: Choose one activity. Pick a card, have all students perform the designated number of repetitions, and repeat the process 10 times. Tally the number of repetitions. Discuss the disadvantages of this type of exercise program that focuses on only one aspect of fitness.
[CCWR: 4.2/4.9/5.3]

C. CALL OUT

Announce one component of health-related fitness and then call out the name of one body part. Students demonstrate an appropriate activity using that body part. For example, if you call out "flexibility" and "shoulders", students can perform a back scratch. Check the student performances for appropriate selection and technique.
[CCWR: 3.9/5.3]

Teacher Tip: The following activity can be used to support a health fair or community wellness day. Sponsor a contest, awarding fitness "prizes" for the winning theme, logo, or poster.

D. STEPS FOR LIFE

Students develop an acrostic poem that reflects the benefits of a healthy lifestyle. Students create a phrase or theme (e.g., *Steps For Life, Wellness Works*) and develop the poem and related artwork. A sample acrostic is shown below.

Stop illegal drugs.
Terminate smoking.
Exercise three to four times per week.
Pursue and maintain healthy body weight.
Snack nutritiously.

Fasten seat belts.
Obtain regular healthcare.
Reduce stress.

Limit animal fats.
Immunize.
Forget exposure to sun.
Eat more fruits, vegetables, and fiber.

[CCWR: 3.15]

E. SPORT READY

This activity emphasizes the need for general and specific stretching activities. Demonstrate sport-specific stretches for several different activities. Then divide the class into small groups, and assign each group a sport. Each group designs a sport-specific stretching activity, identifying the muscle groups used, as well as the rationale for the specific stretch and then leading the rest of the class in the activity. Encourage students to use visual aids (e.g., posters, charts, computer graphics, CD-ROMs, muscle or skeletal models) to explain their activity.

Variation: Invite high school or college athletes, certified athletic trainers, and coaches to discuss and demonstrate sport-specific stretching and conditioning activities. If a number of these individuals are available, create sport stations where small group of students can participate in a number of sport-specific demonstrations.

Variation: Assign a group of students to design sport-specific stretching routines that become part of the daily routine. For example, one group of students can be the running team and lead the group in appropriate stretching activities prior to a class jog or run.

Variation: Students design a stretching handbook that illustrates and describes activities for various sports. The handbook can be printed and distributed to community sport coaches.
[CCWR: 2.6/2.8/3.8/3.15/5.1]

TRAINING

Indicator 2.6-7: ***Discuss and apply basic principles of training to fitness activities.***

SAMPLE LEARNING ACTIVITIES: 5-6

A. MUSCLE MATCH

Create two sets of cards. Label one set with the names of various muscles, and on the other set describe an exercise that works that muscle or muscle group. Define ***specificity, elasticity,*** and ***flexibility*** and discuss their relationship to effective fitness activities. Divide the class into two groups. Give one group the muscle cards and the other group the exercise cards. Students find a partner with an appropriate matching card. Both students perform the exercise, then return their cards and repeat the activity. Monitor the exercises for correct technique. Stop the action to point out appropriate training techniques. Return the students' attention to the definitions and relate them to the activity.
[CCWR: 3.2/3.9]

B. ROLL THE DICE

This activity focuses on the safe performance of various exercises. Correctly and incorrectly demonstrate several exercises. Students critique the demonstration and create a list of exercise tips. After discussing the list, lead the class in a number of designated exercises. The number of repetitions is determined when one student rolls the dice.
[CCWR: 3.7/4.5/5.1]

Teacher Tip: Before the next activity, review vocabulary such as ***muscular strength, endurance, resistance, repetitions,*** and ***overload training*** .

C. PUSH-UP HOCKEY

Explain that the duration the muscle works against resistance influences muscle endurance. Demonstrate different kinds of push-ups that might be used to increase arm muscle endurance (e.g., line salute, wall, elevator, partner push-ups). Pair students and have them face each other, about 6 feet apart, in the traditional push-up position. One partner has a tennis ball. The object is to roll the ball between the arms of the partner. The partner tries to stop the ball with one hand while remaining in the push-up position. A goal is scored when the ball rolls between the arms of the partner. Time play for 30 seconds, allow a brief rest and then have the partners play for one minute. The final game is played for two minutes. After the game, brainstorm the effects of the longer game and the need for ***progression.***
[CCWR: 3.1/4.2]

Teacher Tip: Heart rate monitors record heart rate, allowing students to concentrate on their workout while receiving constant feedback on performance. Some models enable the student to transfer data from the monitor to a computer, where the information can be displayed as a table, graph, or chart. These monitors are an important way to integrate technology into the health and physical education classroom.

D. IN THE TARGET ZONE

An important concept for training is the ability to monitor one's heart rate and modify exercise to stay within an appropriate ***aerobic zone.*** Teach students how to determine their ***maximal heart rate*** and then have students determine the upper and lower limits of their aerobic target zone. (Review ways to monitor the pulse rate during exercise, or introduce heart rate monitors if available.) Once students are comfortable taking and recording their own pulse, explain why it is so important to monitor one's pulse rate during exercise. Introduce the concept of ***intensity level,*** and show students a simple chart to help them gauge how hard they are working when they exercise (e.g., create a scale from 1 (very, very light) to 10 (extremely hard). Each student jumps rope at a slow pace for 30 seconds, takes and records his/her pulse, and then rates the intensity of the exercise. Next, each student jumps rope at a medium pace for 30 seconds and repeats the pulse and intensity recording. Finally, each student jumps rope at a challenging pace, one that puts him/her in the target zone. After recording the appropriate data, students evaluate if they were above or below the target zone and adjust the next exercise accordingly. Discuss the importance of reaching the target zone and using it to get the most benefit from exercise.
[CCWR: 2.7/3.7/4.3]

Teacher Tip: The success of any station or circuit activity depends on the preparation of the teacher. Before the class meets, be sure that signs describe the nature of the activity. Use posters, drawings, or pictures to clearly illustrate the exercise. Keep students moving from station to station, using upbeat music that changes frequently to keep student interest and enthusiasm. Monitor student activity at each station.

E. MEET YOU AT THE STATION

This activity reinforces the message that exercise can be most beneficial when it follows the 5-20-5 schedule (five minutes of strength, 20 minutes of cardio training, and five minutes of stretching). After a brief warm-up, assign students to one of 15 to 20 stations (based on the size of the class). Students stay at each station for one minute and then rotate throughout the entire circuit.

SUGGESTED STATIONS		
STRENGTH STATIONS	**AEROBIC STATIONS**	**STRETCHING STATIONS**
■ Seated bicep curls ■ Curl-ups or crunches ■ Upright rows with hand weights or resistance tubing ■ Military/overhead press with hand weights	■ Bench stepping ■ Jogging in place ■ Jumping rope ■ Stair climbing on bleachers ■ Stationary bike riding	■ Achilles and calf against wall ■ Tailor sitting ■ Hamstring stretch ■ Sit and reach ■ Back-saver toe touch

Students record pulse rate (using either a pulse rate monitor or manual measure) during the activity. After students complete the circuit, discuss the principles of balanced training, the need for exercise on a regular basis, and the importance of correct technique to prevent injury.
[CCWR: 4.9/5.1/5.3]

TRAINING

Indicator 2.6-7: ***Discuss and apply basic principles of training to fitness activities.***

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: Before involving students in the next activity, review the concepts of *overload* and *progression.*

A. MAX OUT!

Over a period of several weeks, students participate in an activity that demonstrates ***overload*** and ***progression.*** Students complete two maximum sets of a strength exercise such as crunches or push-ups. Record the number of repetitions each student completes. Conduct the same activity three days a week for at least two weeks. During this time, students keep a log of the number of repetitions and comment on their ability, attitude, and accomplishments. At the end of the time period, discuss how the principles impacted the training period, and have students describe follow-up activities that support continued progress.
[CCWR: 3.8/4.3/4.11]

B. FIT DELAY

Students need to understand and apply appropriate exercise sequences when considering a workout plan. This teacher-directed activity leads students through seven parts of a workout. Students are always one step behind the teacher. The teacher begins with a warm-up but students do not start it until the teacher moves to flexibility. After completing the entire sequence, students defend the sequence of activities.

- Warm-up
- Flexibility
- Muscle strength and endurance
- Cardiorespiratory endurance
- Cool down
- Restretch
- Hydrate (drink water)

Variation: Small groups develop an example of one phase and, in order, lead the class through the appropriate phase.
[CCWR:3.9/5.3]

C. INTRODUCING INTERVALS

One way to increase cardiorespiratory fitness is to participate in ***interval training***. For this activity, you need a 400-meter track or an area marked at 400 meters and 200 meters. Students run 400 meters and then walk 200 meters for recovery before running 400 meters a second time. Explain that students should pace themselves (e.g., run the 400 in about 90 seconds with a 2.5 minute recovery walk). Repeat four cycles. After students have completed the run-walk cycles, students jump rope until their heart rate reaches 80% of the MHR for two minutes. When their heart rate reaches that point, students begin a rest period (walking) until their heart rate returns to 120 beats per minute (about two minutes). Repeat this for two cycles. Reconvene the class, cool down, and discuss the benefits of interval training. Ask students the following questions:

- Why does interval training build cardiorespiratory fitness?
- Was it difficult to pace yourself? Why?
- What did you do to pace yourself and complete the cycle?
- What are the advantages of this kind of training?
- What are some variations of interval training? What activities could be substituted for running and jumping rope?

[CCWR: 3.2/3.8/3.12]

PHYSIOLOGICALINDICATORS

Indicator 2.6-8: ***Assess physiological indicators of exercise before, during, and after physical activity, and describe how these can be used to monitor and improve performance.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Students need an understanding of the cardiovascular, respiratory, and nervous systems in order to be able to participate in the following activity.

A. BEAT IT

Each student needs a small index card and a pencil. Students practice taking their resting heart rate. Once they feel comfortable with this, students warm up and complete a one-minute period of aerobic exercise. After the one-minute period, students take their pulse and record it on the card. After a one-minute rest, students repeat the entire sequence a total of five times. Circulate and assist students who may have difficulty finding their pulse. At the end of the series, students share the data collected and discuss why there may be variations.

Variation: Divide the class into pairs to review their pulse rate findings and create an idea web that explains why the heart rate increases with consecutive periods of exercise.

Variation: Divide the class into two groups. One group monitors heart rate while the other monitors respiratory rate, then the groups switch roles. Discuss the correlation between exercise, heart rate, and respiratory rate.
[CCWR: 2.7/3.8]

Teacher Tip: Changing the intensity of a workout impacts the way the body works. This next activity helps students become aware of changes in the heart rate during exercise of varying intensity.

B. KNOW YOUR BODY

Set up a small, defined space, 40 yards square and marked by cones. Students take their resting pulse rate and record it, then walk around the cones at a medium pace for one minute. On signal, students take their pulse and record. After a 30-second rest, students take and record a second recovery pulse rate. Students jog around the cones at a medium pace for one minute and repeat the pulse taking and recording. Finally, students run the circuit for one minute at a fast pace and take their pulse rate immediately and at 30 seconds and record. Students graph the pulse rates and relate the results to the type of activity being performed. Students share their graphs and discuss the results.
[CCWR: 3.7/3.8]

C. SWEATSHOP CHALLENGE

Brainstorm ***physiological indicators*** that change during exercise (e.g., heart rate, respiratory rate, sweating, body temperature, perceived exertion or effort). Write the ideas on the board, creating a column for each item. For the next 20 minutes, students move through a teacher-designed obstacle course, stopping for a one minute rest at five minute intervals. After students have completed the activity, return to the indicators listed on the board. As students share the changes they experienced, write their comments in the appropriate column.

Variation: Provide each student with a chart, similar to the one below. During each section of the activity, students record changes. Discuss the results.

PHYSIOLOGICAL INDICATORS MONITORING CHART

Directions: Check the physiological indicator at the times shown on the chart. If the change is an increase, write in a "+"; if the change is a decrease write in a "-"; if there is no change, write "NC".

	Heart Rate	Breathing	Sweating	Body Temp	Exertion
Rest					
5 minutes					
10 minutes					
15 minutes					
20 minutes					
Recovery					

[CCWR: 3.7/3.12]

PHYSIOLOGICAL INDICATORS

Indicator 2.6-8: ***Assess physiological indicators of exercise before, during, and after physical activity, and describe how these can be used to monitor and improve performance.***

SAMPLE LEARNING ACTIVITIES: 7-8

A. TRAIN FOR GAIN

For this activity, create a six-station aerobic circuit lasting 30 minutes. Students complete the circuit and related activities two to five times per week for six weeks. Each time the students participate in the circuit, they perform the designated activities for one minute with a one minute break between circuits. At each new interval, students record their pulse rate. Following the six week training circuit, students graph their pulse rates and include the graph in a report detailing the rationale for the physiological effects that occurred.
[CCWR: 3.6/3.7/3.12]

Teacher Tip: Review the target heart zone and how to determine it before implementing this activity.

B. FIND YOUR TARGET ZONE

Challenge students to select an activity that elevates their heart rate into the target zone and keeps it there for a minimum of five minutes. Offer students a number of options, such as jogging, jumping rope, or performing a step aerobics sequence. Once students have completed the first activity, they select a second and third and follow the same procedures. After all three activities have been completed, students write in a journal which activity was most effective in keeping the heart rate in the target zone.
[CCWR: 3.6/3.7/3.12]

C. PULSE WALK

For this activity, each student needs a small index card and a pencil. Students take their resting pulse before beginning on a 20 minute walk. During the walk, students record their pulse rate every two minutes. (Signal every two minutes.) At the completion of the walk, students take and record their pulse at two and four minutes post exercise. Discuss the benefits of walking as a form of exercise.

Variation: Students graph the results and describe the physiological changes that occur during exercise.

Variation: Use walking pathways that offer additional challenges (e.g., hills, uneven terrain) or paths that can be easily adapted for students of varying abilities. Students walk the course, monitor their pulse rate, and compare the physiological changes resulting from each course.
[CCWR: 3.6/3.7/3.12]

FITNESS PLANS

Indicator 2.6-9: ***Develop a personal fitness plan, using data from health assessments and fitness testing.***

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Fitness testing should be used to develop meaningful instructional experiences that enhance students' abilities to meet and exceed fitness goals.

A. CHECKLIST 30

Develop a 30-item list of various fitness test items (e.g., one-minute jump rope, flexed arm hang for time, sit and reach). Over a designated period of time, students complete all thirty tasks, recording a score for each on the checklist. At the end of the circuit, each student identifies three areas of success and three areas to improve upon.

Variation: After students have identified their needs and successes, organize groups with similar needs. Each group discusses ways to improve their fitness score for the identified activities. Using this information, the group develops a plan to improve, works together to achieve their goals, and monitors group performance until the next fitness test.
[CCWR: 3.12/4.1/4.2]

B. A FITNESS EXAMPLE

Divide the class into small groups. Provide each group with a description of a young person's fitness level, interests, and general health. Each group identifies the important concerns, selects one or two fitness goals for their "student," and develops a plan to meet the goals. Students share the example and their recommendations and demonstrate activities to improve the individual's fitness status.

FITNESS CASE STUDIES

Elroy is an 11-year-old sixth grade student who likes to play video games. Occasionally, Elroy rides his bike to the playground and just "hangs" with his friends. He likes to snack on chips and ice cream, and his friends often tease him about being pudgy. He says he'll grow out it when he hits his growth spurt. In the first school fitness test, Elroy could not finish the mile run. Even now, it takes him 30 minutes to finish it.

Ally is an 11-year-old who is much taller than the rest of her classmates. Everyone wants her to play basketball, but she really doesn't like the sport. Ally likes to talk on the phone and e-mail her friends. She likes to swim but she doesn't live near a lake or pond.

[CCWR: 3.1/3.13/4.2]

FITNESS PLAN

Indicator 2.6-9: Develop a personal fitness plan, using data from health assessments and fitness testing.

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: This activity emphasizes personal goal setting rather than competition. Encourage students of similar abilities to work together to achieve their goals.

A. WOGGLE

"Woggle" is a combination of walking and jogging. Students cover as much distance as possible in one 20-minute session, alternating as needed between jogging and walking. Students jog until they feel the need to walk and only walk until they feel capable of running. Students measure the distance covered in the 20-minute period then develop strategies to improve the distance in the next Woggle activity. Each student creates a chart to monitor his/her progress and repeats the activity three times per week. After a set number of Woggle sessions, students complete their chart and write a summary reflecting their impressions of the activity. Students share the results with the class.
[CCWR: 3.1/3.8/4.1/4.3]

B. GOAL SET

Discuss the differences between short-term goals and long-term goals and provide examples of each. After each student has been tested using a health-related fitness assessment, share the results and assist the student to develop goals to address areas of need. Monitor student progress on a weekly basis through activity sheets, journal entries, or conferencing. Link students with similar needs to provide support.

Variation: For each health-related fitness area, develop a menu of activities that students can use to improve personal performance. Students pick two fitness areas and select activities from the menu to improve those areas. Review the student-developed plans to be sure they are realistic, and monitor progress.
[CCWR: 3.1/3.8/4.1/4.3]

C. MINI FITNESS CIRCUIT

Divide the class into groups of five students. Assign each group a health-related fitness component. Each group develops several tasks aimed at improving one area of health-related fitness and selects one activity to demonstrate to the class. As the rest of the class participates in the activity, the group monitors their performance. Each student selects one activity he/she likes best and writes a plan, including goals, to improve personal performance.
[CCWR: 4.1/4.2/4.3]

FITNESS BENEFITS

Indicator 2.6-10: *Discuss the physical and psychological benefits derived from health-related fitness activities.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Relaxation techniques are an important part of stress management and can contribute to overall wellness by lowering heart rate and blood pressure.

A. RELAX TENSE MUSCLES

Ask: "What do you do to relax?" List the ideas on the board. Divide the class into several groups to explore various relaxation methods. Assign each group one method of relaxation (e.g., quick fix/time-out, Jacobson's Progressive Relaxation Method, autogenic/self-generated, biofeedback, imagery). Each group investigates the relaxation method, the history of the method, common applications, and how to implement it then leads the class in an activity derived from the method.

Variation: Students perform a variety of relaxation exercises and describe the differences when muscles relax and contract. Ask: "When might such activities be useful? Which activities seem to work best? Why?"

Variation: Students research the role of endorphins released during exercise and the psychological benefits of regular exercise.

[CCWR: 2.6/3.4/3.5/3.12]

B. HOW DOES IT RATE?

Organize the class into pairs to complete an activity or exercise and chart the benefits of the activity (scale: 3 = Best, 2 = Fair, and 1 = Poor). Students add activities to the list and evaluate each activity on the chart. From the list, students develop and implement a one-week plan emphasizing three of the most beneficial activities. Students keep a log of participation.

SAMPLE ACTIVITY RATING			
ACTIVITY	**AEROBIC CAPACITY**	**FLEXIBILITY**	**MUSCLE STRENGTH**
Jumping rope	3	2	2
Jogging	3	1	2

[CCWR: 3.6/3.7/3.12]

Teacher Tip: **The following activity requires students to develop a fitness inventory and evaluate the results. Provide students with samples from textbooks or Web sites. Be sure the questions do not ask for confidential information. Check with the school nurse or counselor before using a survey. For the example provided, you can assign point values for each statement and provide an acceptable or healthy point total for the inventory.**

C. FITNESS INVENTORY

Develop a fitness inventory that enables students to evaluate their current level of fitness activity. Students complete the inventory, indicating by a check mark, which activities fit their fitness profile. Divide the class into small groups to share their results and discuss ways to improve their activity level. Reconvene the entire class and create a master list of ways to improve one's activity level. Then create two columns on the chalkboard: *Physical* and *Psychological*. Students decide which of the chosen activities provide physical benefits, psychological benefits, or both. Students discuss and justify their answers.

SAMPLE FITNESS INVENTORY

Place a check mark by the numbered items you participate in regularly.

1. I perform stretching exercises at least three times per week.	
2. I walk to school.	
3. I take the stairs instead of an elevator or escalator.	
4. I play a sport/game at least two times per week.	
5. I ride a bike, skateboard, or roller blade at least two times per week.	
6. I swim only in the summer.	
7. I walk the length of the mall at least three times per week.	
8. My basic exercise program is of the "chip and dip" variety in front of the TV.	
9. I park far away and walk when at the mall.	
10. I lift weights at least three times per week.	

[CCWR: 3.12/4.3]

D. MY FITNESS COURSE

Each student develops a list of personal fitness goals he/she would like to achieve. Divide the class into groups with similar goals. Provide each group space and appropriate equipment to develop a six to eight station exercise course focusing on their group members' specific goals. Each group designs the course, performs the designated activities, and develops a written plan for the project, explaining the benefits derived from their plan.

Variation: Use computer software to design a fitness course, write a marketing plan for its use (emphasizing the health benefits), and present the plan to the class.
[CCWR: 2.8/4.1/4.2/4.3]

E. FITNESS THINKING

Divide the class into small groups. Using the word ***fitness*** as a starting point, students brainstorm all the words they can think of related to fitness and develop an idea web. Reconvene the entire class and share the ideas. Use the web to generate class discussion in several areas such as the following: "Do some people have a negative concept of fitness? If so, why? How does fitness relate to sports? What are the benefits of fitness activities?"
[CCWR: 3.2/3.8]

F. WHAT DOES IT TAKE TO BE HEALTHY?

Students interview individuals who have been actively engaged in a fitness program for at least a year. Students develop the responses into a written profile of the individual and share the information with the rest of the class. (Be sure students protect the identity of the individual.) Using the profiles, the class develops a list of the benefits of exercise.

FITNESS INTERVIEW

- Why do you choose to exercise on a regular basis?
- Do you feel different since you began a regular exercise program? Explain.
- What adjustments do you make in your diet?
- What is your weekly exercise schedule?
- How do you feel before, during, and after exercise?
- How do you find the time for exercise?
- How much does your exercise program cost?
- What advice would you give to someone thinking about starting a regular exercise program?

[CCWR: 3.8/3.12]

Teacher Tip: Using a heart rate monitor and computer to record and graph data increases student interest and provides students with more accurate information. It also enhances the students' abilities to use technology. If such equipment is not available for student use on a regular basis, contact a local fitness center or healthcare provider to demonstrate the equipment.

G. WARM-UP WORK RATE

Working in small groups, students complete a five-minute warm-up and record their pulse. Next, students complete a 15 to 20 minute step aerobics activity and record their pulse at intervals of five, 10, and 15 minutes. Students repeat a five-minute cool-down and record their pulse. Students graph the results and discuss the changes at each interval.

Variation: Students perform the same activity with only a 30-second a warm-up. Discuss how long it takes to get to the target heart rate and the importance of warming up before activity.
[CCWR: 2.7/3.9/3.12]

Teacher Tip: Enlist the assistance of the library media specialist for the next activity. The library-media specialist can instruct students in search strategies to access needed information from print media, on-line sources, and networked or single-user CD-ROMs.

H. BODY SYSTEMS AND FITNESS

Students research one body system and report the effects of exercise on that system. (Be sure to include the effects of exercise on the immune system, the reproductive system, and the endocrine system.) Students should consider the effects of exercise based on gender, age, and ethnic background.
[CCWR: 2.6/2.8/3.15]

INJURY PREVENTION

Indicator 2.6-11: ***Describe how sports injuries can be prevented.***

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Many sports injuries can be prevented if participants wear the right equipment; however, just as many injuries can be prevented if players follow the rules of the game. The next activity supports this concept.

A. CREATE A GAME

Divide the class into small groups. Each group develops an original game where the object is to be safe and prevent injuries. Each group devises the safety rules and equipment needed for the original game and then teaches the game to the rest of the class, emphasizing the safety aspects of the game.

Variation: Develop an original game for younger students and teach it to them.

Variation: Students develop rules of safe play for a specific sport or game.

Variation: Students create a video, poster, illustration, or cartoon that demonstrates safe and unsafe ways to play a game or sport. Students share it with younger students.

Variation: Students develop a sports injury prevention video for presentation on the local cable station. Students interview the certified athletic trainer, coaches, local doctors, sports specialists, and athletes about injury prevention. Questions should focus on injury prevention for the average person participating in sports and fitness activities.
[CCWR: 2.6/2.8/3.15/5.1/5.2]

B. QUESTIONABLE EXERCISE

Select and display illustrations or descriptions of questionable exercise practices. Students discuss the practice and decide on a suitable alternative. Examples might include the following: back arching, abdominal stretch, donkey kick, windmill, neck and upper back extension, hurdler stretch.

Variation: Students perform safe exercises and monitor each other for correct positioning and action.
[CCWR: 5.1/5.2/5.3]

C. WHAT DO THEY SAY ABOUT EXERCISING?

Students compare articles about various forms of exercise from both professional and popular magazines (e.g., *Sports Illustrated, Runner's World, JOPERD*). Ask: "What do the articles say about exercise? How can people prevent various kinds of injuries? Who are most likely to become injured? What are the credentials of the writers? Is the article based on research? Did you find conflicting opinions? If so, why?"

Variation: Investigate exercise-related Web sites for information on sports injury prevention.

Variation: Students develop a list of resources regarding sports injury prevention, including print, media, and on-line resources as well as community programs and healthcare providers.
[CCWR: 2.4/2.6/2.8/3.4/3.5]

D. ANALYZING TO PREVENT INJURY

World-class athletes look at videos of their performances to spot areas to be improved as well as to spot problems that may contribute to injuries. Discuss several examples of such problems (e.g., a runner changes his/her stride or foot placement and the change might aggravate old injuries or create new ones). Videotape students participating in various forms of exercise (e.g., jogging, walking, performing specific exercises or stretches). Students analyze their performance for efficiency of performance, body alignment, use of arms, stride, and breathing patterns. Provide students with evaluative criteria. Using the criteria, students develop several recommendations to improve the performance.

Variation: Use commercially prepared videotapes to demonstrate the correct technique for various activities. After viewing the tapes, students create posters for display in the weight room, gym, and training areas.
[CCWR: 3.7/4.5]

E. VISIT TO THE TRAINER

Invite the school's certified athletic trainer to speak about safety and injury prevention. Use school facilities (e.g., weight room, gymnasium, athletic fields) to focus on injury prevention issues. Students develop a written summary of the trainer's recommendations.

Variation: Take students on a field trip to a large fitness facility and have the fitness specialist explain safeguards for novice and experienced clients.

Variation: Students explore the requirements for a career in sports injury prevention or fitness. Students develop career profiles on fitness-related specialists such as certified athletic trainers, sports medicine physicians, physical therapists, sports management specialist, health and physical education teachers, health educators, aerobic instructors, personal trainers, nutritionists, wellness specialists, or massage therapists. Students respond to the following question: "How do each of these specialists contribute to the safety of clients participating in fitness and sports activities?"

Variation: Invite athletes to talk about training regimens, safety issues, and injury prevention. The panel should address concerns about injuries they have experienced and how the injuries were treated. Be sure the panel represents a wide range of sports and activities and both genders.
[CCWR: 1.3/1.7/5.1/5.2]

F. INJURY INVENTORY

Students research the causes of injuries in sports and investigate which sports are most likely to have major injuries. Students develop recommendations to reduce the incidence and severity of the injuries.

Variation: Students work with the school nurse and the certified athletic trainer to develop profiles of injuries occurring as part of school-sponsored programs. Students compare the injuries occurring during athletic programs to injuries occurring in physical education classes. Students speculate on the causes of the incidents and offer solutions to prevent reoccurrence.

Variation: Students select a sport or activity and research the incidence of injuries occurring to participants. As a result of the research, students make specific recommendations to decrease the likelihood of injury.

[CCWR: 2.4/2.7/2.8/5.1/5.2]

G. INJURY PREVENTION EQUIPMENT

Divide the class into several small groups, and assign each group a sport activity. Each group develops a list of safety equipment that should be available for each activity, the potential costs of such equipment, and where such equipment can be purchased. Students inventory available equipment, considering appropriate numbers and sizes, the condition of the equipment, and its availability. Using the information gathered, students develop recommendations to improve school activity safety.

Variation: As part of a community service project, students develop an equipment list for community teams (e.g., town soccer, Little League baseball) and assist team managers in conducting an inventory. Students evaluate the types of equipment available (include facilities and fields as well as equipment) and make recommendations to improve safety.

[CCWR: 5.1/5.2/5.4/5.5/5.6]

Teacher Tip: The following activity focuses on common injuries, such as bruises or sprains, experienced by the "weekend athlete." Severe injuries, such as head injuries and fractures, require immediate medical attention. Students should be encouraged to participate in an approved first aid course, including basic life support procedures.

H. RESPONDING TO INJURIES

An important part of preventing future or more severe injuries is knowing what to do when certain injuries occur. Students develop injury response cards, simple index cards that describe the symptoms of common injuries and basic first aid procedures. The athletic trainer, school nurse, school physician, and local healthcare providers can be used as resources to develop the cards.

Variation: Students develop posters or pamphlets that provide basic information on the treatment of simple injuries (e.g., the RICE principle) and display in appropriate areas of the school.

[CCWR: 5.2/5.9]

I. MINIMIZING INJURY

The Boy Scout Motto, "Be Prepared," has specific importance for those participating in sport and fitness activities. Brainstorm what this means and then divide the class into three groups. One group discusses ***sport preparation*** (e.g., skills of the game, proficiency levels). The second group discusses ***rules preparation*** (e.g., knowing the rules of the game and any variations for the current circumstances, the role of officials). The third group discusses ***health preparation*** (e.g., having a regular physical, taking care of injuries). Each group develops a multimedia presentation on its aspect of preparation for participation in sport and fitness activities.

Variation: Obtain a copy of the pamphlet, *Minimizing the Risk of Injury in High School Athletics* from the National Athletic Trainers Association. Students read and discuss the pamphlet and discuss how the guidelines apply to anyone participating in sport or fitness activities.

Variation: Students investigate safety and injury prevention standards established by national sport governing bodies (e.g., NCAA, USOC).

Variation: Students investigate product testing of safety equipment, such as football helmets, bike helmets, or body padding.

[CCWR: 2.8/3.15/5.1/5.2/5.3]

Teacher Tip: Outdoor activities are often performed in extreme temperatures. Students need a basic understanding of body temperature regulation and basic first aid measures in order to prevent temperature-related illness or injury.

J. TAKING THE HEAT

Even the best-conditioned athlete can develop temperature-related health problems when working out. Brainstorm individuals who might be at higher risk for temperature-related problems. Encourage students to connect the risk of the individual with a particular situation (e.g., a person with a history of cardiac disease jogging at noon on a hot summer day). Divide the class into small groups, and assign each group a case study that clearly establishes the potential for temperature related problems. Each group develops suggestions to reduce the incidence of temperature-related incidents.

Variation: Students develop posters, cartoons, or pamphlets that describe precautions to prevent temperature-related problems and focus on proper clothing, hydration, and the general health of the individual as well as weather conditions.

SAMPLE CASE STUDIES: TEMP CONTROL

"Hot" Scenario

- It's 9 a.m. and already 75 degrees. The forecast calls for thunderstorms later in the day. Football practice begins at 10 a.m. How should I prepare for practice?

"Cold" Scenario

- I've never been skiing and I'm planning my first trip to the mountains. What should I do so I don't freeze to death on the slopes?

[CCWR: 3.15/5.1/5.9]

PERSONAL FITNESS PLANS

Indicator: 2.6-12: ***Design and evaluate a personal fitness plan, taking into consideration fitness, health and nutritional status, age, interests, and abilities, and discuss how the plan may be adapted to injury, illness, or aging.***

SAMPLE LEARNING ACTIVITIES: 9-12

A. WHAT IE..

Students design a personal fitness plan for an individual with special needs. Divide the class into groups. Students supplement the brief description noted below with more specific information about the individual. Each group designs and justifies a plan and demonstrates some of the activities outlined in the plan. Discuss the plans and offer suggestions for improvement.

INDIVIDUALIZED FITNESS PLAN: CASE STUDIES

- An overweight person over 50
- An overweight adolescent
- A person confined to a wheelchair
- A pregnant woman
- An underweight adolescent
- A person with a broken arm in a cast

Variation: Invite a physically challenged athlete to discuss his/her training program and sports experiences.

[CCWR: 4.1/4.2]

B. HOW WOULD YOU TEST IT?

In order to develop a fitness plan, students need to collect data. One element of data collection is fitness testing. Divide the class into five small groups. Each group develops a new testing activity for its assigned fitness component. Group members participate in the activity and record their team's results, then administer the test to two other student groups. Students collect the data, determine percentiles, reevaluate the items, and determine individual and group results. The data is compared among groups and a summary developed. Finally, each group develops a testing manual for its component and presents the manual and its findings to the class.

Variation: Assign each group a different component of fitness. Groups use the computer to analyze fitness and nutrition data and complete a written report.

Variation: Students develop a wellness survey and administer it to a specific population (e.g., sixth grade students, teachers, athletes). Using this information, students generate a list of ways to effectively test the fitness level of these individuals.

[CCWR: 3.2/3.6/3.7/3.8/3.12]

C. FITNESS JOURNAL

Encourage students to participate in fitness activities every day. To accomplish this, students keep a journal or log of fitness activities. The log includes the date and time of the activity, the type of activity, what benefits the activity might have produced, a rating of benefits and enjoyment, and a two-sentence summary of feelings about the activity.

Variation: Students use the computer to develop an activity log and keep records of participation throughout the year.

[CCWR: 4.3]

D. FITNESS STATUS

Students perform activities as part of a nationally recognized and researched fitness assessment. Raw scores are entered into the computer, and students receive a printout with suggestions for improvement. Using this information, students develop goals for fitness improvement, track achievement during a designated time period, and include this information in their annual portfolio.

[CCWR: 2.2/2.7/2.8]

E. PROJECT GOAL SETTING

Begin the class with a discussion of goal setting. Ask: "Why do people set goals? How can you improve your chances of achieving a goal?" Write the following elements of successful goal setting on large sheets of chart paper, solicit examples of each, and leave the sheets posted in the room throughout the year.

REACH FOR THAT GOAL

- Make the goal realistic but challenging.
- Find people to support your efforts.
- Write the goal down and post it somewhere you will see it everyday.
- Develop a written plan.
- Outline step-by-step how to reach your goal.
- When you reach a goal, set a new one.

After the discussion of goal setting, students develop a personal fitness plan by identifying needs (collecting data) and then writing goals. Students select activities to reach the goals and write a weekly and monthly update on the plan. Students complete the plan on their own and keep accurate records.

[CCWR: 3.12/4.1/4.3]

Teacher Tip: Many of these activities require students to investigate the impact of a particular sport or activity on health. Encourage students to choose less common sports (e.g., rugby, badminton, bowling, surfing) and recreational activities (e.g., orienteering,, mountain climbing, dancing).

F. DANGEROUS DIETING

Establish four stations with information about different fad diets. Students move to the various stations and collect information. Students return to small groups and discuss how the various diets might impact one's health by responding to the following questions: "Is the diet dangerous? Why or why not? Is it safe for athletes? children? women?"

Variation: Students examine the role nutrition plays in various sports and activities (e.g., the diet of long distance runners or swimmers). Students develop an eating plan that compliments an exercise plan for a particular sport or activity and present the information to the class in a packet or visual display.

Variation: Groups determine which nutritional and exercise program is best for a person described in a case study. Case studies should include individuals with health conditions, athletes concerned with weight loss or gain, and older athletes such as master swimmers or runners. Be sure to include athletes who participate in wheelchair sports, those participating in Special Olympics programs, and athletes of both genders.
[CCWR: 3.8/3.9/3.12/4.2]

G. FUTURE FITNESS

Students develop a description of their current fitness plan, paying attention to diet, age, activity level, and any health conditions. Students develop possible changes to the plan at one year, five year and 10-year intervals. Students produce a future fitness plan that reflects the demands of college, work, and family commitments; finances; accessibility; and expanding interests.
[CCWR: 4.1/4.3]

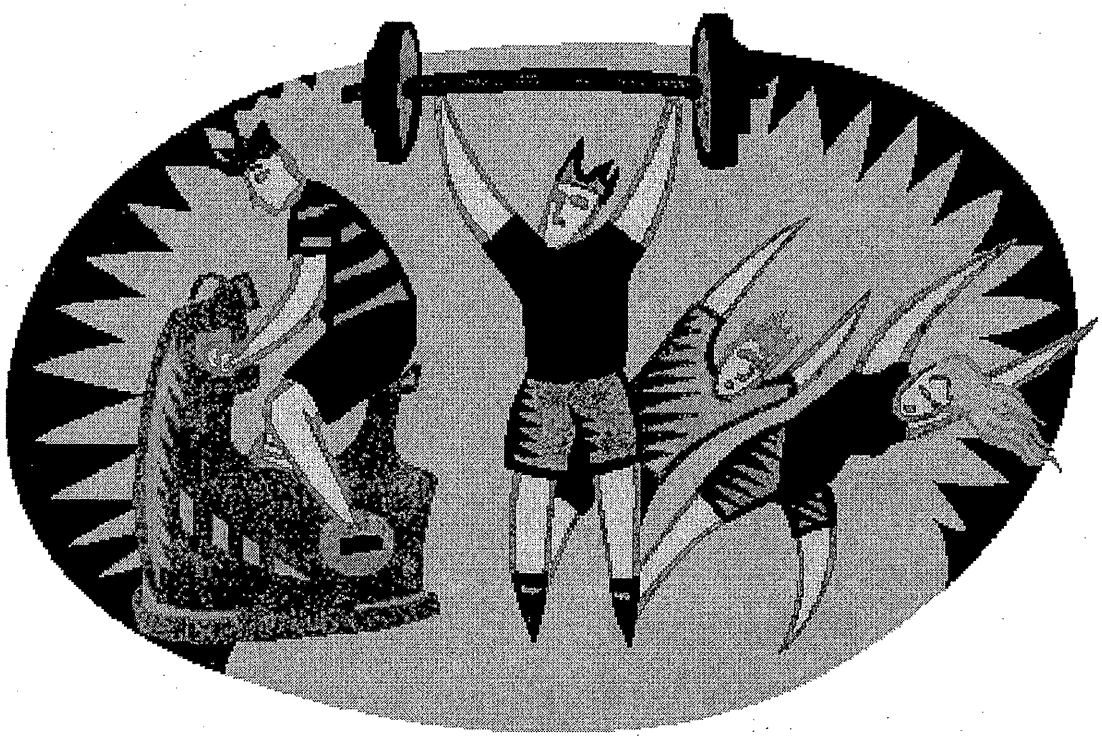
H. STEPS TO SUCCESS

Developing a personal fitness plan helps students reach their goals. Brainstorm a step-by-step approach to developing and meeting fitness goals. (A sample is shown below.) Students develop a personal fitness plan using the "step" approach and share with a partner. Partners review each other's plans and make suggestions for improvement. Students implement the plan and report to their partner on a weekly basis. At the end of the semester, partners develop a written summary of their achievements, presenting factors that impacted the attainment of their goals.

STEPS TO FITNESS SUCCESS

- Make it personal. Write the element you most want to improve.
- Motivate yourself. Write a letter to yourself describing the goal you want to attain.
- Choose activities you will continue to do.
- Proceed at a reasonable pace. Don't try to change overnight.
- Plan time for fitness. Keep a calendar noting the times you exercise.
- Make a list of any equipment you need to exercise, and make sure it is readily available.
- Vary the type and location of your exercise. Take a walk in the park, jog along the river, or bike at the gym.
- Find a friend. Exercising with a partner makes the activity more fun.
- Enjoy yourself. Make a list of healthy activities you enjoy.
- Reward yourself when you reach certain goals.

[CCWR: 4.1/4.3]

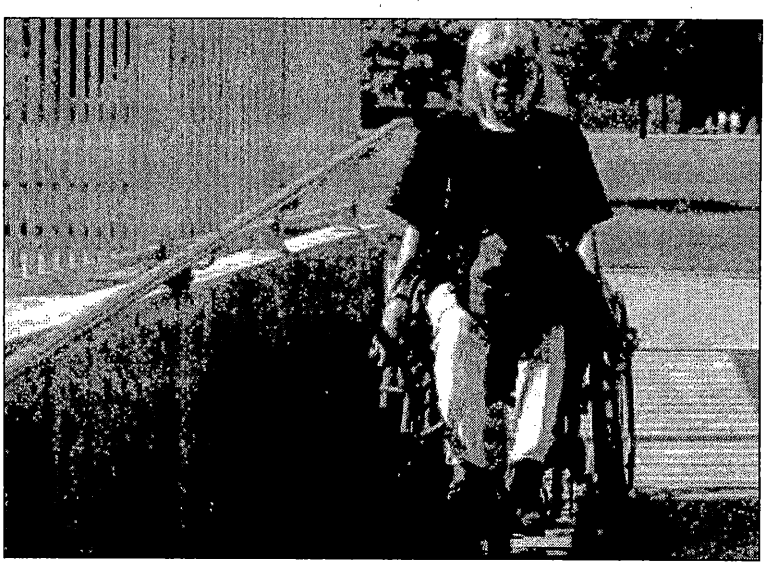


Chapter 9

INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DIVERSE NEEDS

When it comes to young people, believe that all things are possible. Expect the best from young people; they're capable of it. Our job is to find the gift in each young person, see every young person as pure potential.

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INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DIVERSE NEEDS

In his book "Lessons for Lifeguards" (1996), health educator Michael A. Carrera offers practical advice for those who work with children and youth. His words are meant to incite, inspire, and excite those who work with children and youth to take action, be involved, be committed, and care about young people. This chapter is grounded in the belief that all students can learn and can be successful. Each student must be viewed as an individual with great gifts, talents, and assets that will enable him/her to achieve the rigorous demands set forth by the *Core Curriculum Content Standards*.

The theory and strategies described in this chapter address instructional issues for three types of identified students:

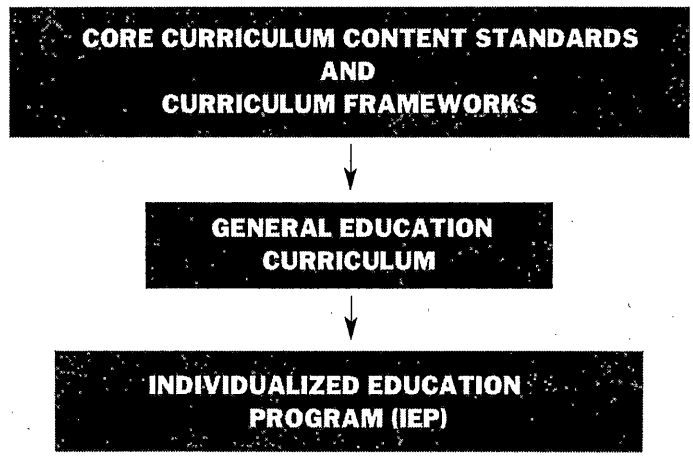
- Students with Disabilities
- Limited English Proficient Students
- Exceptionally Able Students

The chapter is divided into three sections. Each section addresses specific requirements and strategies for that particular group of students. The activities included in each section have been taken directly from *Chapter 8: Sample Learning Activities* in this *Framework*. They have been modified to illustrate general instructional modifications that can be used for any student, not just those students "classified" as being eligible for specialized services. These adaptations reflect sound teaching principles as well as current teaching and learning research. Teachers should use this chapter as a template to adapt other learning activities found in the *Framework*.

This chapter aims to support a collaborative teaching environment that provides all students with educational experiences that enable them to maximize their potential. To this end, teachers, students, parents, healthcare providers, and counselors must work together to ensure that these students participate in instructional activities that support the achievement of the *Standards*. For this to happen, team members must develop effective communication skills and must work together to identify student needs and devise ways to meet them.

INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DISABILITIES

The *New Jersey Core Curriculum Content Standards* and related *Frameworks* are the focus of curriculum and instruction for all pupils, including students with disabilities. In order to provide students with meaningful access to curriculum and instruction based on the *Standards*, adaptations may be necessary. Adaptations are not intended to compromise the *Standards*. Instead, adaptations provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.

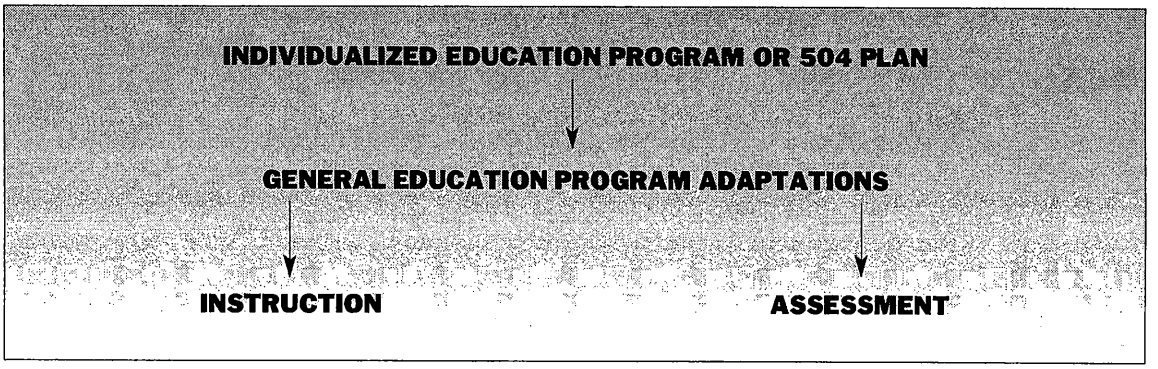


Because students with disabilities are expected to participate in the general education curriculum, the Individualized Education Program (IEP) must reflect the *Standards* as well as the local school district's general education curriculum.

ADAPTATION: A FEDERAL REQUIREMENT

The Individuals with Disabilities Act, Amendments 1997 and Section 504 of the Rehabilitation Act of 1973 guarantee students with disabilities the right to general education program adaptations, as specified in their Individualized Education Programs (IEPs) or 504 plans. These federal requirements are intended to result in adaptations that provide access to the general education program and general education curriculum.

Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the Individualized Education Program (IEP) or 504 planning processes.



For the purpose of the *Comprehensive Health Education and Physical Education Framework,* sample learning adaptations are defined as adjustments or modifications to the general education program enabling students with disabilities to:

- Participate in and benefit from learning activities and experiences based on the *Standards.*
- Demonstrate understanding and application of the *Standards.*

CATEGORIES OF ADAPTATIONS

With the adoption of the *New Jersey Core Curriculum Content Standards* on May 1, 1996, the New Jersey State Board of Education recognized comprehensive health education and physical education as essential components of the curriculum for all students. The goal of comprehensive health and physical education programs is to develop students who are *health-literate* and *physically educated.* Students with disabilities must also work towards that goal. It is well-documented that children with disabilities are at higher risk for health-damaging behaviors. Students with disabilities frequently have related difficulties in the areas of social and communicative competence, (Elias, et al., 1997) poor information processing abilities, and limited problem-solving and decision-making skills. They are more likely to show difficulty reading social cues, demonstrate impulsivity and an inability to delay gratification, and may have increased difficulty managing frustration and high-intensity emotions. These same students may possess low self-esteem and self-efficacy supported by "feeling different" or being rejected by peers. (Elias, et al.) These social, cognitive, sensory, and physical deficits increase the likelihood that a student with disabilities will participate in behaviors that contribute to intentional or unintentional injury; use alcohol, tobacco and other drugs; participate in risky sexual behaviors; lead a sedentary lifestyle; or maintain unhealthy dietary patterns. While it is critically important that students with disabilities receive instruction in comprehensive health and physical education to ensure their ability to practice health-enhancing behaviors, the nature of that instruction may vary according to the needs of the student.

The sample learning activities contained in this *Framework* emphasize hands-on and activity-based learning experiences. The activities embody best practice instruction beneficial for all students, including students with disabilities; however, to make the activities more meaningful for students with disabilities, adaptations to certain aspects of the activities may be necessary. Adaptations may take a variety of forms. Some adaptations structure students' learning in a more explicit, systematic way than some non-disabled students may require. Other adaptations provide alternative means for students to acquire or demonstrate their knowledge while they are developing health and physical education proficiency at their own rate and maximizing their style of learning.

The adaptations in this chapter were developed to complement and make accessible the sample learning activities in the *Framework*. Additional adaptations, not in this document, may be needed for some students with disabilities to provide further instruction in foundation skills which support the processes described in the *Framework*. In addition, *Chapter 10: Technology* presents background information on assistive technology for students with special needs.

The categories listed below are intended to guide the process of selecting adaptations for an individual pupil with disabilities. Adaptations include but are not limited to the following:

INSTRUCTIONAL PRESENTATION	CLASSROOM ORGANIZATION
Instructional Preparation Instructional Prompts Instructional Applications Instructional Monitoring	Instructional Groups Instructional Supports Environmental Conditions Adaptive Equipment
STUDENT RESPONSE	**SAFETY CONSIDERATIONS**
Response Format Response Procedures	Rules and Procedures Equipment, Materials, and Facilities
STUDENT MOTIVATION	
Interest Confidence Independence Enjoyment	

DESCRIPTIONS OF ADAPTATIONS

Descriptions, including the rationale, specific functions, and an example for each category follow. Sample activities provided at the end of this chapter have been selected to illustrate a range of possible adaptations that might be used across the *Standards* and cumulative progress indicators. These examples were developed from selected activities in *Chapter Eight* of this *Framework* (please refer to the page number at the top right of each adaptation for the location of the original sample learning activity). While these strategies are known to be beneficial for all students, they are an essential component of the instructional program for a student with disabilities.

INSTRUCTIONAL PRESENTATION

Rationale

Students with disabilities may require instructional presentations that enable them to acquire, comprehend, recall, and apply health and physical education content to ensure that all students become health-literate and physically educated individuals. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

Purpose

The primary purpose of these adaptations is to provide special education students participating in health education and physical education classes with teacher-initiated and teacher-directed interventions that:

- Prepare students for learning and engage students in the learning process **(instructional preparation)**
- Structure and organize information **(instructional prompts)**
- Foster understanding of new concepts and processes **(instructional application)**
- Promote student self-reflection and self-management regarding task demands, goal attainment, and performance accuracy **(instructional monitoring)**.

INSTRUCTIONALPREPARATION	
Purpose	**Examples**
■ Heighten student interest and understanding ■ Establish purpose/goals of lesson ■ Activate prior knowledge ■ Build background knowledge of content or strategy ■ Focus attention and thinking ■ Introduce key concepts and information ■ Promote self-efficacy	■ Relating to personal experiences ■ Previewing information/materials ■ Pinpointing for physical activities ■ Using advance organizers ■ Brainstorming/webbing ■ Modeling ■ Using questioning techniques ■ Employing KWL strategies ■ Predicting ■ Pre-teaching vocabulary (meaning or pronunciation) ■ Pre-teaching or reviewing ■ Using visual demonstrations, illustrations, and models ■ Using mini-lessons

INSTRUCTIONAL PROMPTS	
Purpose	**Examples**
■ Organize information ■ Build whole-part relationships ■ Cue associations, connections, and/or sequences of physical activities ■ Highlight and clarify essential concepts ■ Generate categorizations/comparisons ■ Generate classifications ■ Activate recall ■ Summarize	■ Use graphic organizers ■ Use semantic organizers ■ Employ segmenting techniques and/or task analysis

INSTRUCTIONAL APPLICATION

Purpose	Examples
■ Simplify abstract concepts ■ Provide concrete examples ■ Extend ideas-elaborate understanding ■ Build connections/associations ■ Relate to everyday experiences ■ Promote generalization ■ Engage multiple modalities	■ Implement hands-on activities ■ Use dramatization ■ Employ props ■ Create illustrations ■ Provide music or movement ■ Draw or paint ■ Create graphics or charts ■ Take field trips ■ Invite guest speakers ■ Interview/survey ■ Discuss personally relevant activities ■ Provide for real-life applications ■ Use games/simulations ■ Structure dialog ■ Shape/approximate physical activities ■ Employ peer/cross-age teaching

INSTRUCTIONAL MONITORING

Purpose	Examples
■ Provide periodic (continuous) check for understanding ■ Redirect attention ■ Direct on-task behavior ■ Promote participation ■ Check progress ■ Assist in goal setting ■ Establish timelines ■ Clarify assignments, directions, instructions ■ Provide reinforcement and corrective feedback ■ Promote strategy use and generalization ■ Manage student behavior and interactions ■ Develop self-questioning and self-regulation	■ Use self-monitoring checklist/task analysis ■ Set timelines for assignments ■ Use planning agendas ■ Allow student "think alouds" ■ Require journal entries ■ Establish portfolios ■ Videotape physical activities ■ Dialog ■ Develop action plans ■ Use peer reviews/mentors ■ Keep a vocabulary journal ■ Employ questioning techniques ■ Initiate student contracts ■ Use rubrics and task cards ■ Use a reward system

CLASSROOM ORGANIZATION

Rationale

Students with disabilities may require specific adaptations to classroom organization in order for them to be actively involved in health and physical education activities.

Purpose

The primary purpose of classroom organization adaptations is to maximize student attention, participation, independence, mobility, safety, and comfort. These adaptations promote peer and adult communication and provide accessibility to information, materials, and equipment. When considering **instructional support** for students with physical, neurological, and/or sensory disabilities (particularly as they participate in movement and fitness activities) it is essential that the physical education teacher collaborate with the school nurse, parents, and if appropriate, the occupational therapist, physical therapist, or health aide to determine effective adaptations. Working as a collaborative team, these individuals can assist the physical education teacher to plan an instructional program that reflects the student's current health status and health needs. Additionally, it is important that the skills being addressed in a therapeutic setting (e.g., specific stretching exercises directed by the physical therapist) be reinforced in and generalized to the student's participation in the health and physical education program.

When considering these adaptations, classroom organization can be divided into the following categories: **instructional groups, instructional support, environmental conditions,** and **adaptive equipment and materials.** These adaptations are important to facilitate the student's participation in the health and physical education instructional program but are absolutely essential to the activities supporting *Standard 2.5: Movement and Standard 2.6: Fitness.*

INSTRUCTIONAL GROUPS	INSTRUCTIONAL SUPPORT (from another person)	
Examples	**Adaptations**	**Individuals**
■ Cooperative learning groups ■ Peer partners ■ Buddy system ■ Teams ■ Cross-age tutors ■ Multi-age grouping ■ Competitive groups	■ Assist physically ■ Gesture or signal ■ Clarify ■ Interpret ■ Reinforce ■ Highlight ■ Organize ■ Focus ■ Prompt or cue	■ Peers/cross-age teachers ■ School nurse ■ Mentors ■ Speech therapist ■ Health aide ■ Physical therapist ■ Occupational therapist ■ Speech therapist

ENVIRONMENTAL CONDITIONS	ADAPTIVE EQUIPMENT/MATERIALS
Examples	**Examples**
■ Room/field/gym/playground arrangement ■ Work/play space ■ Material accessibility ■ Lighting ■ Noise level ■ Learning stations/lab stations ■ Labeling equipment and stations ■ Seating arrangements or assignments ■ Portable units ■ Music ■ Visual/tactile/auditory/kinesthetic focus ■ Self space guides (spots, carpet squares) ■ Immersion ■ Weather (rain, cold, ice, heat)	■ Speech synthesizer ■ Personal computers/Internet access ■ Communication board ■ Close captioned video/TV ■ Audio tapes ■ Braille ■ Enlarged print ■ Low vision equipment (clocks) ■ Talking watch/calculator ■ Lap board ■ FM system ■ Specialized PE equipment(e.g., Velcro mitt with fleece ball, ball with bell, ramps, adjustable height equipment) ■ Puppets/models

STUDENT RESPONSE

Rationale

Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of health education and physical education content, skills, and related processes.

Purpose

The primary purpose of adaptations to student performance responses is to provide students with disabilities a means of demonstrating progress toward and achievement of the *Standards.*

RESPONSE FORMAT	RESPONSE PROCEDURES
■ Complete information organizers ■ Interviews, discussions, debates ■ Illustrations - posters, collage, mural ■ Models ■ Observation/data charts ■ Diagrams ■ Puzzles ■ Reenactments ■ Debates ■ Journal entries ■ Portfolio entry ■ Bulletin board displays ■ Role play ■ Video and audio tapes ■ PC/multimedia ■ Dictation ■ Songs, raps, poems, choral reading ■ Authentic products (e.g., brochures, menus, schedules, diet plans, fitness plans, letters, surveys, ads) ■ Peer review guides/task cards ■ Self assessment guides ■ Experiments	■ Provide extended time ■ Use practice exercises ■ Provide an interpreter ■ Use a preferred response mode ■ Case studies ■ Give shorter assignments/more frequently ■ Use specialized equipment ■ Employ individual, paired, or small group projects or activities ■ Allow take-home tests ■ Score by approximation ■ Credit range of improvement

STUDENT MOTIVATION

Rationale

Some students with disabilities may be reluctant to engage or persist in health education or physical education activities. The student's reluctance may be due to difficulties with aspects of learning processes. In addition, the student may have experienced repeated failure or embarrassment when participating in physical education activities. Educators may make the assumption that all students enjoy participating in physical activity. For some students with disabilities, whether physical, sensory, neurological, cognitive, or emotional, this may not be true.

Purpose

Because of these difficulties, motivational strategies are important to assist students with disabilities to become successfully involved in a variety of health education and physical education experiences so they develop proficiency, confidence, and enjoyment. This, in turn, will support the adoption of leisure time options that support wellness and generalize beyond the school setting.

PURPOSE	STRATEGY
■ Create interest, persistence, confidence, enjoyment, and independence in activities ■ Understand relevance and importance of health and fitness issues as they relate to personal vulnerability ■ Promote health-enhancing behaviors	■ Personally meaningful and relevant activities ■ Role models/mentors ■ Student involvement in goal setting and assessment activities ■ Linking across disciplines ■ Activity choice ■ Hands on, multi-modal activities ■ Doable tasks ■ Learning styles considerations ■ Choice to work alone or with others, when appropriate ■ Accurate and current information ■ Teachable moment ■ Peer input

SAFETY CONSIDERATIONS

Rationale

The comprehensive health and physical education sample learning activities included in this *Framework* are hands-on experiences that occur in the classroom, gymnasium, or outdoors. Students with disabilities may require adaptations in order to ensure safe participation for themselves and others.

Purpose

The primary purpose of safety adaptations is to provide understanding of and adherence to safety rules and procedures and to enhance learning for all through the safe use of equipment and supplies.

SAFETY RULES AND PROCEDURES	SAFE USE OF SPACE AND EQUIPMENT
Examples ■ Understand safety and health rules and procedures ■ Follow all rules ■ Use material/equipment appropriately ■ Share materials ■ Adhere to time allocation ■ Set-up and clean-up ■ Consider the weather/climate ■ Warm-up and cool-down procedures ■ Conduct activities with supervision and an appropriate student/teacher ratio ■ Limit group sizes for highly impulsive, distractible, active students	**Examples** ■ Role play ■ Employ cross age teaching/mentors ■ Model and demonstrate ■ Label materials and equipment ■ Distribute supplies and equipment ■ Assign responsibilities ■ Create a checklist of directions and procedures ■ Post a timeline chart ■ Use self-space markers ■ Establish activity boundaries ■ Use adjustable, sturdy, and developmentally-appropriate equipment ■ Consider the condition of the physical space ■ Position oneself to observe all students ■ Use signaling devices (e.g., whistles, megaphones, flags, cow bells, flashing lights)

SAMPLE ADAPTATION #1

Standard: **2.1-10** **Page Number: 129**

Grade Level: **7-8**

Activity Title: **Bounce Back From Depression**

INSTRUCTIONAL PRESENTATION

Instructional Prompt: *Information Organizer—Data Collection Sheet*
Concept Activity—Picture

An Information Organizer provides a format for presenting information that helps students draw conclusions, identify cause and effect relationships, categorize ideas, sequence events, show relationships, and organize thoughts.

A Concept Activity is a concrete presentation of abstract concepts. Using visual aids such as pictures or concrete materials, a concept activity helps to build connections and associations between new ideas and everyday experiences.

- Pre-teach a definition of ***depression*** then have the class brainstorm common words or phrases associated with depression (e.g., down in the dumps, blue, gloomy, sad, bummed out).
- Arrange desks in a semi-circle so all students can see the bouncing raisins demonstration.
- While observing the demonstration, students complete items 1-4 on the data collection sheet (sample follows).
- As volunteers share responses, the teacher records them using an overhead projector.
- Show a transparency of flowers bouncing back (sample follows) to reinforce the concept.
- Divide the class into small groups to review case studies and suggest strategies and resources to help with the problem. Refer students to item #4 on the data collection sheet.
- Reconvene to share case study responses.

Bounce Back From Depression

INSTRUCTIONAL GROUPS	INSTRUCTIONAL MATERIALS/EQUIPMENT
■ Whole class for demonstration ■ Small groups (with teacher-assigned roles) for case study analysis	■ Overhead projector ■ Teacher-prepared transparency, data collection sheet, and case studies ■ Large glass, raisins, seltzer
STUDENT RESPONSE	**ENVIRONMENTAL CONDITIONS**
■ Complete data collection sheet ■ Shared responses from data collection and case studies	■ Semi-circle arrangement for demonstration ■ Small group workspace
STUDENT MANAGEMENT	**MOTIVATION**
■ Use of overhead projector ■ Use of data collection sheet to focus and maintain attention during demonstration ■ Teacher-assigned group roles to maximize each child's success	■ Observation of demonstration ■ Talking and working with others in cooperative groups

SAMPLE DATA COLLECTION SHEET

PART A:

THE BOUNCING RAISINS DEMONSTRATION

Watch what happens to raisins dropped in seltzer.

1. Sketch the glass filled with seltzer water and raisins. Draw what you see.
2. Notice some raisins have "bounced back" to the top of the glass.
3. Label these raisins with the letter "A".
4. Label raisins on the bottom of the glass with the letter "B".
5. What mood would best describe the floating raisins?

PART B:

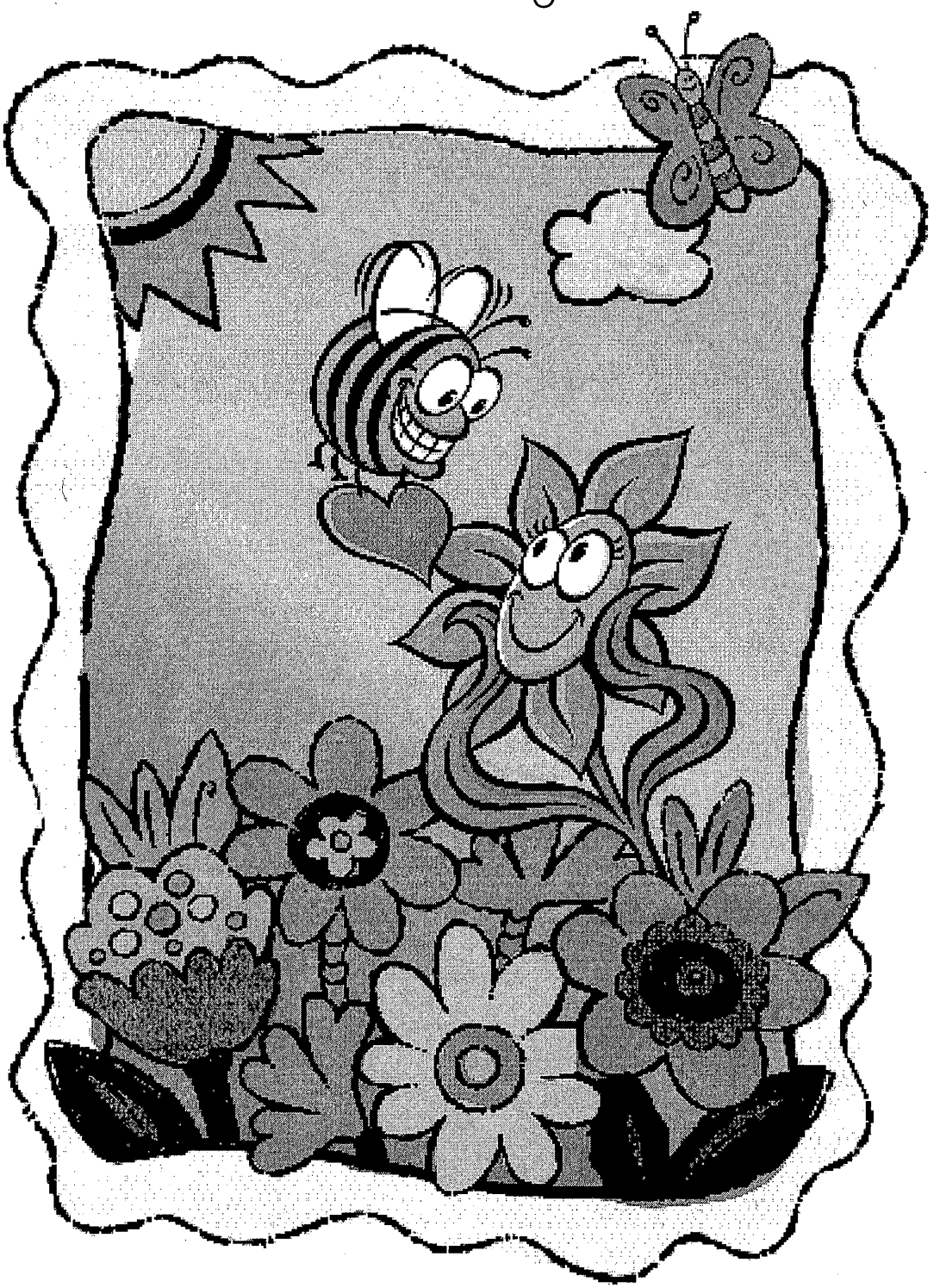
SHORT PERIODS OF DEPRESSION AND FEELING SAD ARE NORMAL.

List five things that have helped you "bounce back" when you feel sad.

1.
2.
3.
4.
5.

Have a nice day!

Flowers Bouncing Back



SAMPLE ADAPTATION #2

Standard: **2.1-18** **Page Number: 159**

Grade Level: **9-12**

Activity Title: **Agencies That Protect Your Health**

INSTRUCTIONAL PRESENTATION

Instructional Prompt: *Interview Guide*

An Interview Guide is used for the purpose of gathering information and focuses the student's attention on the main points to be covered. It provides a structured format for organizing the information obtained.

- Distribute copies of the "Blue Pages of Government Listings" from your local phone book.
- Working in groups, students highlight those agencies that help to protect and promote health.
- Each group provides the name, address, and phone number of one agency it highlighted. Record the information on chart paper. The process continues until all highlighted agencies are recorded.
- Students and teacher review and discuss the list to determine if each agency does, in fact, work to promote health.
- Each student selects an agency to contact via telephone for the purpose of gathering information (see sample form). Review appropriate phone etiquette. Explain that not all agencies will be anxious to answer questions. If someone is rude to them, tell students to say "I am sorry you cannot help me. Is there someone else who can?"
- Each student reports back on his/her agency.
- Extension activities might include having the class compile and distribute a directory of agencies that were contacted and/or inviting guest speakers from selected agencies.

Agencies That Protect Your Health

INSTRUCTIONAL GROUPS	INSTRUCTIONAL MATERIALS AND EQUIPMENT
■ Small groups for highlighting "Blue Pages" ■ Individual agency interview ■ Whole-class reporting	■ Copies of the "Blue Pages" ■ Highlighters ■ Flip chart ■ Interview guide
STUDENT RESPONSE	**ENVIRONMENTAL CONDITIONS**
■ Small-group selection of agencies ■ Individual reports of interviews	■ Comfortable work area for groups and individual reporting
MOTIVATION	**STUDENT MANAGEMENT**
■ Use of "Blue Pages" ■ Direct contact with agencies	■ Group-work rules and procedures ■ Appropriate telephone etiquette when contacting agencies
INSTRUCTIONAL SUPPORT	
■ Teacher-provided "Blue Pages" ■ Teacher-provided Interview Guide ■ Possible guest speaker	

SAMPLE PHONE INTERVIEW GUIDE

Agencies That Protect Your Health

Name of Agency _____

Address _____

Phone Number _____

Script:

Hello, my name is _____.

I am a student at _____High School.

My health class is studying public health agencies.

Can you tell me what your agency does to help people?

Thank you very much. Good bye.

SAMPLE ADAPTATION #3

Standard: **2.3 -15** **Page Number: 282**

Grade Level: **9 -12**

Activity Title: **Signs and Symptoms of ATOD Abuse**

INSTRUCTIONAL PRESENTATION

Instructional Preparation: *Brainstorming: Round Robin*

Instructional Application: *Product: Business Cards*

Brainstorming is a group process used to activate a student's prior knowledge and build associations to a specific topic. Ideas generated are not evaluated or criticized during the brainstorming activity. Round robin (or carousel) brainstorming allows small groups to move from one topic/question to another, adding new ideas. It provides more structure than typical brainstorming because a broad topic/question can be broken down into specific areas and addressed separately by each group.

A Product is an application activity that requires students to demonstrate understanding by using learned information in a practical way.

- Divide the class into three groups and give each group a different color magic marker.
- Groups circulate among flip charts, each of which has a specific question heading (samples follow).
- Each group generates and records on flip charts as many responses as possible in 5 to 7 minutes.
- Teacher leads whole-class discussion of responses.
- Using a teacher-prepared T-chart, discuss "Signs of Possible Substance Use and Abuse" and "Ways to Help a Person Who Is Chemically Dependent".
- Students prepare business cards addressing various substances and helping agencies.

Signs and Symptoms of ATOD Abuse

INSTRUCTIONAL GROUPS	INSTRUCTIONAL MATERIALS AND EQUIPMENT
■ Three groups for round robin ■ Whole-class discussions ■ Individual for preparing business cards	■ Flip charts and markers ■ Thinking questions ■ Teacher made T-charts ■ Card stock squares for business cards ■ Computer and appropriate software, if available
STUDENT RESPONSE	**ENVIRONMENTAL**
■ Round robin flip chart responses ■ T-chart worksheets ■ Business cards	■ Space for groups to move among flip charts ■ Semi-circle for discussion of chart
MOTIVATION	**INSTRUCTIONAL SUPPORT**
■ Round robin activity ■ Creating business cards	■ Print shop for providing card stock and printing business cards ■ Teacher-prepared T-charts and round robin flip charts ■ Teacher led discussion

QUESTIONS FOR FLIP CHART STATIONS

When do teenagers experience pressures to use alcohol, tobacco, and other drugs?

■

At what age does pressure begin to use alcohol, tobacco, and other drugs?

■

What kinds of social settings contribute to the pressure to use alcohol, tobacco, and other drugs?

■

SAMPLE T-CHART

SIGNS OF POSSIBLE SUBSTANCE USE AND ABUSE	WAYS TO HELP INDIVIDUALS WHO ARE CHEMICALLY DEPENDENT
■ Sleeps in class ■ Smells like alcohol all the time ■ Absent or late a lot after partying ■ Drinks when depressed ■ Smokes cigarettes all the time ■ Drinks alcohol before driving ■ Can't stop drinking or smoking even though she's pregnant ■ Spends his/her entire paycheck on drugs	■ Send to the school substance awareness coordinator ■ Invite them to do something else ■ Rehab ■ Keep busy at things they like to do ■ Don't invite them to parties where drugs/alcohol are present ■ Take them to get medical help

SAMPLE BUSINESS CARD

"Substance Use is a Bad Business"

(Front)

"In the Business of Helping"

Alcoholics Anonymous
1-800-555-5555

Narcotics Anonymous
1-800-555-5551

National Council for Addictions and Drug Dependencies
1-800-555-5552

(Back)

SAMPLE ADAPTATION #4

Standard **2.4 -10** **Page Number: 336**

Grade Level: **7- 8**

Activity Title: **Meeting Human Needs**

INSTRUCTIONAL PRESENTATION

Instructional Preparation: *Simulation: Pyramid Ring Toy*
Concept Activity: Puzzle

Instructional Application: *Application Activity: Poster*

A Simulation is a process of examining a concept or problem not easily examined directly. Simulations are useful for providing a concrete explanation of an abstract concept through a unique experience or comparison.

A Concept Activity presents abstract concepts in a more concrete manner. Using materials like pictures, graphs, and puzzles, a concept activity helps to clarify and organize the learner's thinking.

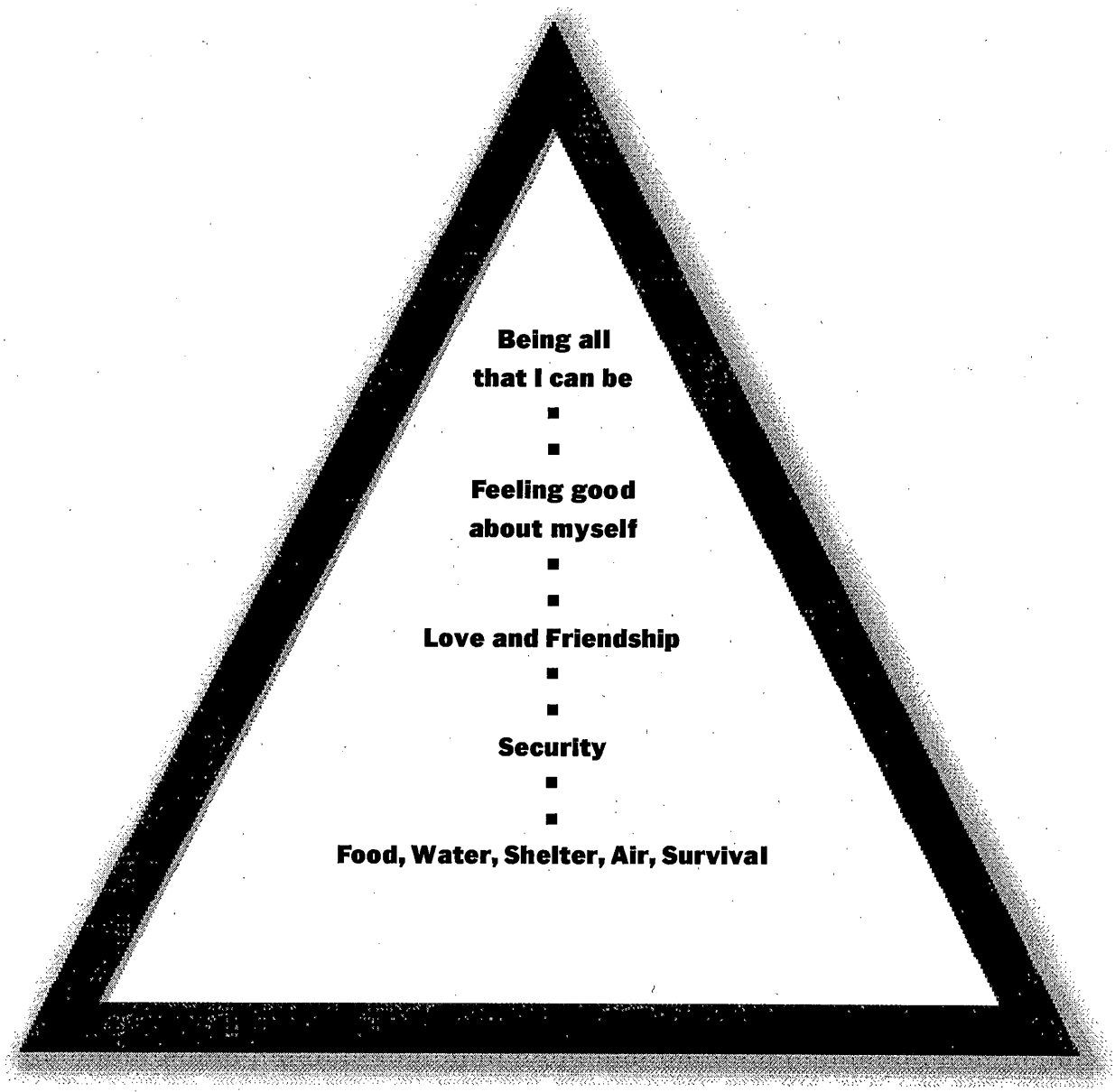
An Application Activity requires students to demonstrate understanding by using learned information in a practical way.

- Brainstorm simple vocabulary for describing each of the five need areas, e.g., "What are Physical Needs?"
- Discuss the structural importance of the pyramid.
- Use a toddler's ring-stacking game to demonstrate how the stack cannot be correctly completed without each underlying ring properly placed. Label rings to correspond to Maslow's Hierarchy.
- Give each student an interlocking puzzle of Maslow's Hierarchy pyramid and have them interlock the pieces, reinforcing the fact that the lower-level needs must be in place before interlocking a higher-need puzzle piece (see attachment).
- Divide the class into five groups—one for each need level.
- Students discuss and create lists of ways parents satisfy their children's needs at each level, using a worksheet (see attachment).
- Each group creates one assigned section of a large class poster, using pictures to represent how parents satisfy that particular need and/or listing ways.
- Groups convene to create a group poster from their individual parts, building the class poster from "Physical Needs" through "Self Actualization."

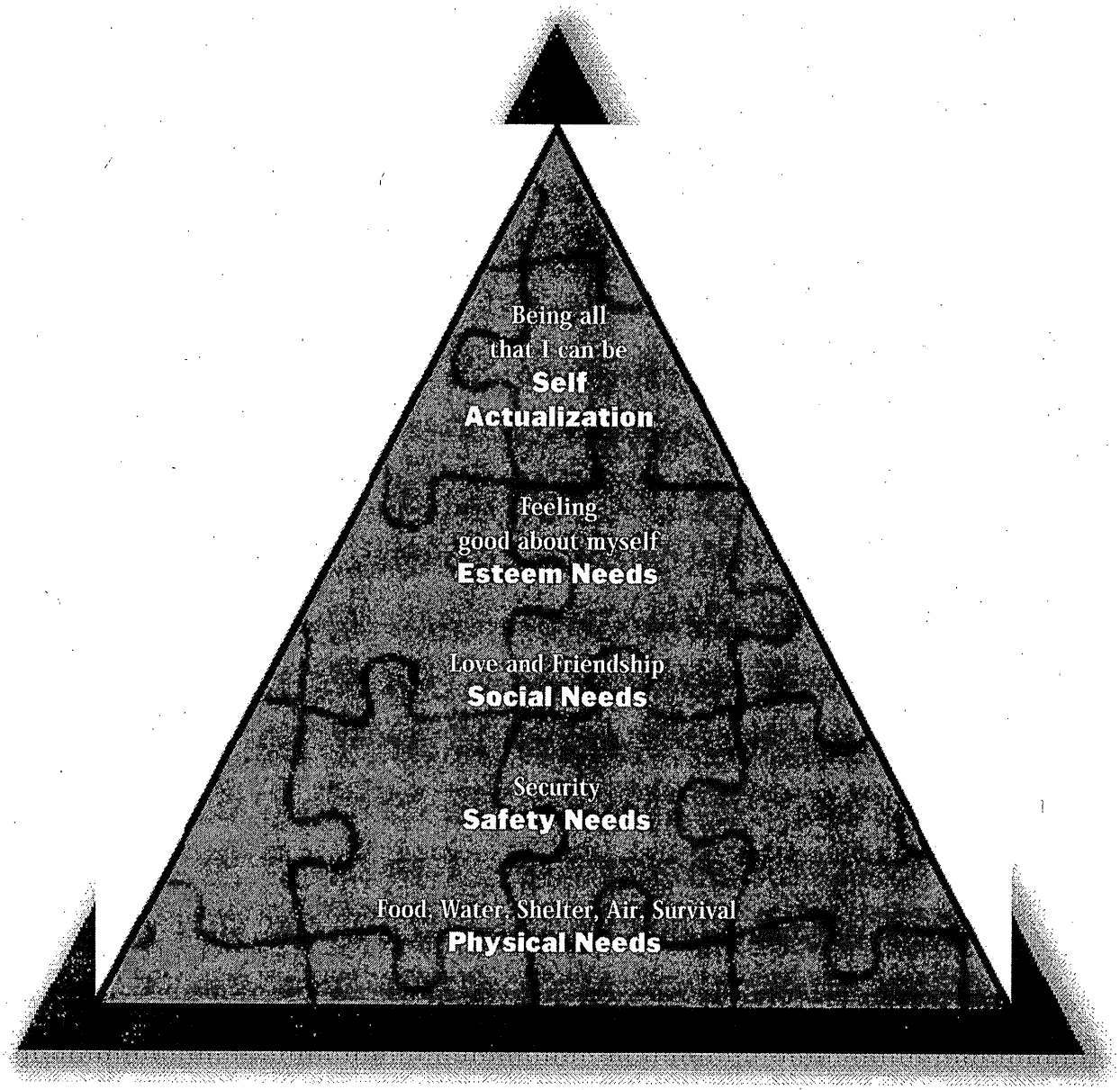
Meeting Human Needs

INSTRUCTIONAL GROUPS	INSTRUCTIONAL MATERIALS/EQUIPMENT
■ Whole class for brainstorming activity ■ Small groups for identifying how parents satisfy needs ■ Whole class for creating large poster	■ Toddler's ring-stack game ■ Individual Maslow's Hierarchy pyramid puzzle ■ Individual worksheets ■ Large poster paper
STUDENT RESPONSE	**ENVIRONMENTAL CONDITIONS**
■ Complete group section of pyramid poster ■ Contribute to whole class poster	■ Appropriate space for group work ■ Large area (walls or floor) for creating class poster
MOTIVATION	**STUDENT MANAGEMENT**
■ Use of simulation activity with toddler's toy ■ Student puzzles	■ Teacher assigns group member roles and monitors performance ■ Class product (poster)
INSTRUCTIONAL SUPPORT	
■ Teacher-led brainstorming ■ Follow-up questioning and clarification on incorrect responses ■ Teacher-created materials	

Maslow's Pyramid Chart



Maslow's Puzzle



SAMPLE ADAPTATION #5

Standard 2.4-6 **Page Number: 316**

Grade level: 5-6

Activity Title: Stages of Growth

INSTRUCTIONAL PRESENTATION

Instructional Preparation: *Brainstorming, Webbing*

Instructional Prompt: *Timeline: Stages of Growth Chart*

Brainstorming is a group process used to activate a student's prior knowledge and build associations to a specific topic. Ideas generated are not evaluated or criticized during the brainstorming activity. Student responses are recorded in list form.

Webbing is an activity that frequently follows the brainstorming process. During this procedure, a semantic map or web is developed based on categories derived from the brainstorming word list. (See Appendix B for several examples.)

Timeline Charts allow the student to sequence occurrences and developmental stages and associate them with significant events or characteristics.

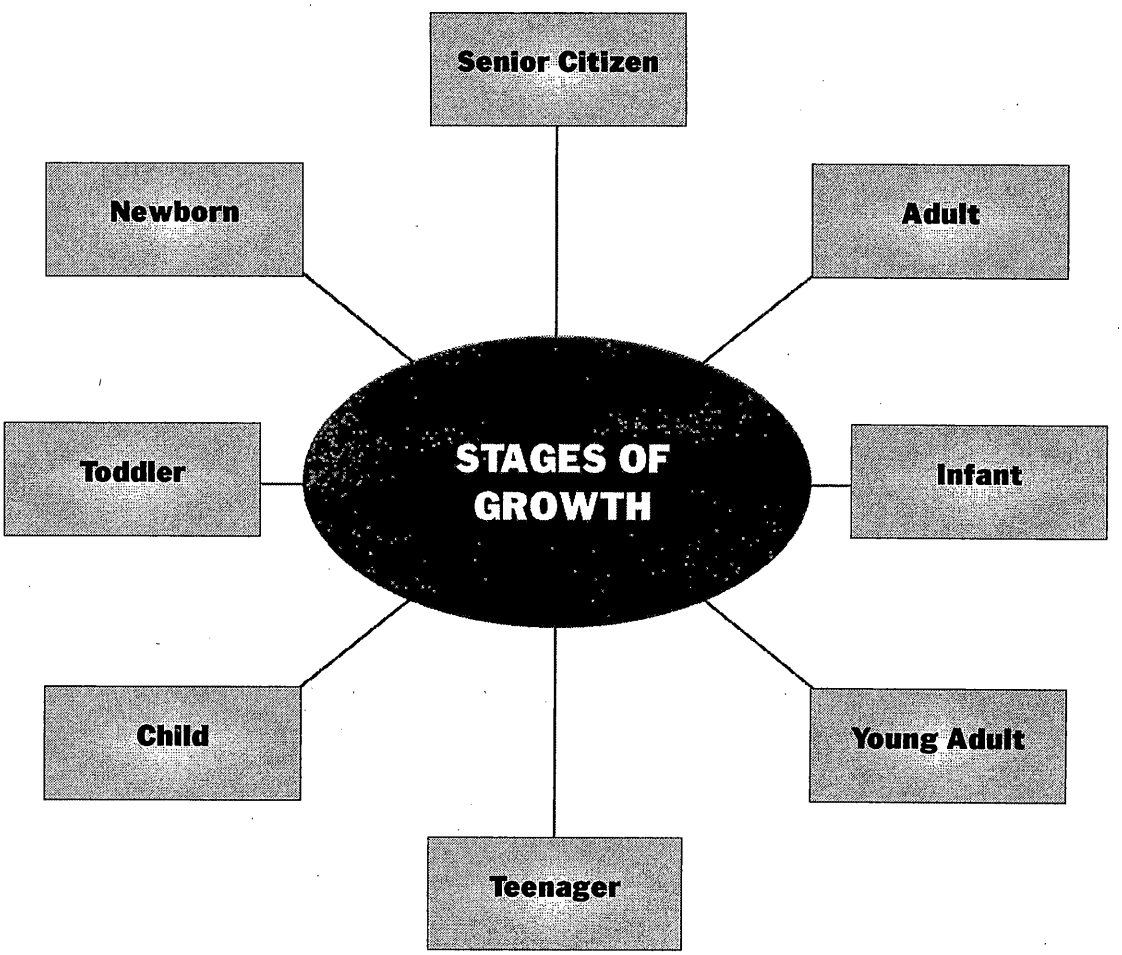
- Ask: "How long does it take to grow up?" Emphasize that everyone has an opinion about when he or she is grown-up but that all individuals pass through various stages of growth.
- Brainstorm the stages a person experiences as he/she grows older.
- Using a web, organize brainstormed information into categories approximating those on the Stages of Growth chart (see original learning activity for sample).
- Distribute and discuss the Stages of Growth chart, comparing it to the web.
- Divide the class into small groups. Students complete the chart using resources provided by the teacher.
- Each group shares responses.
- Question and clarify responses, reinforcing the fact that everyone develops at his/her own pace. The beginning and ending of each stage will vary among individuals.

- Extension activities might include the following:
  - Role playing an event or change at each stage
  - Preparing a drawing, collecting pictures, or making a collage showing people at each stage of development
  - Interviewing a senior citizen regarding his/her memories of each stage

Stages of Growth

INSTRUCTIONAL GROUPS	INSTRUCTIONAL MATERIALS AND EQUIPMENT
■ Whole-class brainstorming and reporting ■ Small groups for research and completion of chart	■ Resources: health text, pamphlets, journals, encyclopedias, books on tape, Internet sites ■ Teacher-made "Stages of Growth Chart" ■ Graphic organizer/web
STUDENT RESPONSE	**ENVIRONMENTAL CONDITIONS**
■ Brainstorming ■ Webbing ■ Completion of chart ■ Group presentation	■ Space for group work ■ Stations for research ■ Word processor, computer, or tape recorder station for students who have difficulty writing
INSTRUCTIONAL SUPPORT	**STUDENT MANAGEMENT**
■ Teacher-led brainstorming ■ Teacher-created materials ■ Senior citizen representation	■ Timer for group work at each station ■ Teacher-assigned group roles: taskmaster, recorder, presenter, and timer

Sample Web: Stages of Growth



SAMPLE ADAPTATION #6

Standard 2.5-1 **Page Number: 411**

Grade Level: K-2

Activity Title: Hide and Seek Moves

INSTRUCTIONAL PRESENTATION

Instructional Preparation: *Modeling/Demonstration*

Instructional Prompt: *Peer Pairing*
Spatial Cues: Directional Arrows, Poly Spot Markers

Modeling and Demonstration heighten student interest and understanding by illustrating and clarifying a concept or activity.

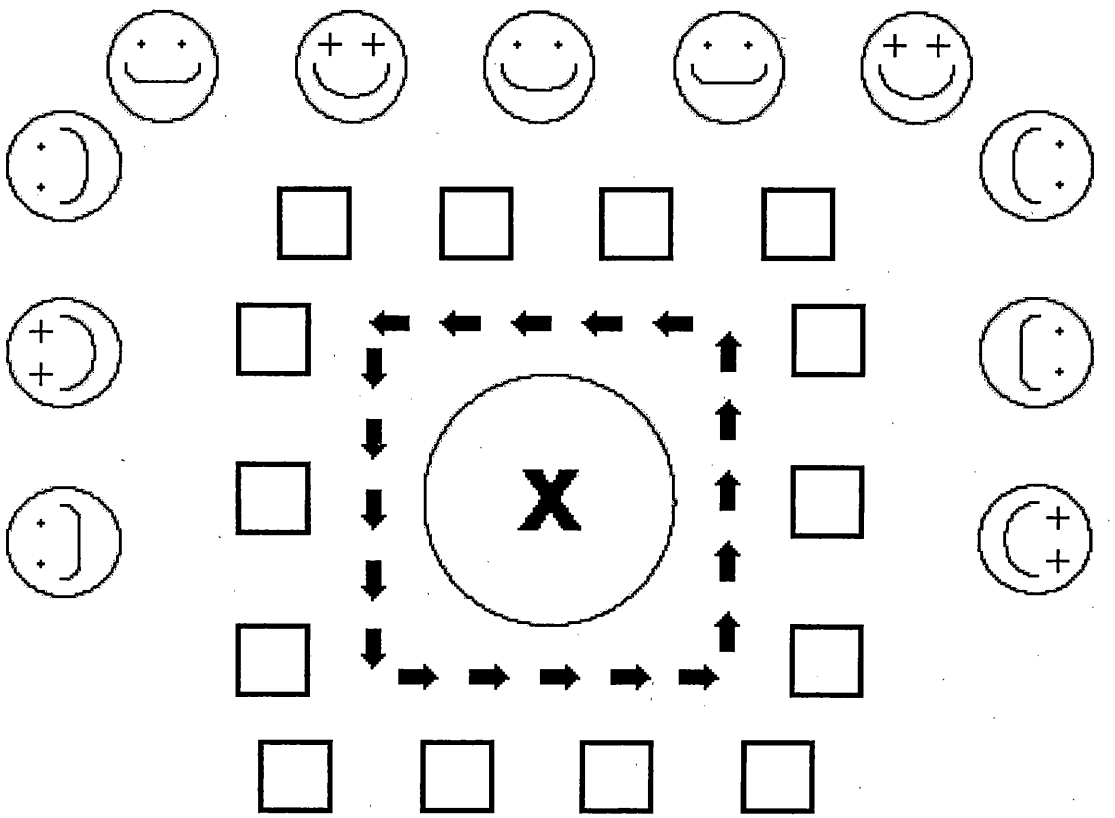
Movement Cues increase spatial awareness and help students focus on the appropriate use of space.

- Teacher shows students enlarged samples of motor skill cards and models or demonstrates the motor skill (e.g., walking, running, hopping, galloping).
- Teacher assigns "peer pairs" based on ability to read/understand activity cards and motor activity skill level.
- Pairs remove one movement card from under a poly spot and proceed to the poly directional arrows (see attached diagram).
- When the music begins, pairs perform motor activity following the direction of the arrows until the music stops.
- When the music stops, each pair proceeds to a new poly spot, deposits their used card, and selects a new activity card from under that poly spot.
- Activity continues until pairs have practiced a set number of the motor activities.
- Teacher reviews large activity cards and has the whole group perform the activity, following the poly directional arrows, until all activity cards are reviewed.

Hide and Seek Moves

INSTRUCTIONAL GROUPS	INSTRUCTIONAL MATERIALS AND EQUIPMENT
■ Whole class for presentation, demonstration, and review ■ Peer pairs for separate activities	■ Teacher-provided poly spot markers and directional arrows ■ Teacher-made activity cards (small for under spots, large for demonstration and review ■ CD player/tape recorder with various kinds of music
STUDENT RESPONSE	**ENVIRONMENTAL CONDITIONS**
■ Mimic teacher-demonstrated activity ■ Perform activity with whole class ■ Perform activities with peers	■ Structured, defined, restricted space for all activities (whether indoors or outdoors)
STUDENT MANAGEMENT	**MOTIVATION**
■ Peer pairs act as coaches to each other ■ Clearly defined space	■ Talking and working in pairs ■ Fast-moving activity ■ Use of music
INSTRUCTIONAL SUPPORT	**SAFETY RULES AND PROCEDURES**
■ School nurse regarding health restrictions for any child	■ Review rules and procedures for safe locomotor activities ■ Monitor activity flow and pace

Hide and Seek Moves Space Diagram



poly spots

X teacher

child

poly directional arrows

SAMPLE ADAPTATION #7

Standard: **2.5-2** **Page Number: 421**

Grade Level: **3 - 4**

Activity Title: **Ready Reaction**

INSTRUCTIONAL PRESENTATION

Instructional Preparation: *Concept Activity: Mirror Demonstration*

Instructional Application: *Prop: Hoop*

A Concept Activity is a concrete presentation of abstract concepts. Using aids such as pictures or concrete materials, a concept activity helps to build connections and associations between new ideas and everyday experiences.

A Prop is a concrete material that helps to support or sustain a student's independent performance of an activity.

- Teacher demonstrates concept of "mirroring" using a full-length mirror.
- Students individually mirror teacher's motor movement. Each student works in his/her own motor square designated by four poly spot markers (or outlined with tape that can be adjusted later in the activity).
- Teacher signals halt or stop by signing stop or by one loud clap.
- Teacher assigns partner pairs based on motor activity skill levels and distributes one hoop to each pair. Motor squares are doubled in size to accommodate partner pairs.
- Pairs are connected by the hoop. Students face each other, each holding the hoop with both hands.
- Teacher repeats the motor activities.
- Partners respond in mirror fashion.

Ready Reaction

INSTRUCTIONAL GROUPS	INSTRUCTIONAL MATERIALS AND EQUIPMENT
■ Whole class for demonstration ■ Pairs for hula hoop mirror activity	■ Teacher-provided hoops and poly spot markers
STUDENT RESPONSE	**ENVIRONMENTAL CONDITIONS**
■ Mimic teacher-demonstrated activity ■ Perform activity with partner	■ Structured, defined space for working individually or with partners
STUDENT MANAGEMENT	**MOTIVATION**
■ Pairs support and assist each other ■ Clearly defined personal and partner space	■ Working in pairs ■ Use of hoops
SAFETY RULES AND PROCEDURES	
■ Review safety rules and procedures; post in activity area ■ Monitor activity flow, pace, and space	

ADAPTING LEARNING ACTIVITIES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Imagine that you are being sent to Japan to study physical education and sports. You do not speak the language and you have never been to Japan before. Part of your assignment while visiting Japan is to take several physical education and health courses at a major Japanese university. The professors only speak Japanese in their classes, and you are expected to act just like any other native student. You have no time to learn the language before the trip. When you arrive in Japan, what will you do first? Will you choose to learn the language first and then study physical education? Will you try to take college classes at the same time as learning Japanese? As an adult, you have several options to consider. For the most part, students whose families have relocated to New Jersey from other parts of the world do not have such options.

A basic assumption of this section is that students who have come to New Jersey schools speaking a language other than English have the arduous task of advancing academically in content area classes at the same time they endeavor to acquire English language proficiency. Some students who arrive in our schools at advanced ages have not attended school at all or have attended school only minimally. Others may come with excellent skills in their native language and will be able to transfer that knowledge as they learn English. All students face the challenge of adjusting to the demands of a learning environment that is probably very different from their last educational experience. Most students are highly motivated to be successful in school, but the sheer magnitude of the task overwhelms them. Since it is not reasonable for their education to be on hold while their English skills develop, content area teachers assist these students in concept development while bilingual and ESL teachers support the acquisition of English language skills. Careful planning and collaboration among all educators responsible for the educational programming for the student can facilitate their achievement and success.

WHO ARE STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)?

Providing students who are linguistically and culturally diverse with an appropriate education is a national concern. Students whose native language is not English and have difficulty speaking, reading, writing, and understanding the English language so as to deny them the opportunity to learn successfully in classrooms where the language of instruction is English qualify as LEP students. It is generally agreed that identifying the primary language and assessing relative English and native language proficiency is important. These students vary greatly in readiness for school and need to be identified, assessed, and provided appropriate placement in a program designed to meet their particular needs.

Rationale and Purpose

Research supports the notion that children from different cultures or different class levels in our society will differ meaningfully in how they learn. Sometimes a teacher is faced with a number of limit-

ed English proficient students in his/her classroom and must figure out how best to address the students' individual needs. The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. Two factors affect the comprehensibility of language:

- The degree to which the language used is contextualized through visible situations
- The level of text familiarity to the student's background knowledge and experience

Thus, to be successfully communicative, lessons must be designed to build upon the student's background knowledge with an emphasis on nonlinguistic cues so that LEP students can comprehend the material and the teacher's messages. Of the five language skills—listening, speaking, reading, writing and viewing—reading is one of the most difficult skills to teach and therefore to learn. A student's level of literacy in his/her first language will affect the level of literacy in the second language. One of the key premises of bilingual instruction is that while a student is learning a new language, teachers need to ensure that cognitive development and literacy continue to develop without interruption.

GENERAL PRINCIPLES

The beginning LEP student may understand little English and will respond by guessing from context what is expected or by imitating other students. At this stage, the teacher needs to provide many visual cues (e.g., pictures, videos, demonstrations). With increasing exposure to English, the student will begin to understand simple language but may not be ready to produce language. Teachers should demonstrate and model thinking behaviors for LEP students. For example, the teacher says, "open your book" as students listen and observe the teacher opening the book. This is commonly referred to as the silent period in second language development. During the silent period the teacher should not force speaking but focus on making speech comprehensible to the student by using simple language and visual aids.

As the student begins to produce language, he/she will imitate words and phrases used by the teacher and other students. At this stage, the student will make many errors; however, the teacher should provide positive reinforcement and encouragement, building the student's self-confidence and correcting errors sensitively and judiciously. The teacher should continue to involve the student in many classroom activities and ask him/her to respond to questions nonverbally or with simple one-word or short-phrase responses. Evaluation of the student's progress should focus on measuring understanding rather than production. As the student begins to use language creatively (spontaneously using previously learned language in a new way), he/she may continue to make numerous grammatical mistakes and have trouble understanding and producing complex structures of academic language, even though he/she may appear or sound fluent in a social setting. The general aim should continue to be to lower the language barrier by making classroom communication simple and clear. A student's capacity to become fluent in English will be greatly enhanced by engaging in activities that connect to one's own life in meaningful ways.

SUPPORTING CONTENT AND LANGUAGE ACQUISITION

Four overarching strategies have been shown to be most effective in supporting the learning and achievement of limited English proficient students in content area classes.

1. **Integrate activities into thematic units.**
   Students often learn best through the repetition of words, ideas, and actions. When important concepts in one content area are reinforced across several other content areas, students benefit from seeing and hearing the same information. Students are able to use the same vocabulary, thus increasing their confidence and competence. Practicing the desired skills in several classes empowers students to become proficient in the use of the knowledge and skills. This strategy requires a collaborative team approach that includes the bilingual and ESL teacher. All teachers can reinforce the language skills needed by the student to prepare for and complete content area activities.

2. **Tap the student's prior knowledge and experience, which may be different from other students in the class.**
   Prior knowledge can never be taken for granted. This is especially true for immigrant students and other limited English proficient students. Students who have not lived in New Jersey all their lives (or even those who have lived in different parts of the state) may have a very different experiential background to draw from. The entire class can be culturally enriched by tapping into the variety of perceptions and experiences of the students (e.g., a student from Peru may classify an elephant, an ostrich and a llama as farm animals). Many of these students will have little or no grasp of certain concepts considered typically American (e.g., historical figures, artists, foods). References to television shows, holiday practices, or geographic locations may mean nothing to these students. Teachers should examine their content lessons for cultural assumptions that might impede the student's learning. If the cultural reference is unnecessary, it should be removed. If the reference is necessary to the lesson, the bilingual and/or the ESL teacher can be enlisted to teach some of the content a week before the intended lesson so the student will be more prepared. A peer tutor can be enlisted to explain the concept as it relates to the lesson, or the teacher can choose to fully explain the cultural reference to the entire class during the course of the lesson.

3. **Teach learning strategies and scaffold complex tasks.**
   Teachers at all levels are encouraged to model thinking and study skills. Some learners develop these kinds of strategies on their own to help organize ideas and thoughts. Graphic organizers are one example of a tool that students can use to visually organize relationships and concepts. Teaching students to think metacognitively (to reflect on what and how they are thinking) is an important part of this process. Students need to be able to reflect on what they know and what they need to know in order to move forward. Limited English proficient students need to be challenged by complex concepts. They will be better able to grasp those concepts if the information is scaffolded or supported by previously taught knowledge and skills. Many of these students develop their own organizational strategies; asking them to share their ideas with the rest of the class enhances their self-esteem, encourages the use of language skills in a different context, and provides the entire class with a new idea to support learning.

4. Organize students into a variety of learning groups.
English is most efficiently learned when it is used to conduct meaningful, natural communication. Students need ample opportunities to talk, use new vocabulary, and share ideas with their peers. Cooperative learning groups, sharing pairs, and teams foster this type of interaction. Listening to English-speaking peers is an important part of language acquisition. Students who have not yet attained intermediate proficiency in English can shadow the work of English-speaking students. Those with greater ability can actively participate in small-group discussion, with assistance as needed for accepted usage and form. Occasionally, students from the same cultural background can be grouped together for some aspect of classroom instruction; however, LEP students benefit socially, emotionally, and cognitively from working with English-speaking peers.

TEACHING TIPS

- Learn the background of your LEP students and collaborate with the bilingual and ESL teacher to plan activities that are culturally and linguistically appropriate.
- Group students flexibly. Be alert for English-speaking students who can provide support to the LEP student.
- Give clear, simple directions. Ask students to retell, in their own words, what you are asking them to do.
- Use pictures to support more complicated tasks. Break the tasks into smaller chunks.
- Team-teach with the bilingual and ESL teacher whenever possible.
- Provide bilingual resources in the classroom (e.g., dictionaries, picture books).
- Use multicultural resources in instruction (e.g., music, dance, games).
- Use "Sheltered English": simple sentences; one tense; one concept per sentence; eliminate any unnecessary language or ideas; substitute common words for unfamiliar words; convert passive voice to active voice.
- Maintain a picture dictionary or file.
- Teach vocabulary before content.
- Label objects in the gym or classroom.
- Tape instructions and vocabulary so the student can hear the directions several times.
- Use realia (actual objects) so the vocabulary becomes real and tangible.
- Develop and maintain consistent classroom procedures and routines.
- Provide concrete examples whenever possible.
- Relate content and activities to the students' every day experiences.
- Check for understanding by structuring the questions to the students' language level.
- Use visual reviews (e.g., charts, graphics).
- Use a variety of learning activities to address different learning styles.

Adapted from: Haynes & O'Loughlin (1997). *Instructional and assessment considerations for ESL students.*

FREQUENTLY ASKED QUESTIONS

Instructing Limited English Proficient Students in Comprehensive Health Education and Physical Education

1. **I'm a health education or physical education teacher. Will the ESL teacher come into my classroom or gym to assist with students with limited English proficiency?** The health and physical education teacher, the bilingual education teacher, and the ESL teacher should work together to identify background language skills (e.g., vocabulary, rules) necessary for a particular lesson or unit. The bilingual and/or ESL teacher can provide the student with focused instruction in those areas. In some school districts, the bilingual and/or the ESL teacher may be available to provide intermittent in-class support, especially if the number of LEP students in a particular class is large.

2. **Who determines what content is taught to these students?**
Limited English proficient students are not exempted from achieving the *Core Curriculum Content Standards in Comprehensive Health Education and Physical Education.* These students must participate in an educational program designed to enable them to acquire the requisite health and physical education knowledge and skills. The content specialist (e.g., health teacher, physical education teacher) determines the course content based on the *Standards* and the school district's curriculum.

3. **Sometimes physical education classes are large (30-40+ students). How can these adaptations be managed in such classes?**
Limited English proficient students will benefit from small-group activities. Using peer mentors to assist LEP students and to model appropriate skills and behaviors may also help.

4. **What additional training/information does the physical education teacher need to provide learning experiences for these students?**
Every teacher is not expected to be fluent in all the languages represented in New Jersey's public schools. In some very large districts, teachers may have responsibility for students from several diverse backgrounds. The teacher can be sensitive to cultural differences that may impact participation in classroom activities. For example, the notion of changing one's clothes in a public room, showering, and playing sports during a school day may be completely alien to some students. Teachers cannot assume that all students understand the rules of sports or the subtleties of strategic play. In some cases, even the names of sports may be confusing (e.g. "soccer" vs. "football"). Additionally, teachers need to be sensitive to those students who have immigrated from war-torn countries where youngsters never play in fields for fear of land mines.

5. **What additional training/information does the health teacher need to provide learning experiences for these students?**
Culture is an important contributor to one's definition of health. Social and emotional health are inextricably linked to spiritual health, particularly when discussing issues such as death and dying, sexuality, and marriage. Health teachers need to understand the cultural and spiritual backgrounds and beliefs of their limited English proficient students in order to best assist students to make sound decisions about health issues.

6. **What can I do to ensure that these students are afforded every opportunity to learn?** Work with the bilingual and ESL teacher to develop a short explanation of the course expectations. Review the expectations with the students and their families before the start of instruction. Parent-school communication will enhance the instructional program and student success. In addition, pair the students with a native English speaker to help the newcomer ease into the school and classroom routine.

7. **Should limited English proficient students be pulled from health and physical education for ESL instruction?**
Pulling students from one class in order to make time for another class is not beneficial. LEP students are held to the same challenging academic standards as other students and therefore need to participate fully in the curriculum. One possible alternative to this situation might be for the health and physical education teacher to team-teach with the bilingual and/or ESL teacher. Interdisciplinary thematic units, where health concepts are taught in science or social studies classes are another option. Scheduling options need to be explored in creative ways.

8. **Where can I find resources in languages other than English?**
Many commercial publishers create text materials in other languages. Library media specialists, world language teachers, ESL teachers, and bilingual teachers can assist in the search for appropriate materials. Contact leaders in the immigrant community for more information. Other resources can be located on the Internet (e.g., the Clearinghouse for Bilingual Education at http://www.ncbe.gwu.edu). Other sources, such as the Ministry of Education of Mexico, actually send free textbooks to the United States in order to assist the education of their students living here.

9. **What is "sheltered English" instruction?**
When an activity can be illustrated visually or by manipulating articles (e.g. dribbling a basketball) students can comprehend the concept without words being spoken. LEP students frequently have difficulty understanding language that is spoken rapidly or full of idiomatic expressions (e.g., "Way to go!"—meaning someone performed well, not that he/she knows the directions to a place). Whenever a concept or skill can be illustrated, the language barrier is lessened and LEP students benefit. Physical education, by its very nature, lends itself to this type of instruction.

SAMPLE LEARNING ADAPTATIONS

Four sample activities, extracted from Chapter 8 of this *Framework*, have been selected to illustrate adaptations for LEP students. The adaptations reflect the four over-arching strategies mentioned earlier in this section and provide teachers with ideas to restructure or redesign their own classroom strategies to enhance learning for LEP students. The sample activity appears in its original form, followed by a list of ideas to modify the activity to benefit LEP students.

Standard 2.5:

All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

COMBINING MOVEMENT SKILLS

Indicator 2.5-4: ***Combine movement skills to participate in physical activities, such as games, sports, and lifetime recreational pursuits.***

GRADE LEVEL CLUSTER: K-2

B. RIBBON DANCE

For this activity, you need a large, open play area, music tapes or CDs, and one multicolored paper streamer or plastic ribbon per child. Show pictures or video of a rhythmic gymnast using hoops, balls, and ribbons. Distribute the colored streamers and instruct students to find personal space. Students draw a circle in the air with their ribbon. Encourage students to use both hands to draw the circles. Allow students a few minutes to get accustomed to the feel of the ribbon. Have them make circles over their heads, behind their backs, and at varying levels. Allow students to incorporate a locomotor movement as they continue to draw with the ribbon. On signal, students throw their ribbons high up into the air and let them fall to the ground. After sufficient practice circling, moving, and tossing, students perform an original ribbon dance to a short piece of music.

Variation: Divide the class into several small groups (e.g., by color of ribbon), and have each group perform to a segment of music. After each group has performed, combine the entire class into one celebration dance.

Variation: Use rhythm instruments rather than music. Students beat a drum, tambourine, or wood blocks to set the pace for the ribbon dance. Each type of instrument indicates a change in pattern (e.g., tambourine or chime means travel at a high level, the drum signifies circle or travel at a low level or very slowly). Allow students to serve as both dancers and musicians.

Variation: Challenge students to create movement patterns that simulate ocean waves, a lasso, a bouncing ball, or a tornado. Have students describe the qualities of each.

Variation: Instead of ribbons, use hoops, hand or foot rhythm tappers, or soft balls.

SUGGESTED ADAPTATIONS FOR LEP STUDENTS

RIBBON DANCE **GRADE K-2**

- Create and use illustration/word cards and videos to focus the vocabulary used in the lesson.

  Directions (left, right, up, down, sideways)
  Levels (low, medium, high)
  Speeds (fast, slow, stop, go)
  Shapes (circle, square)
  Pathways (air, floor, ground, zigzag, straight)
  Colors
  Movement forms (run, walk, skip, hop)

- Organize class into pairs or small groups for the activity.
- Model the desired outcome and have students model the desired actions.
- Use music from various cultures to promote student interest.

Standard 2.6:

All students will learn and apply health-related fitness concepts.

FITNESS AND WELLNESS

Indicator 2.6-6: ***Describe the components of health-related fitness and how each contributes to wellness.***

GRADE LEVEL CLUSTER: 7-8

A. 48 REASONS

Divide the class into small groups to brainstorm reasons why individuals should exercise. After a designated time period, reconvene the class and create a master list. Students classify the responses into categories (e.g., psychological benefits, physical benefits) and discuss each.

Variation: Each group brainstorms reasons to exercise and then ranks its responses from most important to least important. Groups defend their choices and develop a class rank of reasons.

Variation: Write the name of each health-related fitness component on a sheet of chart paper. Each time a group names a reason to exercise, discuss where it should be placed. Some reasons may fit in more than one category. Students defend the placements.

SUGGESTED ADAPTATIONS FOR LEP STUDENTS

- Organize the class into balanced groups to encourage active discussion.
- Develop language cards and illustrations for the student responses. LEP students can work with an English-speaking partner to create these cards.
- Use magazines from various countries for the project.
- Review vocabulary using word cards, illustrations, videos, and modeling. Encourage students to research definitions of some of the words (e.g., "fitness", "fitness components").
- Assist students to develop and maintain a vocabulary journal.
- Invite the ESL teacher to circulate and assist groups with brainstorming and ranking activities.
- Use an advanced LEP student, now in high school, to facilitate group discussions.
- Have students brainstorm possible responses with the ESL teacher in preparation for the group activity.
- Students create posters or illustrations to support the lesson.
- Journal writing or sentence completion can be used to check understanding.

Standard 2.4:

All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.

RESOURCES

Indicator 2.4-21: ***Identify resources that provide information, assistance, and care in addressing sexual and reproductive health and legal issues.***

GRADE LEVEL CLUSTER: 9-12

Teacher Tip: **The following activity encourages students to discuss common adolescent sexual health concerns. For younger or less mature classes, you may need to begin this activity using an anonymous question box. As students become more comfortable talking about these issues, eliminate the anonymous question box.**

A. COMMON CONCERNS

Brainstorm concerns, worries, or questions males or females might have about the sexual parts of their bodies. List the questions on newsprint entitled "Male Concerns" and "Female Concerns" and leave posted in the room. Divide the class into groups. Each group develops a list of resources for each listed concern. Students use resource directories, contact local healthcare organizations, or use the Internet to locate health and social service agencies that provide reproductive and sexual healthcare and information.

Variation: Create several scenarios that represent the following situation: A friend shares a sexual concern with you (e.g., she thinks she's pregnant; he has an unusual discharge; she found a lump in her breast; he thinks he might be gay). Create a role-play that illustrates how to address the friend's concerns. Develop a list of school resources for students who need help.

SUGGESTED ADAPTATIONS FOR LEP STUDENTS

- Be sensitive to cultural traditions, norms, or practices that might inhibit student participation in this activity.
- Provide reference materials in both English and the student's native language
- Work with the ESL teacher to develop a resource and vocabulary list for the activity.
- Have the ESL teacher practice the brainstorming part of the activity with the student prior to the lesson.
- Include a general discussion of cultural and societal norms as part of this activity.
- Adhere to class ground rules for discussion.
- Involve healthcare providers and community agencies that represent the cultural backgrounds of the students.
- Keep parents informed of classroom activities.

D. BE A HEALTH SERVICES DETECTIVE

Ask students where they might go to obtain information about a sexual health problem. List the answers on the board (e.g., call directory assistance for a local hot line or help line, call the help line number, look in the phone book for an agency or individual). After students have identified several agencies that provide reproductive and sexual health services, ask the following questions:

- What qualities would you want in a person or agency that provides sexual and reproductive health services?
- What would prompt you to choose one service over another?
- What do the services cost?
- How would you go about finding out more information?

Assign each student an agency or resource to contact for more information. Student research should focus on costs and insurance; parental permission or notification; types and kinds of services; hours; location; transportation availability; and HIV, STD, and pregnancy testing. Students compile the information to create a resource directory for teens.

Variation: Students investigate health services and information provided by various state and federal agencies (e.g., state health department, CDC, medical schools, universities).

Variation: Students develop a list of advocacy groups and nonprofit organizations that support research, information, and treatment for individuals (e.g., American Cancer Society, March of Dimes). To learn more about the nonprofit agency or organization, students participate in a community service project for their selected agency.

Variation: Students research laws regarding health and reproductive care for minors and develop a pamphlet, poster, Web page, or fact sheet. Students should focus on the similarities and differences of these laws in neighboring states.

Variation: Invite a panel of healthcare providers to discuss reproductive and sexual health issues. Be sure to include physicians (OB-GYN and urologist), a nurse practitioner or midwife, a family counselor, a sexuality counselor, and a health educator.

Variation: Invite a human resources specialist from a large company to discuss its reproductive health benefits and policies.

Variation: Invite representatives from various health insurance companies to discuss reproductive and sexual health benefits and limitations. The speaker should address confidentiality, referrals for specialized services, and the costs of specialized programs dealing with infertility as well as the availability of coverage for oral contraceptives, hormone replacement therapy, and drugs for impotence.

SUGGESTED ADAPTATIONS FOR LEP STUDENTS

BE A HEALTH SERVICES DETECTIVE **GRADES 9-12**

- Allow the LEP student to work with an English-speaking student on the project.
- Provide the student with sample resource materials in both English and the student's native language (e.g., health pamphlets in Spanish/English).
- Involve representatives from community agencies that assist immigrants with healthcare needs.
- Have the ESL teacher discuss the activity with the student in advance in order to increase the student's comfort level.
- Provide the student with a community mentor from the same culture for the project.
- Relate the activity to the student's previous experiences with healthcare for nonsexual issues and concerns (e.g., immunizations, physicals).
- Be sensitive to cultural and religious norms and beliefs regarding family planning, gender roles, and open discussion about sexual issues.
- Adhere to classroom ground rules.

INSTRUCTIONAL ADAPTATIONS FOR THE EXCEPTIONALLY ABLE STUDENT

The *Core Curriculum Content Standards* require that school districts provide appropriate challenges for all students, including the exceptionally able (gifted) student. Existing regulations (N.J.A.C. 6: 8-4.5) require school districts to identify pupils with gifted and talented abilities and provide them with an educational program and services. Local boards of education should have policies and procedures for early and ongoing identification of the exceptionally able student. District policies should include an annual review of student progress to support enhanced instructional programming.

Because student needs and instructional programs vary widely from district to district, comprehensive health and physical education teachers need to be prepared to identify and accommodate the exceptionally able student to support the achievement of the *Standards*.Thes e students may be overlooked in regular classroom instruction. As a result, some exceptionally able students view formalized education as boring and uninspiring. Exceptionally able or gifted students are likely to:

- Demonstrate a high degree of intellectual, creative, artistic, or physical ability
- Possess exceptional communication and leadership skills
- Excel in specific fields
- Function above grade level

Exceptionally able students may demonstrate the ability to grasp concepts rapidly and/or intuitively. Many of these students are intensely curious about principles and how things work and are able to produce products that express insight, creativity, and/or excellence. Exceptionally able students may generate theories and hypotheses and pursue methods of inquiry beyond the expectations of students of their age or grade level. Students gifted in the physical domain may demonstrate motor skills well beyond their developmental level.

Most people still associate the term "gifted" with people who achieve high scores on I.Q. tests. However, neuroscience has expanded and clarified the definition of intelligence to include other dimensions. As now described in the literature, giftedness reflects a multifaceted, multicultural, and multidimensional perspective defined by aptitude, traits, and behaviors rather than changeless test performance. Teachers need to be aware of indicators that signal special abilities and aptitude and design instructional programs that challenge and motivate exceptionally able students.

STRATEGIES FOR THE EXCEPTIONALLY ABLE LEARNER

Health and physical education teachers commonly "differentiate the curriculum". The very nature of physical education requires that program adaptations be made to accommodate the wide range of student developmental levels and abilities. Differentiating the curriculum requires the teacher to make appropriate adjustments to content and adjust teaching strategies to meet student needs. Teachers need to modify expectations of student mastery based on the student's developmental starting point and adjust the instructional scope and sequence to meet the emerging needs, growth patterns, and developmental changes of students. Gifted students are more likely to develop skills, acquire valuable knowledge, experience success and struggle, and feel challenged in a classroom setting that fosters student experiences designed to meet the learning needs of all students.

Comprehensive health and physical education teachers can adapt program content and methodology in a number of ways. Listed below are some of the more frequently used adaptive strategies for the exceptionally able student. These include:

- Interdisciplinary and problem-based assignments
- Advanced, accelerated, or compacted content
- Abstract and advanced higher level thinking
- Allowance for individual student interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement
- Internship, mentorship, and apprenticeship

Program modifications usually fall into one of three categories: ***acceleration, enrichment,*** or ***grouping.*** Students who are ***accelerated*** move through the instructional program at a more rapid pace, usually by skipping a grade, substituting non-school activities for credit, or by completing content requirements in less than the prescribed time allotment (e.g., college courses for credit in lieu of district requirements, AP coursework, early admission to college). Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments. Content acceleration allows a student to participate at a higher grade level.

Flexible pacing and ***content acceleration*** may not always be appropriate in health and physical education without significant modifications to the instructional program. For example, the factual content of family life education may be easy for a 10-year old gifted student to grasp; however, the

negotiation and assertiveness skills, sexual situations, and social context may not be developmentally appropriate or relevant for a 10-year old. In the same context, placing that same cognitively talented 10-year old student in a high school physical education class presents numerous developmental and safety issues unless the student has exceptional ability in the area of study (e.g., gymnastics, dance, swimming). In such cases, the instructional program must be modified to reflect the needs of the student.

Program requirements can be accomplished via ***compacting*** (also known as ***telescoping***) which allows a student to cover the curriculum in a shorter period of time. Previously mastered content is pre-evaluated and eliminated from coursework. Multi-age classrooms allow a student to accelerate through self-pacing. Some students may benefit from early entrance to school. Eligibility for early entrance should be evaluated in terms of the child's degree of advancement in relation to peers, the number of areas of advancement, and the student's self-concept not just the child's chronological age.

Enrichment is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require cognitive processing, in-depth content, well-defined skills, and alternate modes of communication can be effective and stimulating. Enrichment programs often include alternate learning activities. Alternate assignments provide students with opportunities to engage in new learning and avoid the boredom of repetitive practice. Physical education teachers use this strategy when providing a number of progressive skill stations, enabling students to move through a series of skills more quickly and at a higher level.

Students can be encouraged to pursue independent study, self-directed research projects carefully monitored by the teacher. Research can be conducted using materials from a more advanced level or from college libraries, businesses, laboratories, and community agencies. Every student should be challenged to think intuitively, using higher order thinking skills such as analysis, synthesis, and evaluation. In health classes, the 10-year old exceptionally able student might explore the psychosocial aspects of puberty and early adolescence in more depth than his/her 10-year old classmates. The student might assist a college professor conducting research in this area or spend time shadowing a pediatrician. Mentors provide students with access to expertise beyond the scope of the instructor and without the limitations of school resources. Additionally, students may enrich their educational experience by studying abroad or in another state or community.

Grouping students of like-ability together in homogeneous arrangements (e.g., special classes, clustering in the same classroom) allows for more appropriate, rapid, and advanced instruction without isolating the exceptionally able student. Research indicates that gifted students are more likely to socialize "normally" when they are with students who share their interests and learning style. Flexible grouping in the regular classroom enables the exceptionally able student to develop advanced skills and provides the student with time for advanced work and independent study.

Students may be grouped in self-contained classes with other exceptionally able students, enabling them to be challenged in every content area, to be stimulated by their intellectual peers, and to have guidance from teachers with experience in sequential, integrated curriculum for the exceptionally able. Students in these classes may participate in seminars, take field trips to research centers, and develop intensive projects with real world applications. Pull out programs combine regular class integration and homogeneous grouping on a part-time, regular basis. In order for a student to feel

empowered by a pull-out program (rather than over-burdened by duplicative instruction) careful coordination, collaboration, and communication among all content area instructors is essential. Within the regular classroom students can be clustered, permitting homogeneous and heterogeneous grouping according to student interests and achievement. Honors and enrichment classes enable students to explore more in-depth content and skills and foster the use of higher order thinking skills and creativity. Elective and/or honors level health and physical education classes offer students opportunities to expand knowledge and develop skills at a higher level than normally required.

IMPLICATIONS FOR COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

Gardner's Theory of Multiple Intelligences proposes that each person has capacities in seven different areas. The seven intelligences function together in ways that are unique to each individual. Most people are highly developed in some intelligences, modestly developed in others, and underdeveloped in a few intelligences. Keeping this in mind, teachers of comprehensive health and physical education play an important role in the identification of students with inclinations towards specific intelligences. The simplest and perhaps most accurate method of assessing a student's abilities and inclinations is simple observation. (Armstrong, 1994) Teachers of health and physical education record anecdotal notes or checklists of student behavior, skills, and content knowledge that are useful to school teams charged with evaluating exceptionally able students and planning an instructional course for them. Health and physical educators are keenly aware of developmental changes that impact a student's progress in both motor skill acquisition and social development.

Educators and school administrators must clearly delineate the distinction between athletics and physical education. Interscholastic athletic programs provide students with valuable skills and knowledge. However, physical education is an instructional program for all students, designed to meet mutually-agreed upon *Standards*. The *Comprehensive Health Education and Physical Education Standards* establish the requisite skills and knowledge to enable all students to seek a healthy lifestyle. Problems arise when a physical education program evolves into a quasi-athletic program or a loosely structured recreation program, rather than an instructional program. "Contemporary physical educators are moving away from the one-model-fits-all pattern of restrictive physical education toward programs that are adjusted, adapted, and designed specifically to match the abilities, interests, and needs of individual children." (Buschner, 1994, p.19) Advanced level courses (e.g., sports injury prevention, technology and healthcare), out-of-school opportunities (e.g., internships, community service projects), and individualized instruction support comprehensive health and physical education as a challenging, academic core subject.

Clearly, health educators and physical educators have an important role in the identification of exceptionally able students. Program modifications for these students, including alternative forms of assessment, are essential to the acquisition of life-enhancing skills and knowledge. Many of the sample learning activities found in *Chapter 8* of this *Framework* provide adaptations (listed as **Variations**) that can be used as enrichment or alternative activities for exceptionally able students. The sample activities and variations provide teachers with ideas to restructure or redesign their own classroom strategies to enhance learning for the gifted student.

Summary

There are two kinds of attitudes and perceptions that impact learning. For the exceptionally able student, the learning climate is extremely important. The learning climate may include internal and external factors that influence the student's ability to participate and learn. Exceptionally able students need a sense of order and a sense of acceptance in order to be successful learners. For many exceptional students, being accepted by one's peers is a struggle. The teacher needs to foster the student's sense of acceptance by involving the student in activities and allowing him/her opportunities to participate as both leaders and as followers. Exceptionally able students should have access to resources in the classroom that offer challenges, are of high interest, and provide opportunities for more in-depth reading or research. The teacher needs to resist the temptation to structure the learning environment in a manner comfortable for him/her but not necessarily for the students. Exceptionally able students can play an active role in classroom organization and structure. Meeting the needs of the exceptionally able student in the health and physical education classroom poses different problems but none that can't be overcome. Teachers, sensitive to the needs of students, must design programs that will cognitively, socially, and physically challenge these students.

Following are additional suggestions to enhance instruction for exceptionally able students.

TEACHING TIPS: EXCEPTIONALLY ABLE LEARNERS

- ✔ Observe student behavior and social interaction and keep anecdotal notes.
- ✔ Observe student skill development and keep anecdotal notes or visual recording.
- ✔ Tune in to student vocabulary, language use, and communication skills.
- ✔ Know how students spend their free time, in school and outside school. Talk with parents, coaches, counselors, and administrators to plan an appropriate program.
- ✔ Examine school records for evidence of trends, interests, and scores.
- ✔ Talk with your colleagues and compare notes.
- ✔ Try new strategies to generate interest and note student reactions. Remember, if a student participates in an activity 5-6 days per week outside school, they might want to try something else!
- ✔ Vary your teaching style.
- ✔ Collaborate with colleagues to plan more challenging activities for those students with special abilities.
- ✔ Talk with your students' parents/guardians.
- ✔ Talk with your students about their interests, activities, and self-perceived strengths and weaknesses. Don't always ask the talented athlete to demonstrate skills—some students may not wish to "perform" on command.
- ✔ Issue challenges to all students. Allow students to design challenges.
- ✔ Provide feedback. More advanced students require more specific feedback.
- ✔ Teach to multiple intelligences.
- ✔ Allow students to design and expand assignments to meet their interests and needs.
- ✔ A student may want to explore a particular activity not normally offered as part of class. Discuss possible options.
- ✔ If you do not have expertise in the student's sport or activity (e.g., skating, diving, gymnastics, shooting) don't try to "fake it". Ask the student for a resource (book, video) or visit the student at practice to get a better understanding of the rigors and demands of the sport.
- ✔ Don't underestimate the demands of out-of-school activity. Some very talented dancers, swimmers, or gymnasts spend as much time training as they do in school.
- ✔ Don't make unnecessary demands of a gifted athlete the day of a major competition (e.g., don't ask your fastest distance runner to run for time during physical education class the day of the state meet).
- ✔ Work with a gifted student's coach or instructor to provide physical education experiences that support and compliment their training (e.g., weight training, individualized fitness plan).
- ✔ Allow students to evaluate your teaching style and course offerings. Use student input to design meaningful experiences for all students.

Chapter 10

TECHNOLOGY

In our vision of communities of understanding, digital technologies are used to interweave school, homes, workplaces, libraries, museums, and social services to reintegrate education into the fabric of the community. Learning is no longer encapsulated by time, place, and age but has become a pervasive activity and attitude that continues throughout life and is supported by all segments of society.

Wm Winynugg



TECHNOLOGY

To meet the demands of the 21st century, students need to acquire a whole new set of skills. Students need to be able to use a variety of tools to search and organize information, to generate new data, to analyze and interpret meaning, and eventually transform this into something new. What role does technology play in this "information transformation"? How does the use of technology impact instruction in health and physical education? This chapter focuses on some of the technological advances that currently impact instruction in health and physical education.

TECHNOLOGY: MORE THAN COMPUTERS

New technology-based models of teaching and learning have the power to dramatically improve educational outcomes. Unfortunately, the cost of technology, its rapid evolution, and the special knowledge and skills required for its use pose significant barriers to its implementation (Dede, 1998). Implementing technology-based models of teaching must begin with the development of a district-wide technology plan created by a committee of teachers and school administrators, parents and students, and business and community leaders. Without substantial and extended professional development in the innovative models of technology-based instruction, many educators do not use the devices to their full potential. Additionally, school districts must consider the maintenance and upgrading of technological devices as part of the overall plan.

The Internet already connects schools with one another, with homes, businesses, libraries, museums, and community resources. It allows teachers to draw on the resources of other teachers and to tap a wide range of technical and business experts. For teachers of health and physical education, the Internet opens doors to current health data. It allows a physical education teacher to choose a pre-designed step aerobic routine for today's class. Students can research the latest advances in the treatment of Alzheimer's Disease, investigate product safety claims, and plan a fitness day with thousands of students from around the world.

Technology is more than computers. Technology helps teachers and students solve problems. Project-based learning enables students to investigate a problem of personal interest and allows the student to track his/her own progress. Using **problem-solving software** students design flow charts and algorithms, create data-bases, and incorporate the information into project designs and reports. Using technology, students exchange electronic documents (e.g., up to the-minute reports from CDC), transmit audio and digital video, and shop on-line. In addition, emerging advances in **simulation technology** and **computational power** will allow students to participate in situational learning via **immersive virtual reality**. Advances in virtual reality devices (e.g., special glasses, hand-held wands) enhance the life-like effects of the environment and allow learners to collaboratively interact with the simulation (Dede, 1998). Far more advanced that the driving simulators still used in a number of school districts, these devices will enable students to experience and react to real-life situations (e.g., driving under the influence).

Health and physical education teachers regularly incorporate visual technology into classroom instruction. **Video cassettes and laser disks** can be used to:

- Introduce new concepts, review prior knowledge, or trigger discussion (e.g. an open-ended vignette on violence)
- Demonstrate model performances (e.g., tennis serve in fast and slow motion)
- Demonstrate game/sport strategies (e.g., diagramming plays)
- Analyze movement skills (e.g., frame-to-frame analysis of a runner)
- Provide stimulus for mental imagery (e.g., visualizing the perfect golf swing)
- Administering tests and quizzes (e.g., identifying critical errors in a golf swing)
- Create a medium for student projects

Camcorders and digital cameras allow students to see themselves in action. Students can compare their performance to model performances. In addition, students can use the devices to create their own video projects. These cameras can be used to:

- Provide skill feedback and self analysis (e.g. critiquing a role play of refusal skills)
- Analyze and compare the use of movement principles and concepts (e.g. comparing the speed of approach and body position in long jump)
- Support student projects (e.g., creating a musical ad for a health product)
- Assess learning (e.g., comparing skill development from the beginning to the end of the year)
- Monitor student behavior and activity (e.g., recording activity of one group while working with another)

Health and physical education teachers can use **computers** for a variety of purposes. Teachers and students can use software to produce health and physical education newsletters, create calendars and puzzles, and develop signs, posters, and illustrations for the classroom or gymnasium. Using specialized software, students can participate in a cardiovascular risk assessment, analyze their nutritional intake, or determine their fitness level. In addition, students can design an individualized weight/strength program, analyze their body composition, or create a simulated health history. Electronic portfolios can help students compile evidence of learning over time. In addition, teachers and students can use Internet sites and listservs for updated information, research, and teaching ideas. A list of Websites can be found in Appendix A.

Computer-assisted instruction (CAI) allows students to proceed at a rate that is appropriate and meaningful to them. There are several kinds of CAI software available for use in health and physical education programs. They include the following:

- Drill and practice (e.g., learning the names of muscles or rules of a sport)
- Tutorials (e.g. learning the parts of the heart and taking one's pulse)
- Programmed instruction (e.g., learning the key elements of a tennis serve and volley, one step at a time)
- Educational games (e.g., learning the rules of football while playing a simulated game)
- Simulations (e.g., determining the effects of alcohol consumption at a party) (Mohnsen, 1995)

Health and physical education teachers frequently use technological devices as a matter of course in the instructional setting. Such devices might include:

- **Digital Blood Pressure Machines**
  Provides visual representation of the student's pulse and blood pressure
- **Body Composition Analysis**
  Informs student of his/her percent of body fat
- **Automatic Skinfold Calipers**
  Uses a built-in computer to calculate and display the percent of body fat
- **Heart Monitor**
  Records pulse rate during exercise
- **Timing Devices**
  Stores times and numbers, provides split times, lap times, and places
  Transfers information to computer for print-out (Mohnsen, 1995)
- **Handheld Recording Devices**
  Includes pen-based and handheld computing devices used to collect information in an outdoor setting
  Includes electronic clipboards and message pads (Dorman, 1998)

Finally, technological advances have led to exercise devices that work specific muscle groups. Research has enabled the creation of safe and efficient exercise equipment designed to maximize workout time with minimal chance for misuse or injury. This equipment makes it easier for teachers and students to focus on fitness strengths and weaknesses. Innovative fitness technology equipment can be found at most large fitness centers or college training centers. Generally, this equipment is very expensive. For this reason, many students do not have unlimited access to the most modern exercise equipment available on the market today. In some schools, such equipment is only made

available to students who participate in interscholastic athletic programs. Having this equipment available as part of the regular health and physical education program significantly amplifies student interest and enhances the instructional program.

ASSISTIVE TECHNOLOGY FOR STUDENTS WITH SPECIAL NEEDS

Technology can be a great equalizer for children with disabilities. For students with impaired vision, hearing, or mobility the benefits are obvious. The benefits can be just as powerful for students with limited cognition or perception. Technological tools enable teachers to provide new and more effective learning experiences while individualizing instruction to meet a broader range of student needs. Here are some examples of the ways assistive technology can enhance health and physical education learning experiences for children with disabilities.

- Improvements in sensor controls enable subtle motor movements to control mobility devices such as wheelchairs. This allows the student increased independent movement in the school and enables participation in a wider range of activities, especially in the physical education setting.
- For a person who is blind, text can be read electronically by a digitized voice synthesizer.
- Amplification devices can filter extraneous background noise (e.g., on the playground, gym) for the hearing impaired.
- Word processing editing, spelling, and grammar checks assist students to perform in regular classroom environments.
- Larger computer screens (e.g., 20 inch), cameras with zoom lenses, and enhancement software can enlarge video images.
- Braille can be translated to and from text, making communication between users and non-users possible.
- Telecommunications Devices for the Deaf (TDDs) and Teletypewriters (TTYs) act much like electronic mail.
- Vibrating pagers, motion detectors, and visual indicators (e.g., lights for telephone rings) can signal students for certain activities.
- Larger control buttons on keyboards and remote devices promote independence.
- Voice recognition devices enable a high-level quadriplegic complete control of computer software.
- Touch screen monitors, adaptive switches (e.g. joysticks), and a trackball can be used to activate a computer, thus enabling a child to take part in a sport simulation (Behrmann, 1998).

Chapter 9 of this *Framework* proposed sample adaptations for students with diverse learning needs. Many of the tools mentioned in this chapter can be used to enhance and support the instructional

methodologies described throughout this document. The possibilities are endless with advances in technology. These technological adaptations enable each student to fulfill his/her potential, actively engaged in the school community.

SUMMARY

At the present time, many health and physical education teachers may not have access to the technological devices discussed in this chapter. However, the use of technology is important for students in all disciplines. Students need to see how technology is used within a real-world context. Technology can be used to enhance and support instruction for all students, creating student interest and providing students with valuable skills. As students and teachers prepare for the new millennium, technology and the community it creates grow as vital parts of educational reform. Health and physical education teachers need to increase their efforts to become technologically fluent and to incorporate various technological devices into their instructional program.

APPENDIX A

Instructional Resources



INSTRUCTIONAL RESOURCES

This *Framework* provides teachers and curriculum specialists with a wide array of learning activities to help students meet the *Comprehensive Health Education and Physical Education Core Curriculum Content Standards.* At the local school district level, educators should examine instructional materials currently in use and evaluate the materials to determine alignment with the *Standards.* As part of the alignment process, educators are encouraged to examine a wide array of materials and programs before deciding which ones will assist students to achieve the *Standards.*

In addition, school districts that utilize federal Safe and Drug-Free Schools and Communities Act (SDFSCA) funds for substance abuse prevention education must adhere to the *Safe and Drug-Free Schools Principles of Effectiveness.* The *Principles* were developed to ensure that recipients of Title IV funds use them in ways most likely to reduce drug use and violence among youth. Subsequently, school districts that receive this funding must select materials based on a needs assessment and measurable goals and objectives. Funded schools must select and implement an instructional program that has demonstrated effectiveness (or promise of effectiveness) in preventing or reducing drug use, violence, or disruptive behavior.

This section of the *Framework* provides a list of health and physical education instructional materials and resources. It also includes a list of Web sites to support instruction. Finally, this section includes a compilation of local, state, and national organizations that provide health and physical education information and materials. **The New Jersey Department of Education does not endorse any of the listed materials, agencies, or organizations.** Educators and curriculum specialists are urged to conduct a thorough review of materials before including an item in the instructional program.

IDENTIFYING AND EVALUATING INSTRUCTIONAL RESOURCES

Educators provide students with opportunities to develop a knowledge and skills base that is the foundation for future health and lifestyle decisions. Not all materials are appropriate for all audiences. Teachers need to locate accurate, timely, and developmentally appropriate materials (e.g., books, songs, videos) that help students learn key health and physical education concepts. The format, content, or reading level can limit the appropriateness or effectiveness of instructional materials for some populations. Inaccurate information may even be dangerous for a student. Consider the following when searching for new materials.

- Many important sources of information can be accessed through libraries/media centers. Utilize the services of the library media specialist to locate appropriate materials.
- Search databases such as ERIC, Medline, and PsycINFO for children's health information.
- Contact local, state, and national professional organizations for a listing of health resources (e.g., American School Health Association, National Association for the Education of Young Children).

- Utilize health specific search engines. Health Explorer (HYPERLINK http://healthexplorer.com http://www.healthexplorer.com) or Yahoo Health Directory (http://www.yahoo.com/health) offer up-to-date health information for teachers and children.
- Review program evaluation and research. Identify programs that have been shown effective with a student population similar to yours.

EVALUATING CONTENT

One guideline for judging the accuracy of content is to verify the credibility of the author, publisher, or source of the materials. Reviewing the author's credentials however, does not always ensure the accuracy or appropriateness of materials. Use your own judgment when examining materials. If you note one inconsistency or inaccurate message, there are probably more. View with skepticism materials that sound too good to be true. Examine the research behind the program and verify references. Be sure the materials meet the needs and interests of the students. To judge whether materials are current, look at the copyright date. Some health information is outdated in one to three years.

After identifying materials that seem appropriate, reliable, and current, consult with experts in the community. These experts can answer any questions you may have or clarify information about a topic or strategy. Consulting with experts (e.g., physicians, nurses, community health educators, fitness specialists) strengthens the instructional program and ensures community support. Look for materials that are easily integrated into your classroom routine, culturally relevant and sensitive, and easily adaptable for students with special needs.

This section is divided into three parts. The first table lists health and physical education instructional resources (e.g., textbooks, modules, curricula, CD-ROM). A brief description of each resource appears. Special notations indicate those programs that have received national recognition (e.g., National Diffusion Network) or provide published evaluations of effectiveness.

The second table lists health and physical education Web sites for both student and teacher use. Teachers are encouraged to review each site for appropriateness. The last part of this section lists numerous local, state, and national agencies and organizations that support health and physical education. Some of the listings may provide free or low cost materials for use in the classroom. Please contact the agency for more information.

SUMMARY

Teachers need to examine the materials currently used in their health and physical education program to ensure that the materials will assist students to meet the *Standards*. In order to enable all students to develop the knowledge and skills needed to achieve a healthy lifestyle, teachers need to judge the quality and appropriateness of instructional materials and incorporate programs that have been shown to be effective with a similar student population.

HEALTH AND PHYSICAL EDUCATION: INSTRUCTIONAL MATERIALS

Title	Grades	DescriptionSo	urce	Comments
Know Your Body	K-6	▪ Comprehensive program ▪ Skill builder units	American Health Foundation 675 3rd Ave., 11th Floor New York, 10017 212-551-2509	▪ NDN evaluated program ▪ Available in seven languages ▪ Teacher training available
Growing Healthy	K-6	▪ Comprehensive program that emphasizes one major health topic each year (e.g., digestive system, respiratory system) ▪ Addresses 10 major content areas	National Center for Health Education 72 Spring St., Suite 208 New York, 10012 800-551-3488	▪ NDN evaluated program ▪ Spanish materials available ▪ Teacher training available
The Great Body Shop	K-6	▪ Comprehensive program that emphasizes hands-on-learning, values, and skills ▪ Emphasizes personal and social skills	Great Body Shop Box 7294 Wilton, CT 06897	▪ Includes multi-ethnic characters and characters with disabilities ▪ Parent bulletins translated into Spanish, Vietnamese, Chinese, and Portuguese ▪ Teacher training available
Actions for Health	K-6	▪ Focus on life skills and substance abuse	ETR Associates Box 1830 Santa Cruz, CA 95061	▪ Culturally diverse themes
Quest: Skills for Growing	K-5	▪ Life skills and substance abuse approach	Quest International Box 4850 Newark, OH 43055 800-446-2700	▪ Community service component ▪ Translated into Swedish and Norwegian ▪ Violence prevention lessons are extra
Science for Life and Living	K-6	▪ Science-based textbook program	Kendall-Hunt Publishing Co. 4050 Westmark Dr. Dubuque, IA 52004 800-542-6657	▪ Discusses gender equity
BABES	P-12	▪ Drug and alcohol prevention program promoting personal skills	BABES World, Inc. 33 East Forest Detroit, MI 48201 800-452-2237	▪ Cartoon format

Title	Grades	Description	Source	Comments
Alcohol Misuse Prevention	6-8	▪ Alcohol use prevention program	University of Michigan Institute for Social Research Room 2349 Ann Arbor, MI 48106 313-747-0587	▪ Evaluated program ▪ Parent component
Life Skills Training	6-9	▪ Emphasizes resistance skills within context of broader social skills	Princeton Health Press 115 Wall St. Princeton, NJ 08540 609-921-0540	▪ Award-winning program ▪ CDC Programs *That* Work ▪ More published evaluations than any other curricula ▪ Revised for urban, African American, and Hispanic youth ▪ Teacher training available
Project Alert	6-8	▪ Alcohol, tobacco, and other drug program emphasizing resistance skills ▪ Two year program	Best Foundation 725 S. Figueroa St. Suite 1615 Los Angeles, CA 90017 800-ALERT 10	▪ Evaluated program ▪ Peer leader component ▪ Frequent updates and technical assistance line ▪ Teacher training available
Project Northland	6-8	▪ Focuses on alcohol use an abuse	University of Minnesota 1300 South Second St. Suite 300 Minneapolis, Mn 55454 612-624-0057	▪ Evaluated program ▪ May need adjustment for use with urban students
STAR (Students Taught Awareness and Resistance)	5-8	▪ Emphasizes ATOD resistance skills ▪ Two year program	Institute for Prevention Research 1540 Alcazar St. CHP 207 Los Angeles, CA 90033 213-342-2600	▪ Evaluated program ▪ Peer leader component ▪ Translated into Spanish and Vietnamese
Social Competence Promotion Program for Young Adolescents	5-7	▪ Substance abuse program based on interpersonal, cognitive, and problem solving model	Dept. of Psychology University of Illinois at Chicago 1007 West Harrision St. Chicago, IL 60607 312-413-1012	▪ Evaluated program ▪ Materials in Spanish ▪ Additional components cover teen pregnancy and HIV prevention

Title	Grades	Description	Source	Comments
Comprehensive Health for Middle Grades	5-9	▪ Comprehensive topical student/teacher resource and supplemental materials ▪ 15 modules	ETR Associates Box 1830 Santa Cruz, CA 95061 800-321-4407	▪ Replaces Entering Adolescence program ▪ Spanish materials available
Discover: Decisions for Health	7-12	▪ Addresses major health issues	American Guidance Service 4201 Wooland Road Circle Pines, MN 55014 800-321-4407	▪ Includes culturally-sensitive materials
Choosing Health High School	9-12	▪ Comprehensive health program includes student/teacher resource books, fact books, and supportive materials	ETR Associates Box 1830 Santa Cruz, CA 95061 800-321-4407	▪ Replaces Entering Adulthood program
Health Skills for Life	K-12	▪ Emphasizes skill development and interrelationship of health issues	Box 22936 Eugene, OR 97402 541-485-3708	
Michigan Model	K-12	▪ Focuses on prevention and resistance within context of social and personal skills	Educational Materials Center Central Michigan University 800-214-8961	▪ Developed to address the National Health Education Standards
Quest: Skills for Adolescence	6-8	▪ 100 sessions emphasizing cooperative learning ▪ Offers tips for integrated or infused approaches	Quest International Box 4850 Newark, OH 43055 800-446-2700	▪ Translated into ten languages ▪ Separate violence prevention program
Quest: Skills for Action	9-12	▪ Emphasizes personal and social responsibility and social skills	Quest International Box 4850 Newark, OH 43055 800-446-2700	▪ Community service component ▪ Translated into Dutch ▪ Includes violence prevention
Teenage Health Teaching Modules (THTM)	6-12	▪ Emphasizes resistance, personal, and social skills across health topic areas ▪ Separate modules cover sexuality, violence, and ATOD use	Education Developmental Center 55 Chapel St. Newton, MA 02158 800-225-4276	▪ Evaluated program ▪ Community service option ▪ Includes HIV prevention materials

Title	Grades	Description	Source	Comments
DARE	K-12	▪ Focuses on smoking, alcohol, and drugs ▪ Taught by uniformed police officers	DARE America Box 2090 Los Angeles, CA 90051 800-223-DARE	▪ Evaluated program ▪ Translated into Spanish and available in Braille
Here's Looking at You, 2000	K-12	▪ ATOD education program ▪ Emphasizes personal and social skills	AGC Educational Media 1560 Sherman Ave., Suite 100 Evanston, IL 60201	▪ Resource kits include games, videos, and books ▪ Includes community service options ▪ Violence prevention piece ▪ Family connections
SANKOFA	7-12	▪ Violence prevention program	University of Medicine and Dentistry of New Jersey Office of Prevention Services 973-235-4109	▪ Research-based program developed in New Jersey and supported by the NJ Department of Health and Senior Services ▪ Culturally-based, life skills approach
Discover: Skills for Life	K-12	▪ Life skills program	AGS 4201 Wooland Rd. Circle Pines, MN 55014 800-328-2560	▪ Materials available in Spanish ▪ Includes HIV prevention ▪ Supporting videos available
Voices of Love and Freedom	K-12	▪ Violence prevention program using children's books ▪ Promotes literacy approach	67 Allegheny St. Boston, MA 02120 617-635-6433	▪ Grounded in developmental research ▪ Includes a Spanish literature program ▪ Multicultural approach
A Peaceable Place	K-12	▪ Violence prevention program ▪ Children's literature-based	C.E. Mendez Foundation 601 South Magnolia Ave. Tampa, FL 33606 813-251-3600	▪ Interactive program

Title	Grades	Description	Source	Comments
Conflict Resolution Curriculum	K-12	▪ Focuses on anger management, social problem solving, and communication skills	The Knopf Company 1126 S. Main St. Plymouth, MI 48170	
Peace Builders	K-5	▪ School climate program ▪ Provides classroom management strategies	Heartsprings, Inc. 7482 E. Wandering Rd. Tucson, AZ 85732 520-299-6770	▪ Evaluated program (CDC evaluation in progress) ▪ Includes programs for families and other school staff ▪ Playground component
Resolving Conflict Creativity	K-12	▪ Focuses on diversity, prejudice, peace-building, and conflict resolution	RCCP National Center 163 Third Ave. #103 New York 10003 212-509-0022	▪ Currently being evaluated by CDC ▪ Considerable professional development needed
Second Step	P-8	▪ Focuses on impulse control, empathy training, and anger management ▪ Multi-sensory approach with emphasis on language skill development	Committee for Children 2203 Airport Way, Suite 500 Seattle, WA 98134 800-634-4449	▪ Evaluated program ▪ Includes mentoring, gang pressure information, and family support materials ▪ Spanish supplements available
Conflict Resolution and Peer Mediation	K-5	▪ Focuses on negotiation, mediation, and conflict management skills	Mediation Network Box 241 Chapel Hill, NC 27541	▪ Optional sessions on diversity
All Stars	6-7	▪ Normative education and character development related to drugs, sex, and violence ▪ Taught by "trained specialists"	Tanglewood Research Box 1772 Clemmons, NC 27012 800-826-4539	▪ Preliminary evaluation completed ▪ Includes family component
PACT (Positive Adolescent Choices Training)	6-12	▪ Violence prevention program for African American adolescents ▪ Requires small group sessions	Research Press 2612 N. Mattis Ave. Champaign, IL 61812 800-519-2707	▪ Limited evaluation ▪ Culturally sensitive
Reconnecting the Youth	9-12	▪ Focuses on youth at risk for drug use, depression, aggressive behavior, or academic failure ▪ Small group, life skills approach	National Educational Service Box 8 Bloomington, IN 47402 800-733-6786	▪ Evaluated by NIDA ▪ Progress assessment included

Title	Grades	Description	Source	Comments
Responding in Peaceful and Positive Ways	6-7	▪ Social problem and resistance skills	Life Skills Center Virginia Commonwealth University Box 842018 Richmond, VA 23284 888-LSC-ILSC	▪ CDC evaluation pending
Safe Dates	8-9	▪ Focuses on prevention of dating violence	School of Public Health University of North Carolina at Chapel Hill Campus Box 7400 Chapel Hill, NC 27599 919-966-6353	▪ CDC evaluation pending
Be Proud, Be Responsible	Ages 13 to 18	▪ Focuses on safer sex and risk reduction ▪ Targets inner city youth	Select Media 212-732-4437	▪ Evaluated program ▪ CDC Programs *That* Work
Get Real About AIDS	9-12	▪ Focuses on knowledge and skills to reduce risk of HIV infection	Altschul Group 800-323-9084	▪ Evaluated program ▪ CDC Programs *That* Work ▪ Includes videos and parent newsletter
Project TNT: Towards No Tobacco Use	7-9	▪ Targets primary causes of tobacco use ▪ Emphasizes knowledge and skills	ETR Associates 800-321-4407	▪ Evaluated program ▪ CDC Programs *That* Work
Focus on Kids	Ages 9 to 15	▪ Community-based, inner city HIV prevention program	ETR Associates 800-321-4407	▪ Evaluated program ▪ CDC Programs *That* Work
Health 'n Me	K-6	▪ Comprehensive health program ▪ Incorporates language arts and basic skills using trade books and journals	Re-Alco Industries 3601 W. Commercial Blvd. Suite 11 Fort Lauderdale, FL 33309 800-226-0213	▪ Family involvement component
Becoming a Responsible Teen	Ages 14 to 18	▪ HIV prevention program for African American youth ▪ Focuses on skills and information	ETR Associates 800-321-4407	▪ Evaluated program ▪ CDC Programs *That* Work
Reducing the Risk	9-10	▪ Focuses on sexual, risk-reduction strategies	ETR Associates 800-321-4407	▪ Evaluated program ▪ CDC Programs *That* Work

Title	Grades	Description	Source	Comments
Removing the Risk: Abstinence for High School Students	9-12	▪ Focuses on interpersonal and social skills needed to postpone sexual involvement	ETR Associates 800-321-4407	▪ Based on *Reducing the Risk* research
Sex Can Wait	5-12	▪ Focuses on life planning skills, self-esteem, and decision making to support abstinence	ETR Associates 800-321-4407	▪ Award winning program ▪ Does not cover contraception
Values and Choices	7-8	▪ Sexuality education program ▪ Promotes 7 core values that support abstinence	ETR Associates 800-321-4407	▪ Includes parent guide
Totally Awesome Health	K-8	▪ Comprehensive health lesson ideas, tips, and background information for teachers	MeeksHeit Publishing Co. Box 121 Blacklick, OH 43004 800-682-6882	
Comprehensive School Health Education: Totally Awesome Strategies (1st and 2nd editions)	K-12	▪ Resource books containing health lesson ideas and background information for teachers	MeeksHeit Publishing Co. 800-682-6882	▪ Companion books on violence, substance abuse, and sexuality
Violence Prevention	K-12	▪ Resource book for teachers	MeeksHeit Publishing Co. 800-682-6882	
Substance Abuse Prevention Activities	K-6 7-12	▪ Ready to use lessons, fact sheets, and resources	Prentice Hall Englewood Cliffs, NJ 07632	
How to Survive Teaching Health	4-12	▪ Ready to use games, activities, and worksheets	Parker Publishing West Nyack, NY 10995	
Social Decision Making and Problem Solving	P-12 K-6	▪ Focuses on promoting social competence and life skills ▪ Covers violence, substance abuse, and related behaviors	UMDNJ-CMHC 240 Stelton Rd. Piscataway, NJ 08854 732-235-4939	▪ NDN endorsed program ▪ New Jersey researched program
Perspectives on Health	9-12	▪ Health text	D.C. Heath and Company	
Health: A Guide to Wellness Teen Health Today's Teen Married and Single Life Young Living	9-12 7-12	▪ Health texts ▪ Family and consumer science texts ▪ Includes life skills, wellness, careers and family life materials	Glencoe 936 Eastwind Drive Westerville, OH 43081	▪ Includes tests, transparencies, and other supportive materials

Title	Grades	Description	Source	Comments
Changing the Course Do It Yourself	K-12 K-4	▪ Nutrition education program ▪ Health education program	American Cancer Society NJ Affiliate 2600 US Rte. 1, Box 6001 North Brunswick, NJ 08902 732-297-8000	
Fitness For Life	7-12	▪ Focuses on personal fitness ▪ Textbook program	Scott Foresman-Addison Wesley 1900 E. Lake Ave. Glenview, Il 60025 1-800-552-2259	▪ Includes technology options ▪ Includes in-service video
Drive Right	9-12	▪ Driver education program	Scott Foresman-Addison Wesley 1900 E. Lake Ave. Glenview, Il 60025 1-800-552-2259	▪ Focuses on critical thinking and decision making skills ▪ Includes parent guide
Health For Life	7-8	▪ Health textbook	Scott Foresman-Addison Wesley 1900 E. Lake Ave. Glenview, Il 60025 1-800-552-2259	▪ Includes videodisc package ▪ Sexuality supplements
Here We Go...Watch Me Grow	Pre-K	▪ Focuses on specific health themes ▪ Uses learning centers	ETR Associates 800-321-4407	▪ Teacher training available
SPARK Sports, Play, and Active Recreation for Kids	K-6	▪ Developmentally appropriate activities to develop health-related fitness and locomotor skills ▪ Includes self management component	SPARK PE San Diego State University 6363 Alverado Court Suite 250 San Diego, CA 92120 800-SPARK-PE	▪ Recognized as exemplary program by USDOE ▪ Developed through grant from HLBI at NIH ▪ Teacher training available
CATCH Child and Adolescent Trial for Cardiovascular Health	K-5	▪ Nutrition and physical activity program ▪ Includes videos, teacher guidebook, and activity box	National Heart, Lung and Blood Institute (NHLBI) Information Center Box 30105 Bethesda, MD 20824 301-251-1222	▪ Evaluated program ▪ Funded through USD-HHS/NHLBI ▪ Includes food service and family components

Title	Grades	Description	Source	Comments
Innovative Fitness Connections	7-12	▪ Lesson plans, fitness station cards, wall charts, music cassettes, and assessment tools ▪ Teacher training available	Innovative Fitness 7713 Hennings Way Anchorage, Alaska 99504 800-453-9343	▪ Teacher training available
Jump Rope for Heart Curriculum Guide	K-12	▪ Teacher's guide, videos, and wall charts that demonstrate jumping skills	American Heart Association New Jersey Affiliate 2500 US Highway #1 North Brunswick, NJ 08902 800-540-0443	▪ Community service component
American Master Teacher Series Physical Education: ▪ Teaching Children Dance ▪ Teaching Children Fitness ▪ Teaching Children Games ▪ Teaching Children Gymnastics ▪ Teaching Children Movement Concepts and Skills	K-5	▪ Theory and practice oriented materials ▪ Lesson ideas	Human Kinetics Box 5076 Champaign, IL 61825 800-747-4457	▪ Accompanying videos available
Quality Lesson Plans for Secondary Physical Education	7-12	▪ Unit and lesson plans for games and sport activities	Human Kinetics 800-747-4457	
Physical Education Unit Plans (four books)	P-K 1-2 3-4 5-6	▪ Learning experiences in games, gymnastics, and dance ▪ Section on movement theory	Human Kinetics 800-747-4457	
Health-Related Fitness (three books)	1-2 3-4 5-6	▪ Fitness and nutrition activities	Human Kinetics 800-747-4457	

Title	Grades	Description	Source	Comments
Ideas III: Middle School Physical Activities for a Fit Generation	5-8	▪ Fitness games, individual and team activities, and special event ideas submitted by teachers	NASPE 1900 Association Drive Reston, VA 20191 703-476-3410	
Special Olympics Sports Skills Program	All ages	▪ Program manuals for most sports ▪ Designed for use with individuals with disabilities ▪ Can be adapted for use with all children	Special Olympics New Jersey Princeton Forrestal Village 201 Rockingham Row Princeton, NJ 08540 609-734-8400	▪ Includes skill assessment tools ▪ Lots of ideas to modify play for all levels of participation ▪ Includes cross-content ideas
Helping At-Risk Youth Through Physical Fitness Programming	7-12	▪ Focuses on goal setting and discipline for students in alternative settings	Human Kinetics 800-747-4457	▪ Discusses real-life programs already in place
Using Technology in Physical Education	All	▪ Resource book for teachers to implement technological strategies in the gym or classroom	Human Kinetics 800-747-4457	
Play to Win	7-12	▪ Journal writing and goal setting to improve personal performance	Source Publications 8801 S. Yale, Suite 250 Tulsa, OK 74137 800-477-6698	▪ Proven program used with elite level athletes but adaptable for all students
Multicultural Games	K-8	▪ Ideas and strategies from 43 countries or cultures ▪ Background information on the game and culture	Human Kinetics 800-747-4457	▪ Ideas for interdisciplinary instruction
Inclusive Games	P-8	▪ Game and skill adaptations for students of all ability levels	Human Kinetics 800-747-4457	▪ Some adaptations are illustrated
Pyramid Challenge	4-8	▪ Interactive software package that allows students to analyze diet and fitness level	DINE Systems 800-688-1848	▪ Optional curriculum guide ▪ Can also be used with older students and adults
Magic School Bus Human Body	3-5	▪ CD-Rom that explores how the human body works	Microsoft Corp. 800-426-9400	
Life's Greatest Mysteries	5-12	▪ CD-Rom that answers questions about the human body	Adam Software 800-408-ADAM	

Title	Grades	Description	Source	Comments
Ultimate Human Body	7-12	▪ CD-Rom that explores body processes	DK Multimedia 800-467-9580	▪ Over 1000 illustrations, 90 animations, and 1400 sound effects
Ultimate 3D Skeleton	7-12	▪ CD-Rom that explores bone structure	DK Multimedia 800-467-9580	
DINE Healthy	7-12	▪ CD-Rom focuses on fitness and nutrition	DINE Systems 716-688-2400	▪ Personal trainer program
Pyramid Challenge	3-9	▪ CD-Rom focuses on the Food Guide Pyramid	DINE Systems 716-688-2400	
Body Awareness Resource Network (BARN)	4-12	▪ CD-Rom focusing on decision-making & health	Pyramid Media 800-421-2304	▪ Researched and tested with over 6000 teenagers ▪ Interactive program
Educating Hearts and Minds	All	▪ Character education framework	Corwin Press Thousand Oaks, CA	
Rules and Procedures for Character Education	All	▪ Ideas and strategies to support civility	Character Development Group Chapel Hill, NC	
Educating for Character	All	▪ Strategies to teach respect and responsibility	Bantam Books New York, NY	
Teaching Character	All	▪ Teacher's idea book	Character Development Group Chapel Hill, NC	
Adventure Programming Workshop Manual	7-12	▪ Project Adventure Guide	Project Adventure Box 100 Hamilton, MA 01936 508-468-7981	
Cowtails and Cobras	7-12	▪ Guide to games, ropes courses, and adventure curriculum	Kendall Hunt 4050 Westmark Drive Dubuque, IA 52004 800-542-6657	

Title	Grades	Description	Source	Comments
Health and Wellness	9-12	▪ Focuses on ten areas of health ▪ Textbook/workbook program	MeeksHeit Publishing 800-682-6882	▪ Teacher resource program available
High Tech for Health	7-12	▪ Interactive CD-Rom program focuses on nutrition, stress, and ATODs	MeeksHeit Publishing 800-682-6882	
Skate in School	All	▪ Promotes safe in-line skating as a means to fitness ▪ Includes lesson plans and guide	Rollerblade 888-758-4386	▪ Equipment packages include skates and safety equipment
Sex, etc. Family Life Matters	9-12	▪ Health/sexuality newsletter ▪ Health/sexuality newsletter	Network for Family Life Education Rutgers, The State University 100 Joyce Kilmer Ave. Piscataway, NJ 08854 732-445-7929	▪ Written by teenagers ▪ Includes teacher's discussion guide ▪ Information and resources for teachers

HEALTH AND PHYSICAL EDUCATION WEB SITES

AMERICAN ACADEMY OF PEDIATRICS (AAP)
http://www.aap.org
Child health information (e.g., nutrition, parenting, fitness, immunizations)

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE
http://www.aahperd.org
National professional association; Provides information on *Hoops for Heart and Jump Rope for Heart* programs

AMERICAN CANCER SOCIETY
http://www.cancer.org/frames.html
Comprehensive health education initiatives and cancer resources

AMERICAN COLLEGE OF SPORT MEDICINE
http://www.acsm.org/sportsmed
Sports medicine updates and info on sports medicine careers

AMERICAN COUNCIL ON EXERCISE
http://www.acefitness.org
Fitness certification, resources, *Fit Facts*

AMERICAN DIABETES ASSOCIATION
http://www.diabetes.org/custom.asp
Clinical information and research on diabetes

AMERICAN DIETETIC ASSOCIATION
http://www.eatright.org/
Nutrition info and resources

AMERICAN HEART ASSOCIATION
http://www.amhrt.org
Resources and materials

AMERICAN MEDICAL SOCIETY
http://ama-assn.org
Medical updates, resources

AMERICAN PUBLIC HEALTH ASSOCIATION
http://www.apha.org
Information on public health issues and legislation

AMERICAN SCHOOL HEALTH ASSOCIATION
http://www.ashaweb.org
Resources, publications, professional development

ARTHRITIS FOUNDATION
http://www.arthritis.org
Resources and information

ASSOCIATION FOR WORKSITE HEALTH PROMOTION
http://www.awhp.com
Links to employee wellness sites

BICYCLE FEDERATION
http://www.bikefed.org
Bike safety resources

BASEBALL
http://www.totalbaseball.com/side-fra.htm
Official Encyclopedia of Major League Baseball

BRITANNICA SPORTING RECORD
HYPERLINK http://sports.eb.com/olympic/
http://sports.eb.com/olympic/micro/54/44.html
Historical information on sports such as baseball and archery

CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)
http://www.cdc.gov/
Statistics, model programs, disease information

CDC/DASH (DIVISION OF ADOLESCENT AND SCHOOL HEALTH)
http://www.cdc.gov/nccdphp/dash
School health information, statistics on adolescent issues, school health information

COMBINED HEALTH INFORMATION DATABASE (CHID)
http://chid.nih.gov
Information on federal health initiatives

COOPER INSTITUTE FOR AEROBICS RESEARCH
http://www.cooperinst.org
Fitnessgram assessment tool, resources, and materials

COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)
http://www.ccsso.org/health-links.html
School health resources and information

FEDERAL RESOURCES FOR EDUCATIONAL EXCELLENCE (FREE)
http://www.ed.gov/free
Teaching and learning resources; links to health and physical education sites

FDA KIDS PAGE
http://www.hhs.gov/
Information and resources on children's health programs

FITNESS WORLD
http://www.fitnessworld.com
Info on diet, exercise, equipment

FITNESS ZONE
www.fitnesszone.com
Fitness info, resources, equipment

FITNESS LINK
http://www.fitnesslink.com/links.htm
Fitness search engine; evaluates various sites

FRANKLIN INSTITUTE
http://slnifi.edu/
Info on exhibits, the heart, and related medical programs

GAMEKIDS
www.gamekids.com
Games created by and for kids; some physical activities

GAMES KIDS PLAY
www.corpcomm.net/~gnneiboer/gamehome.htm
Catalog and collection of backyard games

HUMAN GENOME
http://www.mcet.edu/humangenome/overview.html
Interactive student area, forum, and resources on ethics and legal issues regarding genetics

INTERNATIONAL FOOD INFORMATION COUNCIL
http://ificinfo.health.org
Info and research on food safety, labels, and nutrition

INTERNATIONAL LIFE SCIENCES INSTITUTE
http://home.worldweb.net/ilsi/na.html
Food and nutrition resources

INTERNATIONAL MEDICAL, HEALTH, AND ENVIRONMENTAL NETWORK
http://www.nlm.nih.gov
National Library of Medicine
Visible Human project

KAISER FOUNDATION
http://report.kff.org/repro/
Updates on reproductive health issues and legislation

KIDSHEALTH
http://KidsHealth.org
Info for kids, parents, and professionals on growth, fitness, nutrition; includes recipes, games, toy evaluations

NATIONAL ASSOCIATION OF GOVERNOR'S COUNCILS ON PHYSICAL FITNESS AND SPORTS
http://www.fotnesslink.com/Govcouncil
Resources on national and state fitness initiatives

NATIONAL CLEARINGHOUSE FOR ALCOHOL AND DRUG INFORMATION
http://www.health.org/aboutn.htm
Database, information, resources

NATIONAL COALITION FOR PROMOTION OF PHYSICAL ACTIVITY
http://www.al.com/ncppa
Information and resources to promote family and community fitness

NATIONAL PTA
http://www.pta.org
Links to parenting resources

NATIONAL RECREATION AND PARKS ASSOCIATION
http://www.nrpa.org
Playground safety issues and policies

NATIONAL SCHOOL BOARDS ASSOCIATION
http://www.nsba.org/services/federation/hivweb.html
Information and school policies on HIV

PARENTING PROJECT
http://www.parentingproject.org
Parenting information

PE CENTRAL
http://pe.central.vt.edu/

PE TALK
http://www.sportime.com/pe-talk/
Information, lesson ideas, and resources

PHYSICIAN AND SPORTS MEDICINE
http://www.physsportsmed.com
Journal articles, personal health issues

PRESIDENT'S FITNESS CHALLENGE
www.indiana.edu/~preschal
Information on fitness testing and materials

SHAPE UP AMERICA
http://www.shapeup.org
BMI calculator, cyberkitchen recipes, fitness and weight management

SPORT INFORMATION RESOURCE CENTER
http://www.sportquest.com
Resources and information on sports

SPORTSMEDIA
www.ping.be/sportsmedia
Coaching and teaching links
Pen pal page for students

USA GYMNASTICS
www.usa-gymnastics. org/toc. html
Information on gymnastics rules and history
Simulated events

USA OLYMPICS
www.olympic-usa.org/
Information on history of Olympic games and various sports, lesson ideas and programs

WELLNESS COUNCILS OF AMERICA
http://www.welcoa.org/about.htm
Workplace wellness

WORLD HEALTH ORGANIZATION
http://www.who.org
International health issues

NATIONAL AND STATE AGENCIES AND ORGANIZATIONS

ADVOCATES FOR YOUTH
1025 Vermont Ave., NW
Suite 200
Washington, DC 20005
202-347-5700

AMERICAN ACADEMY OF FAMILY PHYSICIANS
S.E. 19th Street
Edmond, OK 73013

AMERICAN ACADEMY OF OPTHALMOLOGY
655 Beach St.
San Francisco, CA 94120
415-561-8532

AMERICAN CANCER SOCIETY, NJ DIVISION
2600 U.S. Route 1
North Brunswick, NJ 08902-4301
732-297-8000

AMERICAN COLLEGE OF SPORTS MEDICINE
PO Box 1440
Indianapolis, IN 46206-1440
317-637-9200

AMERICAN DENTAL ASSOCIATION
211 East Chicago Ave.
Chicago, IL 60611
312-440-2500

AMERICAN FITNESS ALLIANCE
1-800-747-4457, ext. 2407/08

AMERICAN LUNG ASSOCIATION
1600 Route 22 East
Union, NJ 07083-3410
908-687-9340

AMERICAN HEART ASSOC., NJ AFFILIATE
2550 Highway #1
North Brunswick, NJ 08902
732-821-2610

AMERICAN RED CROSS
1730 East Street, NW
Washington, DC 20006
202-639-3039

AMERICAN STOP SMOKING INTERVENTION STUDY (ASSIST)
New Jersey Dept. of Health & Senior Services
PO Box 362
Trenton, NJ 08625-0362
609-984-1310

ARTHRITIS FOUNDATION
1314 Spring St., NW
Atlanta, GA 30236
404-872-7100

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
1250 N. Pitt St.
Alexandria, VA 22314-1453
1-800-933-ASCD

ASSOCIATION FOR EXPERIENTIAL EDUCATION
2305 Canyon Blvd., Suite 100
Boulder, CO 80302

CENTERS FOR DISEASE CONTROL & PREVENTION, DIVISION OF ADOLESCENT & SCHOOL HEALTH (DASH)
4770 Buford Hwy, NE, MS K-31
Atlanta, GA 30341-3724
1-888-CDC-4NRG

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
One Massachusetts Ave., NW
Suite 700
Washington, DC 20001-1431
202-408-5505

DRUG ENFORCEMENT AGENCY
U.S. Department of Justice
400 6th St., SW, Room 2558
Washington, DC 20024
202-401-7834

EDUCATION DEVELOPMENT CENTER
55 Chapel St.
Newton, MA 01260
1-800-225-4276

ENVIROMENTAL AND OCCUPATIONAL HEALTH SERVICES INSTITUTE
Frelinghyysen Rd.
Piscataway, NJ 08854
732-235-5130

FOOD & DRUG ADMINISTRATION
Office of Consumer Affairs
5600 Fishers Lane (HFE-88)
Rockville, MD 20857
301-443-3170

FOOD & NUTRITION INFORMATION CENTER
10301 Baltimore Blvd.
Beltsville, MD 20705
301-504-5719

FOOD & NUTRITION SERVICE
U.S. Department of Agriculture
301 Park Center Drive
Alexandria, VA 22204

KIDS AGAINST TOBACCO
Department of Preventive Medicine
American Medical Association
515 North State St.
Chicago, IL 60610
312-464-5000, Ext. 5979

MARCH OF DIMES BIRTH DEFECTS FOUNDATION
1275 Mamaroneck Ave.
White Plains, NY 10605
914-997-4467

NATIONAL ASSOCIATION OF SCHOOL NURSES, INC.
Lamplighter Lane
Scarborough, ME 04070-1300
207-883-2117

NATIONAL CANCER INSTITUTE
9000 Rockville Pike
Bethesda, MD 20892
301-496-8577

NATIONAL CENTER FOR HEALTH STATISTICS
Scientific & Technical Information Branch
Dept. of Health and Human Services
6525 Belcrest Rd.
Room 1064
Hyattsville, MD 20782
301-565-4167

NATIONAL CLEARINGHOUSE FOR ALCOHOL & DRUG INFORMATION
11426 Rockville Pike
Rockville, MD 20852
1-800-729-6686

NATIONAL DAIRY COUNCIL
10255 W. Higgins, Suite 900
Rosemont, IL 60018-5616
1-800-486-8271

NATIONAL DIABETES CLEARINGHOUSE
Box NDIC
9000 Rockville Pike
Bethesda, MD 20892
301-468-2162

NATIONAL EDUCATION ASSOCIATION
1201 16th St., NW
Washington, DC 20036
202-822-7570

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION
400 7th St., SW, Room 5118L
Washington, DC 20590
202-366-6616

NATIONAL INSTITUTES OF HEALTH
9000 Independence Ave., SW
Washington, DC 20201
202-690-7536

NATIONAL INSTITUTE OF ALCOHOL ABUSE AND ALCOHOLISM
5600 Fishers Lane
Rockville, MD 20857
301-443-3885

NATIONAL MENTAL HEALTH ASSOCIATION
1021 Prince St.
Alexandria, VA 22314-2971
703-684-7722

NATIONAL PTA
1700 N. Rush St.
Chicago, IL 60611
312-787-0977

NATIONAL SAFETY COUNCIL
444 North Michigan Ave.
Chicago, IL 60611
312-527-4800

NATIONAL SCHOOL BOARDS ASSOCIATION
1680 Duke St.
Alexandria, VA 22314
703-838-6722

NEW JERSEY BREATHES
Medical Society of New Jersey
Two Princess Rd.
Lawrenceville, NJ 08648
609-896-1766

NEW JERSEY DEPARTMENT OF HEALTH & SENIOR SERVICES
Web Site for access numbers and information:
HYPERLINK
http://www.state.nj.us/health/index.html

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
Web Site for access numbers and information:
http://www.state.nj.us/humanservices

OFFICE OF HEALTH INFORMATION, HEALTH PROMOTION, PHYSICAL FITNESS, & SPORTS MEDICINE
Department of Health & Human Services
200 Independence Ave. S.W.
Washington, DC 20201

OFFICE OF SCHOOL HEALTH
School Health Resource Services
University of Colorado Health Sciences Center
4200 East Ninth Ave., C-287
Denver, CO 80262

PHI DELTA KAPPA INTERNATIONAL
408 North Union
Box 789
Bloomington, IN 47402-0789

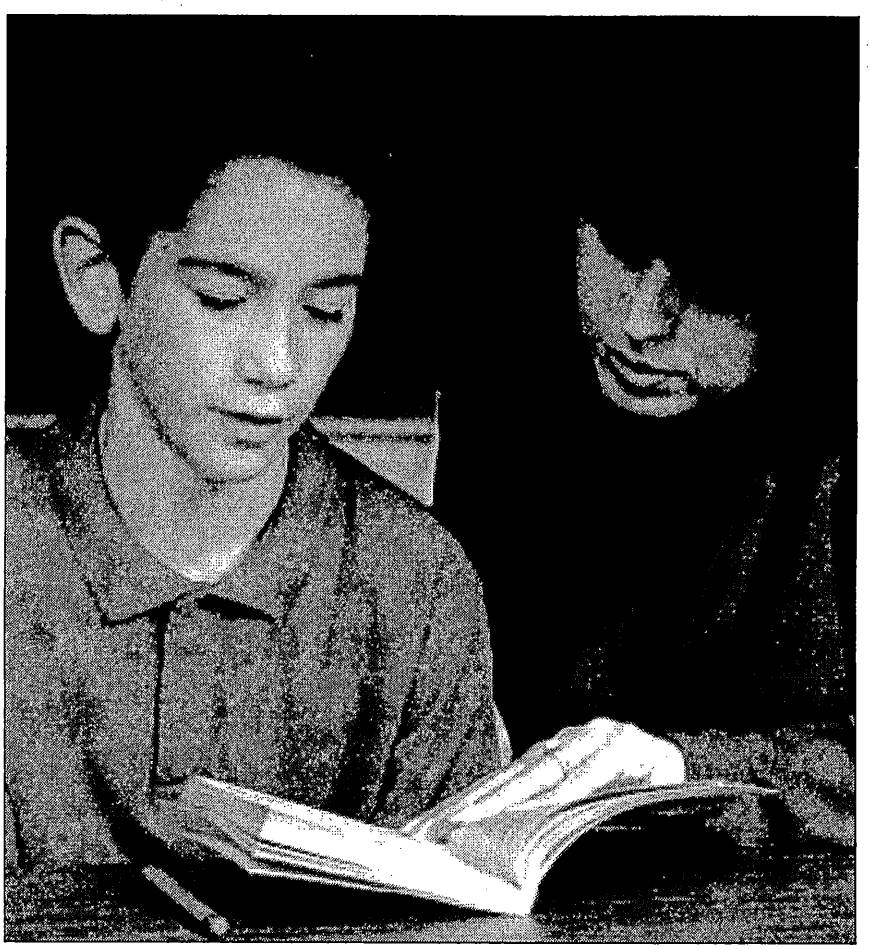
PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS
701 Pennsylvania Ave. S.W., Suite 250
Washington, DC 20004
202-272-3421

TOBACCO AGE OF SALE ENFORCEMENT (TASE)
New Jersey Department of Health and
Senior Services
P.O. Box 362
Trenton, NJ 08625-0362
609-984-3317

UNITED STATES DEPARTMENT OF AGRICULTURE
14th & Independence Ave. S.W.
Washington, DC 20250
202-720-2791

APPENDIX B

Visual Tools to Enhance Learning



VISUAL TOOLS TO ENHANCE LEARNING

Expert problem solvers draw on their mental resources to plan a course of action, monitor the strategy while executing it, and then evaluate its effectiveness based on the outcomes it was intended to achieve. Simply put, metacognition is the ability to reflect on one's own thinking. Human beings have the capacity to organize information and shape it into workable patterns. This section provides visual tools to assist learners to organize information and to discern patterns in order to make sense of the overwhelming amount of information available today.

Human beings have the capacity to see the parts in relation to the whole. As a result, they are able to see patterns, congruencies, and inconsistencies. Visual tools assist students to analyze the whole and determine whether the parts are interdependent or interconnected. As students move in to the world of work, this form of systems thinking is of great benefit. Additionally, visual tools enable students to examine sequence, to look for cause and effect relationships, and to determine the need for more information about a particular aspect of the problem or issue at hand.

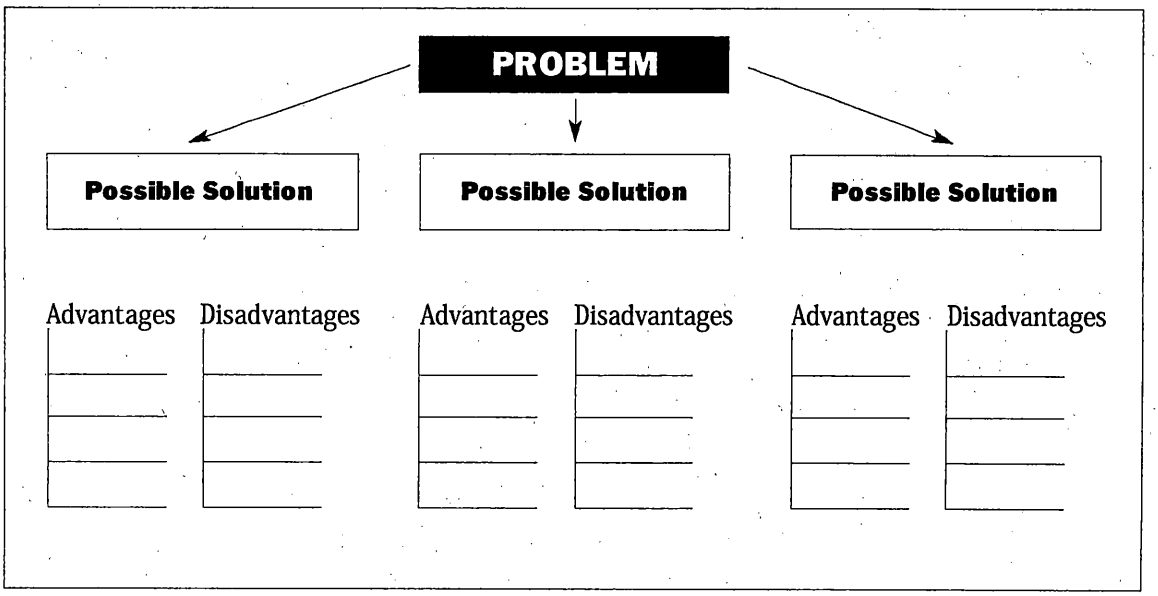
Visual tools allow students to work together more effectively. In cooperative groups, students may be called upon to solve a problem, considering the varied viewpoints of group members. Seeing their ideas on paper often engages students more actively in the discussion and allows them to see as well as hear the ideas of their classmates.

Visual tools are often teacher-developed. However, learners should be encouraged to develop novel, inventive, and creative ways to organize information and ideas. Students use these models to examine their intentions and summarize their impressions of events contributing to the outcome. Visual tools enable a student to examine both success and failure—and learn from his/her experiences. Employing mapping tools causes students to generate and consider alternatives and fosters flexible, creative thinking.

Many of the sample learning activities in this *Framework* require students to organize ideas and concepts to draw conclusions. One way to facilitate such thinking is to use visual tools such as *graphic organizers, concept maps, or webs.* These visual tools are used to transfer abstract concepts and processes into visual representations. They provide students with a mechanism to organize their thoughts and provide a visual format for study. Visual tools can be used to frame writing or speaking tasks or to focus group discussion. This section provides examples of visual tools that can be used in the health and physical education program.

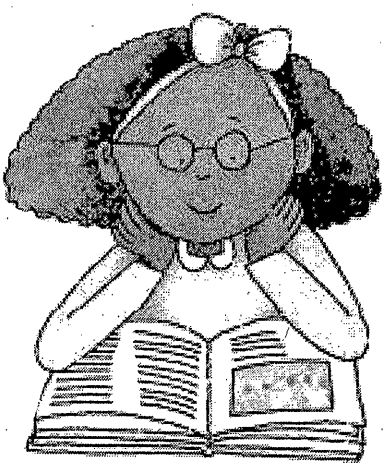
Consequence Diagram/Decision Tree

Students use diagrams to visually depict outcomes for a given problem. This strategy enables students to identify cause and effect, make predictions, and justify choices.



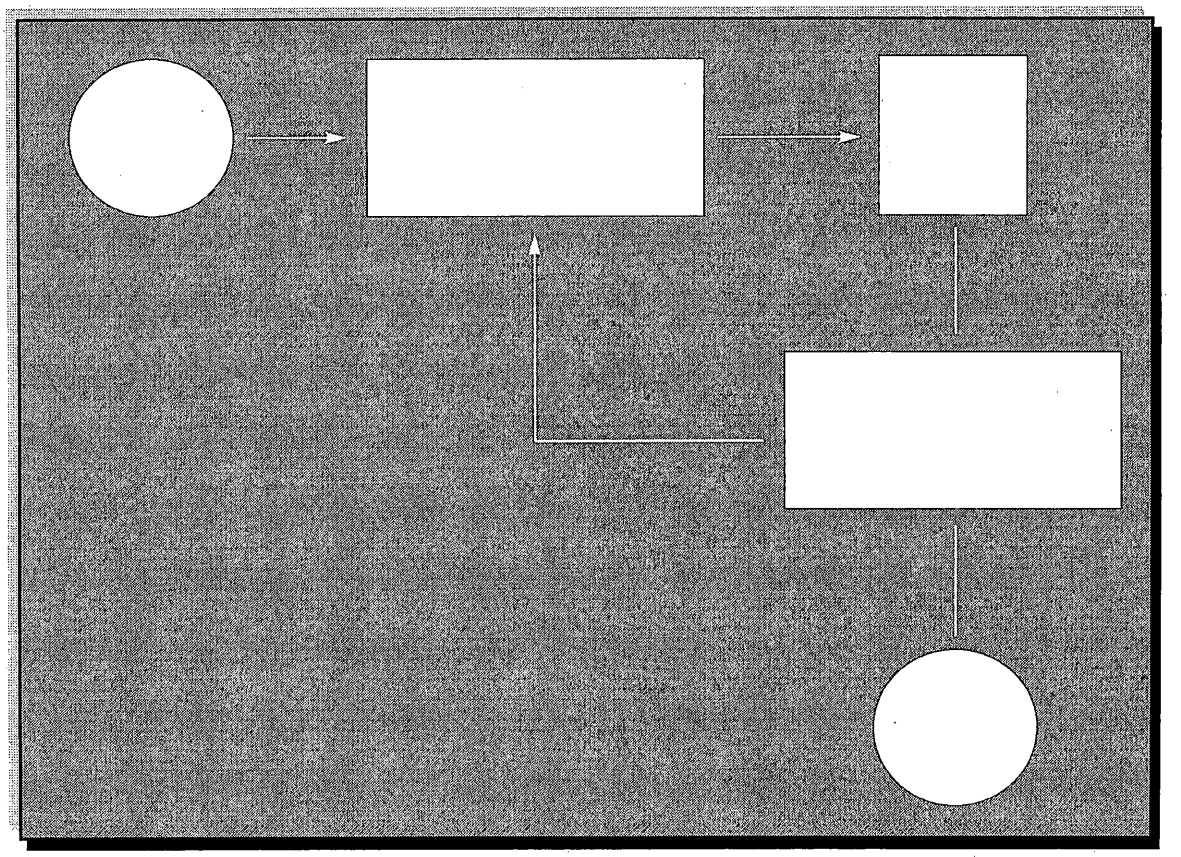
HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Cooperative problem solving
- Case study analysis
- Background development for role-play
- Strategy development for games/sports



Flow Chart

Students use a flow chart to outline a series of events. This strategy fosters logical and sequential thinking and helps the student plan and organize his/her ideas.

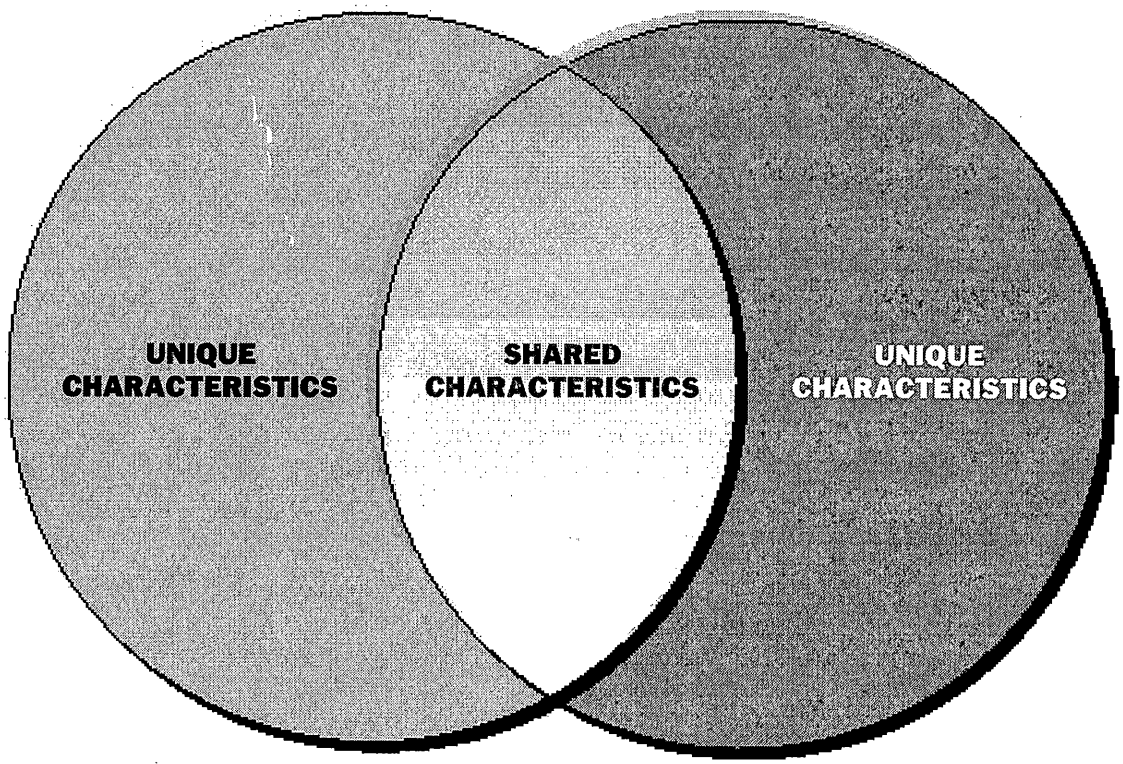


HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Tracking disease transmission
- Outlining the rules of sports and games
- Presenting historical perspectives (e.g., evolution of laws or government agencies)

Venn Diagram

Students use two overlapping circles to compare the characteristics of two items or concepts. More than two circles can be used for more complex content. Venn diagrams help students focus on similarities and differences and make subtle distinctions in order to draw conclusions.

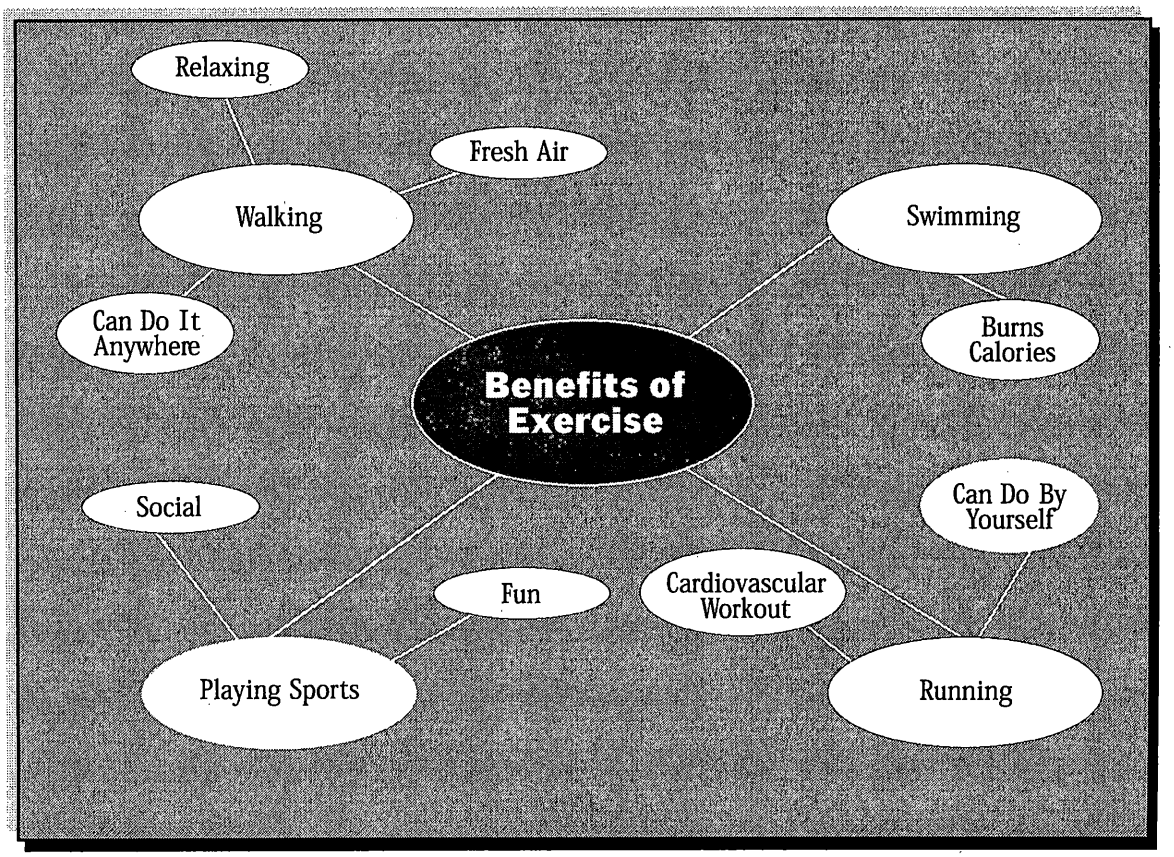


HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Comparing the types and kinds of physical activity (e.g., aerobic vs. anaerobic)
- Comparing contraceptive methods
- Analyzing and comparing food products
- Comparing labels and advertising

Webbing

Webbing provides a visual representation of how words and phrases connect to a topic. This strategy can be used as part of the brainstorming process to generate a wide range of ideas, concepts, and topics for writing or discussion.

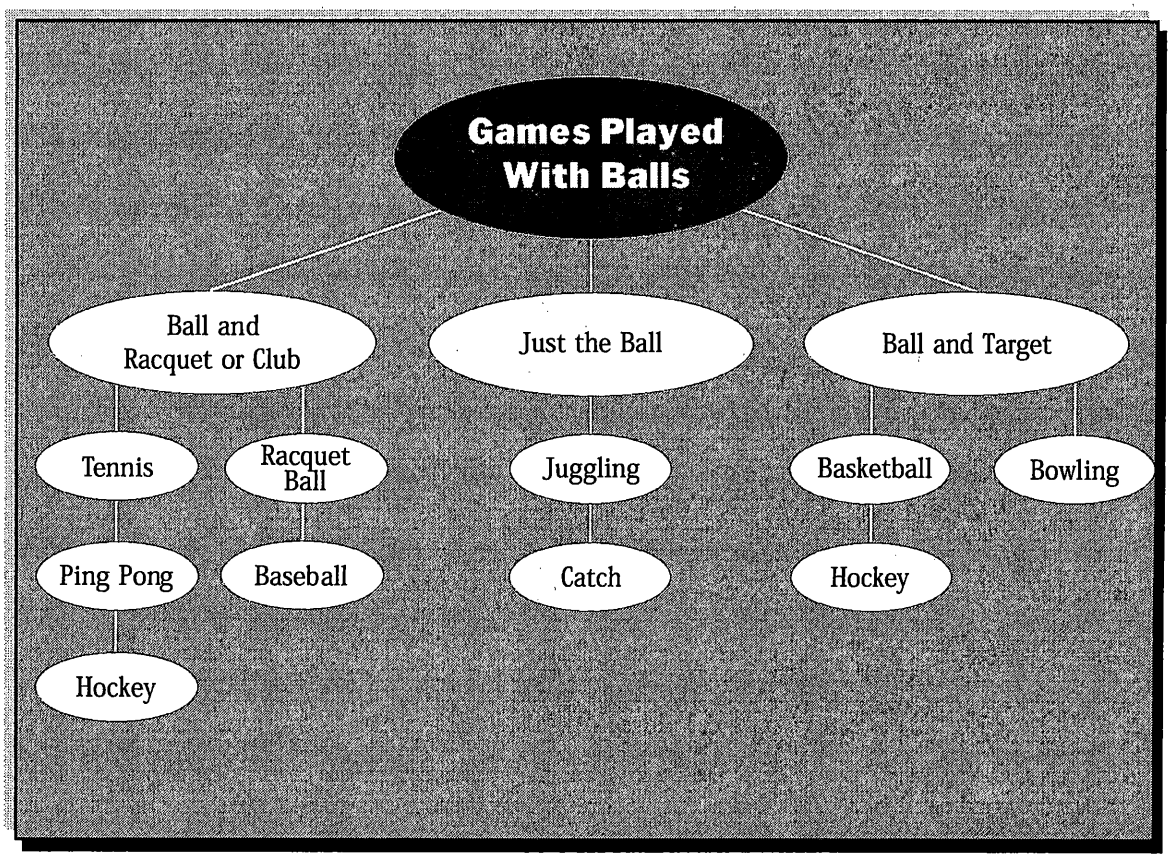


HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Outlining refusal skills (e.g., comparing refusal strategies, ways to say no)
- Describing the characteristics of families
- Listing the benefits of exercise

Concept Mapping

Students identify a set of concepts associated with a main idea and rank the concepts from most general to most specific. This strategy helps students connect ideas, identify the most important concepts, and organize ideas for speaking or writing.



HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Describing the components of health/wellness
- Describing the components of health-related fitness
- Classifying the types of drugs and their effects
- Categorizing games played with balls or games requiring teams

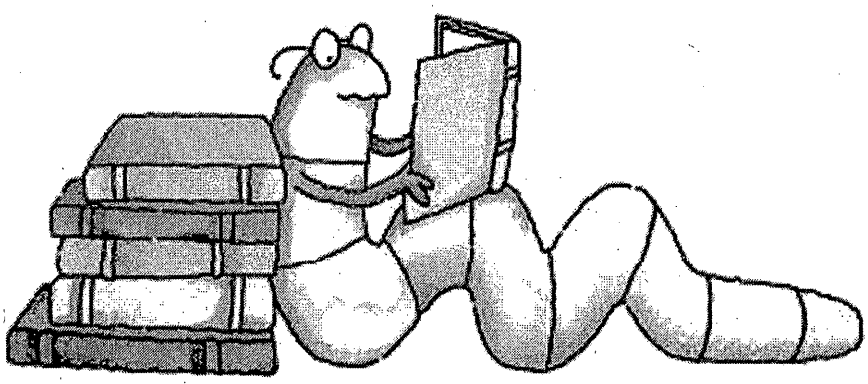
The 5 Ws

Students gather information in a structured format, responding to specific questions. The information can be easily summarized. This strategy helps students visualize their ideas and answers in a sequential, organized manner.

WHO?	WHAT?	WHEN?	WHERE?	WHY?
SUMMARY SENTENCE:				

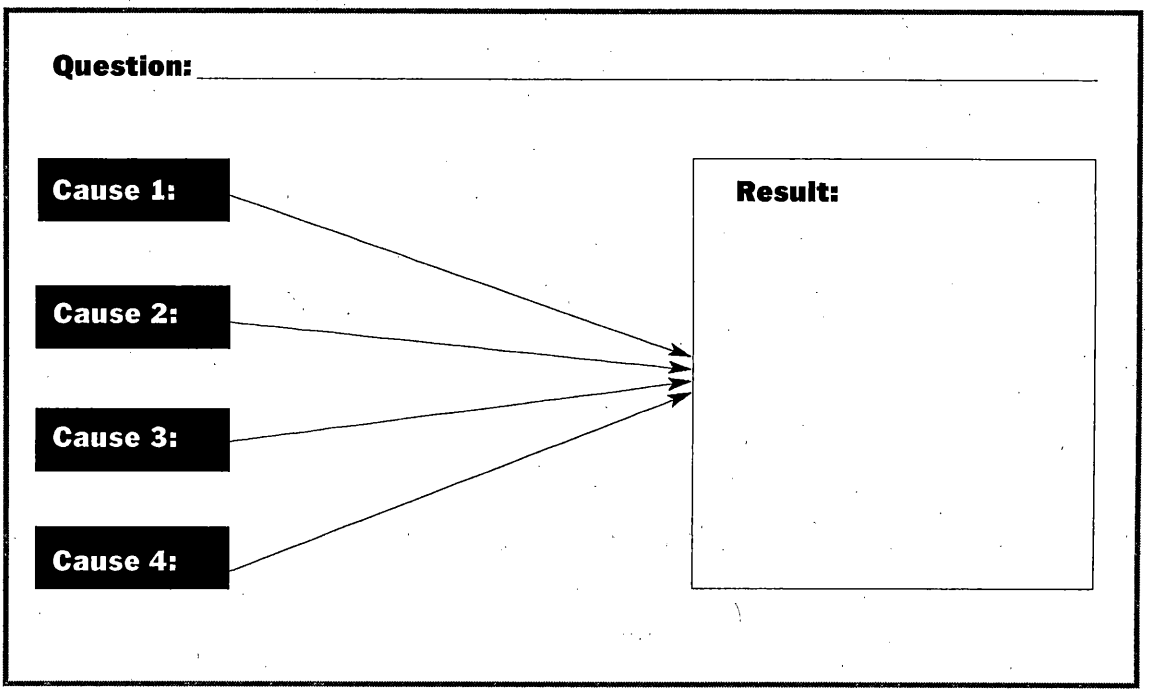
HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Analyzing case studies or risk profiles
- Developing stories or creating video vignettes
- Analyzing position play in sports and games



Cause and Effect Chart

This strategy enables students to visualize the events or conditions that led to a particular situation or event. It assists students to respond to specific questions about a situation, focusing on cause and consequence.



HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Solving problems as part of a team
- Conducting a risk analysis
- Analyzing the impact of alcohol on driving or sexual decision making
- Analyzing game/sport performance and strategy

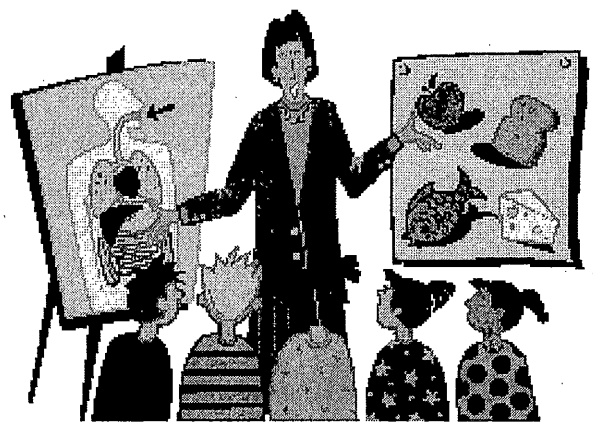
Comparison Chart

Students compare and contrast two or more topics (people, places, events, or ideas) and use the information to support verbal or written positions.

	TOPIC 1	TOPIC 2
Element 1		
Element 2		
Element 3		
Element 4		

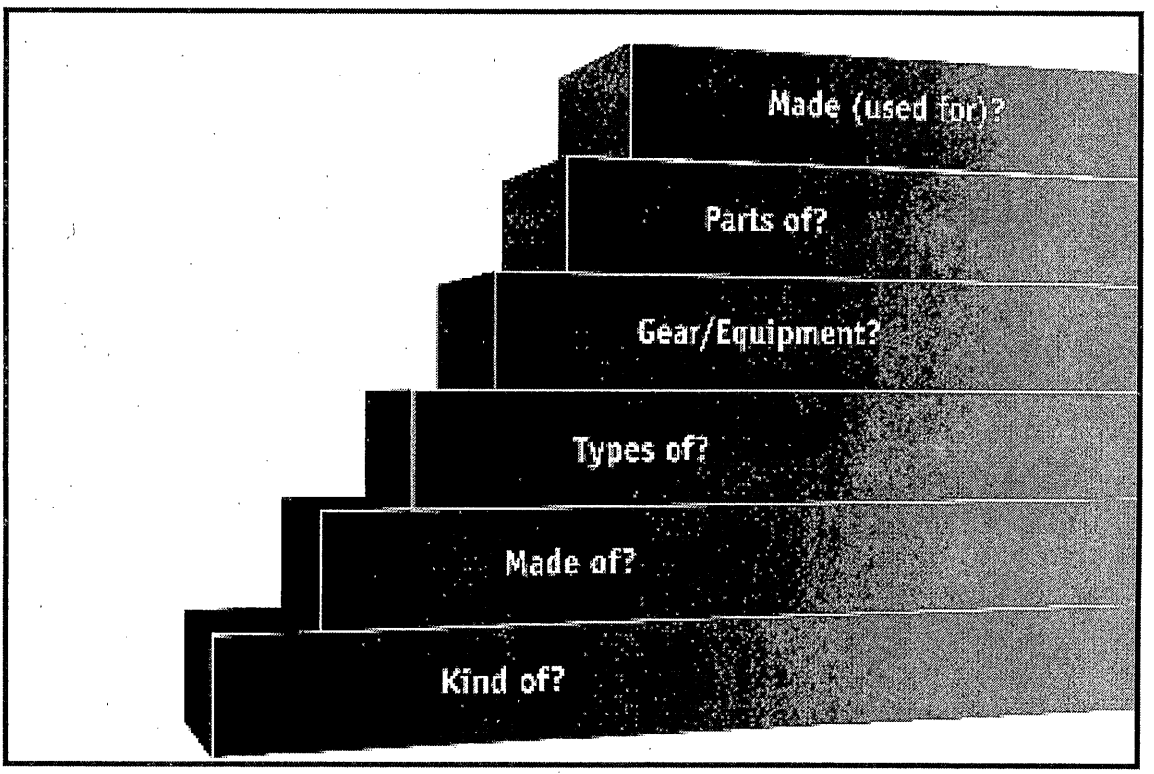
HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Analyzing the use of contraceptives by males and females
- Comparing the health benefits of various physical activities
- Comparing health insurance coverage provided by employers



Concept Ladder

Students outline ideas about a person, item, or topic and develop the ideas into an organized framework. This strategy can be used during brainstorming or to frame writing activities.



HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Classifying food groups or nutrients
- Analyzing recipes
- Describing the appropriate use of safety equipment for games, sports, or recreational activities

The Frame

Students outline sequential events using pictures and words. This enables students to understand time-sequenced events and relationships.

1.	**2.**	**3.**	**4.**
5.	**6.**	**7.**	**8.**

HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Outlining the decision making steps
- Describing how to relax
- Outlining the proper steps in a sport skill (e.g., tennis backhand, golf swing)
- Planning an event (e.g., field day, health fair, bicycle rodeo)

KWPL
Know, Want to Know, Predict, Learn

Students use prior knowledge as a bridge to a new concept or skill. This strategy enhances the student's ability to recall, analyze, apply, and evaluate information.

Know	Want to Know	Predict	Learn

HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Discussing the effects of alcohol, tobacco, and other drugs
- Applying advanced sport skills (e.g., moving from catch and volley to regulation volleyball)
- Learning to navigate the healthcare system

PMI
Plus, Minus, Interesting Questions

Students examine an issue evaluating facts, concepts, and ideas and noting the advantages and disadvantages of each. Students can use this strategy to pose new questions and research additional information needed to make an evaluation. Individual students can use this strategy after cooperative groups or class discussion to frame his/her ideas on the subject.

ISSUE:	
P (+)	
M (-)	
I (?)	

HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Comparing health careers
- Making health services decisions
- Comparing fitness activities
- Examining and evaluating fitness facilities and/or equipment

T-Chart

Students clarify concepts or ideas or collect specific examples for an idea or behavior. This strategy allows students to record and categorize observations.

Title:	
Looks Like	**Sounds Like**

HEALTH AND PHYSICAL EDUCATION APPLICATIONS

- Critiquing role-play
- Analyzing group process
- Practicing body language and communication skills
- Evaluating spectator actions at a sporting event

APPENDIX C

Sample Assessment Practices



SAMPLE ASSESSMENT PRACTICES

Chapter 5 of this *Framework* provides a summary of commonly used classroom assessment practices. For the purposes of this document, ***assessment*** means the deliberate use of many methods to gather evidence to indicate that students are meeting the *Standards*. The collected evidence may be formal or informal; however, the key to effective assessment is the use of multiple measures. This section provides teachers with examples of assessment experiences and rating scales that can be adapted for use in a variety of health and physical education situations.

Forced Choice or Selected Response Item

Key Elements: There is one correct answer with plausible distracters. This item focuses on understanding and comprehension.

Sample: Which of these statements about chewing tobacco is true?

A. Chewing tobacco is safer than smoking tobacco.
B Chewing tobacco is not addictive because you don't inhale it.
C.Chewing tobacco increases your risk of mouth and throat cancer.
D. Chewing tobacco is a good substitute for people who like tobacco but don't want the nicotine.

Essay or Constructed Response Item

Key Elements: A stimulus is provided and the student provides a written response.

Sample: Using tobacco affects more than an individual's physical health. What are some of the effects of tobacco on an individual's appearance, mental attitude, and finances?

Sample: Should smoking be permitted in public places? Why or why not?

Performance Tasks

Key Elements: Grounded in student experiences, this type of in-depth task may require more than one class period.

Sample: You are having six of your friends over for a party. Your mom has just read a book on nutrition and says you can't serve anything containing artificial sweeteners or lots of salt, sugar, or saturated fats. Plan a menu that will make your friends happy and meet your mother's expectations. Explain why your menu is both healthy and tasty. Use the Food Guide Pyramid and other valid resources to support your selections.
Sample: Early in the school year, students participate in an evaluation of their fitness level. The initial results are charted and students develop personal fitness goals. The teacher assists each student to develop a personal fitness plan to meet those goals. Subsequent fitness evaluations occur at the middle and end of the school year and students document their progress. New goals are established as needed. Students analyze their degree of personal improvement.

Sample: Imagine a group that supports mandatory drug testing has hired you. Your job is to solve the problems that have prevented mandatory drug testing from becoming more widespread. You must design and present a campaign that will encourage businesses to institute mandatory drug testing. You will be assessed on your understanding of the effects of drug use on society and the interplay of individual rights and societal protection.

Sample: Write a diary or short play describing a young person's decision to have or not have sexual intercourse. The writing should outline factors that influence the person's decision and its outcomes. You will be assessed on the following criteria:

Procedural

Advanced	Carries out major processes and skills automatically and with ease
Proficient	Carries out processes without significant error but not automatically
Basic	Makes a few errors but still accomplishes the task
Novice	So many errors occur, the purpose is not accomplished

Knowledge

Advanced	Demonstrates a thorough understanding of important information; shows details, articulates complex relationships and distinctions
Proficient	Demonstrates understanding and provides some detail
Basic	Demonstrates incomplete understanding but no serious misconceptions
Novice	Demonstrates an incomplete understanding and holds some serious misconceptions

Sample: Work in pairs to develop a classification system that focuses on the key characteristics of a disease. Brainstorm general categories for the disease then repeat the same process from two other perspectives (physician or public health official, insurance company representative, research scientist, politician, or parent). Be sure to use a variety of resources to support the classifications. Your project will be assessed on your knowledge of the disease selected, the characteristics of the categories selected, the method used to sort and organize the categories, and the resources used to support the project.

Portfolio

There are three major types of portfolios: working portfolios, display portfolios, and assessment portfolios. Although they may be used for different purposes, they overlap in practice. A working portfolio is a "project in the works", a holding tank for work that may be selected at a later date for inclusion in another portfolio. A working portfolio is generally structured around a specific content area or topic and elements contained therein relate to the specific objectives for that unit. As students move pieces from a working portfolio to another format, they should be able to justify the selection of a particular piece of work. A display portfolio is designed to showcase the highest level

of achievement attained by the student. This type of portfolio may be carried over from year to year. It is often called a "best works" portfolio and as such, may include evidence of student activity beyond the classroom (e.g., photos or video of participation in an athletic event, a poem or story that extends classroom discussion).

An assessment portfolio has as its primary purpose documentation of student knowledge based on particular instructional outcomes. Assessment portfolios can be use to demonstrate mastery and may span a unit, a semester, an entire school year, or longer. Danielson and Abrutyn (1997) describe eight basic steps to developing a portfolio assessment system.

1. Determine the instructional objectives (e.g., *Standards* and cumulative progress indicators) to be addressed throughout the portfolio.
2. Determine the decisions to be made based on the portfolio assessment (e.g., promotion to next grade level).
3. Design assessment tasks for the objectives. Ensure that the task adequately covers the content and skills students are expected to attain.
4. Define the criteria for each assessment task and establish performance standards for each criterion.
5. Determine who will evaluate the portfolio entries.
6. Train teachers or other evaluators to score the assessments. This will ensure the reliability of the assessments.
7. Teach the curriculum, administer the assessments, collect them in portfolios, and score them.
8. Make decisions based on the outcomes.

The use of portfolio assessment requires special attention to the procedures used to evaluate student work to ensure that standards of reliability and validity are met. Educators need to develop scoring rubrics with clear criteria and descriptions of different levels of performance. (A sample portfolio rubric is shown below.) To ensure inter-rater agreement, educators collect samples of student work at the different levels and conduct training sessions for the assessors.

Portfolios can be used in a number of innovative ways. For example, students who participate in community service or service learning experiences can provide examples of their experiences, select the best ones, and reflect on those experiences. Students can provide the instructor with a summary of the experience through the use of creative writing, artwork, photos, or video. Portfolios can be used to summarize the results of interdisciplinary instruction or focus on a particular subject area. An employment portfolio can be used to reflect workplace and career development experiences. Lastly, a skill area portfolio can reflect student expertise in public speaking, problem solving, or specific movement skills.

A **fitness portfolio** might include the following items:

- Results of initial fitness test (e.g., scores, a videotape of test skills, task cards or checklists, student self-assessment)
- Analysis of the fitness test results

- Analysis of lifestyle factors that influence fitness level (e.g., height, weight, nutritional status, health status, activity level)
- Written goals and action plan based on fitness outcomes
- Diary or log of activities to achieve the fitness goals (e.g., written, audiotape, videotape, photos)
- Repeat testing, goal analysis, revision of goals and modified action plan at several intervals during the school year
- Summary of achievements

A fitness portfolio focusing on goal setting can be evaluated using the following rubric. Other rubrics might be developed to evaluate the attainment of specific skills, monitor group process at achieving similar goals, or assessing the student's cognitive understanding of fitness.

Sample 1

ANALYTIC RUBRIC FOR PORTFOLIO ASSESSMENT: GOAL SETTING	
Level of Achievement	**Description**
Distinguished (4)	Goals are attainable and growth oriented; implements procedures to reach goals
Proficient (3)	Goals and processes are positive, realistic, and somewhat growth oriented
Apprentice (2)	Some goals and processes are positive and realistic; little growth seen
Needs Improvement(1)	Goals are not focused and are unrealistic for abilities or present level of development
Unacceptable	No goals are mentioned

Adapted from Danielson, C. & Abrutyn, L., p. 53.

RUBRICS

A ***rubric*** is a scoring tool that lists criteria for a piece of work. A rubric articulates gradations of quality for each criterion. Rubrics can improve student performance as well as monitor it by making teacher's expectations clear and by showing students how to meet those expectations. Rubrics help students become more thoughtful judges of their own work. Students need to practice using rubrics in order to become accustomed to the standards established and the ways to meet them. Rubrics can be developed for group and individual work, for written and spoken assignments, and for skill performance. Here are several examples of rubrics (also known as performance standards, task cards, or checklists) that be used to assess student work in health and physical education.

Sample 2

SKILL ANALYSIS: BASKETBALL JUMP SHOT			
	Beginner	**Intermediate**	**Advanced**
Pre-execution	■ Balanced stance with upright trunk ■ Ball held above and in front of shoulder ■ Ball held in pads of of fingers	■ Shoulder aligned to basket ■ See ball, see basket ■ Off hand guides ball	■ Greatest jump force at take-off ■ Shoulder angle = 100° ■ Elbow angle = 80° ■ Student shows consistency in hand and ball placement
Execution	■ Student pushes with legs ■ Elbows extended up ■ Fingers pointed towards basket	■ Student jumps up not forward ■ Ball released at top of jump ■ Backspin - ball rolls off fingers	■ Smooth execution ■ Soft shot -minimum force pushes ball ■ Ball rotates 2-3 times in the air
Post-execution	■ Eyes kept on target ■ Arm left extended ■ Hand "in the basket" ■ Student follows shot	■ Guide hand kept up and aligned to ball ■ Upright landing opponent	■ Students anticipates angle of rebound ■ Students locates ■ Student blocks out opponent

Adapted from Smith, J., Kras, J. & Strand, B. (1996, October). Get Aboard the B-Boat. *Journal of Physical Education, Recreation, and Dance*, 67, 8, p. 23.

Sample 3

GENERIC PERFORMANCE STANDARDS: PHYSICAL EDUCATION	
Level	**Standard to be Achieved for Performance at Specified Level**
6	**Achieves purpose of the task full while insightfully interpreting, extending beyond the task, or raising provocative questions** ■ Possesses motor skills, knowledge, and understanding requisite to success in physical activities and maintenance of a healthy life-style ■ Demonstrates skills, knowledge, and understanding ■ Models equitable and ethical behaviors towards others
5	**Accomplishes the purposes of the task** ■ Possesses the motor skills, knowledge, and understanding needed for success in physical activities ■ Selects activity appropriate to personal capabilities ■ Shows ability to accept and respect achievement level of self and others
4	**Completes purpose of the task substantially** ■ Displays movement proficiency with limited transfer of learning to other activities ■ Demonstrates willingness to experience new activities ■ Applies rules, vocabulary, strategy, and etiquette most of the time in activity
3	**Purpose of the task not fully achieved; needs elaboration; some strategies perhaps ineffectual or inappropriate; assumption about the purposes perhaps flawed** ■ Movements more consistent but unreliable ■ Demonstrates limited acceptance of individual differences in self and others ■ Interacts positively most of the time with others in small groups
2	**Important purposes of the task not achieved; redirection of work may be needed; completion affected by approach to the task** ■ Movements inconsistent and unreliable ■ Ongoing affirmation required to attend to the task ■ Teacher direction required for basic cooperation
1	**Purposes of the task not accomplished** ■ Shows little evidence of ability to control or replicate a movement ■ Is unable to verbalize needs ■ Displays inappropriate, aggressive social behavior

Adapted from the California Physical Education Framework, 1994.

Sample 4

COOPERATIVE GROUP CHECKLIST

A. Works towards group goals

4. Helps identify goals and works hard
3. Communicates commitment and carries out roles
2. Committed but doesn't work
1. Doesn't work or works against the group

B. Interpersonal skills

4. Promotes effective group interaction; presents ideas and listens to others ideas
3. Participates without prompting and is sensitive to other ideas
2. Participates with prompting; expresses ideas without considering the feelings of others
1. Does not participate or is insensitive to the feelings of other group members

C. Group maintenance

4. Identifies changes and makes modifications as needed
3. Helps identify changes
2. When prompted, helps make change; minimal involvement
1. Doesn't participate or refuses to participate

D. Roles

4. Assumes multiple roles
3. Assumes two roles
2. Attempts more than one role but has little success
1. Rejects his/her role

Sample 5

GENERIC SKILL OR PERFORMANCE CHECKLIST

Rating	Description
4	Mastery specific to the task or situation without error; little or no conscious effort to perform the task
3	Without significant errors
2	Several errors but can approximate the skill or task
1	Several critical errors

Sample 6

ORIGINAL DANCE PATTERN CHECKLIST			
Evaluation Item	**Excellent**	**Good**	**Needs Improvement**
Use of dance steps	■ Uses 4 of 4 steps	■ Uses 3 of 4 steps	■ Uses 2 of 4 steps
Performance of steps	■ Performs all steps correctly	■ Performs 2 of 4 steps correctly	■ Performs none of the steps correctly
Dance execution	■ Smooth flow from one step to the next ■ Repeats the pattern without hesitation	■ Most steps flow ■ Hesitates between patterns	■ Does not flow smoothly ■ Stops between patterns
Rhythmic ability	■ All movements correspond to the beat ■ Differentiates between slow and quick beats	■ Most movements correspond to the beat ■ Does not always differentiate between slow and quick beats	■ Does not move to the beat and cannot alter speed
Dance style	■ Uses additional body movements to accentuate the mood and style of music	■ Uses some body movements	■ Rigid; no style
Enjoyment	■ Appears to enjoy dancing ■ Cooperates	■ Somewhat enjoys dance ■ Actively participates and cooperates	■ Does not appear to enjoy dance ■ Is resistant and does not cooperate

Sample 7

BADMINTON SKILL CHECKLIST	
Rating	**Skill Descriptions**
4 Points	■ Knows badminton rules and plays by them ■ Consistently shows good sportsmanship ■ Follows class rules ■ Calls out the score before each serve ■ Moves to the birdie so in proper position to hit it ■ Hustles after the birdie ■ Makes contact with the face of the racquet ■ Tries to move the opponent rather than just returning the birdie over the net
3 Points	■ Knows some of the rules and tries to play by them ■ Shows good sportsmanship most of the time ■ Sometimes hustles after the birdie ■ Sometimes calls out the score before each serve ■ Sometimes moves to the birdie so in proper position to hit it ■ Sometimes make contact with the face of the racquet ■ Sometimes uses legal hits ■ Sometimes tries to move the opponent rather than just returning the birdie over the net
2 Points	■ Knows only a few rules and does not follow them ■ Argues calls ■ Does not hustle after the birdie ■ Hits the birdie with the edge of the racquet or perform multiple hits ■ Often uses illegal hits ■ Just returns the birdie over the net and does not try to move the opponent
1 Point	■ Does not know the rules ■ Is rude to classmates ■ Does not show evidence of interest in the activity ■ Does not try to hit the birdie ■ Gets out of the way to avoid hitting the birdie

Sample 8

BALL SKILLS: GRADES K-2			
Rating	**Dribbling**	**Throwing**	**Catching**
Outstanding	■ Stationary in self-space ■ Uses fingers ■ Ball bounces below hip, above knee	■ Points opposite hip and shoulder at partner ■ Steps with opposite foot ■ Hits partner in the hands	■ Uses two hands only ■ Ball does not touch body
Good	■ Stationary most of the time ■ A little palm is used ■ Ball occasionally varies in bounce height	■ Points shoulder not hip ■ Steps with opposite foot ■ Hits partner's head to waist	■ Uses two hands ■ Accepts ball into body
Fair	■ Ball occasionally leaves self-space ■ Palm often used ■ Inconsistent ball bounce height to toe	■ Steps with opposite foot ■ No hip or shoulder point ■ Hits partner's head	■ Cradles ball with arms into body
Needs Improvement	■ Ball consistently leaves self-space ■ Slaps the ball ■ Dribbles off own foot or someone else's foot	■ Steps with same foot ■ No hip or shoulder point ■ Misses partner completely or hits someone else's partner	■ Catches with belly button ■ Belly button rejects the ball

Sample 9

REFUSAL SKILLS CHECKLIST			
Skill	**Great**	**Good**	**Needs Work**
Says "No"	■ Uses the word "no" in the response ■ Clearly states his/her position ■ Clearly states a justification for the response	■ Uses the word "no" in the response ■ Hesitates when stating his/her position ■ Cannot justify the response	■ Does not say "no" ■ Cannot articulate a justification
Body language	■ Makes eye contact when speaking ■ Uses a firm, business-like voice ■ Keeps a serious expression—does not laugh or look away ■ Uses appropriate gestures ■ Physically removes self or places distance between self and others ■ Body says same thing as words	■ Makes only occasional eye contact ■ Occasionally uses a firm, business-like voice ■ Attempts to keep a serious expression ■ Uses gestures minimally ■ Makes some attempt to physically remove himself from the situation ■ Body language matches words most of the time	■ No eye contact ■ Uses a soft, passive voice ■ Laughs, looks away ■ Does not use gestures or uses inappropriate gestures ■ Does not move away from the situation ■ Body language does not match words
Repeats the refusal	■ Repeats the original "no" until the other person stops pressuring ■ Restates the "no" and increase the intensity ■ States how he/she feels about the situation ■ States several potential consequences of the actions	■ Attempts to repeat the "no" but eventually gives in ■ Attempts to increase the intensity of the response ■ Attempts to explain how he/she feels ■ Can state one/two consequences	■ Does not repeat the no" ■ Does not change stance, voice, or intensity ■ Cannot explain how he/she feels about the situation ■ Cannot cite at least one potential consequence

REFUSAL SKILLS CHECKLIST *(cont'd.)*			
Skill	**Great**	**Good**	**Needs Work**
Suggests alternatives	■ Suggest several alternatives that are realistic and appealing ■ Suggests another activity to get out of the current situation ■ Moves towards acting on the alternative	■ Suggests an alternative ■ Makes an attempt to move towards the alternative	■ Cannot suggest an alternative
Builds the relationship	■ Consistently uses strong, honest communication ■ Uses "I" statements ■ Accepts and acknowledges the other person's needs and wants	■ Attempts to use strong honest communication ■ Occasionally uses "I" statements ■ Tries to acknowledge the other person's feelings	■ Lies ■ Jokes about the situation ■ Ridicules the other for his/her feelings and ideas

APPENDIX D

The National Standards



THE NATIONAL STANDARDS

DEVELOPING HEALTH LITERATE, PHYSICALLY EDUCATED INDIVIDUALS

Comprehensive health education and physical education are complementary disciplines, both focusing on the achievement of lifelong wellness. Professional organizations have developed national standards documents in each area. In New Jersey, teachers are required to provide students with educational experiences that support the *New Jersey Core Curriculum Content Standards in Comprehensive Health Education and Physical Education.* It is important, however, that educators be cognizant of the national standards and their impact on the development of New Jersey's *Standards.* The national standards are summarized in this section; however, to view the entire content of these documents contact the appropriate professional organization, as listed in Appendix A of this *Framework.*

Physical Education

The National Association for Sport and Physical Education (NASPE), an affiliate of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) has developed an important document that is necessary reading for all physical educators. *Moving into the Future: National Physical Education Standards: A Guide to Content and Assessment* (1995) provides K-12 physical educators with voluntary standards that answer the question: "What should students know and be able to do?" and are based on the definition of a physically educated person. According to NASPE, a physically educated person:

- Has learned skills necessary to perform a variety of physical activities.
- Is physically fit.
- Does participate regularly in physical activity.
- Knows the implications of and benefits from involvement in physical activities.
- Values physical activity and its contribution to a healthful lifestyle.

The National Physical Education Standards establish that a physically educated student:

1. Demonstrates competency in many and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction.

The national standards are presented according to grade level (K, 2, 4, 6, 8, 10, and 12). Within each grade level, the standard is further defined, followed by a listing of key points of emphasis for that grade level. The document was developed to provide classroom teachers and educational administrators with clear, concise descriptions of content and skill expectations and to provide guidance for the development of appropriate assessment practices.

Health Education

The *National Health Education Standards: Achieving Health Literacy* (1995) were developed by a coalition of professional organizations and non-profit agencies. These national standards served as a starting point for the development of the *New Jersey Comprehensive Health Education Standards.* The *National Health Education Standards* identify what knowledge and skills students should know and be able to do in order to achieve health literacy.

A rationale statement supports each standard. Numerous performance indicators to be attained by the end of grades 4, 8, and 11 are also included. The document arranges the content by grade level as well as by standard. In addition, the document addresses issues such as instructional time, collaboration, and resources. The document, in its entirety, is available from AAHPERD or the American Cancer Society. The *National Health Education Standards* include the following:

Students will:

1. Comprehend concepts related to health promotion and disease prevention.
2. Demonstrate the ability to access valid health information and health-promoting products and services.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Analyze the influence of culture, media, technology, and other factors on health.
5. Demonstrate the ability to use interpersonal communication skills to enhance health.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Demonstrate the ability to advocate for personal, family, and community health.

The national document also includes *Opportunity to Learn Standards.* These 61 standards provide guidance and direction for program implementation to local education agencies, communities, state education agencies, national organizations, and institutions of higher learning responsible for teacher preparation. The *Opportunity to Learn Standards* establish a call to action, outlining strategies to improve the delivery of health education initiatives. Examples of these standards include the following:

- For children and youth to achieve health literacy, **local education agencies** must provide for collaborative planning among school personnel, students, families, related community agencies, and business organizations to design, implement, and assess health instruction for health literacy.

- For children and youth to achieve health literacy, **community agencies** must create community awareness and support for school health instruction.

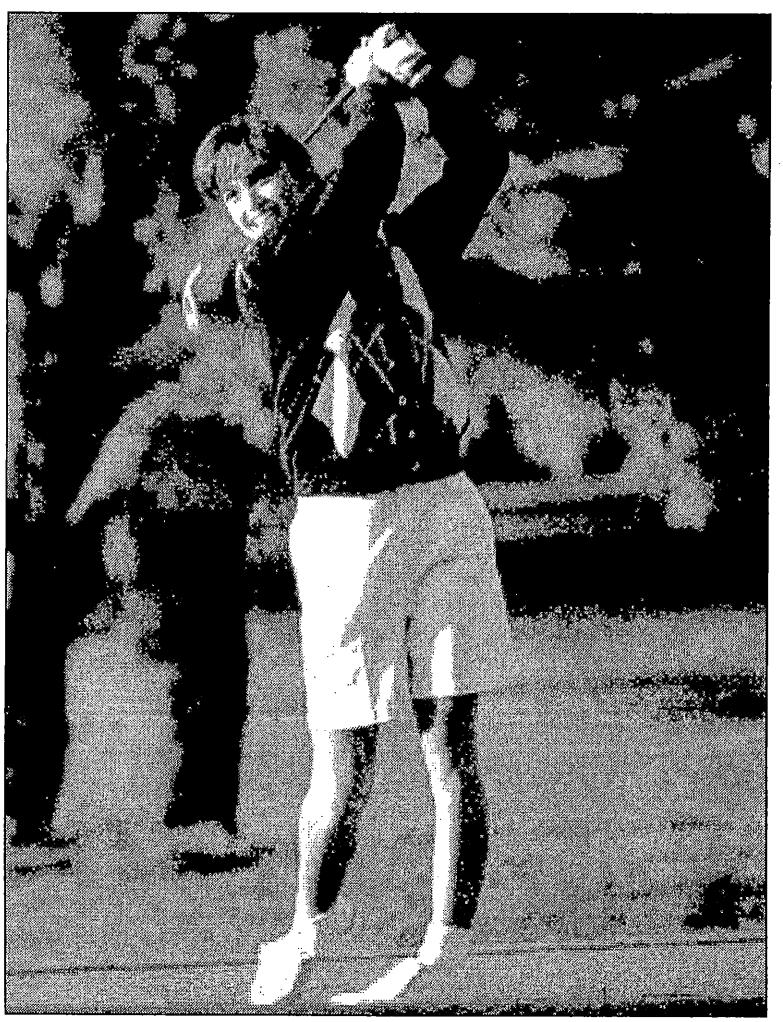
- For children and youth to achieve health literacy, **state education agencies and state health agencies** must collaborate to establish health education as a core academic subject.
- For children and youth to achieve health literacy, **teacher preparation institutions** will prepare future teachers to make health education connections across the curriculum.
- For children and youth to achieve health literacy, **national education agencies and organizations** must collaborate to foster public policies advocating health literacy for all children and youth.

Summary

The *National Health Education Standards* and the *National Physical Education Standards* are blueprint documents designed to establish both disciplines as core academic areas. Comprehensive health education and physical education are complementary disciplines focusing on the achievement of lifelong wellness. Educators need to be familiar with these important national documents that establish voluntary standards for health and physical education instruction and use them as resources when developing their own instructional program.

APPENDIX E

Cross-Content Workplace Readiness Standards



CROSS-CONTENT WORKPLACE READINESS STANDARDS

INTRODUCTION

As the content committees met and reviewed the eight subject specific *Standards* (the seven listed areas plus career education), certain themes reoccurred. These common themes reinforced the notion that each content area draws on key elements of other content areas. For example, the need for students to learn problem-solving and critical thinking skills was reflected across the content areas. These *Cross-Content Workplace Readiness Standards* are important to the success of **all** students in **all** content areas. They include:

1. **All students will develop career planning and workplace readiness skills.**
2. **All students will use technology, information, and other tools.**
3. **All students will use critical thinking, decision-making, and problem-solving skills.**
4. **All students will demonstrate self-management skills.**
5. **All students will apply safety principles.**

Districts should begin building these concepts into their programs at the K-4 level using developmentally appropriate activities (e.g., focusing on positive work habits, enabling safe behaviors). Some concepts may be more appropriate for older students (e.g., preparing a resume, completing a job application). Such activities should be incorporated across the curriculum. Students need multiple opportunities to practice and refine these skills.

Unlike the progress indicators in this *Comprehensive Health Education and Physical Education Framework*, the *Cross-Content Workplace Readiness Standards* and indicators are not developed into grade level clusters. The *Cross-Content Workplace Readiness Standards* apply to all content areas and all grade levels. Each activity contained in Chapter 8 of this *Framework* is cross-referenced to specific *Cross-Content Workplace Readiness Standards* and indicators. Thus, teachers should integrate the *Cross-Content Workplace Readiness Standards* with all subject areas in content-specific and developmentally appropriate way.

CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

Standard 1

All students will develop planning and workplace readiness skills.

Descriptive Statement: Students will be expected to develop the skills to seek, obtain, maintain, and change jobs. These skills are critical to each student's future ability to navigate in the complex world of work. Prior to leaving school, each student should possess the skills needed to sustain him/herself as an adult in the labor force.

Cumulative Progress Indicators

All students will be able to:

1. Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others needed to get and keep a job.
2. Describe the importance of personal skills and attitudes to job success.
3. Identify career interests, abilities, and skills.
4. Develop an individual career plan.
5. Identify skills that are transferable from one occupation to another.
6. Select a career major and appropriate accompanying courses.
7. Describe the importance of academic and occupational skills to achievement in the work world.
8. Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or parttime employment.
9. Identify job openings.
10. Prepare a resume and complete job applications.
11. Demonstrate skills and attitudes necessary for a successful job interview.
12. Demonstrate consumer and other financial skills.

Standard 2

All students will use information, technology, and other tools.

Descriptive Statement: Students will be expected to develop skills in the use of information, up-to-date educational technology, and other tools to improve learning, achieve goals, and produce products and presentations. They will learn to develop, locate, summarize, organize, synthesize, and evaluate information. Students will be expected to use technological tools, such as telecommunications networking, for problem solving, writing, and research.

Cumulative Progress Indicators

All students will be able to:

1. Understand how technological systems function.
2. Select appropriate tools and technology for specific activities.
3. Demonstrate skills needed to effectively access and use technology-based materials through key boarding, troubleshooting, and retrieving and managing information.
4. Develop, search, and manipulate databases.
5. Access technology-based communication and information systems.
6. Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
7. Use technology and other tools to solve problems, collect data, and make decisions.
8. Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
9. Use technology to present designs and results of investigations.
10. Discuss problems related to the increasing use of technologies.

Standard 3

All students will use critical thinking, decision-making, and problem-solving skills.

Descriptive Statement: Students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected.

Cumulative Progress Indicators

All students will be able to:

1. Recognize and define a problem, or clarify decisions to be made.
2. Use models, relationships, and observations to clarify problems and potential solutions.
3. Formulate questions and hypotheses.
4. Identify and access resources, sources of information, and services in the school and the community.
5. Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
6. Plan experiments.
7. Conduct systematic observations.
8. Organize, synthesize, and evaluate information for appropriateness and completeness.
9. Identify patterns and investigate relationships.
10. Monitor and validate their own thinking.
11. Identify and evaluate the validity of alternative solutions.
12. Interpret and analyze data to draw conclusions.
13. Select and apply appropriate solutions to problem-solving and decision-making situations.
14. Evaluate the effectiveness of various solutions.
15. Apply problem-solving skills to original and creative/design projects.

Standard 4

All students will demonstrate self management skills.

Descriptive Statement: Students will be expected to address issues related to personal development, such as accepting responsibility for their own learning and understanding expectations for performance. They are also expected to demonstrate positive work behaviors and ethics, the ability to work individually and cooperatively in groups, and show respect for others of diverse cultural and social backgrounds.

Cumulative Progress Indicators

All students will be able to:

1. Set short and long term goals.
2. Work cooperatively with others to accomplish a task.
3. Evaluate their own actions and accomplishments.
4. Describe constructive responses to criticism.
5. Provide constructive criticism to others.
6. Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
7. Describe the roles people play in groups.
8. Demonstrate refusal skills.
9. Use time efficiently and effectively.
10. Apply study skills to expand their own knowledge and skills.
11. Describe how ability, effort, and achievement are interrelated.

Standard 5

All students will apply safety principles.

Descriptive Statement: Safety is an important component of all content areas, especially the arts, health and physical education, science, occupational education programs, and any content area where hands-on activities take place. Students need to learn behaviors that will ensure their own safety and health and that of others. They also should become familiar with the rules and laws governing safety and health so that they can act responsibly to implement these standards.

Cumulative Progress Indicators

All students will be able to:

1. Explain how common injuries can be prevented.
2. Develop and evaluate an injury prevention program.
3. Demonstrate principles of safe physical movement.
4. Demonstrate safe use of tools and equipment.
5. Identify and demonstrate the use of recommended safety and protective devices.
6. Identify common hazards and describe methods to correct them.
7. Identify and follow safety procedures for laboratory and other hands-on experiences.
8. Discuss rules and laws designed to promote safety and health, and their rationale.
9. Describe and demonstrate procedures for basic first aid and safety precautions.

GLOSSARY



GLOSSARY

abstinence	Voluntarily refraining from an activity such as sexual intercourse or the use of alcohol, tobacco, or other drugs
aerobic exercise	Exercise that requires a continuous use of oxygen over an extended period of time
agility	A skill-related component of fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy
agonist	A muscle that is the principle mover or one of the principle movers of a lever
algorithm	Step-by-step procedure for solving a problem; often developed into a chart or graph
anaerobic exercise	Exercise in which the body's demand for oxygen is greater than the supply
antagonist	A muscle that in contracting tends to produce movement opposite to that of an agonist
assessment	Interpretation of measurements for the purpose of making decisions about placement, program planning, learning, and performance objectives
ATODs	Alcohol, tobacco, and other drugs, including anabolic steroids; sometimes called chemical substances
balance	A skill-related component of fitness that relates to the maintenance of equilibrium while stationary or moving
best choice debate	Pairs prepare pro/con argument, explain their positions, and seek agreement
biomechanics	The knowledge and methods of mechanics as applied to the structure and function of the living human body
body awareness	Understanding of the body's potential for movement
body composition	A health-related component of fitness that relates to the relative amounts of muscle, fat, bone, and other vital body parts
body mechanics	Efficient use of the body in maintaining proper alignment during daily tasks such as lifting, pulling, or pushing

brainstorming	Thinking open-mindedly about a topic and generating a list of possibilities without worrying if all the responses are reasonable or correct
calorie	A unit of heat and energy production; usually refers to energy obtained from food
cardiac output	The amount of blood pumped by the heart each minute
cardiorespiratory endurance	Health-related fitness component that relates to the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity
carousel brainstorming	A form of brainstorming where participants move in small groups from station to station to perform different tasks or answer questions during a prescribed period of time
Centers for Disease Control and Prevention (CDC)	Federal agency within the U.S. Public Health Service, responsible for tracking disease incidence and trends and taking action to control the incidence of such diseases
Certified health education specialist (CHES)	An individual who is credentialed as a result of demonstrating competency based on criteria established by the National Commission for Health Education Credentialing, Inc.
circuit or station teaching	The creation of discrete learning areas within the general teaching area where students work on activities independently and at their own rates; works well within a wide range of ability levels
collaboration	Working jointly with others to accomplish a common goal
continuous reinforcement	Schedule of reinforcement based on the individual being rewarded immediately and each time the target behavior is successfully met
contractility	The muscles' ability to contract or shorten
cooperative learning	Individual students learning from other students in the class by working in groups that allow those with abilities in specific areas to help others in the group; the group and not the individual achieves the goal
coordinated school health program	Formerly comprehensive school health program, this refers to the eight-component model devised by Allensworth and Kolbe

coordination	A skill-related component of fitness that relates to the ability to use the senses, such as sight or hearing, together with body parts in performing motor tasks smoothly and accurately
corrective physical education (adaptive)	Physical education of a prescriptive nature, involving specific body part(s), posture, and/or remediation or correction of specific weaknesses
demonstration (modeling)	The instructor exhibits the behavior so that students may respond and complete a task; often accompanied by verbal cues
developmentally appropriate activities	Program of activities suited to the developmental needs, capacities, and limitations of students in physical education
domains of health	Aspects of health including mental, physical, social, spiritual, intellectual, and environmental
dynamics	The study of mechanical factors associated with systems in motion
dynamic balance	Maintaining balance while moving
endurance	The ability to continue performance of a movement activity
equilibrium	The state of a system whose motion is not being changed, accelerated, or decelerated
equilibrium reactions	Automatic reactions the body employs to maintain or control the center of gravity
exercise	Planned, structured, and repetitive body movement done to improve or maintain physical fitness
feedback	A verbal, gestural, and/or physical consequence given immediately after a student responds to a cue
flexibility	A health-related fitness component that relates to the range of motion available at a joint
force	A push or pull exerted by one object or substance on another Includes external (gravity) and internal (muscular)
game intervention or cooperative games	Designing alternative approaches to the game in order to effectively accommodate and include all participants

gateway drug	Commonly refers to first drugs of use, such as tobacco, alcohol, and marijuana
health	A human condition with physical, social, and psychological dimensions; not merely the absence of disease or infirmity
health educator	A practitioner who is professionally prepared in the field of health education, who demonstrates competence in both theory and practice, and accepts responsibility to advance the aims of the health education profession
health literacy	The capacity of the individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing
health promotion and disease prevention	The aggregate of all purposeful activities designed to improve personal and public health through a combination of strategies including the competent implementation of behavioral change strategies, health education, health protection measures, risk factor detection, health enhancement, and health maintenance
health-related fitness	Includes muscular strength, flexibility, body composition, cardiorespiratory endurance, and muscular endurance
heart rate	Number of times the heart beats per minute
intentional injury	Homicide, suicide, acts of violence
kinesiology	The study of human movement from an anatomical and/or mechanical perspective
kinesthesia	The sense derived from muscle contractions during purposeful movement
lifetime recreational pursuit	Physical activity that can be participated in and enjoyed through out life; includes activities such as walking, swimming, gardening, and golf
locomotor movement	A movement through space from one place to another
maximal heart rate	Highest heart rate value attainable during an all-out effort to the point of exhaustion
mental practice	A practice procedure in which the learner imagines successful action without overt physical practice; related to visualization

metabolism	The total of all chemical reactions that occur in the body during the production of energy for work
motor vehicle crash	Motor vehicle accident
muscular endurance	The ability of a muscle or muscle group to perform repeated contractions without fatigue
muscular strength	The amount of force exerted or resistance overcome by a muscle for a single repetition
overload	Resistance greater than that which a muscle or muscle group normally encounters
physical activity	Bodily movement produced by the contraction of skeletal muscles that results in energy expenditure
physically educated person	A person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates in physical activities, knows the implications and benefits of such activity; and values its contribution to wellness
physical educator	Educational specialist trained to provide instruction in movement and fitness modalities
portfolio	A collection of student work over time
power	Skill-related component of fitness that relates to the rate at which one can perform work
preload	The load on the muscle at rest
progression	Gradually increasing the intensity and duration of the activity
proprioception	Sensory information arising from within the body, resulting in the sense of position and movement
reaction time	The interval of time from a suddenly presented, unanticipated stimulus until the beginning of a response
reciprocal teaching	A style of teaching where the learner works with a partner to offer feedback based on criteria prepared by the teacher
resting heart rate	The heart rate at rest, usually 60 to 80 beats per minute

risk behaviors	Behaviors that may contribute to the incidence of disease or injury, harm one's health or the health of others, or negatively impact one's mental health
risk factors	Hereditary or genetic predisposition to health conditions or disease; any factor that increases the incidence of a disease or health condition
self-monitoring	The ability to keep track of one's behavior, such as self-recording one's heart rate
sharing pairs	A learning strategy that allows paired students to share and discuss ideas
speed	A skill-related fitness component related to performing movement in a short period of time
task analysis	The identification of subskills and intermediate progressions sequenced in a specific order that the student must learn in order to complete a more complex skill or task
task group, share group	Students consider a problem in the task group, then move to a second group to share their ideas
thermoregulation	Ability of the body to regulate its temperature (e.g., sweating) influenced by environmental conditions
unintentional injury	An injury that is unplanned, such as a motor vehicle crash, diving incident, or fire
wellness	The integration and balance of social, mental, emotional, spiritual, environmental, and physical health
What I know, what I want to know (K-W-L)	Students list what they already know and use that information to determine gaps in knowledge or skills, more advanced information, or new learning that should occur
whip around, pass option	Asking each student, in turn, to speak on an issue or to say "I pass"; passing students respond on the second circuit

LEARNING THE LANGUAGE OF MOVEMENT
THE MOVEMENT FRAMEWORK

For nearly half a century, Laban's Movement Notation and 16 basic movement themes have provided educators and artists with a system to identify and characterize movement forms. These ideas have been summarized into a "movement framework" that clearly delineates the language of movement. The movement framework provides educators with a means to study the aspects of movement singularly or collectively in order to describe the totality of movement. The movement framework assists teachers to look at what the mover does and what occurs in the movement itself. For example, the movement framework allows us to distinguish between the unsteady gait of a three-year- old and the more advanced, purposeful movement of an adolescent. The movement framework provides teachers with tools to study all forms of movement—everyday, functional, occupational, and expressive. Teachers can use the movement framework to implement instructional experiences that build upon previous skills in an appropriate developmental sequence. The movement framework helps teachers analyze the progression of movement over time. It is clearly the "vocabulary" of the physical education specialist as he/she works with students to develop their movement potential.

The movement framework can be used to:

- Structure content in physical education programs
- Observe and analyze student movement
- Communicate more effectively with students, staff, parents, and others
- Assess student learning and evaluate program content

The following chart illustrates the language of movement by summarizing key points from the movement framework. Teachers not specifically trained in these concepts and skills will require additional training in order to fully appreciate and utilize the framework. (Logsdon, Alleman, Straits, Belka, & Clark, 1997).

THE LANGUAGE OF MOVEMENT

BASIC BODY ACTIONS

Stretch and Curl
Bend and Twist
Swing

Shapes
- Straight/Thin/Narrow
- Wide
- Round/Curved
- Angular
- Twisted
- Symmetrical/asymmetrical

Actions
- Supporting body weight
- Lead action
- Receive weight or force
- Apply force

WHAT THE BODY DOES

Locomotor
- Walking/Running
- Jumping/Hopping
- Skipping/Galloping
- Rocking/Rolling
- Sliding/Side stepping
- Flight

Nonlocomotor
- Balance/Off balance
- Spinning/Swinging
- Rising/Sinking
- Opening/Closing
- Bending/Curling
- Gesturing

Manipulative
- Kicking/Striking/Throwing
- Catching/Collecting
- Dribbling/Carrying

WHERE THE BODY MOVES

Direction
- Forward/backward
- Up/down
- Sideways

Levels
- Low/deep
- Medium
- High

Pathways
- Air/floor/ground
- Straight/curved
- Zigzag/twisted
- Angular

Areas
- Personal space
- General space

Extensions
- Large (far from)
- Small (near to)

Planes
- Wheel
- Door
- Table

HOW THE BODY PERFORMS

Time
- Fast/slow
- Accelerating/decelerating
- Sudden/sustained

Flow
- Bound/free
- Stoppable/ongoing
- Pausing/continuous
- Hold/release

Weight/Force
- Fine touch/firm
- Light/strong
- Soft/hard
- Relaxed/tense

Space
- Direct/indirect
- Straight/flexible

Time, Weight and Space
- Effort actions: thrusting, floating, gliding, slashing, wringing, dabbing, pressing

RELATIONSHIPS AND MOVEMENT

Body Parts
- Above/below
- Apart/together
- Behind/in front of
- Near/far
- Over/under
- Meeting/parting

Individuals/Groups
- Above/below
- Apart/together
- Behind/in front of/aside
- Meeting/parting
- Near/far
- Over/under
- Following/copying/leading
- Mirroring/matching/
- Contrasting
- Alone/unison
- Lifting/being lifted

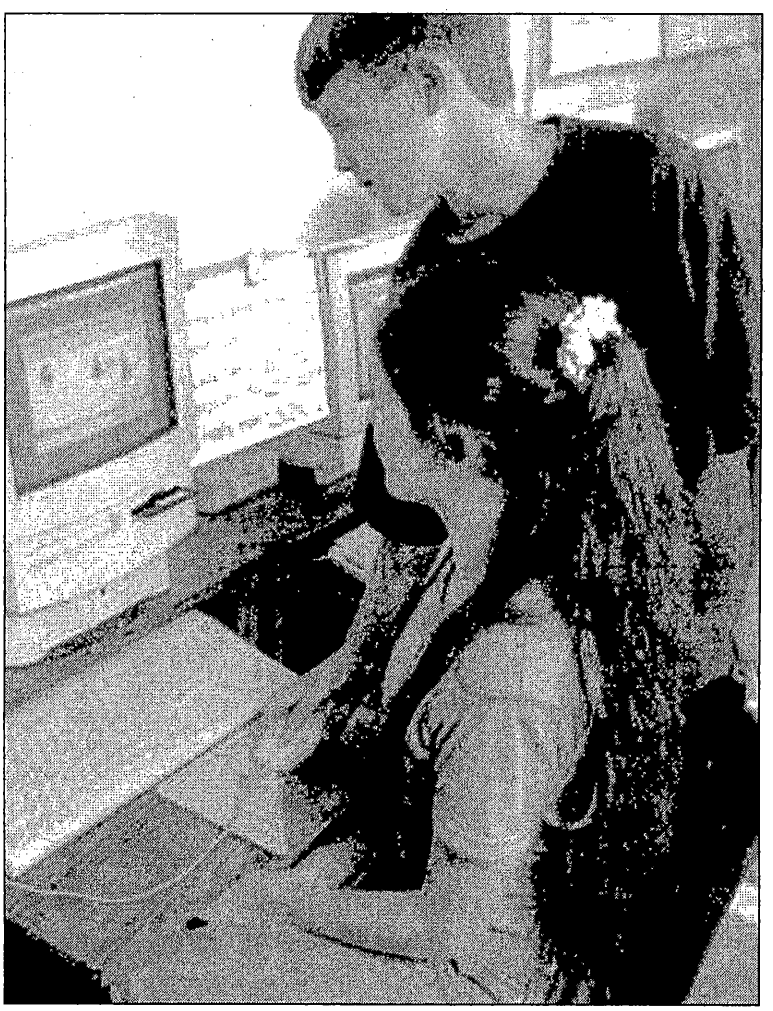
Equipment
- Over/under/aside/on
- Near/close/far away
- Above/below
- Behind/in front of
- Mounting/dismounting

DURING GAMES
- Covering spaces
- Creating space for self and others
- Player placement
- Ball or object placement
- Marking

OTHER RELATIONSHIPS
- Rhythms/sounds
- Music/poems/stories
- Artwork/props

Adapted from Logsdon, et al., 1997, pp. xiv-xv.

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