



High School
9-12

Teacher Instructional Guide

Unit 5 – Avoidance of High Risk Behaviors

- Lesson 1 – The Dangers and Health Effects of Tobacco Use**
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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 – The Dangers and Health Effects of Tobacco Use

Objective:

Students will learn about the dangers of smoking and the effects that tobacco use has on the human body.

Standards Covered

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:

- Why does the tobacco industry target young people with their advertising? **(Getting young people hooked creates life-long customers; accept other reasonable answers.)**
- Smoking cigarettes can cause what kinds of health problems? **(Lung Cancer, Heart Disease, and Death. Accept other reasonable answers.)**
- What are some of the effects of secondhand smoke? **(Can contribute to heart disease, affect those with asthma, cause lung cancer; 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 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 smoking and tobacco use.

1. Have students interview a family member or family friend who smokes. Tell students to ask questions about why this person started smoking, if they have ever tried to quit, and what health issues they have faced as a result of his/her smoking. Ask students to share their findings with the class (they can keep their interviewees anonymous if they prefer).
2. Explain how tobacco product manufacturers have targeted young people through promotions and how this makes you feel.

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 – Save Your Life and Say No to Alcohol and Drugs

Objective:

Students will learn the facts and effects of alcohol, illegal drugs, and drug abuse, and the role that parents play in preventing use of these substances.

Standards

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 that alcohol abuse and drug abuse are problems in our society?” Encourage discussion. Explain to students that they are going to learn about alcohol and drugs 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:

- According to the article, how many people died in 2002 due to underage-drinking related causes? **(Over 6,000)**
- According to the article, what are some of the consequences of using drugs? **(Students should refer to the examples in the article. Accept other reasonable answers.)**
- What are some ways that parents can prevent alcohol and drug use in teens? **(Students should refer to the examples 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 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 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 to create a “Just Say No to Drugs” public service announcement with. 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.

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 – You Only Have One Body – So Protect It!

Objective:

Students will learn how to guard their health from false nutritional and health claims. Students will also learn about the dangers of anabolic steroid use.

Standards

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 nutritional 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:

- **True or False:** Everyone is susceptible to fraudulent or false advertising, especially regarding health, nutrition and fitness products. **(False)**
- What does the abbreviation FTC stand for? **(The Federal Trade Commission)**
- What are some types of health claims to be aware of? **(Students should refer to the list in the article. Accept other reasonable answers.)**
- 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

- Divide the class into groups. Assign each group the task of developing a commercial or infomercial selling a product that is 'too good to be true.' Encourage students to be creative and use visual aids when appropriate. Have each group present their 'commercials' for the class. When all the groups are through performing, encourage a discussion with the class about why scams are wrong and why they think people/advertisers present false information to the public.
- Ask students to write a short story about a young person who is using steroids to increase his/her athletic performance. How do his/her friends react to finding out that he/she is using steroids? What do his/her friends and family do to help this person? How does the person respond to this help? Tell students to be creative and to use facts from the Healthy and Wise article in their stories. When they are finished, ask them to share their stories with the class.
- In pairs, have students research the history of the Federal Trade Commission (FTC). When was it founded? What is its main function? Ask each pair to explain their findings in writing.
- **(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 products that make untrue claims, as well as the dangers of using anabolic steroids.

1. In groups, ask students to create posters or collages showing healthy foods and people exercising on one side, and a phony “too good to be true” advertisement on the other side. Which is the better way to be healthy and wise?
2. Have students, individually, write a letter to their parents or a friend explaining the concept of nutrition and exercise scams and how to avoid them. Encourage students to use facts from the article in their letters. Ask students to share their letters 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 4 – Choices that Have Consequences**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 high school section (Unit 5) of the Caprock web site www.caprockpress.com/CMS.**

Standards

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:

- According to the article, what is one of the healthiest choices an adolescent can make with regard to becoming sexually active?
(To abstain from all sexual activity until marriage)
- How many STD cases in young people are reported each year?
(8 million cases.)
- 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 incidence of STDs among teenagers in the United States. How many teens get infected with STDs each year? Do most 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 other older family 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 when the skits are performed.
- **(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 a law enforcement officer to talk to your class about the legal implications regarding sexual activity as it relates to minor persons. Your counselor could also facilitate this discussion.

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 – Teenagers are not Ready for Parenthood

Objective:

Students will learn about the facts and risks associated with teenage pregnancy.

Standards

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:

- True or False: Teenage girls have significantly higher complication rates both during pregnancy and delivery. **(True)**
- According to the article, infants born to teenagers are more likely to be born with what? **(Born at a lower birth weight)**
- **True or False:** Teenage parents usually always marry and have successful marriages. **(False)**
- 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 recounting 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 re-write the "Health and Social Risks for Teen Parents" listed in the article in their own words. Encourage the use of color and good handwriting. 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. 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 numbers 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 about 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 – You Can Choose Abstinence

Objective:

Students will learn about the importance of abstinence during their teenage years, and will also learn refusal and management strategies to help them handle pressure to engage in sexual activity.

Standards

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:

- According to the article, how effective is abstinence in preventing teenage pregnancy and the acquiring of an STD? **(100% effective)**
- What are some ways that an adolescent can choose to be abstinent and avoid situations where he/she might experience pressure to have sex? **(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 who has chosen abstinence. Have him/her 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 and Neglect

Objective:

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

Standards

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?” **ASK** – “What is exploitation?” 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:

- According to the article, what are the five forms of abuse? (**Verbal and emotional abuse, physical abuse, sexual abuse, sexual exploitation, and neglect.**)
- What is physical abuse? (**When a child or person is intentionally injured.**)
- What is the definition of ‘neglect’? (**Failing to provide adequate food, clothing, shelter, supervision, or medical care for a person in one’s care.**)
- What is exploitation? (**The act of using a person for one’s own personal gain.**)

- What does the article suggest you do if you witness or know of someone being abused or neglected? (**Refer to 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, individually, 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 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 – Interpersonal Relationships

Objective:

Students will learn how to identify and maintain healthy relationships. Students will also learn important steps to accept and respect others.

Standards

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** – “Do you think you do a good job of communicating with others most of the time?” 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 tips for accepting and respecting others? **(Refer to the bulleted list in the article and accept reasonable answers.)**
- Many problems and conflicts between people can be prevented in what way? **(Through good communication)**
- **True or False:** Active listening is not an important aspect of good communication. **(False)**

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 to point out how the people are respecting and accepting 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 or more people accepting and respecting each other. Encourage students to refer to the list in the article when creating their scenes. Have each group perform for the class and/or a younger grade level.
- **(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 interpersonal relationships and accepting and respecting others.

1. Have students describe or write about a conflict they have had in a relationship and how good communication may have helped them resolve the conflict.
2. On poster board or a big piece of paper, have students write the “Ways of Accepting and Respecting Others” using bright colors, drawings, and their best handwriting. Display their work in the classroom or in the cafeteria.

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 9 – Courtship and Marriage

Objective:

Students will learn about the process of dating/courting and how to approach dating in a healthy way. Students will also be introduced to the definition of marriage and what to consider before deciding to marry.

Standards Covered

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 a date?” Encourage responses. **ASK** – “How many of you want to get married in the future?” Let students respond. Explain to students that they are going to learn about courtship and marriage 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:

- **True or False:** Dating can only be done one-on-one. (**False**)
- What is important when people decide to get married? (**They should know each other very well and have similar goals in life and plans for the future.**)
- What are some tips to keep in mind when dating? (**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 some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Divide the class into groups. Have each group create a skit depicting two people going out on a date. Encourage students to use information learned from the article in their skits. Ask each group to perform their skit in front of the class when they are ready.
- In groups, tell students to create collages representing healthy relationships and dating situations. Encourage fun and creativity! Let each group present their collage to the class. Display the collages in the classroom.

- Have students write a short story depicting two people during the courtship/dating process. Encourage character and plot development (as much as time permits). Ask students to swap stories with a partner and give constructive feedback.
- Ask students to research the legalities of the marriage process in your state (i.e.: how does a couple get a marriage license?). Are they surprised at what is required for two people to get married? Why or why not? Encourage class discussion on their findings.
- **(Guest Speaker)** Invite the school counselor to speak to your class about how to date in positive and healthy ways.

Performance Assessment:

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

1. In groups or individually, have students write out the “Tips to Keep in Mind” from the article. Tell students to include examples of each tip and share their work with the class.
2. Orally or in writing, have the class brainstorm good (appropriate) dating ideas or tips.
3. Develop a list of activities that would be fun when group dating.

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.

High School Subscribers also have access to the monthly Healthy and Wise Program as a supplement. These lessons and content support the Wellness Lessons in the High School Strength, Conditioning, and Wellness Guide.

**Additional Resources are Available Online for
The Healthy and Wise Programs at
www.caprockpress.com**

Teachers

- Weekly Sample PE Lesson Plans (K-6)
- Middle and High School Strength, Conditioning, and Wellness Guides
- Scope and Sequences
- 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

- National Health Standards
- National Association for Sport and Physical Education
- Texas (TEKS/TAKS)

Students

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

Parents

- Parent Letters – English/Spanish