

Grade

8

LEVEL:
SECONDARY

My LIFESTYLE

OBJECTIVE:

To evaluate the health aspect of each student's life.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"My Lifestyle Profile" (see Grade 8 Handout Masters).

INFORMATION:

The lifestyle profile can be used in a classroom course in personal health or personal development with the emphasis on assessing the interaction of the four selected dimensions of a healthy lifestyle (nutrition, physical awareness, stress control and self-responsibility). The physical educator can then follow up with students, emphasizing the exercise aspects, personal responsibility for self-assessment, and the development of new individual graphs to reflect personal progress. If individual student file folders are kept available during the physical education class, the teacher can provide copies of the form for students to update their own individual assessments when they choose to do so.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

The purpose of this instrument is to provide a framework for assessing attitudes and activity lifestyles in relation to dietary, exercise, stress reduction, and self-management practices. Directions are given for self-ratings on a four-point scale from "rarely" to "almost always" and for transferring these responses into a graphic personal lifestyle profile (see Grade 8 Handout Masters).

EVALUATION/MODIFICATION:

Look at the shape of your profile.

1. Is it lopsided or balanced?
2. Which areas are weak?
3. How can you effect positive change in your weak areas?

ACTIVITY AND HEART RATE

OBJECTIVE:

To show students how to take their own heart rate during rest and activity.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

A person's pulse is caused by pressure of the blood on the artery wall. The pulse corresponds to the heartbeat. The best spot for taking your pulse is at the wrist or the neck where arteries lie just below the skin. To take the pulse at the wrist, place your index and middle finger against the skin at the base of the thumb on the soft area of the wrist.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. To measure the resting heart rate, take your pulse just after waking in the morning. The pulse should be taken while you are in a sitting or lying position. A range of 50-100 beats per minute for resting heart rate has been established as normal by the American Heart Association. However, research shows that adults with a resting heart rate over 70 have a greater risk of heart attack than those below 70.

Always take the resting heart rate under the same conditions. These conditions include:

- Rest from vigorous work or exercise for previous four hours.
- Do not eat for two hours prior to taking pulse.
- Sit or lie down for at least the previous 30 minutes.

NOTE: An ideal time to take the pulse is immediately after waking from a night's sleep.

Take the resting heart rate for five days. Add the five resting heart rates and divide by five to obtain an average.

Day 1 _____

Day 2 _____

Day 3 _____

Day 4 _____

Day 5 _____

Total _____ divided by 5 = _____ Resting Heart Rate

2. To measure the exercise heart rate, do the following:

- Record resting heart rate (beats per minute). _____
- Take pulse for 10 seconds and multiply by six. _____ Compare with resting pulse.
- Warm up by doing five minutes of stretching exercises. Take pulse for 10 seconds and record. _____
- Walk fast for 440 yards. Take pulse for 10 seconds and record. _____
- Jog slowly for 440 yards. Take pulse for 10 seconds and record. _____
- Run for 440 yards. Take pulse for 10 seconds and record. _____
- Complete cool-down by doing stretching exercises. Record heart rate five minutes after cool-down. _____

3. Recovery Heart Rate

To determine when it is safe to progress in your training program, you should check your pulse after the exercise session. The guiding principle is that your heart rate should drop to about 120 beats per minute within five to six minutes after the workout and be less than 100 beats per minute after 10 minutes.

If after five minutes your pulse does not drop to 120 beats per minute or after 10 minutes to 100 beats per minute, you need to reduce the intensity of your workout. On the other hand, if your recovery heart rate is below 120 beats per minute five minutes after exercising and below 100 beats per minute after 10 minutes, you may elect to increase the intensity of your workout.

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RECOVERY HEART RATE

OBJECTIVE:

To discover how efficient the cardiovascular system is by determining the recovery heart rate.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Portable tape player with soft, calming music; work sheet for calculating the target heart rate (see Grade 8 Handout Masters); watch with chronograph; cones to mark walk/run course; signal device to tell students when to take their heart rate; contemporary music played during walk/run.

INFORMATION:

It is important to be able to determine the intensity of an exercising person's heart rate and to have experience taking the heart rate at the carotid, radial, or bronchial arteries.

CLASS ARRANGEMENT:

After stretching out, all students will walk/run for 12 minutes cued to the instructor's signal when to do the heart rate assessment. Music is played for motivation.

SKILLS NEEDED:

Taking heart rate; walking/running.

INSTRUCTIONAL STRATEGIES:

1. Students are to determine their resting heart rate by lying down for one minute while listening to calming music, and then checking their pulse. Students count the number of heart beats that occur in 10 seconds.
2. The heart rate work sheet is to be completed by the students in the classroom.

3. Students do a 12-minute walk/run at 4-minute intervals. Heart rate assessment is done on a signal from the instructor. Students must find, at these intervals, that their heart rate is in the range they calculated on the work sheet. Remember, students count the number of heartbeats that occur in 10 seconds.
4. After the 12-minute walk/run, students take their heart rate, once again counting the number of heartbeats that occur in 10 seconds. Then the students slowly walk around for one minute and take their heart rate again using the heartbeats per 10-second count method. Students subtract the heart rate after one minute from heart rate taken after the 12-minute walk/run. For example:

$$\begin{array}{r} 27 \text{ beats per 10 seconds} \\ - \underline{23} \text{ beats per 10 seconds} \\ 4 \end{array}$$

Recovery Chart

- 0 - 1 = poor recovery
- 2 = below moderate recovery
- 3 = moderate recovery
- 4 = above moderate recovery
- 5 + = excellent recovery

Students perform the 12-minute walk/run four to six times per academic year—each time assessing their recovery rate and attempting to discover improvement or maintenance.

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YOU AND YOUR HEALTH

OBJECTIVE:

To learn the effect of exercise on heart rate, recovery rate, and resting heart rate.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

“You and Your Health” handout (see Grade 8 Handout Masters).

INFORMATION:

How fast does the heart beat to pump blood? The heart rate varies with the changing needs of the body. When you are lying down, your heart rate will be less than when you are standing. Running will produce a higher heart rate than when you are doing a less vigorous activity such as walking. Your size also has an affect upon your heart rate. The average heart rate for adults is 70 beats per minute. In children, the heart beats about 100 times per minute. It is important for you to know how hard your heart muscle is working. One method is to take your pulse.

CLASS ARRANGEMENT:

Large group.

SKILL NEEDED:

Taking heart rate (wrist and neck).

INSTRUCTIONAL STRATEGIES:

1. Measuring Your Heart's Improvement. The greatest changes in the heart occur in the first few months of activity. If you are just starting out on an exercise program, you can follow your heart's improvement by keeping track of your heart rate under different circumstances. The following tests don't correspond exactly to improvements in overall fitness, but they do give a good idea of general progress. Try them every few weeks or so to see if your activity is making a difference. Keep track of your results on the chart.

- a. Resting heart rate. In fit people the resting heart rate is generally lower. The best time to measure it is first thing in the morning as soon as you wake up, before you get out of bed, or even sitting up. Put a watch or clock by your bed the night before so you'll be ready.
- b. One-minute recovery rate. Take your pulse when you are active and your heart is up in its target zone. Stop, wait a minute, then take your pulse again. As you get more fit, the number of beats by which your heart slows in a minute should increase.
- c. Difference between lying and standing heart rates. Lie down and remain still for 2 to 3 minutes. Take your heart rate. Then, quickly stand up and take your heart rate again. As you get more fit, the number of beats by which your heart rate increases as you stand gets smaller.

2. Measuring Your Heart Rate Change

Follow the activities for Part 2 of the "You and Your Health" handout.

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FIVE FOR THE ROAD

OBJECTIVES:

To develop endurance in various muscle groups by performing specific tasks in five circuit stations; and to provide the students with safe exercises that promote muscular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Chin-up bar; carpet squares; masking tape; tennis balls; small cones; posters; stereo and music tape.

INFORMATION:

To improve muscle endurance, exercises should be performed three to five times per week at repetitions of 10-25 reps per set. Recommended number of sets is three to four per exercise.

CLASS ARRANGEMENT:

The class will be split into five equal groups, one group for each station.

SKILLS NEEDED:

Reading skills; cooperation; listening skills; physical coordination to perform basic physical activities.

INSTRUCTIONAL STRATEGIES:

1. Set up the five skill stations prior to the class. They should be coned off and ready to use. Each station should also include a poster defining the directions.
2. Lead the group in stretching (warm-up).
3. Demonstrate each station thoroughly to be sure that every student understands the tasks to be completed.

- a. Sit-ups. Start with back flat on the floor. With feet together, bend knees and place flat on the floor. Sit up, raising knees to touch the elbows or as close as possible.
 - b. Arm Hang. Assist students up to the bar. Hang from the bar with the chin above the bar. Time the duration of the hang.
 - c. Side Leg Raise. Lie on one side with the head lying on the forearm. Keeping the leg straight, raise and lower 10-15 times. Repeat on the other leg.
 - d. Zig-Zags. With feet together, jump side to side over a masking tape line. Arms should be held close to the body during the activity.
 - e. Squeezer. With a tennis ball in each hand, hold palms facing each other, elbows against the sides. Squeeze the balls; be sure to alternate hands.
4. Lead the group in stretching (cool down).

EVALUATION/MODIFICATION:

Have the students perform each station twice per week for one unit. Test them on their improvement.

FROM SWEATING TO SWEET DREAMS

OBJECTIVE:

To explain how regular exercise can affect sleeping patterns; to apply this knowledge to a relay race; and to derive new ideas about exercise habits, individual sleeping patterns, and academic performance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Three orange cones; a student monitor at each cone; three coins marked "Sleep" on one side and "No Sleep" on the other side; three coins marked "Exercise" on one side and "No Exercise" on the other side; three baseball bats.

INFORMATION:

Studies have shown that regular daily exercise has a positive affect on "deep sleep" or the non-REM portion of sleep. The amount of sleep the night before exercise does NOT affect exercise performance the next day; however, academic performance is lessened by a restless or sleepless night.

INSTRUCTIONAL STRATEGIES:

The three cones are placed in a row across the gym or field, equal distances apart. A monitor is stationed at each cone. The class is divided into teams (any number of teams will work).

To start, each team flips a "Sleep/No Sleep" coin. If a team flips:

- "Sleep," it means they are immediately allowed to flip the "Exercise" coin.
- "No Sleep," it means they are to remain at that station for an extra minute. After the minute they are allowed to flip the "Exercise" coin.

- "Exercise" allows the team to sprint to the next station, where they are allowed to flip the "Sleep" coin.
- "No Exercise" means the team must choose a team member to spin. (To spin, the team member puts his/her head on the end of a baseball bat and runs around the bat. One end of the bat is to be touching the ground and the other end is held by the person against the person's forehead. The end of the bat on the ground is to stay in one spot, causing the person to spin around the bat when they run.) The spin is done for an amount of time chosen by the monitors and instructor. Then the team is to follow the spinner to the next station. At this station the team will automatically receive a "No Sleep" because they did not exercise that day. This team is being penalized another minute for "not exercising."

The goal is to have all teams go through each station and finally make it to the finish line.

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WALK/RUN ACROSS MONTANA

OBJECTIVE:

To set a goal that is long term and physically challenging.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Contract for each student (see Grade 8 Handout Masters); Montana map and mileage chart for classroom; a system for recording progress of each student (i.e., bar graph); pencil for each student; overhead projector (optional)

INFORMATION:

The teacher must identify distance equivalents of one mile for an outdoor and an indoor area at the school prior to the start of the program. This activity is conducted over the school year (or portion of the school year).

CLASS ARRANGEMENT:

Class discussion to begin program; preclass individual walking or running program

SKILLS NEEDED:

Knowledge of the one mile indoor and outdoor distance areas to be used; accurate recording ability.

INSTRUCTIONAL STRATEGIES:

1. Explain the "Walk/Run Across Montana" activity. Show a map of Montana and give examples of distances from your town/city to other town/city. Give an example of a fictitious 8th grader performing the task over a period of the school year:

- a. Show and read a completed contract of the fictitious student on the overhead.
 - b. Explain that the opportunity to work on each student's walking or running goal will be the first 15 minutes of each class period (or whatever schedule the teacher chooses). Guidelines for safety include stretching first, going at own pace, etc.
 - c. Show students the indoor and outdoor mile equivalent distances they will walk or run to accumulate the miles necessary to meet their goal.
 - d. Demonstrate the system for recording progress for each student.
 - e. Discuss possible reinforcement for meeting goal.
2. Hand out contracts to the students. Each student is to fill out and return a contract. Place individual goals on a bar graph to begin the next day.
 3. Give a 15-minute opportunity to the class on a scheduled basis to work individually toward their distance goal. Create a banner to hang in the gymnasium or other area to inform the public of the program and to keep track of progress.

EVALUATION/MODIFICATION:

- Minimal standards may be set for unmotivated students.
- Kilometers (km) may be used instead of miles to reinforce the use of metric system.
- Under the supervision of a parent, students may log miles out of class.
- Create a goal for the entire class. (If the goal is reached, then the teacher or principal must meet a silly requirement determined by the class).

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BATTLING BASKETBALLS

OBJECTIVE:

To learn and perform the basic skills involved in playing basketball—passing, dribbling, and shooting.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Gymnasium or area with a basketball standard.

EQUIPMENT/MATERIALS:

Two basketballs; approximately 20 cones.

INFORMATION:

Dribbling, passing, and shooting are the basic skills in basketball. Basketball can serve as an excellent means of exercise and recreation for years. It can aide in cardiovascular fitness and help burn unwanted calories. Basketball, as with all cardiovascular exercise, can alleviate stress.

CLASS ARRANGEMENT:

Divide the class in two teams.

SKILLS NEEDED:

Passing, dribbling, and shooting the basketball.

INSTRUCTIONAL STRATEGIES:

First, teach the students how to dribble by having the two teams line up on the baseline. Have each student on each team dribble to the other baseline and back with their right hand, then with their left hand.

Next, introduce the cones (lay out 10 for each team, the first cone beginning 15 feet from the baseline on which the students will begin) and have the students dribble between the cones, switching hands by dribbling with the right hand when on the right and with the left hand when on the left.

Have them dribble from baseline to baseline and then pass the basketball with a chest pass (you will need to show them the basic chest pass for this) to the next team member in line. After each student has had the chance to dribble, have the teams race against one another, first without the cones and then with the cones.

After the dribbling games, teach the students how to throw a basic chest pass and a basic bounce pass. Have each team line up from baseline to baseline, leaving at least 5 to 10 feet between each team member. Begin by having them chest pass from one to another all the way down the line, from baseline to baseline, and back to the point of origin. Have the teams compete against one another. Do the same thing with the bounce pass.

Lastly, teach the students how to shoot left and right hand lay-ups and the basic jump shot (three feet in front of the free throw line). Once they have the basic skill understood, have the teams line up behind the free throw lines and compete against each other. Each team member has to make a jump shot and a left hand and right hand lay-up. The team to complete the task first wins.

EVALUATION/MODIFICATION:

If students are having difficulty making the jump shot, move them closer to the basket. If they cannot make the left/right hand lay-up, allow them to shoot the lay-up with the hand with which they feel most comfortable. For those students who are adept at the jump shot, challenge them by moving them back to the free throw line or beyond. Do not encourage long-range desperation type throws; keep the shooting range within a distance where skill and technique can be improved.

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FOOTBALL

OBJECTIVE:

To provide an opportunity for the student to acquire sport-specific skill patterns.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One football per two students; one rip-away belt per student or two 18-inch to 24-inch strips of old bed sheets; one polyspot per two children; a portable chalkboard/grease board or each pass pattern laminated on a sheet of paper.

INFORMATION:

Students will build on basic manipulative patterns as they acquire sport-specific patterns associated with football.

SKILLS NEEDED:

Basic striking patterns using limbs and locomotor patterns, i.e., running.

INSTRUCTIONAL STRATEGIES:

1. Students warm-up by tossing a football back and forth with a partner. Correct hand position on the ball and mechanics are reinforced.
2. Instructor sketches pass patterns on the portable blackboard or grease board, or shows the laminated sheet with the pass pattern on it. Pass patterns: square out, square in, hook, V-in, V-out.
3. In pairs at a work station and a safe distance from other pairs, one student starts at the polyspot (line of scrimmage) and self-hikes, drops back using correct footwork, then passes ball to partner who is running a predetermined pattern, i.e., square in. Receiver was also told, along with pattern to run, how many running paces to do before cutting in. After five passes, roles are switched between partners.

4. In fours at a work station and a safe distance from other sets of four, the following roles are played out:
- a. one student is the quarterback informing the center on what count to hike the ball and what pass pattern the receiver will run,
 - b. one student will center the ball to the quarterback with a side-hike pattern,
 - c. one student will be pass receiver, and
 - d. one student will defend against the pass thrown by the quarterback.

After four or five passes, roles rotate—quarterback becomes defender, defender to center, center to receiver, receiver to quarterback.

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TEN TOLI

OBJECTIVE:

To learn a dance; and to combine physical movement with music to demonstrate timing and tempo.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Music for the dance Ten Toli (Educational Record Sales, 157 Chambers Street, New York, NY 10007).

INFORMATION:

Ten Toli is probably the most popular of all the Scandinavian dances and is danced by young and old alike. Different versions of the dance are found in Denmark and Finland. The dance given here is the Swedish Ten Toli.

CLASS ARRANGEMENT:

Divided the class into pairs. Partners are to stand side by side; girl's hand on the boy's shoulder; boy's hand on the girl's waist. Free formation.

SKILLS NEEDED:

Running steps and jig steps.

INSTRUCTIONAL STRATEGIES:

1. Teach running steps to your students. Discourage fast running and stress light easy steps in time to the music. If you can vary the speed of the record, change the tempo as an exercise in timing.
2. Teach the Ten Toli dance steps.
 - a. Place left heel forward and lean back slightly.
 - b. Place left toe back and lean forward.

- c. Three running steps forward, beginning with the left foot.
- d. Repeat a and b, beginning right heel.
- e. Three running steps forward, beginning with the right foot.
- f. Repeat a, b, c, d, and e.
- g. Partners face in a shoulder/waist position and do eight two-step turns.
- h. Repeat a, b, c, d, e, and f.
- i. Partners face, arms sideways, do eight jig steps.
- j. Repeat a through i as long as music plays.

EVALUATION/MODIFICATION:

The bunny hop may be done to this music with students lining up in a long line, hands placed on each partner's hips.

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DECISIONS FOR THE FUTURE

OBJECTIVE:

To understand that choices sometimes present dilemmas.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of healthy lifestyles.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“Stopping by Woods on a Snowy Evening” by Robert Frost (see Grade 8 Handout Masters).

INFORMATION:

Adolescents often believe they are invulnerable. Their attention is focused on the present and they generally do not consider how actions might affect their future. Remind students that asking a trusted adult for help in making a decision that can effect their immediate or distant future is a good way to gain perspective on their choices.

CLASS ARRANGEMENT:

Individual work and group discussion.

SKILLS NEEDED:

Reading; writing.

INSTRUCTIONAL STRATEGIES:

1. Read aloud “Stopping by Woods on a Snowy Evening” by Robert Frost. Discuss the following:
 - a. Why does the speaker stop by the woods?
 - b. Why is the speaker attracted by the woods?

- c. What is the speaker's dilemma?
 - d. What does he choose? Why?
2. Ask the students to write a paragraph on how the speaker's choice between his goal of home and responsibilities and the unknown may parallel choices they have to make in their own lives.
 3. Ask students for examples of dilemmas they might face in which they must choose between responsible behavior and something that appears enticing or risky or would allow them to escape responsibilities (doing homework rather than going out with friends, choosing friends who engage in positive, healthy activities rather than ones who use drugs, etc.).
 4. Read the poem again. Have the students write a paragraph describing the "woods" in a decision they face and what they think might happen in the future if they were to choose that route.

EVALUATION/MODIFICATION:

During part #2, triads can be assembled to brainstorm together.

RESOURCES:

Nebraska Comprehensive Health Education Curriculum Guide, 1993.

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A LETTER TO MAGIC

OBJECTIVE:

To increase awareness of social issues surrounding HIV infection.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Copy of Letter to Editor for each student (see Grade 8 Handout Masters).

INFORMATION:

One good source of current events in the classroom is to use a newspaper article as the basis for a class activity. This activity can be used as an introduction or as part of a unit on HIV/AIDS.

CLASS ARRANGEMENT:

Individual and group work.

SKILLS NEEDED:

Knowledge of stages of HIV infection; knowledge of methods of transmission.

INSTRUCTIONAL STRATEGIES:

1. Give a copy of the Letter to the Editor to each student in class. Have them read the letter to themselves.
2. With a partner, have the students address the questions at the bottom of the sheet.
 - a. At what age did John contract HIV? How?
 - b. What do you think about John's wife? Would you knowingly marry a person who was HIV positive?
 - c. Why do you think John has gone back to school to get his Ph.D.?

- d. If you knew you only had a short time to live, how might your thinking and actions change?
3. Discuss as a class each of the questions.

EVALUATION/MODIFICATION:

Write a letter to John expressing thoughts and feelings about the points and issues he raises.

RESOURCES:

Marshall, J. (1991, November). Man who is HIV positive has heartfelt words for Magic [Letter to the editor]. Portsmouth Herald, Portsmouth, NH.

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PEER NORM DRUG SURVEY

OBJECTIVE:

To identify misconceptions about the social norms of drug use.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“Peer Norm Drug Survey” sheet for each student in class (see Grade 8 Handout Masters); method to separate class into seven groups; pencil for each student; calculators (optional).

INFORMATION:

Most adolescents believe that their peers are using more drugs than they are. This is also true for sexual activity and other risky health behaviors. This perception can be a real pressure to engage in the activity. It is helpful to know that our perceptions are higher than the activity actually is.

CLASS ARRANGEMENT:

Moving about classroom, then sitting in groups.

SKILLS NEEDED:

Writing; basic math (addition, division).

INSTRUCTIONAL STRATEGIES:

1. Explain that the class is going to estimate how many students have used various drugs by the eighth grade, and compare their estimates to those of 11,419 students from a 1989 national survey.
2. Divide the class into seven small groups. Give every class member a survey sheet.

3. Assign each group one of the drugs on the chart. They are to fill in the blank on their individual group sheets with that drug name.
4. Each student will then survey five other class members, asking them the survey sheet question and noting the responses in writing.
5. Allow students time to survey each other. After each student has interviewed five other students, they are to add their five estimated percentages together and divide by five to get an average.
6. The different drug groups then reconvene and tabulate their survey results. If calculators are available, they may be utilized. The group should have one percentage score when completed.
7. While the students are processing together, the teacher can create a comparison table on the board or overhead (see Grade 8 Handout Masters).
8. Starting with the alcohol group, ask for the class percentage obtained from the class survey. Place that perception figure under “Our Class Perception” heading in the table. Using the drug chart provided as a reference, fill in the percentage for the national group of eighth grade students who were surveyed regarding their **perception** of alcohol use, and self-reported data on the **actual** use of alcohol by eighth graders who were surveyed nationally.
9. Do the same for the other six drugs surveyed.
10. Compare the perceived use versus the actual use reported. Discuss the following:
 - a. Why are the perceptions of alcohol and tobacco more accurate than the others? (Most often these are the more accurate perception.)
 - b. How do you account for the difference between perceived usage and actual usage?
 - c. When it comes to perceptions versus reality, which one do you think people act on? What are some examples?
 - d. How can we get people to act on actual and not perceived usage when it comes to drugs?
 - e. How does the national percentage differ from our specific state, county, or town usage?

EVALUATION/MODIFICATION:

Activity works well with perceived sexuality activity also if the survey norms are obtainable.

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IT'S A WONDERFUL LIFE

OBJECTIVE:

To demonstrate the impact of suicide.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as parts of healthy lifestyles.

TEACHING FACILITY:

Classroom with blackboard, chalk.

INFORMATION:

Mental and spiritual health are important domains of wellness. Suicide is a leading cause of death in children, preteens, and adolescents. An important part of teaching health is taking advantage of teachable moments. When you want to discuss the impact of suicide, this activity will prepare your class in discussing the impact that suicide has among the people left behind.

CLASS ARRANGEMENT:

Class participation.

INSTRUCTIONAL STRATEGIES:

1. Do not mention the word suicide or make suggestions that you will be discussing this topic.
2. Start off by drawing a long, horizontal time line on the chalkboard. The time line represents a person's life—at one end is birth, at the other is death. Tell the class that they are going to create a person and his/her life. Have the class give a first name to the person.
3. After naming the person, ask volunteers to come up to the chalkboard and to mark at least two main life events on the time line. The student should identify the life event and at what age the life event occurred. Allow five to eight minutes to complete the horizontal time line.

4. After the life events have been identified, ask the student who wrote the life event to describe it in more detail. (For example: If the life event was “graduate from college” then ask the student “What was his/her major in college?” “What college did he/she go to?”) Go through each life event to get more detail to help make this person as real to the students as possible. Discuss the wonders of life that include sorrow and happiness. Point out the impact that this person had on their children, spouse, friends, associates, etc. The point is to get the class to know this person as a real person with real-life problems, successes, and struggles. Allow 10-15 minutes to complete the details.
5. After you feel you have successfully gotten the class to invest time and emotions into this person, pick up an eraser. Silently walk to the end of the time line (the death end) and start erasing both the time line, age, and life event that has taken place. Make it meticulous, slow, and deliberate. When you get to age 15 (or whatever age you decide), stop erasing, take a piece of chalk, and draw a vertical line. Tell the class that you forgot to tell them that the person had an argument with his/her folks at age 15. He/she had been grounded for staying out past curfew. He/she felt the punishment was too harsh, so he/she killed him/herself.
6. This is an excellent opportunity to discuss effects of suicide on people left behind without actually having to experience a suicide in your school. Reactions usually include hostility, anger, sadness, shock, and disbelief.

Discuss the following:

- a. What was your reaction when you heard me say that (our time line person) killed him/herself?
- b. How do you think (our time line person’s) parents, family, and friends were affected by her/his suicide?
- c. If you could talk to (our time line person), what would you tell her/him?

RESOURCES:

Kittleson, M. J. (1994, March/April). Creating a teachable moment in suicide prevention. *Journal of Health Education*, *25*(2), pp. 110-111.

LOST ON THE MOON

OBJECTIVE:

To help students learn to compromise. To participate in the consensual decision-making process.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as parts of healthy lifestyles.

TEACHING FACILITY:

Classroom or outdoor area.

EQUIPMENT/MATERIALS:

One copy of “Lost on the Moon” problem for each student (see Grade 8 Handout Masters);
Note: do not distribute the NASA rankings until Step 5 of this lesson!

INFORMATION:

Consensual decision making entails agreement by group members about the decision reached. No voting or harassing is allowed, and full discussion of all points of view is encouraged. This process requires compromise and an inherent respect for other group members' opinions. This is a great activity for the development of friendship, trust, listening skills, cooperation, participation, appreciation of one's own feelings and the feelings of others, and group communication.

CLASS ARRANGEMENT:

Small groups of four to five students.

INSTRUCTIONAL STRATEGIES:

1. Discuss the importance of group and class dynamics. Present the challenge problem “Lost on the Moon” by reading the introductory paragraph aloud.
2. Determine groups of four to five students. Give each student a copy of the problem.
3. Have each student read over the problem and individually rank the 15 items in terms of importance. Provide 8-10 minutes to determine individual ranking.
4. Each small group then ranks the 15 items, utilizing consensual decision making rather than voting or allowing one group member's opinion to override the group's. Provide 20 minutes for groups to determine their ranking.

5. Introduce the correct rankings as determined by the National Aeronautics and Space Administration (NASA). You may give the rankings to the students in paper form or on an overhead.
6. Analysis:
 - a. Each student is to compute the differences between the NASA rankings and their individual rankings. Example: A student ranked the box of matches as one. The NASA ranking is 15, so the difference is 14. This student goes on to compare his/her rankings with those made by NASA for each item, recording the difference between the two rankings. Then, he/she adds up the differences for all items to get the student's individual score. The lower the score, the greater the agreement between the student's ranking and the NASA ranking.
 - b. Next, the ranking of each small group as a whole is compared with the NASA rankings. As with the individual scoring, the differences are recorded for each item, and the group score is calculated by totaling the differences.
 - c. Finally, the students compare their individual scores with their group score. In almost all cases, the group score will be lower.

EVALUATION/MODIFICATION:

1. Why is the group score more accurate than the individual score?
2. How can you compare decisions made consensually and those made individually?
3. What is the usefulness of participation and cooperation in groups?
4. Is there any accounting for the accuracy of group ____? (the group with the most accurate score)

RESOURCES:

Greenberg, J. S. Health education: Learner-centered instructional strategies (2nd ed.). Dubuque, IA: Wm. C. Brown Publishing.

Grade

8

LEVEL:
SECONDARY

ADVERTISERS CAN'T FOOL ME!

OBJECTIVE:

To identify four cigarette advertising strategies.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Examples of cigarette advertisement strategies (see Grade 8 Handout Masters); large stack of magazines which have tobacco advertisements in them.

INFORMATION:

Congress passed a law in 1971 that prohibits the advertising of cigarettes on television. Cigarette ads are permitted in magazines and newspapers, on billboards and sides of buses, and as posters in trains and airports. Cigarette ads must contain a warning from the Surgeon General. Ads must identify the amount of tar and nicotine in cigarettes.

CLASS ARRANGEMENT:

Class discussion, then individual problem solving.

SKILLS NEEDED:

Health hazards of smoking; awareness of pressures to experiment with cigarettes (pressure from peers, adults, and media).

INSTRUCTIONAL STRATEGIES:

1. Today you are going to learn about "media rip off" and how advertisers want to make people think "everybody" is smoking.

2. Display/show advertisement examples. Ask the questions:
 - a. What do the cigarette ads show people doing? How do the people look? (People are rich, attractive, having fun, happy, neat and clean.)
 - b. What do the ads not show that we have already learned about cigarette smoking?
 - c. Can you find the Surgeon General's warning on the ad? What does it say? Why do you suppose that warning is there?
 - d. What is the purpose of advertising?
3. Introduce the concept of being "fooled" by advertisements. Ask: What do advertisers do to make people want to buy their brand or product?
4. State the idea that advertisers use special tricks to pressure people. An ad goes to the back of a person's mind—the hidden message fools us! Ask: What can you do to avoid being fooled by ads?
5. Put up the overhead "Strategies Used by Cigarette Manufacturers in Advertisements." Explain each of the four strategies by displaying and analyzing advertisement examples you have cut out. As you show each advertisement, go through the strategy questions as discussion.
6. Have each student find a magazine advertisement for a tobacco product. Working individually or in pairs, have the students find which of the four advertising strategies they have learned are being used in the ad. Have them also answer the questions:
 - a. What do you think the advertiser wants you to believe from this ad? (What is the hidden message?)
 - b. How can you change the ad to make fun of it or change it into an antismoking advertisement? (Change the wording, picture(s), etc.)
7. Make a bulletin board displaying the advertisements (with strategies identified on index cards).

EVALUATION/MODIFICATION:

This activity can be modified for any grade level 7-12. The students can be assigned to bring an advertisement from home.

RESOURCES:

Michigan Model, 1986.

Grade

8

LEVEL:
SECONDARY

DECISION-MAKING SKILLS

OBJECTIVE:

To recognize that decisions are an everyday part of life. This lesson is Part 1 of a two-part exercise on the decision to use tobacco.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“Decision-Making Steps” handout and “Decisions/Decisions” work sheet (see Grade 8 Hand-out Masters); chalk and chalkboard.

INFORMATION:

This exercise will help students understand that for every decision there is a choice. This lesson should be used prior to teaching Part 2, which is a discussion about making the choice to use tobacco products (see Grade 8 lesson plan “Understanding Choices”).

CLASS ARRANGEMENT:

Individuals or small groups.

INSTRUCTIONAL STRATEGIES:

The instructor should discuss several key terms with the class. Those terms are: **Decision**—a choice, the act of making a choice or finding a solution to a problem; **Self-concept**—how people feel about themselves; and **Stress**—the body’s physical and mental reactions to demanding situations.

1. Define **DECISION** on the board. List the decisions that we make every day: going to school, doing homework, obeying school and home rules, obeying laws, etc. Discuss the consequences of those decisions. Review the Decision-Making Steps handout. Have students think about decisions they have made recently. Did it make them feel happy, sad or disappointed? Ask students to list consequences of a good or bad decision they made. Discuss who was affected by their decisions.

2. Discuss self-concept. People sometimes make decisions based upon how they feel about themselves.
3. Discuss stress and how the body reacts to unhealthy decisions; to changes in eating habits; to loss of appetite; to chewing tobacco or smoking tobacco to relieve stress.
4. Have students do the Decisions/Decisions handout.

RESOURCES:

Adapted from Utah Department of Health.

Grade

8

LEVEL:
SECONDARY

UNDERSTANDING CHOICES

OBJECTIVE:

To investigate and discuss other people's choice to use tobacco products, and to evaluate one's own personal choices. (This lesson is a follow-up to the Grade 8 lesson "Decision-Making Skills").

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

A copy of Youth Access to Tobacco Products Control Act of Montana (see Appendix C); "Cigarette Chemicals" handout; and "Tobacco Use Interview" sheet (see Grade 8 Handout Masters). (NOTE: You should review your school's policy on surveys of students before you give this interview sheet to any students.)

INFORMATION:

Smoking and chewing are addictive habits. As a follow-up to the discussion about personal decisions, this lesson will help students understand why people begin to use tobacco. They will also have a clear understanding of Montana's Youth Access to Tobacco Products Control Act, which prohibits the sale of tobacco to persons under the age of 18. It will be important to reinforce that although an individual may choose to use tobacco, the person is not a bad person because of that choice. Actually, the person using tobacco may not be aware of the dangers of tobacco.

CLASS ARRANGEMENT:

Individuals or small groups.

INSTRUCTIONAL STRATEGIES:

Review the decision-making skills that were discussed in the Grade 8 lesson “Decision-Making Skills.” Use the Cigarette Chemicals handout to reinforce to students that chemicals found in tobacco products are very hazardous and that using tobacco can easily become a lifetime addiction. Not only are tobacco products dangerous, it is against the law to sell tobacco products to persons who are under age 18.

Hand out the Youth Access to Tobacco Products Control Act of Montana and explain it. Reinforce to students that when it comes to tobacco, the best choice is not to start at all.

EVALUATION/MODIFICATION:

Provide copies of the Tobacco Use Interview sheets to the students. (NOTE: You should review your school’s policy on surveys of students before you give this interview sheet to any students.) Have the students interview up to three people who have quit or who are regular users of tobacco products. Interviews do not necessarily need to be done with fellow students, but could be done with other individuals who the students know use tobacco. Give students a week to conduct interviews. Discuss results of the interviews during a subsequent class.

RESOURCES:

Adapted from Health Department, Southeastern Utah.

Grade

8

LEVEL:
SECONDARY

IT'S AN ILLUSION

OBJECTIVE:

To make students aware that the dangers of tobacco use are diminished by the ability of the tobacco industry to create illusions in their ads.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

The World's Best "Illusion" Puzzle handout; tobacco ads from magazines.

INFORMATION:

This exercise will make students recognize the illusion the tobacco industry creates via their advertising. Students will write slogans to contradict the ads and reduce the effectiveness of the ads.

CLASS ARRANGEMENT:

Large or small groups.

INSTRUCTIONAL STRATEGIES:

1. Have the students list the purposes of advertising. The list could include: to promote a product, to increase demand for a product, etc.
2. Discuss illusion with students. Illusion is the act of deceiving or the state of being intellectually misled. Distribute the "Illusion" handout. Show the students that an illusion is intended to be misleading.
3. Have the students list five characteristics of tobacco ads. The list could include that the ads are colorful, attractive, get attention, and present a message.
4. Name some messages that cigarette ads present about tobacco. What fact about tobacco contradicts the message in the ad? For example:

An ad claims that cigarettes are ultra light. Fact: Cigarettes contain chemicals that can create physical and psychological dependency.

An ad claims that a cigarette is low in tar. Fact: The cigarette does not have less tar than other cigarettes, it has less tobacco than other cigarettes (less tobacco means less tar).

An ad claims that a cigarette is low in nicotine. Fact: The cigarette does not have less nicotine than other cigarettes, it has less tobacco than other cigarettes (less tobacco means less nicotine).

An ad claims that a cigarette is flavorful and has a smooth taste. Fact: Cigarettes are addictive and have strong withdrawal side effects.

5. Have students write a slogan or create art work that contradicts or mocks a tobacco advertisement.

RESOURCES:

Adapted from Utah County Health Department.

Grade

8

LEVEL:
SECONDARY

RESISTING TEMPTATION

OBJECTIVE:

To identify resistance skills that can be used to maintain abstinence.

LIFE SKILL:

To promote responsible sexual behavior has part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Two wrapped Tootsie Rolls for each of two-thirds of the students; "Model for Using Resistance" handout (see Grade 8 Handout Masters).

INFORMATION:

Teens are bombarded with messages promoting risky sexual behavior as the "in" thing to do. Many teens are not ready to place themselves at risk for pregnancy, STDs or the emotional conflicts associated with sexual intercourse and may find themselves in situations they would like to leave. Resistance skills provide teens with appropriate messages or actions necessary to refuse pressure and maintain healthy behaviors.

CLASS ARRANGEMENT:

Divide class into three groups.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into three groups. The first group is a risk behavior group. Explain that a risk behavior is an action that might be harmful to you or others. Give each person in this group a Tootsie Roll. The second group is the risk situation group. Explain that a risk situation is a situation in which another person's behavior threatens your health. Give each person in this group a Tootsie Roll. The third group is the healthful behavior group. No one in this group gets a Tootsie Roll.

2. Explain that the members of the first group will be eating their Tootsie Rolls and will exert peer pressure on the second group to unwrap and eat their Tootsie Rolls. They should be as convincing as possible for several minutes. Observe if any students in the second group ate a Tootsie Roll. Discuss the different types of pressure used.
3. Have the students in the second group who didn't open their Tootsie Roll take a small bite of their Tootsie Roll and hold the remaining portion in their hand by their mouth without eating it. Again, have the first group pressure them. After a few minutes, ask them if they were more tempted to eat the Tootsie Roll after a bite or before they unwrapped it.
4. Take aside the third group and tell them to say, "No, I do not want to eat a Tootsie Roll," each time they are pressured to do so. After three refusals, they should move away from the person offering the Tootsie Roll. Now give the members of the first and second group Tootsie Rolls to use and tell them to pressure the third group.
5. Discuss the results of the scenario. What techniques of pressuring were effective? Was it more tempting to eat more of the Tootsie Roll after a bite? (It usually is.) Discuss that this is why limits must be set previous to the situation. What happened to members of the third group that were pressured? How did they avoid being tempted? Was it easy to say "No?" Was it easy to leave the situation when the pressure continued?
6. Review the "Model for Using Resistance Skills" handout.

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade

8

LEVEL:
SECONDARY

SLEUTHING FOR HIDDEN SUGARS

OBJECTIVE:

To learn about the American Dietary Guideline that states “Use sugars only in moderation.”

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“Sleuthing for Hidden Sugars” work sheet (see Grade 8 Handout Masters); food labels of products listed on the work sheet; 12-ounce can orange soda (not diet); 12 ounces of club soda; one-fourth cup (12 tsp.) of table sugar; yellow and red food coloring; orange-flavored extract; 12-ounce clear tumbler; spoon; small cups for tasting.

INFORMATION:

Sugars are simple carbohydrates. Some are naturally present in nutritious foods such as milk and fruits; others are added to foods. Sugars provide energy (calories). Sugars and many foods with large amounts of sugars supply calories but these foods are limited in nutrients.

Food labels list many types of added sugars and sweeteners, including table sugar, corn syrup, honey, dextrose, and molasses. Carbohydrates, which are simple sugars and starches that break down into sugars, can contribute to the development of tooth decay. The more often they are eaten and the longer they stay in the mouth before teeth are brushed, the greater the risk for tooth decay. People are urged to avoid excessive snacking and to brush regularly.

Eating excess calories from any source, including hidden sugars, can lead to weight gain and obesity. Diets high in sugar have not been shown to cause diabetes, but obesity is a risk factor for the most common type of diabetes. Foods high in sugar may replace foods with more vitamins and minerals in the diet. The best guideline is to use sugars in moderate amounts, and sparingly, if calorie needs are low. For active people and growing teens, sugars can be a useful source of calories.

Sugar substitutes (artificial sweeteners such as sorbitol, saccharin, and aspartame) are useful for people concerned about calorie intake, but they have no known health advantages for healthy people.

CLASS ARRANGEMENT:

Individual or small groups.

SKILL NEEDED:

It may be helpful if students understand the terms carbohydrates, simple sugars, and starches.

INSTRUCTIONAL STRATEGIES:

1. Introduce the concept of added sugars. Point to your display of club soda, sugar, food coloring, and orange-flavored extract. Say: "Imagine you are standing in front of a vending machine and these are the ingredients in one item that you can buy from the machine."

Pour 12 ounces of club soda into a tumbler. Say: "Club soda is just carbonated water." During processing, 9-12 teaspoons of sugars or other sweeteners are added. Measure 12 level teaspoons of sugar and add to the club soda. Mix until dissolved. Ask: "Who would buy this as a refreshing drink? What food product has this basic recipe?"

Hold up the tumbler with club soda and sugar and the 12-ounce can of orange soda. Say: "This is the basic recipe for a soda."

Have a student look at the ingredients listed on the soda can. Ask: "What is added for sweetness?" Point out that food processors use many different sugars such as corn syrup. Ask: "What else is added to make orange soda?" Add 2 drops of red and 3 drops of yellow food coloring to the "soda." Add 1/4 teaspoon of orange-flavored extract. (You may want to make more for the class to taste.)

What does this demonstration tell you about the added sugars in foods and beverages? (Added sugars are part of processed foods; foods may have more sugars than people think.)

Think how much soda you drink in a typical week. Now add up the amount of sugar in your sodas. Are you surprised by the amount of added sugars you consume just from sodas?

2. Discuss sugars and their role in the diet. Relate this to the dietary guideline "Use sugars only in moderation."
3. Have students learn more about how diets become high in added sugars by distributing the work sheet "Sleuthing for Hidden Sugars." Upon completion, review responses.

EVALUATION/MODIFICATION:

Have students record a one-day food intake, and analyze it for added sugars.

RESOURCES:

Adapted from: United States Department of Agriculture. (1992, December). Dietary Guidelines and Your Health.

Grade

8

LEVEL:
SECONDARY

INVENT YOUR OWN PIZZA

OBJECTIVE:

To make wise low-fat choices as part of self-responsibility for health and wellness.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“Suggestions for Lowering Daily Fat Intake” handout; “Invent Your Own Pizza” work sheet.

INFORMATION:

Fat is one of the essential nutrients and performs several functions in the body. Fats are a source of the essential fatty acids. Linoleic acid, an essential fatty acid, is found in polyunsaturated fat products like corn, safflower, and soybean oils. It is important for clotting blood and lowering blood pressure.

Fats serve as an energy source. It is not necessary to consume a high-fat diet because the body makes fat from excess carbohydrates and proteins not used for energy. However, diets containing excess fat can lead to health risks such as coronary heart disease and cancer. High-fat diets may lead to elevated blood cholesterol levels. People with abnormally high blood cholesterol are in a high-risk group for heart disease which can lead to heart attack and stroke. People should reduce their intake of saturated fats to maintain a normal blood cholesterol level.

Alternative choices for high-fat foods are shown on the “Suggestions for Lowering Daily Fat Intake” handout.

CLASS ARRANGEMENT:

Individuals or small groups.

SKILL NEEDED:

Be familiar with the terms fat, saturated fat, unsaturated fat, and cholesterol.

INSTRUCTIONAL STRATEGIES:

1. Discuss the definitions for fat, saturated fat, unsaturated fat, and cholesterol.
2. Review the handout “Suggestions for Lowering Daily Fat Intake” and emphasize that it is possible to eat a low-fat diet and still have your favorite foods.
3. Distribute the work sheet “Invent Your Own Pizza” and suggest that students apply the guidelines from “Suggestions for Lowering Daily Fat Intake.”
4. Divide the class into groups of three or four students to invent a pizza. Instruct each group to elect a student to present his or her group’s invention to the class. After all the groups present their pizzas, allow students to vote on a winner.

EVALUATION/MODIFICATION:

Have students bring in a favorite high-fat recipe from home and modify it to reduce fat.

RESOURCES:

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade

8

LEVEL:
SECONDARY

CULINARY HERITAGE TREE

OBJECTIVE:

To identify how different cultural food patterns supply healthy diets.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“Culinary Heritage Tree” and “Food Shield Comparison” work sheets; magazine pictures (optional).

INFORMATION:

Culture—The knowledge, beliefs, customs, and traditions shared by a group of people.

Family—There are many different combinations of family members that can be identified as family. Family means different things to different people. A family could include people like special neighbors or friends.

Our cultural roots influence our food choices and add diversity. Exploring these “roots” will give students a greater appreciation of their own culture as well as that of someone in the class.

CLASS ARRANGEMENT:

Individual or pairs.

INSTRUCTIONAL STRATEGIES:

1. Discuss that family means different things to different people and that people do not have to be related by blood to be considered family.
2. Write the definition of culture on the chalkboard, and ask students to give examples of beliefs, customs, and traditions.

3. Distribute the work sheet “Culinary Heritage Tree” and ask students to complete it to the best of their ability. This may require the student to interview family members to obtain all of the necessary information.
4. Discuss with students:

Why have these traditions and customs survived? What customs have your parents, aunts, uncles and grandparents passed on to you? What customs and traditions do you want to pass on to your children?
5. Have the students work in pairs to complete the work sheet “Food Shield Comparison.” Explain to students that this will help them get better acquainted with another person and learn that not all people have the same food likes and dislikes. Regardless of an individual’s country of origin or the amount of money available to spend for food, all people have the same need for nutritious foods.
6. Optional: Magazine pictures could also be used to represent the foods that are selected for favorite foods, foods for special occasions, etc. The class could make a collage of favorite foods.

EVALUATION/MODIFICATION:

Have students interview a friend to determine what culture(s) is represented.

RESOURCES:

Adapted from: the Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education; the California State Department of Education. (1984). Choose Well, Be Well; and the American Heart Association. (1989). Food, Fun and Fitness: Middle School.

Grade

8

LEVEL:
SECONDARY

FAST FOOD FACTORS

OBJECTIVE:

To make wise food choices when eating away from home.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“Fast Food Factors” and “Chews Menu” work sheets; optional: nutrition information and/or menus from various fast food and other restaurant establishments.

INFORMATION:

Many meals that are served in fast food restaurants are high in fat and calories. For example, a meal of a hamburger, fries, and a shake contain nearly half the calories recommended for an adult male in one day. Most fast food meals lack one or more nutrients that are essential in the diet because they typically do not provide fruits, vegetables, and milk. Fast food is high in sodium. High amounts of sodium may contribute to hypertension, a problem that may result in a stroke or heart attack.

Fast food restaurants offer many foods that are high in fat. An overabundance of fat in the diet may lead to obesity, heart disease, stroke, and certain types of cancer. As a result of consumer demand, fast food restaurants are now offering several low-fat choices such as grilled chicken sandwiches, low-fat milk, and low-fat frozen yogurt.

CLASS ARRANGEMENT:

Individuals or small groups.

SKILLS NEEDED:

Students would benefit from familiarity with the Dietary Guidelines for Americans (see Appendix A).

INSTRUCTIONAL STRATEGIES:

1. Distribute and review the work sheet “Fast Food Factors.” After the students complete the work sheet, review the answers with the class.
2. Distribute the work sheet “Chews Menu” and have students select choices that fit the Dietary Guidelines for Americans.
3. Optional: Pass out menus or nutrition information from local restaurants, and have students select healthy choices.

EVALUATION/MODIFICATION:

Have students share what they choose to eat the next time they go out to a restaurant.

RESOURCES:

Adapted from: the Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education; and the United States Department of Agriculture. (1992, December). Dietary Guidelines and Your Health.

Grade

8

LEVEL:
SECONDARY

THE CASE OF THE FOOD PERPETRATOR

OBJECTIVE:

To recognize possible contamination of food in case study situations.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“Dominance Drill” work sheet and “Food-Borne Illness” handout (see Grade 8 Handout Masters); scissors; newspaper article(s) found by student or teacher.

INFORMATION:

Food safety practices are important in the home as well as in the food industry. At least one million people in the United States suffer from food-borne illnesses each year.

Microbiological hazards account for the most cases of food-borne illnesses. The four types of microorganisms that affect food are bacteria, viruses, yeasts, and molds. Bacteria will be the focus of this lesson.

CLASS ARRANGEMENT:

Individual or group.

INSTRUCTIONAL STRATEGIES:

1. Distribute and review the “Food-Borne Illness” handout with the students.
2. Have the students complete the “Dominance Drill” work sheet. Upon completion, discuss students’ answers.

EVALUATION/MODIFICATION:

Have students bring in newspaper articles relating to food-borne illness or locate and bring in newspaper articles yourself. Have students evaluate the article(s) and describe what factors caused the outbreak of food-borne illness to the class (refer to chart for reference).

RESOURCES:

Adapted from: California State Department of Education. (1984). Choose Well, Be Well: High School; and the Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade

8

LEVEL:
SECONDARY

BODY TALK

OBJECTIVE:

To understand that maintaining a healthy body weight is part of our self-responsibility for health and fitness.

LIFE SKILL:

To promote proper nutrition and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Backpack filled with 25 pounds of books; "The Influence of Family and Friends" work sheet (two pages, see Grade 8 Handout Masters); optional: magazines such as People, Sports Illustrated, or Newsweek.

INFORMATION:

To maintain a healthy weight, energy intake and calorie expenditure must balance. Healthy weight for each person depends on how much of body weight is fat, where body fat is located, and whether a person has weight-related medical problems such as high blood pressure or a family history of such problems.

Heredity, along with exercise and diet, plays a role in body size and shape. A moderate, varied diet combined with exercise is the healthiest, most effective way to achieve and maintain healthy weight. No one weight control plan is best for everyone. Being too fat or too lean increases the chances of developing health problems. Being obese increases the risk of high blood pressure, heart disease, stroke, the most common type of diabetes, certain cancers, and other types of illness. Being too thin is linked with a greater risk of early death in both women and men.

Fad diets and other extreme weight loss measures, such as self-induced vomiting or using laxatives, severely restrict the variety of foods and the calories consumed and may cause serious health problems.

CLASS ARRANGEMENT:

Individual or small group.

INSTRUCTIONAL STRATEGIES:

1. Introduce the lesson by asking: What does it mean to be fit? Accept responses. Point out that being fit is feeling good and moving well. Maintaining your own healthy weight, i.e., not being too fat or too lean, is part of fitness.

2. Conduct a demonstration to show how excess body weight affects the body. Ask for a student volunteer.
 - Define pulse (heartbeats per minute) and respiration rate (breaths per minute).
 - As a demonstration, have the student measure his/her resting pulse and respiration rate; record the findings on the board. Then have him/her walk in place for two minutes.
 - Measure his/her pulse and respiration again, and record this data.
 - Let the student rest until his/her pulse and respiration rate return to normal. Then have him/her put on the 25-pound backpack and walk in place for another two minutes.
 - Again have the student measure and record pulse and respiration rate.
 - Have students compare the pulse and respiration rates before and after exercise with that when the student exercised with the backpack.
 - Ask what the results suggest about having too much body fat (the heart and the lungs must work harder to perform a given amount of activity).
3. Discuss the concept of “maintain a healthy weight.”
 - Emphasize that a healthy weight depends on growth and development. Even if you have reached adult height as a teenager, you are still growing and developing.
 - People have different body structure; that accounts for some differences in weight. You might be born with a small, a medium, or a large frame. You can't change your body frame.
 - Some people weigh more than others because their excess weight is in muscle. Many football players are examples.
 - Too much weight in the abdomen seems to be a greater health risk than too much weight in the hips and thighs.
 - Being healthy is one part of maintaining fitness. Getting enough exercise is another.
 - Being a healthy weight looks good and helps you feel good. For many people, obesity increases the risk later in life of health problems.
 - Going overboard in losing weight can cause health problems if followed over a period of time.
4. Have students evaluate body size and the affects of media. Ask them to list five famous people that they see in magazines and newspapers, on TV or album covers--actors, actresses, musicians, athletes, or even fictional characters.
 - Put an (“X”) by those who are thin and a (“O”) by those who are larger than average.
 - Now have them try listing “larger than average” people whom they admire. This will help illustrate the influence of media on our perception of desirable body weight. Have the students compare this example with the concept of healthy body weight.

EVALUATION/MODIFICATION:

Distribute the work sheet “The Influence of Family and Friends.” After completion discuss the pressures and consequences that can result.

RESOURCES:

Adapted from: United States Department of Agriculture. (1992, December). Dietary Guidelines and Your Health; and the National Eating Disorder Information Centre. (1989). Teacher's Resource Kit, Toronto, Ontario, Canada.

Grade

8

LEVEL:
SECONDARY

SUPERMARKET SENSE

OBJECTIVE:

To develop wise food buying skills.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“A Not So Super Market” handout and “Supermarket Merchandising Techniques” work sheet (see Grade 8 Handout Masters).

INFORMATION:

Many teens shop for their families and may not be aware of the methods used by stores to advertise their products and the placement of products in the store to increase chances that people will buy them. Merchandising techniques may be designed to encourage consumers to buy a new product and to continue to do so in the future, to buy a product when the store is overstocked, to buy a more expensive product, etc. Although some merchandising techniques can have a negative affect, it can be positive when stores have good, low-priced specials which are easy to find.

CLASS ARRANGEMENT:

Classroom.

SKILL NEEDED:

Prior experience of shopping at a grocery store would be beneficial.

INSTRUCTIONAL STRATEGIES:

1. Distribute the handout “A Not So Super Market.” Ask students to read the story and look for ways in which the supermarket’s merchandising methods affected the people in the story.
2. After they have read the story, ask them to respond to the question: “What were some of the ways that the placement of food or other items in the store affected Sara’s shopping trip?” Possible answers will include: an Easter display directly opposite the entrance to the store; gum machines; and hard-to-find advertised specials.

3. Distribute the work sheet “Supermarket Merchandising Techniques” and have the students read the methods listed. Students should then indicate in the appropriate box on the work sheet whether they like, do not like, or do not care if a supermarket uses that technique.
4. After students have completed the work sheet, ask them to review all of the items they checked “do not like” and decide what are the ones that bother them the most. Have students share this with the class so they can relate their thinking with others.

EVALUATION/MODIFICATION:

Discuss strategies that could be used to have a successful shopping experience. Ideas may include: shopping with a list, not bringing young children with you, not shopping when you are hungry, etc.

RESOURCES:

Adapted from: California State Department of Education. (1984). Choose Well, Be Well.

Grade

8

LEVEL:

SECONDARY

SPORTS DRINKS

OBJECTIVE:

To evaluate the use of sports drinks for athletes.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; and to promote physical activity and exercise as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“Do Sports Drinks Help Your Athletic Performance?” and “What You Need to Know About Fluid” handouts (see Grade 8 Handout Masters).

INFORMATION:

Very small amounts of the minerals and electrolytes (sodium, potassium, and magnesium) are lost in sweat. In fact, during heavy sweating athletes lose more water than minerals. Since most activities do not result in significant mineral loss, drinking plain water is an appropriate fluid replacement for most athletes. However, fluid and electrolyte imbalances may occur under certain circumstances:

- during initial acclimation (the body is getting used to exercising in certain conditions) to a hot environment;
- during prolonged, repeated exposure to exercise and heat; and
- during exercise lasting more than 90 minutes.

Note: Sports drinks should be around 5-8 percent sugar content and should not exceed 10 percent sugar content (e.g., fruit juices, sodas, and concentrated fructose drinks have too much sugar), or they will cause even more dehydration because they will take longer to be absorbed and may cause abdominal cramps, nausea, bloating, and diarrhea.

CLASS ARRANGEMENT:

Individual or small groups.

SKILL NEEDED:

Students should be familiar with the basic importance of water in the body (see Waterworks lesson for Grade 7).

INSTRUCTIONAL STRATEGIES:

1. Review the benefits of water.
2. Discuss scenarios where sports drinks may be needed.
3. Distribute and review "Do Sports Drinks Help Your Athletic Performance?"

EVALUATION/MODIFICATION:

Ask students to bring labels of sports drinks and to analyze the label ingredients. (Is it a good percentage of sugar? Type of sugar? What is the best use for that particular drink?)

RESOURCES:

Adapted from: National Dairy Council. (1994). Food Power: A Coach's Guide to Improving Performance.

Grade

8

LEVEL:
SECONDARY

HOW TO DEPRESS

DEPRESSION

OBJECTIVE:

To teach students basic skills in combatting depression.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Chalkboard and chalk or newsprint and markers.

INFORMATION:

Depression affects a substantial proportion of our population today. Much of the roots of depression begin in childhood and is exacerbated by poor coping mechanisms by younger people. Many times knowledge of the causes of depression is enough to prevent the progression of this debilitating disorder.

There are no secret modalities that will prevent the onset of severe depression, but there are common-sense approaches in halting the progression of this disorder. Many times people will have a tough month or their boyfriend or girlfriend will have broken up with them. They will accept, to themselves, that they are clinically depressed. They may begin to perpetuate the disorder by “acting” depressed (for adolescents, this could be an attention-getting device but one which should not be ignored). Moreover, depression in adolescents centers around relationships (broken, nonexistent, or abusive). People may feel bad for numerous reasons and cannot decipher their emotions. Once the emotions are clarified, then the person can take the appropriate steps to deal with that particular emotion.

CLASS ARRANGEMENT:

For class discussion.

INSTRUCTIONAL STRATEGIES:

1. Have the class discuss what they believe the signs of depression are and write them on the board.
2. Have the class, as a group, come up with ideas on how to deal with the signs defined on the board.
3. Discuss the most practical ideas with the class. Emphasize the importance of friendships with a depressed adolescent.

EVALUATION/MODIFICATION:

If you know of a person who has been clinically depressed in the past and is willing to talk about it (and is a responsible presenter), ask him or her to come in and talk to the class about how they coped and what they felt the cause was for their depression.

NO SUCH THING AS “I CAN’T”

OBJECTIVE:

To teach the class the affects of negative thinking on a person’s actions and methods to increase positive thinking.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or exercise area.

INFORMATION:

Self-fulfilling prophecy occurs when a person’s expectations of an event makes the outcome more likely to occur. People have beliefs and expectations about certain factors in their lives, resulting in their lives being governed by such beliefs and expectations (many of which may be false). For example, a person’s expectation of an event will influence the way that person handles the event. A self-imposed, self-fulfilling prophecy occurs when a person “psychs” him/herself up before an event which affects his/her performance; this can be positive or negative.

If we think negative about ourselves, then we will not have the confidence to accomplish many tasks. However, if we have a higher self-concept about ourselves, we are more likely to try new things and have greater successes.

Saying “I can’t” is a negative self-fulfilling prophecy which influences a person’s will to put forth a quality effort. This, in turn, will create a failure which the person predicted. As soon as a person says “I can’t,” more than likely he/she will be correct because of lack of effort.

Changing your self-concept requires only a few steps.

1. Don’t compare yourself with others. This is difficult for adolescents but it is an important step. Once you begin a project, judge yourself on what you have learned and accomplished, not on others’ accomplishments.
2. Know what your strengths are and use those strengths in areas that interest you.

3. Don't use those deadly words "I can't"! If you want to do something badly enough, you **will** find a way to accomplish what you set out to accomplish.
4. Listen to people who know what they are talking about. Heed the advice of coaches, teachers, parents, and/or any professional in whatever particular area you are interested.

INSTRUCTIONAL STRATEGIES:

1. Discuss the information on self-fulfilling prophecies and changing self-concept.
2. As an example of self-fulfilling prophecies, ask for a volunteer to do some push-ups. Without explanation, have this person do as many push-ups as possible. When they have completed as many as possible, have them do one or two more (they should be able to). When they are done, have them do one or two more (have the class cheer them on and the volunteer probably can do more).
3. Discuss how they did as many push-ups as they thought they could. With a little prodding and cheering, they did some more. We limit ourselves based on our expectations. We can always accomplish more if we give a little extra effort.
4. As a class, come up with ways to improve positive thinking.

EVALUATION/MODIFICATION:

Instead of push-ups you can use any type of exercise. It will be very rare that a person cannot do one or two extra. If they can't, have another person try, and then talk about what each person was thinking at the very end. Were there differences?

This can be related to class work also. Could they have spent just a few minutes more on the homework paper or the test paper to check for errors?

Grade

8

LEVEL:
SECONDARY

THE GRIEVING PROCESS

OBJECTIVES:

To teach students the grieving process and help them understand the feelings associated with grief.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

People who are grieving have been observed to go through stages of grieving. These stages are:

- shock
- protest and yearning—they have strong memories of the deceased and have a difficult time adjusting to the fact that the person is dead. Sometimes they fantasize that they see the deceased.
- disorganization and despair—people at this stage become apathetic about life, experience a loss of energy, and withdraw from other people and social activities.
- detachment, reorganization, and recovery—people begin to detach from the deceased, reorganize their lives, and get back to conducting their own lives. This is the stage where many people will develop a new outlook on life and set new goals.

People don't necessarily follow these stages in order nor do they go through only one stage once. There is also no time line for grieving. Much of it depends on the strength of the relationship and the personality of the person. Someone who is stuck in the third stage for many months probably would need to seek help to continue with his/her lives.

The best way to help grieving persons is to let them deal with death in their own way and in their own time. Supporting them, listening to them, and helping with responsibilities are the best ways to help. Trying to cheer them up is not very successful and can be insulting to the grieving person.

INSTRUCTIONAL STRATEGIES:

1. Discuss the stages of the grieving process. Encourage discussion.
2. Have students brainstorm ways they could help a person who is grieving.
3. Discuss other reasons why people may go through the grieving process (e.g., divorce, death of a pet, moving, a relationship break-up, or losing anything of value).

EVALUATION/MODIFICATION:

Be aware of students who are getting overly emotional. They may be experiencing unresolved grief issues. Have them see the school counselor.

HOW OUR THINKING AND FEELINGS AFFECT OUR SELF-CONCEPT

OBJECTIVE:

To teach students how thinking affects self-concept.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

An abstract piece of art or an unusual tool that most people would not know about.

INFORMATION:

Every person has a different perception of reality. These perceptions arise from personality, family dynamics, values, morals, genetic elements, and context of the situation. Each person is correct from their own standpoint but may seem incorrect from others' viewpoints. Many times our perceptions are based on irrational thinking. In these cases, what our perception is differs from everyone else. Irrational thinking comes from many areas including history, personality, and self-concept. A person with a poor self-concept will perceive events more negatively which, in turn, lowers the person's self-esteem. The lower the person's self-esteem, the more negatively a person perceives events.

There are several areas in which self-concept is negatively affected. They include:

1. when one feels he/she should be perfect or excel in all endeavors;
2. when one always thinks that the worst possible thing will happen (see Grade 8 lesson plan "No Such Thing As I Can't" regarding self-fulfilling prophecy);
3. when one feels it is mandatory to get everyone's approval (this is the most important potentially debilitating phase for adolescents);

4. when one generalizes from one area to another (e.g., “I have a difficult time with math, so I must be stupid and will never finish school.”);
5. when one feels they have no control over their life (i.e., they feel that life has been preplanned, and they are just a pawn);
6. when one blames others for what they are feeling. (e.g., “You made me mad! It is your fault I’m feeling this way.”); and
7. when one doesn’t realize that life is not always “fair.” (Again, this is an important concept for adolescents. This is where adolescents begin to see that the world is not always fair and need to be able to adapt to this harsh realization.)

INSTRUCTIONAL STRATEGIES:

1. Bring an object to class (the more abstract the better). Have each person in the class describe the object in writing. Where did it come from? What is the history of the object? What is the purpose of the object?
2. Discuss the Information for this lesson plan with the class.
3. Have the class read aloud what their thoughts are on the object. Discuss the difference between each person and where those thoughts originated. Are there negative versus positive themes related in the descriptions? If so, why the differences? On what do the students base their perceptions?

EVALUATION/MODIFICATION:

Another possible strategy would be to bring in a person that the class would not know. Have the person dress “down,” and have the class discuss what the person does. If you have more than one class, have the same person come to class dressed professionally. Have the class talk about differences between classes. Another thought-provoking question would be to ask the difference between pessimism and optimism and why people have those traits.

Grade

8

LEVEL:
SECONDARY

***“STAY OUT OF
MY WAY!”
OR HOW TO DEAL WITH
ANOTHER'S ANGER***

OBJECTIVE:

To teach students effective ways to deal with a friend or family member who is angry with them.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

The usual response to a person's anger is an angry response. When two people get angry at each other, nothing gets settled. Anger prevents us from thinking straight and makes it difficult to verbalize what is bothering us. One way to cease the anger cycle is for one person to stay rational and find out what is bothering the person who is angry. Negotiation and empathy are very successful methods to use when a person is angry with you. Getting defensive and "fighting back" are not only ineffective but they create more anger and resentment from the other person, and nothing gets resolved.

INSTRUCTIONAL STRATEGIES:

Go over the following steps with the class, and encourage discussion and brainstorming of ideas.

1. When a person is angry with you, listen to the person about what he/she is angry about. Don't interrupt, and try not to get defensive.
2. Get an understanding of what the other person is saying. Ask questions if you are not sure what is going on. Don't raise your voice. Do act like you want to help.

3. Ask yourself if you can rectify the situation in any way. Do you need to change something you did? Do you need to show empathy?
4. If you feel you have control over the situation, then do something to help the angry person.
5. Discuss or role play certain situations pertinent to the class (e.g., the teacher being mad at a student, parent being angry for any reason, or boyfriend/girlfriend being angry).

EVALUATION/MODIFICATION:

Discuss the difference between anger and violence. A person who is becoming violent cannot be reasoned with, and in this situation it would be best to leave rather than go through the above steps. Distancing can be the best option.

A discussion on the problems with physical fighting also should be discussed—nothing is resolved, and both parties usually get in trouble and/or hurt (see Grade 8 Lesson Plan “Fighting Is Not Always The Answer”).

RESOURCES:

Goldstein, A., Sprafkin, R., Gershaw J., & Klein, P. (1980). Skillstreaming the Adolescent. Champaign, IL: Research Press Comp.

Grade

8

LEVEL:
SECONDARY

FIGHTING IS NOT ALWAYS THE ANSWER

OBJECTIVE:

To teach students alternatives to fighting and an awareness of bodily sensations prior to angry outbursts.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Anger is an emotion that is easily expressed. We tend to direct our anger toward others which doesn't really help and, in most cases, creates a situation which intensifies anger. It is common to turn feelings of insecurity, loneliness, betrayal, injustice, neglect, frustration, and/or inconvenience to anger. A person who does this is often not aware of the "true" emotion behind their anger because of the many times he/she has covered up or denied their "true" emotions.

The differences in anger are based on how we handle uncomfortable feelings. We can either react unconsciously to a situation or act upon it based on reasoning. Reacting is a "knee jerk" response to a situation, whereas acting is a planned, pragmatic approach to a situation. In other words, we have to let our wit and guile overrule our instinctual gut reactions.

SKILL NEEDED:

Awareness of one's own feelings (physical as well as emotional).

INSTRUCTIONAL STRATEGIES:

1. Have students reflect on the last time they were angry and discuss the following:

What is it that made you angry? What were some other feelings that would better describe what you were feeling? How did you react? What could you have done instead? What is the common theme to what makes you angry?

2. Discuss physical feelings just prior to and during the event that made them angry.
3. Discuss if he/she felt any loss of control over the situation.
4. Brainstorm as a class other ways to handle anger that would not make the situation worse (e.g., count to 10, leave the area, do something else, ask self how this is going to help or hurt).

EVALUATION/MODIFICATION:

If time allows, role play a situation when two people get into an argument over a friend, between a parent and their son/daughter, or between a student and a teacher. The important concept is that people do have control over emotions, and there are options to dealing with anger. The key is awareness.

Developing a school play based on anger management and conflict resolution would provide tremendous learning opportunities for the class and the school.

UNDERSTANDING THE FEELINGS OF OTHERS

OBJECTIVE:

To teach students empathy and the importance of reading verbal and nonverbal cues in understanding the importance of others' feelings.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Chalkboard or newsprint; markers; VCR and television; VCR movie of choice.

INFORMATION:

Those people who have many strong, interpersonal relationships are people that can empathize and understand what others are feeling. Many times people will cover up true emotions with anger or will try to make others hurt as much as themselves. Reading verbal and nonverbal cues will help in understanding emotions of other people. This understanding allows for better communication between two people.

INSTRUCTIONAL STRATEGIES:

1. Go through the following steps with the class:
 - Understanding begins with observation. Watch a person's nonverbal language (such as facial expression, posture, hands, and/or musculature). The tone of the person's voice is also important.
 - Listen to what the other person is saying. Don't think of what you want to say, but truly listen to the other person and put yourself in the other person's "shoes." Try to find the cause of the person's emotions. Knowing the cause can help to relate to the person and what he/she is feeling.

- Try to figure out what the other person is feeling.
 - Think of ways to show the person that you know how he/she is feeling. For example, if you think a person is feeling sad, a simple touch may be enough of an acknowledgement. If the person is angry, staying away from the person may be the best thing to do.
 - Decide on what would be the most appropriate action depending on the circumstances and then follow through with your idea.
2. Write down on the board some nonverbal clues people give to express an emotion. For example, a person who is sad may have his/her head down, may be gazing off in the distance, may have watery eyes (red eyes from crying), and may have quivering lips when trying to talk.
 3. Discuss the feelings of the class when somebody is empathetic to their concerns.
 4. Have a person role play certain nonverbal cues, and have the class guess what emotion the person is expressing.

EVALUATION/MODIFICATION:

If time allows, show a film clip with the sound off and have the class guess what emotions the characters are feeling and what are the nonverbal cues that suggest these emotions.

Assigning the class to show empathy to others in different ways would be a good follow-through assignment.

RESCUE 911

OBJECTIVE:

To explore emergency preparedness, including utilizing 911.

LIFE SKILL:

To promote personal, family, and community safety as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

The television program “Rescue 911” is very popular, especially with teens. Many watch this program and in an adolescent egocentric way believe they would and could do what was required in an emergency. Indeed, some adolescents could effectively respond in an emergency, but some would lack the skills to know what to do. The purpose of this lesson is to review basic emergency procedures that would be of importance and use at school, in the home, and in one’s community.

INSTRUCTIONAL STRATEGIES:

1. Learning how to contact emergency personnel through the use of a telephone or cellular phone is an excellent skill for adolescents and all family members to acquire. In Montana, with its geographic remoteness and isolation, time for emergency personnel to respond (if there is any personnel) may be long; therefore, every second counts. Poll the class to determine who has called 911 or had 911 called on their behalf.
2. Give an index card to each student in the class and have him/her write the phone number they would dial for each of the following emergencies:
 - fire
 - police/sheriff
 - ambulance
 - poison control
3. Collect the cards and count into a sufficient number for each small group. Ask the group to compare the numbers the class members wrote for each of the emergencies. Are there differences? Why do you think the differences may exist? For example, if the student lives in the country and has a rural fire district instead of the city fire department, the number may be different for emergency response. Be sure to give the correct numbers as you conclude the class.

4. Discuss what may occur during an emergency as you try to dial for help. Consider barriers or limitations to the process.
5. Ask the students that, if they were asked to give a 911 safety lesson to elementary school students, what advise would they offer? How would they structure their lesson? Students could write a lesson plan for a specific population such as elementary-aged children, senior citizens, etc. Some lessons could be planned, implemented, and evaluated with real groups.

EVALUATION/MODIFICATION:

Dispatchers from the local 911 service could be guest speakers to the class.

Grade

8

LEVEL:
SECONDARY

ARCHITECTURE GIVES LIFE

OBJECTIVE:

To gain an awareness of the age of the buildings in your community and the life they represent in relation to your family.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom and homework assignments or field trips to downtown or old sections of the community.

INFORMATION:

Becoming aware of architectural dates on buildings, cornerstones, or metal plaques gives students insights into the history of their community. Historical information in conjunction with family history gives the students a broader picture of their heritage. Pride in one's family and community may also occur.

CLASS ARRANGEMENT:

Field trip or homework assignment.

INSTRUCTIONAL STRATEGIES:

1. As a class or as a homework assignment, walk through the old section of your community. This old section may be the downtown area, an area near an abandoned mill or railroad, or a church and graveyard. As you walk the old area, look for clues to date the construction.

Note the dates engraved on cornerstones, in stone around doors or on the sides of buildings, or on metal plaques. Note old sidewalks that may be stamped with the name of the company and the date. Note cast-iron items, such as lampposts, fire hydrants, manhole covers, and fencing, with dates cast into them.

2. Record your dates, and make predictions or draw conclusions as to why the town was constructed in the sequence it was. Examine photographs and maps from the local historical society for the area. Speak to living historians (people alive during that era) and gain insight into the early days of your community.
3. Once you have established dates, speak to members of your family who were alive during that particular time. Probe for stories they recall regarding the construction or remodeling of the downtown area. Talk with them about how commerce, schools, and activities were different during that period of history as compared with today.

RESOURCES:

A local historical society may have numerous speakers who could share information with the class. A tour of a local historical society, museum, church, or school is another source of information. Usually there are community members ready and willing to share their recollections regarding “the olden days.”

The local Senior Citizens Center has a vast resource of people willing to reminisce.

WHEN I GROW UP

OBJECTIVE:

To explore the relationship of personal skills, interests, values, and abilities in career selection.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Children are often asked what they want to be when they grow up. Certain careers may seem appealing or glamorous, depending on the age of the youth. For example, four-year-old children are often mesmerized by fire fighting equipment and want to be a fire fighter. Middle school-aged youth will benefit from the opportunity to explore more of the specific skills needed for certain careers. This lesson will allow the opportunity for examination of students' skills, interests, values, and abilities in relation to specific careers.

INSTRUCTIONAL STRATEGIES:

1. Brainstorm careers of interest to the class. After the list is complete, individual students or groups of students can select a specific career.
2. Students may complete a variety of experiences about the career. Options include:
 - a. Interview people who work in the career field. Consider if the career was available in the past and how it may have been different in the past.
 - b. Make a list of the skills and abilities you would need to do the job. Where would you gain these skills? What training or schooling opportunities are available?
 - c. What interests would you need to cause you to pursue this career?
 - d. Knowing what you do now about the career, are you still interested?
3. Summarize your findings. Report your findings in a variety of ways: class members present poster sessions on careers as a Career Day, individual or group oral reports, or written reports.

EVALUATION/MODIFICATION:

1. Publish the top five careers in a student newspaper.
2. Write a script and present a skit regarding "Careers of the Past, Present, and Future."

RESOURCES:

Zunker, V. G. (1994). Career counseling: Applied concepts of life planning. Pacific Grove, CA: Brooks/Cole.

Grade

8

LEVEL:
SECONDARY

SMOKE DETECTORS

OBJECTIVE:

To review safety and operating procedures in regard to smoke detectors.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MODIFICATION:

Smoke detector and battery.

INFORMATION:

The installation of smoke detectors is part of many city and state fire safety codes. A prompt exit due to the signaling of the smoke detector may indeed be the difference between life and death. There is a need to identify safety procedures if and when the smoke detector sounds the alarm. Also, families need to develop reminders regarding testing and replacing the battery in all smoke detector units in the home. Sometimes families disable the detector because it is triggered erroneously by a smoky oven. Also, sometimes the batteries are removed or borrowed to be placed in a toy. You should treat your smoke detectors as if your life depends on them. It does!

INSTRUCTIONAL STRATEGIES:

As you launch this unit, discuss students functioning as detectives on behalf of their family. Be sure to stress the desired outcome of safe homes and the development of safe procedures for all family members.

1. Ask the students to go on a hunt for smoke detectors in their homes and draw a map of the location of the smoke detectors in their homes. Students can interview their parents and ask when the battery was last changed. Many fire departments now recommend that when we change to and from daylight savings time that the battery be changed; thus, twice a year the battery would be replaced.
2. As an in-class exercise, ask students to write what they have been instructed to do if the smoke detector sounds in their home. Discuss the similarities and differences of answers.
3. Discuss fire safety in baby sitting situations.

EVALUATION/MODIFICATION:

1. Ask students to share fire experiences that have occurred in their home.
2. Ask fire fighters in your community to come and demonstrate how to change a battery in a smoke detector and to share local statistics regarding fire dangers and recommended safety procedures. Many fire safety programs occur at the elementary level when students always assume an adult will be present in the home. With older children, they may be home alone or in a baby sitting situation and have responsibility for younger children.

RESOURCES:

National Fire Protection Association, Batterymarch Park, Quincy, MA 02269.

Grade

8

LEVEL:
SECONDARY

BALANCING

OBJECTIVE:

To establish management techniques for coordinating work and family.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

It seems no one has enough time to meet all the demands on their lives. We often are over scheduled and over committed in many areas of our life including family, self, and work. Students can benefit from awareness of the need to balance the different areas of life and the continuous nature of change to meet the demands of family, self and work.

CLASS ARRANGEMENT:

Individual and small group.

INSTRUCTIONAL STRATEGIES:

1. Have small groups discuss one of the three areas: family, self, work. List what demands may come from each of the three areas. Present small group findings to the class.
2. Have each student draw two pie charts—one of their school day and one of a day on the weekend. The pie charts should show how much of the day (e.g., one-tenth, one-fourth, one-third, one-half, etc.) is given to family, to self and to work. Discuss how the two pie charts are different.
3. There seems to always be conflicts in the way we want to divide our lives. Ask the students: How do you feel about the conflicts? What do you do to cope with the conflicts?

EVALUATION/MODIFICATION:

A panel discussion among the students could address the following questions: What responsibilities are you most satisfied with? How many others count on you in a day? Who are they, and what do they count on you for? If you could, what responsibilities would you change and how? How much time would you like to spend on yourself?

The students could ask adults to describe their major responsibilities for family, self and work in a typical day.

RESOURCES:

Activity adapted from: Colorado Core Curriculum from Colorado State University and Colorado Community College and Occupational Education System.

Grade

8

LEVEL:
SECONDARY

MIRROR MIRROR ON THE WALL

OBJECTIVE:

To examine how the media portrays men and women.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Teen magazines, newspapers, catalogs.

INFORMATION:

As teens progress through puberty and adolescence, they remain very conscious of their bodies. Teens often compare themselves to an ideal image or model. Body image is often based on unrealistic models, especially those portrayed in the media. Helping teens to see the difference between the fact and fiction of body image is a critical skill to acquire.

CLASS ARRANGEMENT:

Individual and full class.

INSTRUCTIONAL STRATEGIES:

1. Have students cut out pictures of adolescents their age or people they admire from magazines, catalogs, or newspapers. Discuss who they selected and why.
2. Analyze the body image portrayed by the photographs selected. Is the image realistic? How do people work to look like that? What kinds of help do the people need to look like that (i.e., hair stylist). What is the role of the media in portraying an image? An image of male or female?
3. Thinking ahead to your future, what body image do you want to have in your 20s, 30s, 40s, etc.? What is the media doing now to shape your expectation of your future? What do you need to be doing now to help you reach your goal in the future?

EVALUATION/MODIFICATION:

1. Discussion of anorexia nervosa and bulimia can occur. When teens experience body image problems, these diseases may occur. Discussion of the effects of smoking can also be included.
2. Pictures that students cut out can be sorted by category and made into collages or posters for display. Oral presentations could occur.

Grade

8

LEVEL:
SECONDARY

WHAT'S RIGHT IN WRITING?

OBJECTIVE:

To become aware of the uniqueness of every individual in the class.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

A variety of different types of pens and pencils.

INFORMATION:

Being different and being part of a group are issues adolescents struggle with repeatedly during any day. Helping youth to appreciate, accept, and understand their uniqueness is an important task. Developing and maintaining a positive self-esteem is an ongoing quest.

CLASS ARRANGEMENT:

Individual and small group.

INSTRUCTIONAL STRATEGIES:

1. Ask students to write on an index card their answer to the following question:

Different pens and pencils produce different results when you write. For example, some pencils have soft lead, others have hard lead. Some pencils are mechanical, others can be sharpened. Some inks glide or go onto the paper more smoothly than others (felt tip versus fountain pen versus ball point pen). Some ink is permanent and some ink is erasable. What is your favorite writing implement?

2. Collect the index cards, and sort them into categories (pens or pencils). Establish small groups and have the group members discuss why they prefer the particular writing implement they chose. Small groups will then present their reasons to the class.

3. As the groups are engaged in discussion, observe the group dynamics that occur. Upon completion, ask students to discuss their feelings about being in their group. How did it feel to be the only one who liked a fountain pen? Or a mechanical pencil? How did it feel to be a part of the majority? or the minority?

The purpose of the index card activity and discussion is to help students be aware that the goal of the task of writing may be met with a variety of methods. The result of the ink or pencil mark on the paper will be the same, but the method of applying the ink or pencil may be different for each individual student. Thus, students can see that they, as a class, may have 15-30 different ways to approach a problem, and each is a unique and valuable approach in solving the dilemma; therefore, there is no one right way to write.

Discuss the importance of diversity and variety in problem solving and adaptation.

EVALUATION/MODIFICATION:

You may want to contact the local historical society to borrow antique fountain pens or other writing instruments from the past.

Grade

8

LEVEL:
SECONDARY

RIDING IN TRAFFIC

OBJECTIVES:

To demonstrate bicycle riding proficiency.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area; planned route through a portion of the neighborhood.

EQUIPMENT/MATERIALS:

Bicycles; helmets; maps of the neighborhood; enough adult assistants to divide the class into groups of eight or less per adult.

INFORMATION:

This lesson gives the instructor a chance to observe the students under actual bicycling conditions. The instructor and adult assistants are to demonstrate (and to observe if the student riders exhibit) the proper way to enter the roadway with competent search and judgement skills; proper roadway position based on speed, traffic volume and surface conditions; proper searching, signaling and communicating during a lane change; proper observation of all traffic control devices; and proper way to enter intersections.

SKILLS NEEDED:

Ability to ride a bicycle; basic cycling skills (stopping, scanning, rock dodging); selecting and wearing a properly fitted helmet.

TEACHING STRATEGIES:

Before the ride, require that all bicycles be in safe riding condition and review basic riding skills in a parking lot before riding where there is traffic. Review basic rules of the road and emphasize that the bicycle has the rights and responsibilities of a legal vehicle. Advise all riders to maintain one bike length between riders when group riding.

Review the selected route with each group leader. Provide each leader with a map of the route and a copy of discussion questions. Make several planned stops along the route and talk over the conditions encountered. For best results, plan these stops ahead of time to enhance a discussion of traffic signs and signals, surface and environmental hazards, traffic flow and selection of the route.

EVALUATION/MODIFICATION:

Take time to share experiences of the ride. This discussion is the heart of the lesson. It gives you a chance to evaluate the students in a “live” situation.

RESOURCES:

K-5 Elementary Traffic Education Program, Ride Safe, Inc. 1-800-285-RIDE.

ROAD WARRIORS, Advanced riding techniques for young adults, DiBrito and DiBrito, 11150 Napton Way, Lolo, MT 59847, 406/273-6458.

Effective Cycling Manual, John Forester, Fifth printing, 1992 The MIT Press. ISBN 0-262-06088-4 (hard); ISBN 0-262-56026-7 (paper).

Effective Cycling Video, Seidler Productions, Regional Traffic Education Trainers and the University of Montana Western Film Library, 710 S. Atlantic, Dillon, MT 59725, 406/683-7541.

Grade

8

HANDOUT
MASTERS

MY LIFESTYLE PROFILE

Read each question and answer: rarely, sometimes, usually, or almost always. Shade in response on "My Lifestyle Profile—A Graph."

Rarely	Shade in smallest pie section
Sometimes	Shade in next smallest section
Usually	Shade in three pie sections
Almost Always	Shade in all four pie sections

1. I am conscious of the ingredients in the foods I eat and their affect on me, e.g., sugar, nutrients, etc. _____
 2. I avoid overeating and abusing alcohol, caffeine, nicotine and other drugs. _____
 3. I minimize my intake of refined carbohydrate (sugars) and fat. _____
 4. My diet contains adequate amounts of vitamins, minerals, and fiber. _____
 5. I am free from physical symptoms such as dizzy spells, earaches, frequent colds, coughs, indigestion, swollen joints, nervousness, depression, worry of appetite or constant hunger. _____
 6. I get aerobic, cardiovascular exercise for 15 to 30 minutes five times per week such as running, swimming and bicycling. _____
 7. I practice yoga or some other form of stretching or limbering exercise. _____
 8. I nurture myself and take care of myself, e.g., long walks, buying presents for myself, "doing nothing," sleeping late without feeling guilty, meditation, doing things for the fun of it, have creative outlets. _____
 9. I pay attention to changes occurring in my life, and I am aware of them as stress factors. _____
 10. I practice regular relaxation (taking 20-30 minutes a day to center myself and let go of any worries or thoughts that are bothering me). _____
 11. I am without excess muscular tension. _____
 12. My hands are warm and dry. _____
 13. I am both productive and happy. _____
 14. I consistently express my emotions and creativity. _____
 15. I feel a sense of purpose in life and my life has meaning and direction. _____
 16. I believe I am fully responsible for my wellness or illness. _____
-

MY LIFESTYLE PROFILE—A GRAPH

YOU AND YOUR HEALTH

PART 1

Week	0	2	4	6	8	10	12
1 Resting							
2 Recovery							
3 Lying							
4 Standing							
5 Difference							

PART 2

Activity	Heart Rate/ 10 Seconds	What Effects on Your Body Did You Observe or Feel?
1. Skip for 2 minutes (try to do 300 skips)		
2. Sprint across gym and walk back to start (x 8)		
3. Hop on left foot 10 times (x 3); hop on right foot 10 times (x 3)		
4. Jump up onto a bench with two feet (straddle) then return to floor (x 20)		
5. Run/climb a flight of stairs (x 20)		

WALK/RUN ACROSS MONTANA

Student Contract

I, _____, have set the town/city of _____, MT, as the goal for my walk/run across Montana.

The distance to be covered is _____ miles by _____ (date).

Signed: _____

STOPPING BY WOODS ON A SNOWY EVENING

Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound is the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Robert Frost
(1874-1963)

MAN WHO IS HIV POSITIVE HAS HEARTFELT WORDS FOR MAGIC

To the Editor:

Dear "Magic" Johnson:

Only a few minutes ago I found out that you are HIV positive. I realized instantly that I had to write you. I want you to know that you are not alone with your struggle and there is reason to be hopeful. I can say this because I've been HIV positive for ten years.

Upon first reflection many people will say to you "If anyone can deal with HIV infection, it's Magic...or...He's a tough guy--he'll kick it." For the most part I would tend to agree with these statements because you appear to have a strong will and tremendous commitment. But, Magic, I want you to realize that dealing with one's own mortality is extremely difficult especially when you are so young. It's okay to get mad. It's okay to break down into tears and scream..."Why me!?!?"

I found out I was HIV positive when I was 20 years old, which was six years ago. I became infected when I received infected Factor VIII, which is used to improve clotting and coagulation for hemophiliacs. The past six years have been difficult, traumatic, painful, exciting, encouraging, and happy. I could fill pages telling you all the things that have happened to me, but the events themselves are not important, only the outcome. Through much emotional pain and intellectual contemplation I have been able to put my life together. I once again have goals and feel good about myself. I've recently left my job and have entered graduate school at the University of Pennsylvania to fulfill my goal of becoming a Ph.D. in bioengineering.

I do have doubts and frustrations. I've had to make serious adjustments in my life; I can't do many of the athletic things that I have done in the past, I need more days to rest when I get sick, I spend an extraordinary amount of time at the doctors, and I recently had to reduce my course load at school. I'm frustrated because I have limitations now and I feel different. I don't want people to think I am less capable just because I am HIV positive.

I have been outspoken about my health. My wife (who is not infected) and I have spoken at schools and conferences about HIV/AIDS and what it is like living with it. So far we have had fantastic responses. I believe this is because my wife had a tremendous affect upon the audience. Besides her loving and caring demeanor she is a wonderful role model. She married me even though I am HIV positive. But, as much as we believe we are helping other people we are still frustrated because the vast majority of the public believes they are immune to this disease. They think it only happens to those who deserve it, no one deserves this disease. The attitudes in America have to change because this disease is everywhere and it does not discriminate, only humans do! As you will find out the issue of HIV/AIDS brings up many difficult and emotional issues: morality, sex, drugs, cost of health care, and discrimination just to name a few.

I am so happy that you have decided to become a spokesperson. You are just the kind of person who can make a difference. People from all walks of life respect you--even in Boston--and because of this respect they will listen to you. But, I cannot help being frustrated and angry.

This morning the news stations have suddenly revived their interest in AIDS. It infuriates me that it has taken "You" to make AIDS a news worthy issue again. AIDS has killed thousands of people and will kill many times that during the next decade. America doesn't seem to care. Did you know that over 80 percent of the hemophilia population was infected before 1985? Do you know that it now costs tens of thousands of dollars per hemophiliac each year to treat hemophilia because of HIV? When I go to a new doctor's office for HIV care the first thing they ask is what kind of insurance I have. If you don't have private insurance, then receiving proper medical care can be difficult. Do you know that many dentists will not treat HIV positive people? Magic, in some respects you are a very fortunate person. You will have no difficulties receiving proper medical care and already you have a tremendous amount of support. Most of us, who have been infected with the disease for many years, have not been so fortunate.

Finally, I want you to understand that I'll be thinking of you and wishing you the best. I hope you stay physically and emotionally healthy and also that you are able to convey the message to America that AIDS is a dangerous disease, that it will not go away by ignoring it, and that hysterical responses which infringe upon civil rights are devastating to individuals and our country.

John Marshall
Haddon Heights, NJ
P. Herald 11/17/91

COMPARISON SURVEY BY CLASS

Drug	Our Class Perception	8th Grade Students Surveyed Perceptions	8th Grade Students Surveyed Actual
Alcohol			
Cigarettes			
Marijuana			
Inhalants			
Amphetamines			
Cocaine			
Hallucinogens			

Teacher's Drug Use Chart Perceived Peer Norms 8th Graders

	8th Grade Student Estimates (%)	Actual (%)
Alcohol	78.5%	72.3%
Cigarettes	72.8%	50.8%
Marijuana	37.3%	13.6%
Inhalants	27.2%	16.4%
Amphetamines	19.9%	7.6%
Cocaine	15.4%	2.7%
Hallucinogens	13.0%	1.9%

Note: These statistics include those who have experimented once as well as those who continue usage.

PEER NORM DRUG SURVEY

Ask this question:

“WHAT PERCENTAGE OF STUDENTS NATIONALLY HAVE EVER USED
_____ BY THE 8TH GRADE?”

Respondent 1: _____%

Respondent 2: _____%

Respondent 3: _____%

Respondent 4: _____%

Respondent 5: _____%

Average Percentage for these five respondents: _____%

Average Percentage for all respondents for our group's question: _____%

LOST ON THE MOON

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. The 15 items left intact after the landing are listed below. Your task is to rank them in terms of their importance to your crew in the attempt to reach the rendezvous point. Place a number "1" by the most important item, "2" by the second most important, and so on with the least important being "15."

- ___ box of matches
 - ___ food concentrate
 - ___ 50 feet of nylon rope
 - ___ parachute silk
 - ___ portable heating unit
 - ___ two .45-caliber pistols
 - ___ one case of dehydrated milk
 - ___ two 100-pound tanks of oxygen
 - ___ stellar map of the moon's constellation
 - ___ life raft containing CO₂ bottles
 - ___ magnetic compass
 - ___ five gallons of water
 - ___ signal flares
 - ___ first-aid kit containing injection needles
 - ___ solar-powered FM receiver-transmitter
-

LOST ON THE MOON ANSWER SHEET

The following is the correct ranking as determined by the National Aeronautics and Space Administration (NASA):

- 15 box of matches (little or no use on the moon)
 - 4 food concentrate (supply daily food required)
 - 6 50 feet of nylon rope (useful in taping injured; helpful in climbing)
 - 8 parachute silk (shelter against sun's rays)
 - 13 portable heating unit (useful only if party landed on dark side)
 - 11 two .45-caliber pistols (self-propulsion devices could be made from them)
 - 12 one case of dehydrated milk (food, mixed with water for drinking)
 - 1 two 100-pound tanks of oxygen (fills respiration requirement)
 - 3 stellar map of the moon's constellation (one of the principal means of finding direction)
 - 9 life raft (CO₂ bottles for self-propulsion across chasms, etc.)
 - 14 magnetic compass (probably no magnetized poles; thus, useless)
 - 2 five gallons of water (replenishes that lost in sweating, etc.)
 - 10 signal flares (distress call within line of sight)
 - 7 first-aid kit containing injection needles (oral pills or injection medicine valuable)
 - 5 solar-powered FM receiver-transmitter (distress signal transmitter, possible communication with mother ship)
-

STRATEGIES USED BY CIGARETTE MANUFACTURERS IN ADVERTISEMENTS

Strategy #1: People Pressure or Use of Role Models

- What kinds of people are shown in the ads? (young, attractive, healthy, etc.)
- What kinds of people are not shown?
- Why don't the ads use many "older" people?
- Why do professional athletes refuse to endorse tobacco products? Can athletes "afford" to smoke cigarettes? Why or why not?

Strategy #2: Appeal to Relaxation and Mood

- What mood do the people in the ad seem to be in? (happy, having fun)
- Do the people look relaxed? How can you tell?
- What have we learned about how cigarettes affect our bodies? Do they really relax you?
- Do the cigarette manufacturers want us to think that cigarette smoking is relaxing?

Strategy #3: Cigarettes Have a Good Taste and Are Enjoyable

- The first cigarettes are not enjoyable according to studies!
- What is clean and enjoyable about hot smoke being inhaled?
- The image in the ad is clean and cool fun. What do we know is behind that image? (clothing, hair, air)
- How enjoyable is cigarette smoke for nonsmokers who might be nearby?

Strategy #4: The Numbers Game

- Can you find in the ad where the advertiser gives low tar figures? Why do you think the advertiser doesn't list all of the chemical substances that are left in a smoker's lungs?
 - What is the low tar number supposed to make us think? (safer?)
 - Why don't they list the diseases that are related to cigarette smoking? (cancer, heart disease, bronchitis, emphysema, asthma)
 - Where is the warning label placed? How large is it? Where do you think it should be placed?
-

DECISION-MAKING STEPS

1. What is it that needs to be decided?
 2. What do you need to know about the situation in order to decide?
 3. What are all of your choices?
 4. What are the positive and negative consequences of each of those choices?
 5. Talk about it with others.
 6. Make the decision—take action!
 7. Evaluate—was this a good choice?
-

“DECISIONS - DECISIONS” WORKSHEET

John has used chewing tobacco for about a year. He thought that it was safe. After all, many professional athletes use it. Now his mouth is sore. His girlfriend is upset because of his breath. He has learned that smokeless tobacco can cause mouth cancer and that it has negatively affected his athletic performance.

Michelle thinks chewing tobacco is gross. Josh, the captain of the baseball team chews and has asked her to go to the school dance.

You are a cashier in a neighborhood grocery store. A classmate (age 16) comes in to buy a pack of cigarettes.

It's Friday night and you invited some friends over for pizza and videos. Halfway through the movie one friend pulls out a can of snuff.

CIGARETTE CHEMICALS

TAR is the common name for a mixture of substances that is produced as the tobacco burns.

- Has been found to cause or promote lung cancer.
- A sticky brown residue with hundreds of chemicals which includes several carcinogens (cancer causing substances).
- Benzopyrene one of the deadliest carcinogens known is found in cigarette tar.
- A pack a day smoker inhales 1/2 cup (4 oz.) of tar a year.

NICOTINE is an oily compound which can kill instantly in pure form.

- An injection of one drop (70 mg.) will kill an average size man within a few minutes. Most cigarettes, however, contain somewhere between .2 mg. and 2.2 mg.
- A poisonous drug found in tobacco (used as an insecticide).
- Acts as a stimulant causing your heart to beat 10-20 beats more per minute and your blood pressure to go up.
- Makes your blood vessels constrict which causes the temperature to lower in toes and fingers.
- For most smokers, nicotine is psychologically and physiologically addictive with tolerance and withdrawal problems.

CARBON MONOXIDE is another deadly poison found in cigarette smoke.

- The most dangerous gas in a cigarette (also found in car exhaust).
- Decreases the ability of the blood to furnish the body with the necessary amount of oxygen.
- Produces shortness of breath.

TOBACCO USE INTERVIEW

1. How old were you when you first used a tobacco product? _____

 2. What type and what brand was it? _____

 3. Why did you start? _____

 4. How long did you use or are you currently a regular user? _____

 5. How much did or do you use? _____

 6. Have you tried to quit before? If so, how many times? Were you successful? If not, why did you start again? _____

 7. If you had it to do over would you use tobacco? Why or why not? _____

 8. Did you know there is a law that prohibits the sale of tobacco to minors? _____

 9. Where do you buy tobacco products? _____

-

PART 3

YOUTH ACCESS TO TOBACCO PRODUCTS CONTROL ACT

16-11-301. Short Title. This part may be cited as the “Youth Access to Tobacco Products Control Act.”

History: En. Sec. 1, Ch. 569, L. 1993.

16-11-302. Definitions. For the purposes of 16.11.301 through 16.11.308, the following definitions apply:

(1) “Distribute” means:
(a) to give, deliver, sample, or sell;
(b) to offer to give, deliver, sample, or sell; or
(c) to cause or hire another person to give, deliver, sample, or sell or offer to give, deliver, sample, or sell.

(2) “Health warning” means a tobacco product label required by federal law and intended to alert users of the product to the health risks associated with tobacco use. The term includes warning labels required under the Federal Cigarette Labeling and Advertising Act and the Comprehensive Smokeless Tobacco Health Education Act of 1986.

(3) “License” means a retail tobacco product sales license.

(4) “Person” means a natural person, company, corporation, firm, partnership, organization, or other legal entity.

(5) “Tobacco product” means a substance intended for human consumption that contains tobacco. The term includes cigarettes, cigars, snuff, smoking tobacco, and smokeless tobacco.

History: En. Sec. 2, Ch. 569, L. 1993.

16-11-303. License for retail sale of tobacco products. (1) A person may not sell tobacco products at retail, whether over the counter, by vending machine, or otherwise, without a license obtained from the department of revenue.

(2) A license for the retail sale of tobacco products may be obtained from the department of revenue.

(3) The fee collected by the department must be deposited in the general fund.

History: En. Sec. 3, Ch. 569, L. 1993.

42.31.325. LICENSE (1) All persons that sell tobacco products at retail must obtain a license from the department of revenue. This includes sales over the counter, by vending machine or any other means of selling the tobacco product.

(2) In the case where the retailer contracts with a vending machine operator to place a vending machine for the sale of tobacco products in the establishment, the retailer must obtain a retail license to sell tobacco products.

(3) The license covers one fiscal year, July 1 to June 30.

(4) The license cannot be transferred.

(5) The department will issue the applicable license(s) as required under 16-11-120, MCA, or 16-11-303, MCA, together on one form. (History: Sec. 16-11-312, MCA; IMP, Secs. 16-11-303 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-304. Signs. A retail seller of tobacco products shall conspicuously display, at each place on the premises at which tobacco products are sold, a sign that is to be provided without charge by the department of revenue that states: "Montana law prohibits the sale of tobacco products to persons under 18 years of age."

History: En. Sec. 4, Ch. 569, L. 1993.

16-11-305. Sale or distribution of tobacco products to persons under 18 years of age prohibited. (1) A person may not sell or distribute a tobacco product to an individual under 18 years of age, whether over the counter, by vending machine, or otherwise.

(2) If there is a reasonable doubt as to the individual's age, the seller shall require presentation of a driver's license or other generally accepted identification that includes a picture of the individual.

History: En. Sec. 5, Ch. 569, L. 1993.

42.31.335. SIGNS (1) The retailer must display a sign at each place on the premises that tobacco products are sold; each sign must include the language shown in ARM 42.31.330 (2). This includes all cash registers, vending machines or other places where the consumer pays for the tobacco product.

(2) The department will furnish the signs. However, if the retailer wishes to furnish the sign(s), the sign must contain the language shown in ARM 42.31.330 (2). (History: Sec. 16-11-312, MCA; IMP, Secs. 16-11-304, 16-11-305 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

42.31.320 TOBACCO PRODUCTS DEFINED REGARDING SALES TO MINORS.

(1) For the purposes of enforcing tobacco sales to and use by minors, tobacco means a substance intended for human consumption that contains tobacco. The term includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, and smokeless tobacco. (History: Sec. 16-11-312, MCA; IMP, Sec. 16-11-302, MCA; NEW, 1993 MAR p. 2427, Eff. 10.15.93.)

16-11-306. Sales from tobacco vending machines. Tobacco products may be sold through a vending machine only in:

- (1) factories, businesses, offices, and other places not open to the general public;
- (2) places to which individuals under 18 years of age are not permitted access;
- (3) places where alcoholic beverages are sold and consumed on the premises;

and

(4) places where the vending machine is under the direct supervision of the owner or an employee of the establishment. The sale of tobacco products from a vending machine under direct supervision of the owner or an employee of the establishment is considered a sale of tobacco products by the person for purposes of 16-11-305.

History: En. Sec. 6, Ch. 569, L. 1993.

16-11-308. Penalties. (1) Failure to obtain a license as required by 16-11-303 or to post signs as provided in 16-11-301 is punishable by a civil penalty of \$100.

(2) A person who violates 16-11-305(1) may be punished by a civil penalty of \$100. A subsequent violation within 1 year is punishable by a civil penalty of \$200. A third violation is punishable by a civil penalty of \$300 if two violations occurred within the 2-year period prior to that violation. A fourth violation is punishable by a civil penalty of \$500 if three or more violations occurred within the 2-year period prior to that violation.

(3) A person who violates 16-11-307 is guilty of a misdemeanor and upon conviction is liable for a civil penalty of not more than \$100 for the first violation. A subsequent violation is punishable by a civil penalty of not more than \$200. A third or subsequent violation is punishable by a civil penalty of not more than \$500.

(4) A license holder is not subject to a civil penalty under subsection (2) for a violation by his employee or agent if the sale was without the knowledge of the license holder and the license holder shows that the license holder had in place a system to prevent violations of 16-11-305(1).

(5) The county attorney of the county in which a civil penalty is imposed under subsection (2) shall inform the department of revenue of the imposition of the penalty.

History: En. Sec. 8, Ch. 569, L. 1993.

42.31.345 PENALTIES (1) The penalties mandated under 16-11-308, MCA, will be enforced and collected by the county attorney in the county where the violation occurred. (History: Sec. 16-11-312, MCA; IMP, Sec. 16-11-308, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-309 and **16-11-310** reserved.

16-11-311. Local regulations. A local government may by ordinance adopt regulations on the subjects of 16-11-301 through 16-11-308 that are no more stringent than 16-11-301 through 16-11-308.

History: En. Sec. 10, Ch. 569, L. 1993.

42.31.350 USE OF TOBACCO PRODUCTS IN PUBLIC SCHOOL BUILDINGS (1) The use of tobacco products in public school buildings referred to in 20-5-411, MCA, applies only to elementary and secondary schools. (History: Sec. 16-11-312, MCA; IMP, Sec. 20-5-411, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)
