



**Middle School
6-8**

Teacher Instructional Guide

Unit 5 – Avoidance of High Risk Behaviors

- Lesson 1 – Tobacco and Your Health**
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The Healthy and Wise monthly publications can also be used to enhance this unit or provide additional content and lessons.

Lesson 1 – Tobacco and Your Health

Objective:

Students will learn about the dangers of using tobacco products.

Standards Covered

Health TEKS 6.5 E – Students identify ways to prevent the use of tobacco, alcohol, and other drugs and substances.

Health TEKS 6.11 B – Demonstrate the use of refusal skills in unsafe situations.

Health TEKS 6.11 D - Compare the risks and benefits of various health behaviors, such as choosing not to smoke.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7 – 8.5 H – Students are expected to explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health

National Health Standard (7) – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK - “Have any of you been around someone who smokes? How did it make you feel?” Encourage responses. Explain to students that they are going to learn about the dangers of smoking and tobacco use by reading the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- How many deaths in the United States each year are tobacco related? **(Over 400,000)**
- Smoking cigarettes or using smokeless tobacco can cause what kinds of health problems? **(Smoking: Chronic bronchitis, emphysema, heart disease, and lung cancer. Smokeless tobacco: halitosis and forms of oral cancer. Accept other reasonable answers.)**
- True or False: Even if you don’t smoke, just being around someone that smokes can affect your health. **(True)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Divide the class into groups. Tell each group to create an educational presentation on the dangers and health effects of tobacco use. Encourage the groups to use visual aids in their presentations. Arrange a time for each group to present to a younger grade level.
- Ask each student to research one of the negative health effects of smoking (i.e. heart disease, lung cancer, bronchitis, etc.). Tell students to

include facts and sources to support the information they include in their papers. Ask students to share their papers with the class. Encourage discussion.

- Ask students to research who the Surgeon General of the United States is and what his/her job entails. Tell them to find out when and why warnings were first put on packs of cigarettes. Have students share their findings with the class.
- As a class, have students discuss the rising popularity of “smoke free” restaurants. Have they heard of various cities going “smoke free”? Do they think this is a good idea or not? Encourage class participation and discussion.
- **(Guest Speaker)** Invite a doctor or nurse to come to your class and discuss the medical problems associated with smoking and using smokeless tobacco. Encourage class participation.
- **(Guest Speaker)** Ask a former smoker to talk to the class about how smoking affected his/her life and how and why he/she quit smoking. Encourage questions and class participation.
- **(Guest Speaker)** Invite an American Cancer Society representative to visit your school and speak to the students about the dangers of smoking and using smokeless tobacco.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned about tobacco and health.

1. Have students interview a family member or family friend who smokes. Tell students to ask questions about why this person started smoking, if he/she has ever tried to quit, and what health issues he/she has faced as a result of smoking. Ask students to share their findings with the class (Interviewees may remain anonymous if they prefer).
2. Have students describe a time they were exposed to secondhand smoke and how it made them feel. Ask them to think of strategies for avoiding secondhand smoke.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 2 – Alcohol and Drug Prevention

Objective:

Students will learn the facts about alcohol and drug abuse, and the power they have to say “No” and avoid these risky behaviors.

Standards

Health TEKS 6.5 E – Students identify ways to prevent the use of tobacco, alcohol, and other drugs and substances.

Health TEKS 6.5 D - Explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7 – 8.5 H – Students are expected to explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (7) – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “What is a drug?” Accept reasonable answers. **ASK** – “Do you think alcohol abuse and drug abuse are problems in our society?” Encourage discussion. Explain to students that they are going to learn about the effects of alcohol and drug use in the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What are the legal types of drugs? (**Over-the-counter drugs and prescription drugs**)
- Why is alcohol consumption especially dangerous for pregnant women? (**Drinking during pregnancy can increase a baby's risk of developing physical and mental problems.**)
- How can alcohol abuse damage the body? (**Alcohol abuse can cause permanent damage to the brain, heart, respiratory system, kidneys, and liver.**)

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects, and let the students share their findings with the class.

Additional Activities

- In class or as a homework assignment, tell each student to write a short (1 or 2 page) story depicting someone being offered drugs and refusing them in a healthy way. Encourage creativity! Have students share their stories with the class.
- **(Guest Speaker)** Invite a substance abuse counselor or ER physician to speak to the class about the dangers of alcohol and drug abuse. Encourage class participation and questions.
- **(Guest Speaker)** Invite a representative from your local Mothers Against Drunk Driving (MADD) chapter to speak to the class about the dangers of drinking and driving.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about alcohol and drugs.

1. Ask students to pick a partner and create a "Just Say No to Drugs" public service announcement. Tell each pair that they must create a "commercial" telling their peers to stay away from drugs and alcohol. The pairs can videotape their commercials, or write skits and perform them for the class. Encourage creativity!
2. Have students write a letter to their parents explaining what they learned about the dangers of alcohol and drugs and how they plan to stay away from these dangerous substances. Encourage students to share their letters with the class.

3. Ask students to create a pamphlet explaining the dangers of alcohol and drugs. Tell them to include tips on how to say “No” to drugs and alcohol.
4. Have students create a drug and alcohol prevention slide presentation with the title, “Prevention!” They should include facts from the Healthy and Wise article and do further research if necessary.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 3 – Supplements and Scams

Objective:

Students will learn how to evaluate health products and information to be sure they are not misguided. They will also learn the dangers of anabolic steroids.

Standards

Health TEKS 6.3 A – Describe various modes of disease transmission.

Health TEKS 6.8 A – Students comprehend how media and technology influence individual and community health.

Health TEKS 6.5 E – Students identify ways to prevent the use of tobacco, alcohol, and other drugs and substances.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7 – 8.5 H – Students are expected to explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances.

Health TEKS 7- 8.4 A – Students use critical thinking to analyze and use health information, such as interpreting media messages.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (7) – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

National Health Standard (2) – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “How many of you have seen an advertisement on television or in a magazine for a weight loss product that seemed ‘too good to be true’?” Encourage responses. After hearing from the students that had something to share, introduce the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What is a scam? (**A fraudulent or deceptive act**)
- What are some things to beware of when evaluating supplements? (**Students should refer to the list in the article. Accept other reasonable answers.**)
- True or False: Steroids have been associated with heart attack and stroke in young athletes. (**True**)
- Are anabolic steroids legal or illegal without a prescription from your doctor? (**Illegal**)

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups.

Additional Activities

- Ask students to find a partner and research a weight loss product they have seen advertised. Did the commercial mention possible side effects? Was the information misleading? Have each pair present the facts about their product to the class.
- (**Guest Speaker**) Invite a physician, athletic coach/trainer, nutritionist or personal trainer to visit your class to discuss ways to avoid nutritional and exercise scams, as well as the dangers of anabolic steroid use. Encourage class participation!

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about supplements and scams.

1. Ask students to write a brief summary about how to detect a scam.
2. In groups, have students put together a prevention presentation that explains the dangerous facts about steroids.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 4 – You Can Make Healthy Choices**Objective:**

Students will learn the benefits of making smart, healthy choices in relation to sexual activity. Students will also learn that abstinence is the only prevention method that is 100% effective in preventing pregnancy and STDs.

***Additional supplements (Student Handouts) that provide more information on HIV/AIDS and STD's are available in the password protected online middle school section (Unit 5) of the Caprock web site:**

www.caprockpress.com/CMS.

Standards

Health TEKS 6.3 A – Describe various modes of disease transmission.

Health TEKS 6.5 I – Students explain the consequences of sexual activity and the benefits of abstinence.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Healthy TEKS 7– 8.3 D – Students are expected to summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention.

National Health Standard (7) – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

National Health Standard (5) – Students will demonstrate the ability to use decision-making skills to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “Why is it unwise to become sexually active as a teenager?” Encourage responses. After hearing from the students that had something to share, introduce the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- How are sexually transmitted diseases (STDs) spread? **(Through intimate contact, such as sexual intercourse or skin-to-skin contact with an infected area)**
- According to the article, what are some of the most common STDs? **(Chlamydia, Gonorrhea, Syphilis, Human Papillomavirus, Herpes Simplex Virus, Human Immunodeficiency Virus)**
- What is the only contraceptive that is 100% effective in preventing pregnancy? **(Abstinence)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups.

Additional Activities

- Ask students to research the facts and statistics on STDs among teenagers in the United States. How many teens get infected with STDs each year? Do these teens seek treatment? Tell students to include reputable sources in their papers to support the information they find. Ask them to share their papers with the class.
- Individually, have students write a letter to their parents or an older relative discussing abstinence and how he/she plans to avoid sexual activity. Encourage students to use information from the article in their letters.
- Divide students into groups and ask each group to create a “commercial” explaining the dangers of sexual activity among teenagers and the

importance of abstinence as a means to protect teenagers from unplanned pregnancy and STDs. Tell students they can videotape their commercials, or act them out for the class. Encourage class discussion and participation!

- **(Guest Speaker)** Invite a doctor or teen counselor to talk to the class about teenage pregnancy and STDs. Encourage questions and class participation. (*Parental consent may be necessary before inviting these speakers. Check with your principal before inviting a speaker on these topics.*)
- **(Guest Speaker)** Invite your school counselor to talk to the class about ways to avoid risky situations and how to deal with peer pressure to be sexually active. Encourage class participation.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about making healthy choices with regard to sexual activity and abstinence.

1. Ask the students to assume the role of a doctor or nurse. Tell them to give a brief oral presentation about the dangers of unplanned pregnancy and STDs in teenagers. Ask them to use visual aids (charts, handouts with factual information on them, etc.) to support their presentations. Encourage the class to participate and ask questions!
2. Have students research the “Red Ribbon AIDS Campaign” – what it is, how it started, etc. Encourage students to share their findings with the class.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 5 – Teenage Pregnancy

Objective:

Students will learn about the facts and risks associated with teenage pregnancy and being a teen parent.

Standards

Health TEKS 6.5 I – Students explain the consequences of sexual activity and the benefits of abstinence.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7 – 8.2 D – Students describe physiological and emotional changes that occur during pregnancy.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention.

National Health Standard (5) – Students will demonstrate the ability to use decision-making skills to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “What do you think is the biggest challenge of having and raising a baby as a teenager?” Accept reasonable answers. Explain to students that they are going to learn the facts about teenage pregnancy in the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What percent of teen pregnancies are unplanned? **(Almost 80%)**
- Why are babies of teen mothers often born with smaller birth weights, and sometimes with birth defects or other complications? **(Teen mothers rarely get adequate prenatal care.)**
- **True or False:** Teen mothers are more likely to remain unmarried, live in poverty, and drop out of school, than those who wait to have children. **(True)**
- What is the best way to prevent teenage pregnancy? **(To practice abstinence)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- As a homework assignment, ask each student to baby-sit or spend time with a young child (with the child's parent(s) if that is more appropriate due to age and skill level) for one evening this week. After they spend the evening taking care of the child, ask students to write a brief report about their experiences. Was it harder than they thought it would be? Were they ever stressed or concerned about their ability to care for the child? Ask students to share their papers with the class. Encourage discussion.
- Have students write a short story (1 or 2 pages) depicting a character being pressured to have sex, even though he/she practices abstinence. How does this person feel? What are some healthy ways for him/her to handle the pressure? Encourage students to share their stories with the class.
- In groups, have students write a list in their own words of the obstacles teen parents face. Display the lists in the classroom.
- **(Guest Speaker)** Invite an adolescent counselor or a physician to visit your class to discuss the issues and complications associated with teenage pregnancy and parenting. Encourage class participation and questions. ***(Parental consent may be required. Check with your principal before inviting a speaker on this topic.)***

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about teenage pregnancy and parenthood.

1. As a homework or in-class assignment, have students do further research on the prevalence of teenage pregnancy in the United States. Is there a difference in the number of teenage pregnancies in the U.S. in comparison to other countries? Encourage students to share their findings with the class when their papers are complete.
2. In groups, ask students to create pamphlets explaining the facts and dangers of teenage pregnancy. Encourage creativity! Have each group exchange pamphlets when they are finished.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 6 – Choosing Abstinence

Objective:

Students will learn about the importance of abstinence during their teenage years, and will learn some tips for practicing abstinence.

Standards

Health TEKS 6.5 I – Students explain the consequences of sexual activity and the benefits of abstinence.

Health TEKS 6.7 D – Describe strategies, such as abstinence, for communicating refusal to engage in unsafe behaviors.

Health TEKS 6.10 C, D – Practice methods of self-control. Describe healthy ways to express affection and love.

Health TEKS 6.11 B – Demonstrate the use of refusal skills in unsafe situations.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.5 E – Students are expected to analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationships to all sexual activity for unmarried persons of school age.

Health TEKS 7- 8.5 F – Students are expected to discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or AIDS, and the emotional trauma associated with adolescent sexual activity.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (7) - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

National Health Standard (5) – Students will demonstrate the ability to use decision-making skills to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “What comes to mind when you hear the word ‘abstinence’?” Facilitate a discussion and then refer students to the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- True or False: Alcohol and drug use can increase a person’s vulnerability to sexual advances or even rape. **(True)**
- Why are relationships that exclude sexual activity often more fulfilling? **(They include mutual respect and common interests and goals.)**
- According to the article, what are some tips for practicing abstinence? **(Students should refer to the list in the article. Accept other reasonable answers.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign the home connection activity for homework.

Additional Activities

- Ask students to write a pledge explaining what they have learned about abstinence and how they plan to abstain from sexual activity until they are much older. Encourage them to use facts from the article to support their pledge.
- **(Guest Speaker)** Invite a college student to your class who has chosen abstinence. Have the student tell his/her story about why abstinence works, as well as the difficulties associated with it. Encourage the class to ask questions. ***(Discuss this idea with your principal before inviting a speaker on this topic. Parental consent may be necessary.)***
- **(Guest Speaker)** Invite a doctor or counselor to talk about the benefits of abstinence. Encourage class discussion and participation. ***(Discuss this idea with your principal before inviting a speaker on this topic. Parental consent may be necessary.)***

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about abstinence.

1. Divide students into groups and assign each group the task of creating a skit or PSA about the effectiveness of abstinence and how it is the best way to prevent pregnancy and STD transmission among teenagers. Have them present their skits to the class.
2. Ask students to write two or three refusal strategies that they think will work best for them if they are ever pressured to have sex.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 7 –Abuse, Neglect, and Domestic Violence

Objective:

Students will learn about the signs of various types of abuse, neglect, and domestic violence along with ways to get help if they witness or know about someone being abused or neglected.

Standards

Health TEKS 6.9 B – Students identify strategies for coping with unhealthy behaviors in the family, such as abuse, alcoholism, and neglect.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Healthy TEKS 7 – 8.5 C – Students identify strategies for prevention and intervention of emotional, physical, and sexual abuse.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (7) – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

National Health Standard (5) – Students will demonstrate the ability to use decision-making skills to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “How would you define abuse?” Encourage responses. **ASK** – “What do you think ‘neglect’ means?” Accept answers. After hearing from the students that had something to share, introduce the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What is physical neglect? (**Physical neglect is failing to provide adequate food, clothing, shelter, supervision, or medical care for a person in one's care.**)
- How does a victim of emotional neglect feel? (**Unloved or unwanted**)
- What is sexual exploitation? (**Using children in a sexually explicit way for personal gain.**)
- What does the article suggest you do if you witness or know of someone being abused or neglected? (**Refer to the bulleted list in article and accept reasonable answers.**)

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups.

Additional Activities

- Ask students to research the child abuse, exploitation, and neglect laws in your state (or in the United States, if possible). Have students write a report on their findings. Do the laws seem fair? Do the laws seem to work in most cases? Do you see room for improvement or reform in the laws? Why or why not? Encourage critical thinking and explanation. Have students share their reports and ideas with the class when they are finished.
- (**Guest Speaker**) Invite a representative from the Department of Family and Protective Services to visit with your class about the dangers of abuse, neglect, and domestic violence and how their agency can get involved and help. Encourage class discussion. (***Parental consent may be necessary before inviting these speakers. Check with your principal before inviting a speaker on these topics.***)

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about recognizing abuse, exploitation, neglect, and domestic violence.

1. Ask each student to research the various social agencies (Child Protective Services, Foster Parent Programs, CASA, etc.) – when they were founded, their primary function, their success rates, etc. – and write a paper compiling the information they find. Encourage students to cite their sources in their papers and to share their papers with the class. This can be a group performance assessment.
2. April is National Child Abuse Prevention Month. Encourage students to make posters, flyers, or organize a “Prevent Child Abuse!” walk (if time permits) during the month of April to bring attention to this serious issue.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 8 –Relationships

Objective:

Students will learn to cultivate healthy relationships and to recognize when a relationship is unhealthy. They will also learn how to end a relationship in a positive way, if necessary.

Standards

Health TEKS 6.7 A – Students recognize how relationships influence individual health behaviors, including skills necessary for building and maintaining relationships. Differentiate between positive and negative relationships.

Health TEKS 6.10 A, B – Demonstrate ways to communicate empathy to others and have consideration for others. Assess healthy ways of responding to disrespectful behaviors.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.7 A – Students analyze positive and negative relationships that influence individual and community health, such as families, peers, and role models.

Health TEKS 7- 8.7 B – Students develop strategies for monitoring positive and negative relationships that influence health.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (4) – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

National Health Standard (2) – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “How would you define a healthy relationship?” **ASK** – “Have you ever been in a relationship you thought was unhealthy?” Facilitate a discussion and then refer students to the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- According to the article, what are some characteristics of people in healthy relationships? **(Refer to the bulleted list in the article and accept reasonable answers.)**
- What are some characteristics of people in unhealthy relationships? **(Refer to the bulleted list in the article and accept reasonable answers.)**
- **True or False:** If a person is extremely upset about a relationship ending, it is probably wise for him/her to discuss his/her feelings with a counselor. **(True)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign the home connection activity for homework.

Additional Activities

- Ask students to draw a picture representing two people in a healthy relationship (i.e.: a man and a woman having coffee and talking, two friends playing basketball together, etc.). When they are through drawing, have students share their drawings with the class and point out how the people are respecting and accepting of each other. Display the pictures in the classroom.
- Divide the class into groups. Tell each group to write a scenario depicting people in both healthy and unhealthy relationships. Have the groups compare and contrast their scenarios and make suggestions or recommendations to help improve the unhealthy relationships.

- In groups, have students come up with a scene showing 2 people ending a relationship in a positive way. Have each group perform for the class.
- **(Guest Speaker)** Invite a counselor to visit your class to talk about interpersonal relationships. Encourage class participation and discussion.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about relationships.

1. Have students describe or write about the good relationships in their lives.
2. On poster board or a big piece of paper, have students write the “People in Healthy Relationships...” list using bright colors, drawings, and their best handwriting. Display their work in the classroom or in the hallway.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

***Administer Unit 5 Test – At the end of this instructional guide.**

GENERAL RUBRIC

Read each box below and determine if the student completed most or all of the characteristics listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An outstanding example of student's work. <input type="checkbox"/> Student understands and applies all health concepts and skills. <input type="checkbox"/> Student had needed supplies. <input type="checkbox"/> Student participated with enthusiasm and worked well with others/alone. <input type="checkbox"/> Student displays knowledge of language, reading, writing and math. <input type="checkbox"/> Finished work is easy to decipher and understand. <input type="checkbox"/> Work shows no significant errors in grammar, punctuation, capitalization, or spelling. <input type="checkbox"/> Student obviously did their best.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An above average example of student's work. <input type="checkbox"/> Student understands and applies most health concepts and skills. <input type="checkbox"/> Student had most of his/her needed supplies. <input type="checkbox"/> Student made an effort to participate and did his/her best to cooperate with others/work alone. <input type="checkbox"/> Student is able to organize thoughts. <input type="checkbox"/> Finished work contains few errors and does not detract from its intended meaning. <input type="checkbox"/> Student stayed focused on the task.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An average/fair example of student's work. <input type="checkbox"/> Student attempts to understand and apply health concepts and skills. <input type="checkbox"/> Student couldn't find some of his/her needed supplies. <input type="checkbox"/> Student didn't work very well with others or alone. <input type="checkbox"/> Student is not well organized or focused and does not complete work efficiently. <input type="checkbox"/> Work contains several noticeable errors. <input type="checkbox"/> Student can do better.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A poor example of student's work. <input type="checkbox"/> Student does not understand and apply health concepts and skills. <input type="checkbox"/> Student was without his/her needed supplies. <input type="checkbox"/> Student refused to cooperate and did not work well alone either. <input type="checkbox"/> Student is confused/distracted/lacks ability to finish. <input type="checkbox"/> Student displays major problems with spelling, grammar, coloring, etc. <input type="checkbox"/> Student needs redirection/reteaching.

Health Knowledge and Skills Evaluation Rubric

Read each box below and determine if the student accomplished the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has mastered (90-100%) of the health concepts presented. <input type="checkbox"/> Student has successfully applied health skills in a variety of situations and settings. <input type="checkbox"/> Student always demonstrates good health behaviors. <input type="checkbox"/> Student has a positive and enthusiastic attitude towards health.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student understands most (80-89%) of the health concepts presented. <input type="checkbox"/> Student has been able to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student demonstrates good health behaviors most of the time. <input type="checkbox"/> Student cooperates and demonstrates a good attitude towards health.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated an average (70-79%) understanding of the health concepts presented. <input type="checkbox"/> Student has attempted to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student attempts to demonstrate good health behaviors. <input type="checkbox"/> Student is willing to try and isn't negative towards health.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student does not understand the health concepts presented. <input type="checkbox"/> Student can't apply health skills. <input type="checkbox"/> Student refuses to change health behaviors for the better. <input type="checkbox"/> Student has a poor attitude towards health.

Home Connection - Parental Involvement Evaluation Rubric

Read each box below and determine if the completed home connection activities and parental involvement meets the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on overall performance.

Communication is key in encouraging parental involvement. Recognize parental involvement and express your appreciation on a regular basis.

<p>“Excellent” or 4 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is always informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities on a regular basis. <input type="checkbox"/> Always demonstrates good health attitudes and behaviors. <input type="checkbox"/> Is a good role model.
<p>“Good” or 3 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tries to stay informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities most of the time. <input type="checkbox"/> Demonstrates good health attitudes and behaviors most of the time. <input type="checkbox"/> Tries to be a good role model and sets good examples.
<p>“Average” or 2 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is somewhat informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Sometimes participates in home and school health and physical education activities. <input type="checkbox"/> Attempts to demonstrate good health attitudes and behaviors. <input type="checkbox"/> Attempts to set good examples.
<p>“Poor” or 1 point</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is uninformed and not involved in school health and physical education programs and activities. <input type="checkbox"/> Never participates in home and school health and physical education activities. <input type="checkbox"/> Doesn't demonstrate good health attitudes and behaviors. <input type="checkbox"/> Is not a good role model.

Middle School Subscribers also have access to the Healthy and Wise Monthly Program. These issues support lessons in the Healthy and Wise Strength, Conditioning, and Wellness Guide.

**Additional Resources Available Online for
The Healthy and Wise Monthly (Elem./Middle/Family)
Publications www.caprockpress.com**

Teachers

- Weekly Sample PE Lesson Plans
- Scope and Sequence
- Using HEALTHY & WISE Within and Across the Grade Levels
- Changing Health Behaviors
- Reading, Writing, Math, and Science Skills
- Healthy and Wise Classroom Centers
- Healthy and Wise Online Curriculum Strategies

Assessment and Planning Tools

- Elementary/Middle School Health Index - Assessment and Planning Tools
- MyPyramid Nutrition Resources and Planning Tools
- MyPyramid Worksheet/Log
- Anatomy of MyPyramid
- MyPyramid Mini Poster
- Healthy Cafeteria Checklist and Action Plan
- Healthy Educator's Checklist
- District Coordinated School Health Accountability Checklist
- Coordinated Health Rubric
- Health Knowledge and Skills Evaluation Rubric
- Physical Education Rubric
- Recess Rubric
- General Rubric
- Parental Involvement Rubric
- Health/PE Presentation Rubric

- Student Portfolio Form
- Weekly Lesson Planning Form **(Texas)**
- Weekly Lesson Planning Form **(Generic)**

Correlations for Monthly Publications

- National Health Standards
- National Association for Sport and Physical Education
- Texas (TEKS/TAKS) – Health, Physical Education, Reading, Writing, Math, and Science

Students

- MyPyramid.gov Resources
- Food/Exercise Diary/Journal

Parents

- Monthly Parent Letters – English/Spanish

Unit 5 Test

1. Over _____ deaths in the United States each year are tobacco related?
 - a. 500
 - b. 400,000
 - c. 3,000
 - d. 10,500

2. Smoking increases heart rate and _____, straining the heart and blood vessels.
 - a. Body temperature
 - b. Body fat
 - c. Brain power
 - d. Blood pressure

3. True or False: Even if you don't smoke, just being around someone that does smoke can affect your health.

4. _____ is America's number one cause of death.
 - a. Heart disease
 - b. Skin cancer
 - c. Flu
 - d. None of the above

5. Illegal drugs have what kinds of effects on the body?
 - a. Short term
 - b. Long term
 - c. Dangerous
 - d. All of the above

6. The effects of drugs can put a person at risk for what?
 - a. Accidents
 - b. Assaults
 - c. None of the above
 - d. Both A and B

7. Marijuana, ecstasy, and cocaine are _____ drugs.
 - a. Over-the-counter
 - b. Legal
 - c. Prescription
 - d. Illegal

8. List three possible effects of drug abuse on the body.

9. True or False: The legal risks of using and abusing drugs include long prison terms and large fines.
10. Steroids have been associated with _____ and stroke in young athletes.
- Lung cancer
 - Brain damage
 - Heart attack
 - Kidney failure
11. True or False: Steroids are illegal unless a doctor prescribes them for a specific medical condition.
12. True or False: A person should beware of a weight loss product that doesn't include or emphasize physical activity.
13. Write the definition of a scam.
14. By _____ sexual activity during your teenage years, you can guarantee that you will not get pregnant or contract an STD.
- Abstaining from
 - Partaking in
 - Ignoring
 - None of the above
15. Circle the correct answer. HIV can turn into AIDS or HPV.
16. YES or NO: The abbreviation STD stands for Sexually Transmitted Disease.
17. Which of the following is NOT an STD?
- Gonorrhea
 - Chlamydia
 - Syphilis
 - Rickets
18. True or False: When teenagers don't choose abstinence and a pregnancy occurs, their lives will not really change.
19. Circle the correct answer: Teenagers ARE/ARE NOT ready for parenthood.

20. Almost _____ of teen pregnancies are conceived unintentionally.
- 15%
 - 60%
 - 80%
 - 9%
21. True or False: Abstinence is ok, but other birth control methods work just as well.
22. Write down 2 tips for practicing abstinence.
23. _____ is choosing to refrain from all sexual activity.
- Abstinence
 - Puberty
 - Safe sex
 - All of the above
24. Abstinence is _____ effective in preventing pregnancy and sexually transmitted diseases.
- 50%
 - 65%
 - 80%
 - 100%
25. _____ is an injury to a child or adult that is not accidental.
- Sexual abuse
 - Neglect
 - Physical abuse
 - Domestic violence
26. _____ occurs when a person uses or attempts to use a child or another person for their own sexual gratification.
- Neglect
 - Physical Abuse
 - Sexual exploitation
 - None of the above
27. Parents who fail to provide basic needs for their child may be charged with what?
- Neglect
 - Abuse
 - Exploitation
 - None of the above

28. Which of the following is NOT a healthy way to help someone who is a victim of abuse, exploitation, or neglect?
- a. Share your concerns with a trusted relative.
 - b. Keep it a secret and hope things get better.
 - c. Inform law enforcement and social services.
 - d. Tell someone, such as a teacher or counselor at school.
29. People in HEALTHY/UNHEALTHY relationships usually have poor self-esteem.
30. True or False: People in healthy relationships resolve conflicts.

Unit 5 Test Key

1. Over _____ deaths in the United States each year are tobacco related? - **b**
 - a. 500
 - b. 400,000
 - c. 3,000
 - d. 10,500

2. Smoking increases heart rate and _____, straining the heart and blood vessels.
- **d**
 - a. Body temperature
 - b. Body fat
 - c. Brain power
 - d. Blood pressure

3. True or False: Even if you don't smoke, just being around someone that does smoke can affect your health. - **True**

4. _____ is America's number one cause of death. - **a**
 - a. Heart disease
 - b. Skin cancer
 - c. Flu
 - d. None of the above

5. Illegal drugs have what kinds of effects on the body? - **d**
 - a. Short term
 - b. Long term
 - c. Dangerous
 - d. All of the above

6. The effects of drugs can put a person at risk for what? - **d**
 - a. Accidents
 - b. Assaults
 - c. None of the above
 - d. Both A and B

7. Marijuana, ecstasy, and cocaine are _____ drugs. - **b**
 - a. Over-the-counter
 - b. Illegal
 - c. Legal
 - d. Prescription

8. List three possible effects of drug abuse on the body.

Appropriate responses can include: Heart, respiratory, and liver damage, or death caused by illegal drugs. Damage to the brain, heart, respiratory system, kidneys, and liver, or pregnancy problems caused by alcohol.

9. True or False: The legal risks of using and abusing drugs include long prison terms and large fines. -**True**
10. Steroids have been associated with _____ and stroke in young athletes. - **c**
- Lung cancer
 - Brain damage
 - Heart attack
 - Kidney failure
11. True or False: Steroids are legal, even if a doctor doesn't prescribe them for a specific medical condition. -**False**
12. True or False: A person should beware of a weight loss product that doesn't include or emphasize physical activity. -**True**
13. Write the definition of a scam.
- A scam is a fraudulent or deceptive act.**
14. By _____ sexual activity during your teenage years, you can guarantee that you will not get pregnant or contract an STD. - **a**
- Abstaining from
 - Partaking in
 - Ignoring
 - None of the above
15. Circle the correct answer. HIV can turn into AIDS or HPV. -**AIDS**
16. YES or NO: The abbreviation STD stands for Sexually Transmitted Disease. -**YES**
17. Which of the following is NOT an STD? - **d**
- Gonorrhea
 - Chlamydia
 - Syphilis
 - Ricketts
18. True or False: When teenagers don't choose abstinence and a pregnancy occurs, their lives will not really change. -**False**

19. Circle the correct answer: Teenagers ARE/ARE NOT ready for parenthood. –
ARE NOT
20. Almost _____ of teen pregnancies are conceived unintentionally. – **c**
- a. 15%
 - b. 60%
 - c. 80%
 - d. 9%
21. True or False: Abstinence is ok, but other birth control methods work just as well.
-False
22. Write down 2 tips for practicing abstinence.

**Responses should come from the “More Abstinence Tips” section of the article.
Accept other reasonable answers.**

23. _____ is choosing to refrain from all sexual activity. - **a**
- a. Abstinence
 - b. Puberty
 - c. Safe sex
 - d. All of the above
24. Abstinence is _____ effective in preventing pregnancy and sexually transmitted diseases. - **d**
- a. 50%
 - b. 65%
 - c. 80%
 - d. 100%
25. _____ is an injury to a child or adult that is not accidental. - **c**
- a. Sexual abuse
 - b. Neglect
 - c. Physical abuse
 - d. Domestic violence
26. _____ occurs when a person uses or attempts to use a child or another person for their own sexual gratification. - **c**
- a. Neglect
 - b. Physical Abuse
 - c. Sexual exploitation
 - d. None of the above

27. Parents who fail to provide basic needs for their child may be charged with what?

- **a**

- a. Neglect
- b. Abuse
- c. Exploitation
- d. None of the above

28. Which of the following is NOT a healthy way to help someone who is a victim of abuse, exploitation, or neglect? – **b**

- a. Share your concerns with a trusted relative.
- b. Keep it a secret and hope things get better.
- c. Inform law enforcement and social services.
- d. Tell someone, such as a teacher or counselor at school.

29. People in HEALTHY/UNHEALTHY relationships usually have poor self-esteem.

-**UNHEALTHY**

30. True or False: People in healthy relationships resolve conflicts. -**True**