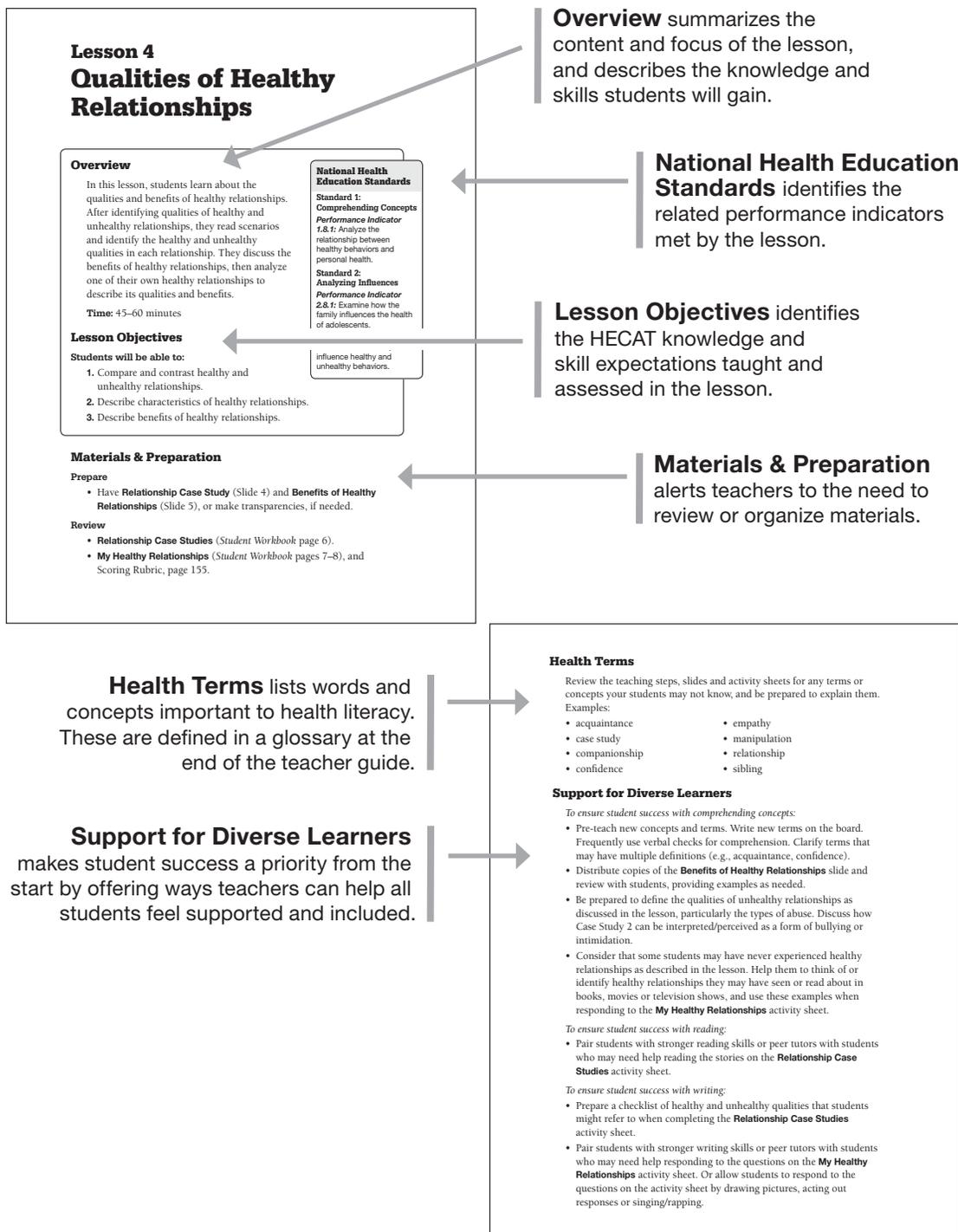


How a *HealthSmart* Lesson Works

Each lesson in the middle and high school modules contains a succinct overview of the learning objectives, teacher preparation, new health terms, and ideas for supporting students with a range of learning styles.



Lessons follow a 3-part process. Within this format, students and teacher move together from a point of inquiry and self-reflection, to knowledge and skill practice, and finally to demonstrating understanding and competency.

Introduction

Transition

In the last class, you learned to “read between the lines” to figure out what people who pressure you are really saying. On a piece of paper, write what a person who uses this pressure line might really be saying: “Have a drink. You know you want to.”

Allow students to focus and work quietly for a minute or two. When students have finished, call on a few students to share their ideas. Ask for a show of hands of those who agree or wrote something similar. Continue until all the different interpretations have been shared.

Remember that people who pressure you are sometimes scared themselves or want to fit in. They may want you to join them so they’ll feel better about their own choices.

Motivate

No matter why someone is pressuring you, the next step is to be able to say NO to the pressure. Sometimes saying NO can be hard, especially when the person who’s pressuring you is a friend or someone you look up to. What are some reasons or times when saying NO can be hard?

Call on a few students to share reasons and times when saying NO can be hard. Ask for a show of hands from those who agree with each response.

Teaching Steps

Teach effective ways to say NO

Explain

It can be easier to say NO when you learn the kinds of words you can use and the actions you can choose to help you resist pressure.

Prepare

*Post the piece of chart paper titled “Saying NO to Drug Pressure.” Make 2 columns on the paper, one titled “Words” and the other “Actions.” Then show the **Saying NO to Drug Pressure** slide.*

1 Introduction gets students ready for learning, and introduces the topic for the current lesson. A brief writing assignment focuses attention on students’ personal understanding and awareness of the topic. Then, using a variety of techniques, students generate connections between the health topic and their own lives.

2 Teaching Steps delivers the content, demonstrations, discussions, and various other activities that form the basis for learning that is focused, engaging, intensive and linked to objectives.

3 Assessment & Closure assigns the performance tasks that allow teachers to assess student learning or mastery of a skill. Closure allows students to conclude by reinforcing the learning.

Teacher Cues let the teacher follow the activity at a glance. Cues are grouped into sections that organize the lesson. A detailed list of all Teacher Cues is found on pages xii–xiii.

Assessment & Closure

Students demonstrate learning

Exit Ticket

Write down 3 ways to resist pressure to use drugs that you think would work for you. Include both words and actions in each of your responses. Be sure to put your name on your paper and hand it in before you leave class.

Write the criteria for completing the Exit Ticket on the board and allow time for students to complete the assignment.

End the lesson

Send Home

*Distribute a **Time to Talk: Peer Pressure & Alcohol** family sheet to each student. Explain that they will take this sheet home and talk to a parent or older family member about peer pressure and alcohol.*

Close

Let’s practice words and actions for saying NO one more time. When I say, “Words,” and point to you, say NO using some of the ways we’ve practiced. When I say, “Actions,” everyone can show an action or some body language you can use to reinforce your NO.

Do a few rounds, calling out, “Words,” and pointing to several students, then calling out, “Actions,” and allowing students to respond all at once by demonstrating refusals body language. Monitor responses and provide corrective feedback, as needed.

Any time you find yourself being pressured to do something you know is unhealthy, illegal or dangerous, you’ll need to think on your feet. You want to be able to communicate your real thoughts and feelings about what you want to do. In the next class, we will practice how to resist pressure using the things you learned about today.



Master 8

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Assessment

Formal assessment of every objective is a key feature of the second edition of *HealthSmart*.

Scoring Rubrics

These rubrics are provided to help teachers evaluate student work on activity sheets, projects and skills practice. The scale is as follows:

- 4 = Exceeds expectations
- 3 = Meets expectations
- 2 = Mostly meets expectations
- 1 = Does not meet expectations

Lesson 1 • Teens & Drugs: What's the Truth?

The Truth About Teens & Drugs Activity Sheet				
Objective	4	3	2	1
1. Perceived Norms (Part 1)	Correctly marks how all 3 class estimates of current drug use by eighth graders compare to national survey data. AND Gives a clear and detailed explanation of why students may overestimate the number of young people who use drugs. AND Correctly and clearly defines perceived norms. AND Writes a clear and thoughtful explanation of how perceived norms can influence a person's choices about using drugs.	Correctly marks how 2 or 3 class estimates of current drug use by eighth graders compare to national survey data. AND Gives an adequate explanation of why students may overestimate the number of young people who use drugs. AND Gives a correct but vague definition of perceived norms. AND Writes a reasonable description of how perceived norms can influence a person's choices about using drugs.	Correctly marks how 1 or 2 class estimates of current drug use by eighth graders compare to national survey data. AND Gives a weak explanation of why students may overestimate the number of young people who use drugs. AND Defines perceived norms with some inaccuracy. AND Writes a weak description of how perceived norms can influence a person's choices about using drugs.	Does not correctly mark how any class estimates of current drug use by eighth graders compare to national survey data. AND Does not explain why students may overestimate the number of young people who use drugs. AND Does not define perceived norms correctly. AND Does not explain how perceived norms can influence a person's choices about using drugs.
2. Most Teens Do Not Use Drugs (Part 2)	Clearly explains that most teens do not use drugs, and uses national survey data as evidence.	States that most teens do not use drugs, and uses some data as evidence.	States only that most teens do not use drugs.	Statement about teen drug use is not correct.

Scoring rubrics are provided for each lesson. The rubrics link directly to mastery of the objectives and standards identified in the lesson overview.

The rubrics can be used for grading purposes or to determine student progress. Assessment rubrics may be shared with students to help them understand what will be expected of them.

Unit Assessment: Activity 2 Nutrition & Physical Activity Talk Show

Unit Assessment
Each subject module culminates in two activities: a written assessment of content and concepts, and a performance task that allows authentic assessment of content and skills through a creative individual or group project.

Unit Assessment: Activity 1 What I Know About Nutrition & Physical Activity

Overview

This culminating activity assesses student learning for the unit through a written exam.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Summarize reliable sources of information about healthy eating.
2. Summarize the amount of food a person needs each day from each food group.
3. Summarize a variety of nutritious food choices for each food group.
4. Describe the recommended amounts and types of moderate and vigorous physical activity for adolescents.
5. Identify ways to increase daily moderate to vigorous physical activity and decrease inactivity.
6. Analyze the physical, mental and social benefits of physical activity.
7. Explain how an active lifestyle helps prevent chronic disease.
8. Describe the symptoms of common eating disorders.
9. Explain what to do if a friend is showing symptoms of an eating disorder.
10. Explain the benefits of eating a healthy breakfast every day.
11. Provide examples of healthy breakfast foods.
12. Explain ways to eat healthier at fast-food restaurants.
13. Explain the characteristics of a healthy snack.

National Health Education Standards
Standard 1: Comprehensive Concepts
Performance Indicator 1.B.1: Analyze the relationship between healthy behaviors and personal health.

Student Workbooks

Student workbooks contain all activity sheets from the teacher guide.

Improving My Emotional Health

Directions: Think about what a person who you think is a role model for emotional health. Then answer the questions.

① Describe at least 3 traits of good emotional health:

1. _____
2. _____
3. _____

② Explain why you think your role model has good emotional health. What are at least 2 things this person does or says that show he or she has good emotional health?

1. _____
2. _____

③ What emotional health trait do you want to improve for yourself?

④ What 2 specific steps will you take to improve this trait?

1. _____
2. _____

Self-Check

- I described 3 traits of emotionally healthy people.
- I explained 2 ways my role model shows good emotional health.
- I listed a trait I want to improve.
- I described 2 specific steps I can take to improve this emotional health trait.

Emotional & Mental Health 5

Directions explain what students need to do to complete the activity sheet or creative assignment.

Activity sheets show evidence of student learning and are written at a reading level appropriate for middle school (grades 6–8).

Self-Check boxes on activity sheets remind students of assessment requirements.

Digital Resources

Each teacher guide includes digital resources that can be printed, made into transparencies, or used with whiteboard products.

Masters, teacher pages and other materials can be downloaded from the *HealthSmart* website:

www.etr.org/healthsmart/print-edition/digital-resources

Teacher Cues

The lessons provide the following cues for teachers:

Ask & Discuss	Check out current student thinking, knowledge and understanding using interactive discussion.
Assess	Collect student work that demonstrates learning and evaluate.
Assign	Give students an assignment to complete outside of class.
Close	Provide closure to the lesson by helping students process and review the learning and connect it to their lives.
Complete	Have students complete an activity sheet or other project.
Create	Have students generate a list, design a poster, write a story, or create a drawing or other piece of original work.
Debrief	Follow up with students on out-of-class assignments and take-home items.
Demonstrate	Model or have students model an action.
Exit Ticket	Assess student learning with a brief written assignment at the end of class.
Explain	Help students build understanding and comprehension of lesson activities, concepts, issues and skills.
Model	Provide guidance on how to perform a skill or task.
Monitor	Have students assess and track their own health behaviors.
Motivate	Increase student interest in the content to be covered in the lesson through a demonstration, prompt, discussion or other activity that allows them to personalize the topic (anticipatory set).
Practice	Have students demonstrate proper procedures for a skill or behavior.

Prepare	Present transparencies or charts to students. Write words or phrases on the board.
Read	Read or have students read information from the <i>Student Workbook</i> or a reading sheet.
Reinforce	Provide feedback on student skill practice and reinforce the correct use of the skill.
Review	Revisit and reinforce previous concepts and learning.
Send Home	Have students take materials or completed work home to share with family.
Share	Have students present completed activity sheets, projects or personal information to the class or school.
State	Read the information from a slide or transparency to students.
Summarize	Emphasize key points from discussion and add any important information not covered.
Survey	Explore present health practices, attitudes and peer norms.
Transition	Provide a brief writing activity that helps students settle down and focus while either reviewing learning from the previous lesson or preparing for the current lesson topic.