

Activity/Resource Guide

For

Idaho Family and Consumer Sciences

# *Family Health and Wellness*

IBEDS 22208



## **Idaho Division of Professional-Technical Education**

*This report was prepared by  
Idaho State University  
for the  
Idaho Division of Professional-Technical Education  
Family and Consumer Sciences Education  
Boise, Idaho*

June 2010  
PTE No. 396

**Idaho State Board for Professional-Technical Education**

**Richard Westerberg, President – Preston**

**Kenneth Edmunds, Vice-President-Twin Falls**

**Don Soltman, Secretary- Twin Lakes**

**Emma Atchley, Member- Ashton**

**Paul Agidius, Member-Moscow**

**Rod Lewis, Member-Boise**

**Tom Luna, Superintendent of Public Instruction- Boise**

**Milford Terrell, Member- Boise**

**Mike Rush, Executive Director-Boise**

**Idaho Division of Professional-Technical Education**

**Ann Stephens, State Administrator**

*Idaho Division of Professional-Technical Education*

**Theresa Golis, Program Manager**

*Family and Consumer Sciences Education*

(208) 334-3216

*The Idaho Division of Professional-Technical Education is an equal opportunity employer. Hiring is done without regard to race, color, religion, national origin, sex, age or disability. Appropriate consideration shall be given to veterans in accordance with applicable state and federal laws and regulations.*

*\*Costs associated with this publication are available from the Idaho Division of Professional-Technical Education in accordance with Section 60-202, Idaho Code.*

## INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry representatives and educators. For development of the Family Health and Wellness curriculum the majority of the committee members were educators who have taught Family Health and Wellness. Industry personnel were included, as part of the committee to discover what they believe Family Health and Wellness students should know upon leaving the class. State staff and university personnel, using the National Standards for Family and Consumer Sciences Education and the current Idaho Family Health and Wellness guide, developed the framework. All of the current Idaho Achievement Standards for Health are integrated throughout the curriculum framework. This report was prepared upon completion of the committee's assignment. The list of competencies and performance indicators prepared by committee members reflects the knowledge and skills currently recommended for students in the Family Health and Wellness course. Students who complete this course will be better prepared to meet the challenges of living and working in today's society.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall outcomes, competencies, and performance indicators. The committee prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that the program meets the minimum standards. Schools offering Family and Consumer Sciences Education should use advisory committees to reflect local and community needs.

**Curriculum Project Manager**  
Jenniene Kauer, MS  
Family and Consumer Sciences Teacher  
Educator  
Idaho State University  
Pocatello, Idaho

**Curriculum Project Coordinator**  
Louise Twitchell, MS  
Family and Consumer Science Instructor  
Rigby High School  
Rigby, Idaho

## Table of Contents

Acknowledgments.....	5
Introduction.....	6
Activity 1..... My Fellow American.....	9
Activity 2..... Student Body.....	11
Activity 3..... Body Image.....	13
Activity 4..... Personal Inventory.....	15
Activity 5..... Health Lesson Plan Websites.....	17
Activity 6..... Super Size Me.....	19
Activity 7..... Fast Food Portion Sizes.....	22
Activity 8..... Action Plan.....	38
Activity 9..... Benefits of Physical Activity.....	43
Activity 10..... Elements of a Healthy Lifestyle.....	45
Activity 11..... Sleep Websites.....	48
Activity 12..... Emotional and Mental health Disorders.....	50
Activity 13..... Depression.....	54
Activity 14..... Relationships Quiz.....	57
Activity 15..... Evaluating Relationships.....	59
Activity 16..... Telephone Activity.....	64
Activity 17..... Conflict Management Techniques.....	66
Activity 18..... The Conflict Quiz-What's your style?.....	74
Activity 19..... Skin and Sense of Touch.....	78
Activity 20..... Circulation and Respiration.....	80
Activity 21..... What's in your blood?.....	81
Activity 22..... Kinesthetic Lesson on the Digestive System.....	83
Activity 23..... Drug and Alcohol pre-assessment.....	86
Activity 24..... Drug and Alcohol and Peer Pressure Response.....	88
Activity 25..... Alcohol and Drugs and Decision Making Scenarios.....	89
Activity 26..... Sobriety Testing Stations.....	90
Activity 27..... Issues in Environmental Education.....	93
Activity 28..... Health Careers.....	96

## ACKNOWLEDGEMENTS

The curriculum committee process involved personnel from Idaho high schools, business and industry, Idaho State University, and the Idaho Division of Professional-Technical Education. These people serve with the approval of their employers. The Division of Professional-Technical Education provides reimbursement for travel and meal expenses. The Idaho Division of Professional-Technical Education is appreciative of the opportunity to meet with these committee members and to their employers for permitting them to do so. The following people gave their time, energy and expertise in the development of this curriculum framework:

### Curriculum committee Members

Char Byington, Extension Educator  
University of Idaho EFNEP  
Pocatello, Idaho

Jodi Cook, Instructor  
Family and Consumer Sciences  
Council High School  
Council, Idaho

Cheryl Lee, Instructor  
Family and Consumer Sciences  
Rigby High School  
Rigby, Idaho

Fanua Matagi, Instructor  
Family and Consumer Sciences  
Centennial High School  
Boise, Idaho

Sarah Robbins, Instructor  
Family and Consumer Sciences  
Malad High School  
Malad, Idaho

Heidi Stirm, Instructor  
Family and Consumer Sciences  
Melba High School  
Melba, Idaho

Louise Twitchell, Instructor  
Family and Consumer Sciences  
Rigby High School  
Rigby, Idaho

## **FAMILY HEALTH AND WELLNESS**

### **INTRODUCTION:**

*It is health that is real wealth and not pieces of gold and silver. – Mahatma Gandhi*

Schools can better achieve their basic educational mission if students are healthy and fit physically, mentally, socially and emotionally. Habits that young people establish will impact their future health status in a positive or negative manner. Schools share the responsibility with parents and communities to help prevent unnecessary injury, disease, and chronic health conditions that lead to a low quality of life, disability or early death. In addition, positive attitudes and behaviors developed early in life help to prevent many of the social and educational problems that confront society, including failure to complete high school, drug addiction, broken homes, unemployment and criminal behavior.

### **COURSE DESCRIPTION:**

The Family Health and Wellness curriculum focuses on the young adult as an individual preparing for responsibilities related to personal and family health. The student will gain insight into healthy lifestyles, healthy relationships, consumer health, and careers in the field. Family Health and Wellness is designed as a one-semester/trimester class recommended for students in grades 9 through 12. A career exploration in a health occupation as a part of this course is desirable. The class meets the health credit requirements for graduation if the teacher has a Health endorsement. FCCLA activities should be an integral part of this course. The national program, Student body, is a good fit.

### **IMPORTANT INFORMATION:**

#### **Delivery of the Family Health and Wellness Curriculum**

It is recommended that this course emphasize full-class participation, teamwork, and individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take action for the well being of personal and family wellness in the home workplace, community, and world.

#### **Teacher Qualifications**

The teacher of this course must have a standard Secondary Teaching Certificate with and endorsement in Family and Consumer Sciences. To grant the Health credit required for graduation, the teacher must also have a Health endorsement.

#### **Length and Level of this Course**

This course is a one-semester/trimester experience at the 9<sup>th</sup> through 12th grade level.

#### **Recommended Resources**

- Family Health and Wellness Activity/Resource Guide, 2010 (available from the Idaho Professional-Technical Education office.)

- Glencoe; Health and Wellness
- Glencoe; Health.
- Glencoe; Making Life Choices

**Career Clusters**

This course is recommended for all students as the content helps students develop essential skills necessary for making decisions about personal and family health. Occupational areas related to the Family Health and Wellness curriculum would be in the Human Resources or Health Care Career Clusters.

Activity 1 My fellow Americans

Competencies addressed by this activity:

- 1 Examine elements of a healthy foundation
- 1.01 Asses principles of character Development and Values

## MY FELLOW AMERICANS

*This activity will enable students to assess personal and societal values related to personal health. It will also enable them to identify external pressures that affect personal health and wellness decisions.*

1. Begin by reading a few quotes from notable historical figures (for example: Barack Obama, John F. Kennedy, Martin Luther King, Barbra Walters) as an example of what people said about health education and/or physical activity in their few minutes of glory in the public eye.
2. After reading a variety of quotes, tell students to imagine that they had the undivided attention of every American citizen between the ages of 13-35, for 3 minutes, and they need to decide what they want to say to the rest of America in the area of health education and/or physical activity. Possible topics include: personal hygiene, smoking, exercise, etc.

**\*Note that none of the student's speeches encouraged stereotypes, negative images of women, profanity, violence, glorified poverty or illegal drug use.**

3. Students can work alone or in groups of 2 or 3.
4. Once the students have decided what they want to say, have them regroup.

### DISCUSSION/CONCLUSION

1. Invite students to share what they had to say with the class, taking time in between each speech to talk about the values and external pressures associated with each.

## Activity 2 Student Body

Competencies addressed by this activity:

- 1 Examine the elements of a healthy foundation
  - 1.01 Assess the principles of character development and values
  
- 2 Analyze the relationship between nutrition, fitness and sleep for wellness
  - 2.01 Examine strategies that promote making healthy food choices
  - 2.02 evaluate physical activities as they promote personal health
  
- 3 Identify and promote mental and emotional health
  - 3.02 Analyze the impact of stress on health
  
- 6 Analyze the effects of drugs on individuals, families, and communities
  - 6.01 Evaluate the risks of illegal drugs, alcohol, tobacco, OTC, and prescription drugs

# Student Body

Student Body is a national FCCLA peer education program that helps young people learn to eat right, be fit, and make healthy choices. Its goals are to—

- help young people make informed, responsible decisions about their health
- provide youth opportunities to teach others and develop healthy lifestyles, as well as communication and leadership skills. To help members focus their projects, Student Body addresses three units. Members may complete projects in one or several units—

- **Eat Right** — Explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more
- **Be Fit** — Take action related to lifelong exercise habits, obesity, sports training, and other topics
- **Make Healthy Choices** — choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress; building self esteem; and practicing good character.

## Partners:

- Action for Healthy Kids, [www.actionforhealthykids.org](http://www.actionforhealthykids.org)
- National Day to Prevent Teen Pregnancy, [www.teenpregnancy.org](http://www.teenpregnancy.org)
- March of Dimes, [www.marchofdimes.com](http://www.marchofdimes.com)
- National Sleep Foundation, [www.sleepfoundation.org](http://www.sleepfoundation.org)

## Awards:

FCCLA offers national recognition to chapters that complete FCCLA Student Body projects. This honor includes cash awards and special recognition at the National Leadership Meeting and in *Teen Times* magazine. Chapters apply for recognition for their hard work and innovative projects with the National Student Body Program Award Application available on the FCCLA Web site under Awards/Scholarships.

- High School Award — \$1,000
- Middle School Award — \$1,000
- Runner-Up Award — \$500

**Deadline:** Award Applications due to FCCLA national headquarters postmarked by

March 1.

1910 Association Drive

Reston, VA 20191

(703) 476-4900

(703) 860-2713 Fax

[www.fcclainc.org](http://www.fcclainc.org)

*Eat right, be fit, and make healthy choices through FCCLA's Student Body program*

### Activity 3 Body Image

Competencies addressed by this activity:

1 Examine the elements of a healthy foundation.

1.01 Address Principles of character development and values

This lesson idea was taken from the website  
[http://www.sciencenetlinks.com/sci\\_update.php?DocID=287](http://www.sciencenetlinks.com/sci_update.php?DocID=287)

**Name/Title:** Body Image

**Purpose:** To provide knowledge about the brain's role in forming a person's body image. Provides a link to a Read-Write-Think lesson about the Barbie Doll and her impact on society's views about body image.

**Website Links:**

**History of the Barbie Doll** @ <http://www.readwritethink.org/classroom-resources/calendar-activities/barbie-doll-unveiled-1959-20456.html>

**What Would a Real-Life Barbie Look Like?** @ [http://news.bbc.co.uk/2/hi/uk\\_news/magazine/7920962.stm](http://news.bbc.co.uk/2/hi/uk_news/magazine/7920962.stm)

**Suggested Grade Level:** 9-12

**Procedure:** Watch the Podcast on the website. Go to the website link about the History of the Barbie Doll. Have students bring in pictures from the magazines that they typically read. Students should bring pictures of both male and female subjects.

Post these pictures around the room and have students walk around with a two-columned chart with headings *Male* and *Female*, which they will use to record words and phrases that describe what they see in the pictures. Students should then share their lists with the class.

Ask students to write about how gender is represented in the advertisements they see. Is this typical of how men or women appear in movies, on TV, etc.? Which celebrities most exemplify these characteristics?

After sharing responses in a think-pair-share arrangement, have students explain whether these gender representations are accurate in real life. Ask students to consider the effect that these representations can have on people's self-esteem.

Conclude by discussing why advertisers portray males and females in this way. What is the goal and purpose of advertising?

**Evaluation:**

- Discussion
- Essay on Body Image

## Activity 4 Personal Inventory

Competencies addressed by this activity:

- 1 Examine the elements of a healthy foundation
- 1.01 Asses principles of character development and values

## PERSONAL INVENTORY

Understanding your strengths and weakness builds self-esteem.

### At School

1. Subject I like best: \_\_\_\_\_.
2. Subject I don't like: \_\_\_\_\_.
3. Subject I am good at: \_\_\_\_\_.
4. Subject I am not good at: \_\_\_\_\_.
5. I am good at this subject but I don't like it:  
\_\_\_\_\_.
6. I am not good at this subject but I like it:  
\_\_\_\_\_.

### Home Life and Leisure Time

1. I like: \_\_\_\_\_.
2. I do not like: \_\_\_\_\_.
3. I am good at: \_\_\_\_\_.
4. I am not good at: \_\_\_\_\_.
5. I am good at this activity but I don't like it:  
\_\_\_\_\_.
6. I am not good at this activity but I like  
it: \_\_\_\_\_.

Relationships checklist (Check all statements that apply to your relationship with friends and adults)

1. I am generally well liked: \_\_\_\_.
2. I am generally not well liked: \_\_\_\_.
3. I have a group of friends: \_\_\_\_.
4. I prefer having one or two friends: \_\_\_\_.
5. I am a leader: \_\_\_\_.
6. I am a follower: \_\_\_\_.
7. I prefer people who like the same things I like: \_\_\_\_.
8. I prefer people who like different things: \_\_\_\_.
9. I have the support of significant adults in my life: \_\_\_\_.
10. I have the support of my friends: \_\_\_\_.

### Food Preferences

1. I like to eat

\_\_\_\_\_.

2. I do not like to eat

\_\_\_\_\_.

3. I do \_\_\_\_ do not \_\_\_\_ eat a balanced diet. (check one)

### Relaxing

1. I relax by

\_\_\_\_\_.

2. I like relaxing alone \_\_\_\_ or with other people \_\_\_\_\_. (Check one)

3. After this activity, I always feel calm and peaceful.

Answer the following questions:

1. What have you learned about yourself?

2. How can you apply this information to your life?

3. How could it affect the goals you set for yourself?

Activity 5 Health Lesson Plan Websites

2 Analyze the relationship between nutrition, fitness, and sleep for wellness

2.01 Examine strategies that promote making healthy food choices

### **Health Lesson Plan Websites**

[http://www.teach-nology.com/teachers/lesson\\_plans/health/912/](http://www.teach-nology.com/teachers/lesson_plans/health/912/)

<http://school.discoveryeducation.com/lessonplans/9-12.html>

[eduref.org/cgi-bin/lessons.cgi/Health](http://eduref.org/cgi-bin/lessons.cgi/Health)

<http://www.pecentral.org/lessonideas/searchresults.asp?category=58>

### **Topic Websites**

Healthy Body Image: <http://www.ces.purdue.edu/extmedia/CFS/CFS-738-W.pdf>

Includes lessons: 1) Celebrate Your Unique Qualities, 2) Mixed Messages: Living in a Supersized World; 3) Healthy Eating in a Nutshell, and 4) An Ounce of Exercise Keeps the Doctor Away

Portion Distortion: <http://hp2010.nhlbihin.net/portion/>

Recall what a standard food serving looks like, see how food portions have changed in the last 20 years, learn to create reduced calorie meal plans; and use the menu planner to create your own meals or to add up daily calorie intake.

Service-Learning: Promoting Healthy Habits: [www.YSA.org/nysd](http://www.YSA.org/nysd)

Lists general ways to incorporate service-learning in the classroom

Activity 6 Super size me

Competencies addresses by this activity:

2 Analyze the relationship between nutrition, fitness, and sleep for wellness

2.01 Examine strategies that promote making healthy food choices

## SUPER SIZE-ME

### RETRIEVED FROM:

<http://www.lessonplanspage.com/PEODoSomethingAboutEatingHealthyUnitDay5SuperSizeMe912.htm>

### Goal:

Students will learn about America's growing obesity and how portion size can contribute to this problem.

### Steps:

1. **Warm-up:** Give students a blank piece of paper and have them draw a typical restaurant meal to scale. If they choose steak, how big a piece would they get? How many French fries? How big is the bun for a hamburger?

2. Explain to students that over 60% of Americans are overweight. Ask students why they think this might be the case.

3. Read about portion size and childhood obesity

<http://www.annecollins.com/weight-control/food-portion-sizes.htm>.

4. Bring in some common food items (Pasta, cereal, tomato sauce) and have students determine how much they usually eat for a meal. Then look at the label for the amount of an individual serving. How does this compare? If students took more than what is considered one portion, have them calculate the calories of their serving size.

5. Discuss with students how to relate portions to everyday items so they can estimate servings. For example:

**Woman's fist or baseball** -serving of vegetables or fruit is about the size of your fist,

**Rounded handful** - about one half cup cooked or raw veggies or cut fruit, a piece of fruit, or cup of cooked rice or pasta - this is a good measure for a snack serving, such as chips or pretzels,

**Deck of cards** - a serving of meat, fish or poultry or the palm of your hand (don't count your fingers!) - for example, one chicken breast, pound hamburger patty or a medium pork chop,

**Golf ball or large egg** - one quarter cup of dried fruit or nuts,

**Tennis ball** - about one half cup of ice cream,

**Computer mouse** - about the size of a small baked potato,

**Compact disc** - about the size of one serving of pancake or small waffle,

**Thumb tip** - about one teaspoon of peanut butter,

**Six dice** - a serving of cheese,

**Check book** - a serving of fish (approximately 3 oz.)" ( from <http://www.mealsmatter.org/EatingForHealth/Topics/article.aspx?articleID=52>)

**6. Reflect:** Have students revise their original drawing, considering portion size.

Other Activities:

Learn about nutrition labeling at <http://www.healthchecksyste.ms.com/label.htm>. Have students choose their favorite packaged snack food and present the information graphically through a pie chart.

Activity 7 Fast Food Portion Sizes

Competencies addresses by this activity:

- 2 Analyze the relationship between nutrition, fitness, and sleep for wellness
- 2.01 Examine strategies that promote making healthy food choices

This lesson idea was taken from the website  
<http://www.pecentral.org/lessonideas/PrintLesson.asp?ID=8818>

**Name/Title:** Fast Food and Portion Sizes

**Purpose:** This activity is designed to show students how difficult it can be to make healthy food choices and to help them understand the nutritional information available for a variety of foods.

**Suggested Grade Level:** 9-12

**Materials Needed:** 10 stations with activity cards, equipment for each station (determined by station choices), fast food logos, 10 questions with fast food logos attached, 10 cover sheets to put over the questions (a blank piece of paper usually suffices), 1 answer sheet for each student.

**Handouts:** (Available on the website)  
Fast Food Quiz Nutrition Questions  
Fast Food Quiz Answer Sheet  
Fast Food Quiz Resources

**Procedure:** Lay out 10 stations, each with a different activity to complete. (Include stations that incorporate each of the health-related components of fitness. Arrange stations so that no successive station works the same aspect of fitness or body part.) Station ideas could include:

- Push ups
- Sit ups
- Jumping jacks
- Plyometric jumps over boxes/low hurdles
- Medicine ball twists
- Jump rope
- Squats using an exercise ball
- Shuttle runs
- Dribbling a basketball
- Frisbee pass and run
- Lunges
- Tricep dips

On each station card, indicate the number of repetitions the students need to complete e.g. 10 shuttle runs, 20 lunges on each leg, etc.

On the back of each station card, stick a picture of a well-known fast food logo.

Around the perimeter of the activity area, or area you are using, post 10 corresponding nutrition questions. Cover the question with one of the fast food logos, and cover the fast food logo so that it is not visible to the students unless they lift up the cover.

Students are assigned a station to start at. They complete the activity at the station then have to locate the corresponding question posted around the area. For example, if the student finds the logo for McDonalds on the back of the station card, they have to find the question which also has the McDonalds logo on it and answer it. If students don't find the correct logo they are looking for on the 1<sup>st</sup> attempt they continue looking for the logo/question they need to answer. This way they can get in a few extra steps. After completing both the activity and answering the question for one station, students then move to the next activity station, completing them in order.

At the end of the activity, students compare answers they came up with to the correct answers. We then discuss which questions they found most surprising and most difficult to figure out.

**Evaluation:**

- Student answer sheets
- Student projects that incorporate selecting healthy meals from various fast food restaurants

**Teaching Suggestions:** Information for the questions were taken from nutritional information available online for a variety of fast food restaurants and turned it into questions. For example, students were asked to select the meal, which they thought contained the least amount of fat or calorie, when given a range of choices.

Use the portion distortion quiz available @ <http://hp2010.nhlbihin.net/portion/> to show students how portion sizes have changed over time.

---

Submitted by Jo Bailey who teaches in Weston, WI

## What is the best choice at McDonalds?



Place the following menu items in order of calorie content, from the item which you think has the **lowest** calorie content to the one which you think has the **highest** calorie content:

Caesar salad with grilled chicken and Caesar dressing

Sausage McMuffin with egg

Warm cinnamon roll

Premium grilled chicken classic sandwich

Double cheeseburger

## Time for Starbucks?

Place these drinks in order, from the one with the lowest amount of saturated fat to the highest:

<p><b>Hot Chocolate</b> Choice of steamed milk with mocha syrup, vanilla syrup and whipped cream. A classic hot chocolate - sweet and creamy - made with steamed milk, mocha syrup and topped with whipped cream and chocolate drizzle (optional).</p>	
<p><b>Caramel Chocolate Frappuccino® Blended Crème</b> Rich chocolate, caramel syrup and milk blended with ice, topped with whipped cream and a drizzle of caramel sauce.</p>	
<p><b>Caffè Latte</b> Espresso and steamed milk Rich, full-bodied Starbucks® espresso in steamed milk lightly topped with foam.</p>	
<p><b>Vanilla Bean Frappuccino® Blended Crème</b> Vanilla beans and milk blended with ice, topped with whipped cream</p>	

## Select the best meal from Burger King



From the menu below, select a drink, main sandwich, and a side dish to create as healthy a meal as you can. Think about total calories AND how much fat each item might contain.

Main	Side	Drink
Original Whopper Sandwich	Onion Rings (small)	Diet Coke (medium)
The Angus Steak Burger	French Fries (small)	Sprite (small)
Tender crisp Garden Salad	Dutch Apple Pie	Vanilla Shake (small)
Original Whopper Junior Sandwich	Hershey's Sundae Pie	Coca Cola (small)

## Protein?



You are at Subway and in need of some protein to help repair the muscles you have damaged while lifting weights. From the following menu items, put them in order, from the one with the highest amount of protein to the lowest. All sandwiches are 6" size.

Ham

Roast Beef

Sweet onion chicken teriyaki

Turkey Breast

# Sugar ?



You need some sugar! Which KFC side dish has the most sugar in it? Match the amount of sugar (g) to the correct side dish.

Side Dishes	Grams of Sugar
Macaroni and Cheese	0
Potato Wedges	3
Three Bean Salad	18
Green Beans	11
Cole Slaw	2
Cornbread muffin	7

# Sodium

You know your recommended daily sodium allowance is 2000mg. Which of these Taco Bell burritos will send you over your daily allowance?

## **Grilled Stuffed Burrito - chicken**

A large, warm, soft, flour tortilla wrapped around marinated and grilled all-white meat chicken, hearty beans, seasoned rice, a blend of three cheeses — cheddar, pepperjack and mozzarella, creamy Pepper Jack sauce, and Fiesta Salsa, then grilled to perfection.

## **Burrito Supreme – chicken**

A warm, soft, flour tortilla wrapped around marinated and grilled all-white-meat chicken, hearty beans, tangy red sauce, crisp, shredded lettuce, real cheddar cheese, diced onions, diced ripe tomatoes, and reduced fat sour cream.

## **Fiesta Burrito – chicken**

A warm, soft, flour tortilla wrapped around marinated and grilled all-white-meat chicken, real cheddar cheese, seasoned rice, and Fiesta Salsa.

## Which Pizza should you choose?



Your doctor is worried about your cholesterol level but you really need some pizza.

Match the cholesterol level to the correct pizza

Pizza	Cholesterol (mg)
Meat Lovers	35
Veggie Lovers	60
Pepperoni and Mushrooms	20
Supreme	30

## Saturated Fat?



### **Philly Cheesesteak Thickburger**

charbroiled 1/3-pound, 100 percent Angus beef patty, topped with thin-sliced steak, sautéed peppers and onions and Swiss and American cheeses on a seeded bun.

You need to watch your intake of saturated fat and know that you should limit it to 10% of your total calorie intake (1g of fat = 9 calories; If you should eat 2000 calories a day, you consume no more than 20g of saturated fat daily). Match these menu items with the amount of saturated fat they have.

Big Chicken Fillet Sandwich	24 g
Big Hot Ham and Cheese	21 g
Original Thickburger	13 g
Bacon Cheese Thickburger	6 g

## Answers

### McDonalds

1. Sausage McMuffin and egg – 370 kcal
2. Caesar salad with grilled chicken and Caesar dressing – 410 kcal
3. Premium grilled chicken classic sandwich – 420 kcal
4. Double cheeseburger – 440 kcal
5. Warm cinnamon roll – 460 kcal

### Starbucks

1. Caramel chocolate frappuccino 2g
2. Caffè latte 9g
3. Vanilla Bean frappuccino 10g
4. Hot Chocolate 13g

### Burger King

Main Side Drink

Original WHOPPER®

Sandwich 700, 42g

Onion Rings (Small)

180, 9g

Diet Coke® (Medium)

0, 0g

The Angus Steak Burger

570, 22g

French Fries (Small) 230,

11g

Sprite® (Small)

140, 0g

TENDERCRISP™ Garden

Salad 530, 34g

Dutch Apple Pie

300, 13g

Vanilla Shake (Small)

400, 15g

Original WHOPPER JR.®

Sandwich 390, 22g

HERSHEY®'S Sundaes Pie

300, 18g

Coca Cola® (Small)

140, 0g

## **Subway**

1. Sweet onion chicken teriyaki 26g
2. Roast Beef 19g
3. Turkey Breast 18g
4. Ham 17g

## **Taco Bell**

Grilled Stuffed Burrito - chicken 2160 mg  
Burrito Supreme – chicken 1370 mg  
Fiesta Burrito – chicken 1220 mg

## **KFC**

### **Side dishes Grams of sugar**

Macaroni and Cheese 3  
Potato wedges 0  
Three bean salad 7  
Green beans 2  
Cole slaw 18  
Cornbread muffin 11  
Pizza Hut  
Meat lovers – 60mg  
Veggie lovers – 20mg  
Pepperoni and mushroom – 30mg  
Supreme – 35mg

## **Hardee's**

Big chicken fillet sandwich 6g  
Big hot ham and cheese 13g  
Original thickburger 21g  
Bacon cheese thickburger 24g

## **Wendy's and Arby's**

For Wendy's and Arby's I posted two of the slide print outs from the portion distortion quiz for each restaurant and had the students answer those questions.

# FAST FOOD QUIZ

NAME \_\_\_\_\_

	Lowest Saturated Fat			Highest Saturated Fat
	Main	Side	Drink	
	<ol style="list-style-type: none"> <li>1. Most</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6. Least</li> </ol>			
	<ol style="list-style-type: none"> <li>1. Big Chicken Fillet Sandwich -</li> <li>2. Big Hot Ham &amp; Cheese –</li> <li>3. Original Thickburger –</li> <li>4. Bacon Thickburger</li> </ol>			
	Meat Lovers	Pepperoni	Supreme	
	Muffins		Number of Calories =	
	Spaghetti & Meatballs		Number of Calories=	

 i'm lovin' it™	1. Highest 2. 3. 4. 5. Lowest	
	1. Highest 2. 3. 4. Lowest	
 <b>TACO BELL</b>	Burrito with most sodium=	
 <b>Wendy's</b> OLD FASHIONED <b>HAMBURGERS</b>	Pizza	Number of Calories=
	Popcorn	Number of Calories=

# Fast Food Quiz Resources

Link Resource

[Portion Distortion Quiz](#) Portion distortion quiz 1 and 2

These have a ton of questions on how portions have grown larger and larger over time and also ask students to consider how long it would take them to burn off the excess calories in the modern day larger portion.

[McDonalds nutritional information](#) This will link you to the calorie, fat, protein etc breakdown of all McDonalds meals

[McDonalds nutritional information by item](#) This page allows you to select specific items on the menu and look at their nutritional info for them

[Burger King nutritional information](#) PDF file of all products sold by Burger King

[Subway nutritional information](#) PDF file of all products sold by Subway

[Subway nutritional information by category](#)

Select specific sandwiches, wraps, salads and view the nutritional information for them

[Pizza Hut nutritional information](#) PDF file of all products sold by Pizza Hut

[Wendy's nutrition guide](#) PDF file of all products sold by Wendy's

[Wendy's nutrition guide by item](#) Choose the item you want to see its nutrients

[Starbucks](#) Nutrient information for all Starbucks drinks and foods

[Starbucks nutrient comparison](#) Select your size and milk type to calculate nutrient info.

[Hardee's nutritional information](#) Click on an item and mouse over the red nutrition information wording to see the details. You can also use the calculator to make your own meal and view the nutrient breakdown

[KFC nutrient calculator and guide](#) You can either view the information for all products by clicking on the guide or use the calculator to select a meal and its nutrient breakdown

[Taco Bell menu calculator](#) Calculate the nutrient totals in your meal by selecting your chosen items

[Taco Bell nutrition guide](#) All products in a PDF file

[Arby's nutrition calculator](#) Calculate the nutrient totals in your meal by selecting your chosen items

[Arby's full menu](#) All nutritional information for Arby's products

Activity 8

Action Plan

Competencies address by this Activity:

2 Analyze the relationship between nutrition, fitness, and sleep for wellness

2.02 Evaluate physical activities as they relate to personal health

## ACTION PLAN

NAME \_\_\_\_\_

Goal: Evaluate your activity level and think of ways to bring more movement into your everyday life.

1. Record your resting heart rate \_\_\_\_\_
2. Using the attached charts as a guide, determine if it is in the normal range \_\_\_\_\_. (yes or no)
3. Jog in place or do jumping jacks for 5 minutes then record your heart rate \_\_\_\_\_
4. Using the attached chart as a guide, determine if it is in the normal range\_\_\_\_\_.
5. How is pulse an indicator of a person's health and fitness level?
  
6. Rate your daily activity level by circling one of the following categories:
  - a. Sedentary
  - b. Moderate Activity
  - c. Active
  - d. Very Active
7. Describe what a sedentary lifestyle means
  
8. Describe what moderate activity would look like
  
9. Read the chart titled *Calories Burned*
10. List 10 realistic ways you could increase your activity level. An example might be taking the stairs instead of the elevator.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
  - h.
  - i.

Resting heart rate	
Age or fitness level	Beats per minute (bpm)
Babies to age 1:	100-160
Children ages 1 to 10:	60-140
Children ages 11 to 17:	60-100
Adults:	60-100
Well-conditioned athletes:	40-60

#### TARGET HEART RATES

Age	Target HR Zone 50–85 %	Average Maximum Heart Rate 100 %
20 years	100–170 beats per minute	200 beats per minute
25 years	98–166 beats per minute	195 beats per minute
30 years	95–162 beats per minute	190 beats per minute
35 years	93–157 beats per minute	185 beats per minute
40 years	90–153 beats per minute	180 beats per minute
45 years	88–149 beats per minute	175 beats per minute
50 years	85–145 beats per minute	170 beats per minute
55 years	83–140 beats per minute	165 beats per minute
60 years	80–136 beats per minute	160 beats per minute
65 years	78–132 beats per minute	155 beats per minute
70 years	75–128 beats per minute	150 beats per minute

<b>Activity (1 hour)</b>	<b>130lbs</b>	<b>155lbs</b>	<b>190lbs</b>
Running, 10 mph (6 min mile)	944	1126	1380
Running, 10.9 mph (5.5 min mile)	1062	1267	1553
Running, 5 mph (12 min mile)	472	563	690
Running, 5.2 mph (11.5 min mile)	531	633	776
Running, 6 mph (10 min mile)	590	704	863
Running, 6.7 mph (9 min mile)	649	774	949
Running, 7 mph (8.5 min mile)	679	809	992
Running, 7.5mph (8 min mile)	738	880	1078
Running, 8 mph (7.5 min mile)	797	950	1165
Running, 8.6 mph (7 min mile)	826	985	1208
Running, 9 mph (6.5 min mile)	885	1056	1294
Running, cross country	531	633	776
Running, general	472	563	690
Running, in place	472	563	690
Running, on a track, team practice	590	704	863
Running, stairs, up	885	1056	1294
Running, training, pushing wheelchair	472	563	690
Running, wheeling, general	177	211	259
Sailing, boat/board, windsurfing, general	177	211	259
Sailing, in competition	295	352	431
Scrubbing floors, on hands and knees	325	387	474
Shoveling snow, by hand	354	422	518
Shuffleboard, lawn bowling	177	211	259
Sitting-playing with child(ren)-light	148	176	216
Skateboarding	295	352	431
Skating, ice, 9 mph or less	325	387	474
Skating, ice, general	413	493	604
Skating, ice, rapidly, > 9 mph	531	633	776
Skating, ice, speed, competitive	885	1056	1294
Skating, roller	413	493	604
Ski jumping (climb up carrying skis)	413	493	604
Ski machine, general	561	669	819
Skiing, cross-country, >8.0 mph, racing	826	985	1208
Skiing, cross-country, moderate effort	472	563	690
Skiing, cross-country, slow or light effort	413	493	604
Skiing, cross-country, uphill, maximum effort	974	1161	1423
Skiing, cross-country, vigorous effort	531	633	776
Skiing, downhill, light effort	295	352	431
Skiing, downhill, moderate effort	354	422	518
Skiing, downhill, vigorous effort, racing	472	563	690
Skiing, snow, general	413	493	604
Skiing, water	354	422	518
Ski-mobiling, water	413	493	604
Skin diving, scuba diving, general	413	493	604
Sledding, tobogganing, bobsledding, luge	413	493	604
Snorkeling	295	352	431
Snow shoeing	472	563	690
Snowmobiling	207	246	302
Soccer, casual, general	413	493	604
Soccer, competitive	590	704	863
Softball or baseball, fast or slow pitch	295	352	431
Softball, officiating	354	422	518
Squash	708	844	1035
Stair-treadmill ergometer, general	354	422	518
Standing-packing/unpacking boxes	207	246	302
Stretching, hatha yoga	236	281	345
Surfing, body or board	177	211	259
Sweeping garage, sidewalk	236	281	345
Swimming laps, freestyle, fast, vigorous effort	590	704	863
Swimming laps, freestyle, light/moderate effort	472	563	690
Swimming, backstroke, general	472	563	690
Swimming, breaststroke, general	590	704	863
Swimming, butterfly, general	649	774	949
Swimming, leisurely, general	354	422	518
Swimming, sidestroke, general	472	563	690
Swimming, synchronized	472	563	690
Swimming, treading water, fast/vigorous	590	704	863

Swimming, treading water, moderate effort	236	281	345
Table tennis, ping pong	236	281	345
Tai chi	236	281	345
Teaching aerobics class	354	422	518
Tennis, doubles	354	422	518
Tennis, general	413	493	604
Tennis, singles	472	563	690
Unicycling	295	352	431
Volleyball, beach	472	563	690
Volleyball, competitive, in gymnasium	236	281	345
Volleyball, noncompetitive; 6-9 member team	177	211	259
Walk/run-playing with child(ren)-moderate	236	281	345
Walk/run-playing with child(ren)-vigorous	295	352	431
Walking, 2.0 mph, slow pace	148	176	216
Walking, 3.0 mph, mod. pace, walking dog	207	246	302
Walking, 3.5 mph, uphill	354	422	518
Walking, 4.0 mph, very brisk pace	236	281	345
Walking, carrying infant or 15-lb load	207	246	302
Walking, grass track	295	352	431
Walking, upstairs	472	563	690
Walking, using crutches	236	281	345
Wallyball, general	413	493	604
Water aerobics, water calisthenics	236	281	345
Water polo	590	704	863
Water volleyball	177	211	259
Weight lifting or body building, vigorous effort	354	422	518
Weight lifting, light or moderate effort	177	211	259
Whitewater rafting, kayaking, or canoeing	295	352	431

## Activity 9 Benefits of Physical Activities

Competencies addressed by this activity:

- 2 Analyze the relationship between nutrition, fitness, and sleep for wellness
- 2.02 Evaluate physical activities as they relate to personal health
  
- 3 Identify and promote mental and emotional health
- 3.02 Analyze the impact of stress on health



Activity 10 Elements of a Healthy Lifestyle

Competencies addressed by this activity:

- 3 Identify and promote mental and emotional health
- 3.02 Analyze the impact of stress on health

## ELEMENTS OF A HEALTHY LIFESTYLE

[http://pbskids.org/itsmylife/parents/lesson\\_plans/benefits\\_of\\_exercise.html](http://pbskids.org/itsmylife/parents/lesson_plans/benefits_of_exercise.html)

Benefits of Exercise

Author: Kelly E. Duell

### **Introduction:**

Exercise can reduce the effects of stress, stimulate brain activity, and regulate some health concerns, and give us an overall appearance of well-being. Students will study the benefits of exercise, brainstorm various activities to meet each of the physical benefits categories, and then present their findings to the class. Students will take a well-being survey in class as well as taking one home to share with their families to open discussions regarding physical activities.

### **Objectives:**

- \* Students will explain the importance or benefits of exercising.
- \* Students will work cooperatively in a group to determine various activities they can participate in for each of the physical benefits of an exercise program.
- \* The students will work cooperatively in a group to compile information, develop a presentation, and present it to their class.
- \* The students will complete the Well-Being Survey to get a better understanding of their current health.

### **Materials Needed:**

- \* Computer with Internet access
- \* Benefits of Exercise Table
- \* Well-Being Survey
- \* Printed pages from the It's My Life: "Solo Sports" topic pages, "Team Sports" topic pages, "Solo Sports" IML Journal page, "Team Sports" IML Journal page, "Solo Sports" Crossword Puzzle, and "Team Sports" Word Search
- \* Materials for presentation (possibly): markers, poster paper, glue, scissors, magazines, etc.

### **Procedures:**

1. Hold a class discussion about what they think the benefits of exercising are and why they should start their own exercise program. The teacher should either provide a copy of the Benefits of Exercise Table or have the students go on-line to review the table prior to this discussion.
2. The teacher should pre-design five (5) groups, one for each of the physical benefits of an exercise program.
3. Each group should receive copies of printed pages from the It's My Life topics "Solo Sports" and "Team Sports."
4. The teacher should assign each group a specific physical benefit (of an exercise program): Improved cardiovascular fitness; Greater lean body mass and less body fat; improved strength and muscular endurance; Improved flexibility; and other health benefits of exercise and physical activity.
5. Students will work in their group to research various activity possibilities that could be used to meet their assigned physical benefit, using the "Solo Sports"

and "Team Sports" pages as a jumping off point. For example, if the group has cardiovascular fitness, the students may say that taking a step-aerobics class, for those who enjoy Solo Sports, or Beach Volleyball, for those who enjoy a Team Sport, would meet the objective of the cardiovascular fitness benefit. Students should be encouraged to go beyond the sports described on these pages and list additional activities as well.

6. The groups will present their findings to the class.

7. Have the students begin the Well-Being Survey.

**Assessment:**

- \* The teacher can develop an assessment form for the groups' presentation.
- \* The teacher can utilize a peer assessment form for the groups' presentations.
- \* The teacher can assess each group on if the activity fits the benefit they were assigned.
- \* A quiz could also be used to assess student knowledge of activities as they relate to a specific benefit.

**Solo Sports: A Team of One**

Do you have trouble hitting a baseball or catching a football? Do hockey goals, soccer nets and basketball hoops seem to jump out of the way when you try to score?

Are you always picked last for teams, or feel like you'd be a shoo-in for a gold medal at the Klutz Olympics?

If so, then it must mean you'll never be good at sports, right? WRONG.

There's a world of sports that don't require a coach, teammates, or a numbered uniform to play. Some don't even require equipment...just a little dedication and the desire to get out and have some fun!

Being athletic is about more than "winning" or hearing the cheers of the crowd. It's about doing something that makes you feel happy and confident, gives you a sense of accomplishment, and helps you stay physically fit. There's an athlete in everyone...it's just a question of finding it. In this section, IML checks out some sports that don't require you to be on an organized team. You'll learn what they're all about, why they're fun and good for you, and how to get involved. You'll even hear from kids who participate in and love these activities.

So keep reading...you may just discover the sport that's perfect for you.

<http://pbskids.org/itsmylife>

Copyright © 2005 CastleWorks, Inc. All rights reserved.

**Team Sports: Beyond The Big Four**

When you think of team sports, do you stop with baseball, soccer, basketball, and football? These may be the big four, but they're really just a small part of the wide, wide world of team competition. The good news is, you don't have to be a whiz at hitting home runs or scoring touchdowns to have fun with, or get great benefits from, team sports.

Every team sport is different. Some let you shine as an individual AND benefit the team, such as track and field. Others, like volleyball, rely on all the players working together equally. In many sports, a team means just two people; in others, it means a lot more! Some of these sports were invented just recently and some date back hundreds, or even thousands, of years. So if you're looking for a

cool team sport to get involved with, you have a lot of choices! Let's take a look at just a few of these fun "alternative" team sports.

<http://pbskids.org/itsmylife>

Copyright © 2005 CastleWorks, Inc. All rights reserved.

## Activity 11 Sleep Web Sites

Competencies addressed by these activities:

- 2 Analyze the relationship between nutrition, fitness, and sleep for wellness
- 2.03 Explore Healthy Sleep Patterns

Listed below are web sites that contain activities related to sleep and wellness.

National Institutes of Health curriculum: **Sleep, Sleep Disorders, and Biological Rhythms**

There is a web version and a place you can order a FREE copy of the curriculum.

<http://science.education.nih.gov/customers.nsf/HSSleep.htm>

National Teacher Training Institute: **Getting Your ZZZZZZZZZZ's**

[www.wnpt.org/ed/lessonplans/7\\_12\\_Zs.pdf](http://www.wnpt.org/ed/lessonplans/7_12_Zs.pdf)

Teacher Enrichment Activities: **ZZZZzzzWorld: Exploring Sleep**

[www.teachhealthk-12.uthscsa.edu](http://www.teachhealthk-12.uthscsa.edu)

## Activity 12 Emotional and mental health disorders

Competencies addressed by this activity:

- 3 Identify and promote mental and emotional health
- 3.03 investigate mental and emotional disorders

## Emotional and Mental Health Disorders

LESSON COMPILED FROM PE CENTRAL - RETRIEVED FROM:

<http://www.pecentral.org/lessonideas/PrintLesson.asp?ID=3221>

### **BACKGROUND INFORMATION:**

**DEPRESSION** – refer to a state of melancholia, unhappiness or sadness, or to a relatively minor downturn in mood that may last only a few hours or days.

Clinical Depression occurs when the depressed mood lasts at least two weeks, and is accompanied by other symptoms that interfere with daily living

**HYPOCHONDRIA** – it refers to an excessive preoccupation or worry about having a serious illness. Often, hypochondria persists even after a physician has evaluated a person and reassured him/her that his/her concerns about symptoms do not have an underlying medical basis or, if there is a medical illness, the concerns are far in excess of what is appropriate for the level of disease. EDUCATION

**OBSESSIVE-COMPULSIVE DISORDER** – To be diagnosed with Obsessive-Compulsive Disorder, one must have either obsessions or compulsions alone, or obsessions and compulsions, according to the DSM-IV-TR diagnostic criteria. The Quick Reference to the diagnostic criteria from DSM-IV-TR (2000) describes these obsessions and compulsions:

#### **Obsessions are defined by:**

- Recurrent and persistent thoughts, impulses, or images that are experienced at some time during the disturbance, as intrusive and inappropriate and that cause marked anxiety or distress.
- The thoughts, impulses, or images are not simply excessive worries about real-life problems.
- The person attempts to ignore or suppress such thoughts, impulses, or images, or to neutralize them with some other thought or action.
- The person recognizes that the obsessive thoughts, impulses, or images are a product of his or her own mind, and are not based in reality.
- The tendency to haggle over small details that the viewer is unable to fix or change in any way

#### **Compulsions are defined by:**

- Repetitive behaviors or mental acts that the person feels driven to perform in response to an obsession, or according to rules that must be applied rigidly
- The behaviors or mental acts are aimed at preventing or reducing distress or preventing some dreaded event or situation; however, these behaviors or mental acts either are not connected in a realistic way with what they are designed to neutralize or prevent or are clearly excessive. In addition to these criteria, at some point during the course of the disorder, the sufferer must realize that his/her obsessions or compulsions are unreasonable or excessive. Moreover, the obsessions or compulsions must be time-consuming (taking up more than one hour per day), cause distress, or cause impairment in social, occupational, or school functioning (Quick Reference from DSM-IV-TR, 2000). OCD often causes feelings similar to those of depression.

**SCHIZOPHRENIA** – is a psychiatric diagnosis characterized by impairments in the perception or expression of reality, most commonly manifest as auditory hallucinations, paranoid or bizarre delusions or disorganized speech and thinking in the context of significant social or occupational dysfunction.

**SEASON AFFECTIVE DISORDER** - Seasonal mood variations are believed to be related to light because of the effectiveness of bright light therapy. It is measurably present at latitudes in the Arctic region, such as Finland.

SAD can be a serious disorder and may require hospitalization. There is also potential risk of suicide in some patients experiencing SAD.

**INTRODUCTION:**

Show a clip from the movie *Radio*. It is the story of a football coach Harold Jones who befriends Radio, a mentally-challenged man who becomes a student at T.L. Hanna High School in Anderson, South Carolina. Their friendship extends over several decades, where Radio transforms from a shy, tormented man into an inspiration to his community.

**MAIN BODY/ACTIVITY**

**CULTURAL AWARENESS/SHARING TRADITIONS**

*This activity will allow students to become more acquainted with various mental disorders. They will get the opportunity to familiarize themselves with some of the signs, symptoms, risks, and treatments of the disorders.*

1. Introduce the activity by explaining that we will be investigating a variety of mental and emotional disorders.
2. Students will be split into 5 groups (you can do more groups for larger classes, just add in more disorder scenarios). Each group will then be given a scenario to investigate.
3. When students receive their scenario, they will need to do research and identify:
  - What mental or emotional disorder it is.
  - Causes and Symptoms
  - How it is treated.
  - Who is prone to getting this disorder?
4. Below are a few "mental health scenarios." You can make up scenarios for any other mental health topics that you cover.

#1: Suzie's mother died a year ago, but Suzie just cant seem to move on. Suzie is still having a hard time sleeping at night, and concentrating in school. Last week, I even caught Suzie crying in the bathroom.

What do you think Suzie could be suffering from? What advice would you give Suzie's friend?

What advice would you give Suzie? (Answer: Depression)

#2: Greg is in 10th grade and constantly worried about becoming ill. Just the other day Greg left school during 4th hour in order to go to the Dr. for a spot on his arm that he thought might be cancer. Greg has been to 3 different doctors insisting that his spot is cancer. So far, every Dr. has told Greg that he the spot is just fine. What do you think Greg is suffering from? What advice would you give Greg? (Answer:

Hypochondria)

#3: Sara is constantly worried about catching colds. In fact, Sara washes her hand just about 20 times a day. When asked, Sara says that she can afford to be sick, and then goes into a lecture about how many germs there are around. Sometimes Sara washes her hands so much that they bleed. What advice would you give Sara? What disorder do you think Sara is suffering from?

(answer: Obsessive-Compulsive Disorder)

#4: Brandon is a junior this year. Lately, Brandon stays to himself. He doesn't seem to talk with any of his friends. He's constantly anxious, and worried that others are following him. Sometimes Brandon tells me about things that he sees. It almost sounds like he's daydreaming, but not really. I'm not sure what's going on with Brandon, but I'm really worried about him. What do you think that Brandon is suffering from? What advice would you give him? (Answer: Schizophrenia)

#5: Jenny is my best friend. We both play volleyball together. We've been playing volleyball together since 7th grade. I've noticed that every winter Jenny withdraws from her friends and always seems sad. Every winter, I think that it's me...that I've done something to Jenny to upset her. Once spring hits, Jenny slowly returns to her "normal" self. What do you think Jenny could be suffering from? What advice would you give Jenny? (Answer: Seasonal Affective Disorder)

## **DISCUSSION/CONCLUSION**

1. Have each group present their scenario to the rest of the class, taking time in between each group to have a class discussion about the disorder (general information on each scenario provided above in Background Information).

## **ASSESSMENT**

During the lesson, did students:

Knowledge: Identify different mental disorders?

Skills: Properly research and identify signs, symptoms, treatment, causes, and risks for various mental disorders?

Attitudes: Keep an open mind when exploring various disorders?

## **WEB RESOURCES:**

1. Teens in Trouble, A Survival Guide for Parents,

<http://www2.lv.psu.edu/jkl1/teens/mental2.html>

2. Karolinska Institute, <http://www.mic.ki.se/Diseases/F03.html>

3. Wikipedia, [http://en.wikipedia.org/wiki/Mental\\_illness](http://en.wikipedia.org/wiki/Mental_illness)

4. National Institute of Mental Health,

<http://www.nimh.nih.gov/healthinformation/depressionmenu.cfm>

5. National Institute of Mental Health, [http://search2.google.cit.nih.gov/search?](http://search2.google.cit.nih.gov/search?q=schizophrenia&btnG.x=0&btnG.y=0&btnG=Google)

[q=schizophrenia&btnG.x=0&btnG.y=0&btnG=Google](http://search2.google.cit.nih.gov/search?q=schizophrenia&btnG.x=0&btnG.y=0&btnG=Google)

[+Search&entqr=0&getfields=&output=xml\\_no\\_dtd&sort=date%3AD%3AL%](http://search2.google.cit.nih.gov/search?q=schizophrenia&btnG.x=0&btnG.y=0&btnG=Google)

[3Ad1&client=NIMH\\_frontend&btnG.y=0&btnG.x=0&ud=1&oe=UTF-8&ie=UTF-](http://search2.google.cit.nih.gov/search?q=schizophrenia&btnG.x=0&btnG.y=0&btnG=Google)

[8&proxystylesheet](http://search2.google.cit.nih.gov/search?q=schizophrenia&btnG.x=0&btnG.y=0&btnG=Google)

[t=NIMH\\_frontend&site=NIMH](http://search2.google.cit.nih.gov/search?q=schizophrenia&btnG.x=0&btnG.y=0&btnG=Google)

6. Medical News Today,

<http://www.medicalnewstoday.com/medicalnews.php?newsid=9983>

## Activity 13 Depression

Competencies addressed by this activity:

- 3 Identify and promote mental and emotional health
- 3.03 Investigate mental and emotional disorders

This lesson idea was taken from the website  
<http://school.discoveryeducation.com/lessonplans/programs/depression/>

**Name/Title:** Depression

**Purpose:** Students will review what they've learned about clinical depression and various treatments. They will create a poster that highlights one common misconception about depression, and the truth behind that myth.

**Suggested Grade Level:** 9-12

**Materials Needed:** Video on Depression – can be purchased on the website  
Computer with Internet access  
Printed resources about depression  
Poster board, markers

**Procedure:** Begin the lesson by reviewing what students learned about depression in the video. What is depression? What are some different types of depression? What are some causes of depression? Describe different treatments available.

Next, have students work in pairs and discuss what facts in the video they found most surprising. Tell students they will choose one fact they'd like to explore further to create a "Myth and Reality" poster about that aspect of depression. Their poster should highlight one misperception and feature the truth. Encourage students to use facts from the video and their own research. They can also include quotes from a variety of sources: the video, their research, or anonymous interviews. Below are some ideas for common misperceptions about depression. You may choose to use them to spark discussion among students.

- Depression is just a feeling; you can snap out of it if you try hard enough.
- Only a few "crazy" people really get depressed.
- Depression only occurs when bad things happen..
- It's easy to make yourself feel better.
- There's nothing you can do to treat depression.
- Medicines like Prozac and Zoloft are "happy pills".
- Only adults suffer from depression.
- Therapy's just lying on a couch talking about your childhood.
- Antidepressants can help anybody with depression.
- There are no outward signs of depression.
- People dealing with depression never experience extreme highs.

Student pairs should use printed and online resources in their research. The following Web sites are a good starting point:

- Discovery Health: Depression  
<http://health.discovery.com/diseasesandcond/encyclopedia/2847.html>

- Teen Health: Depression  
[http://www.kidshealth.org/teen/your\\_mind/mental\\_health/depression.html](http://www.kidshealth.org/teen/your_mind/mental_health/depression.html)
- National Depressive and Manic-Depressive Association: Stories of Depression <http://www.ndmda.org/storymenu.html>

Once students have completed their posters, have them make presentations to the class. Then, as a class, discuss the steps students should take if they suspect they are suffering from depression themselves. What steps should they take if they think a friend is suffering from depression?

Display student posters in a school hallway or other high-traffic location.

### **Evaluation:**

Use the following three-point rubric to evaluate students' work during this lesson.

- **Three points:** Students were highly engaged in class discussions; they created comprehensive and thoughtful posters that included several relevant facts and quotes.
- **Two points:** Students participated in class discussions; they created somewhat comprehensive posters that included some facts and at least one quote.
- **One point:** students participated minimally in class discussions; they created simplistic poster with few or no facts or quotes.

Activity 14 Relationship Quiz

Competencies addressed by this activity:

4 Develop understanding of healthy relationships

4.01 Investigate foundations of healthy relationships

## The Relationship Quiz

### What Do You Think?

Name \_\_\_\_\_

#### True or False

1. \_\_\_\_\_ Communication is being able to read each other's mind.
2. \_\_\_\_\_ You have the right to say "**No**" and not feel guilty.
3. \_\_\_\_\_ True love means you think only about the other person.
4. \_\_\_\_\_ Jealousy is a sign of love.
5. \_\_\_\_\_ A healthy relationship is based mainly on strong physical attraction.
6. \_\_\_\_\_ Giving in to your partner is a good way to resolve conflicts.
7. \_\_\_\_\_ Someone who really cares for you shows you respect and consideration.
8. \_\_\_\_\_ The right time to start dating is when you start high school.

## Activity 15 Evaluating Relationships

Competencies addressed by this activity:

4 Develop understanding of healthy relationships

4.01 Investigate foundations of healthy relationships

# EVALUATING RELATIONSHIPS

## GROUP ACTIVITY

The purpose of this activity is to continue to heighten awareness of what constitutes a good relationship and to help you learn to evaluate your own relationships.

1. Notice that there are 4 signs (numbered 1, 2, 3 and 4) in each corner of the room.

2. The teacher will read multiple relationship situations. Each situation calls for a decision to be made and you will be given four choices. They must make a decision about that situation and move to the corner of the room that indicates their choice.

\*\*There is no right answer in each situation. This exercise is intended to clarify your values and opinions about relationships, you will have an opportunity to discuss why you made the decision you did.

3. Situations:

**A. Lisa**—*“I cheated on my boyfriend because the relationship had become so predictable and I needed some excitement. He never found out and I’m not sure if I should tell him.”*

Choice 1—Come clean and tell your boyfriend the truth.

Choice 2—tell him you’re bored and try to improve your relationship.

Choice 3—Do nothing, what he doesn’t know can’t hurt him.

Choice 4—Break up— face it, it’s over.

**B. Amy**—*“My best friends has been starting to date this much older guy, she’s 15 and he’s like 21. She says she likes him because he’s more mature than the boys our age, he buys her stuff and he has a car. I know he’s been asking her to have sex with him. I have a really bad feeling about this guy. I don’t know if I should tell her what I think.”*

Choice 1—Stay out of it, it’s none of your business.

Choice 2—you should tell her your concerns about him being so much older than her, she is your best friend.

Choice 3—what this guy is doing is illegal! You should tell her parents.

Choice 4—Go straight to the guy and ask him what he wants with your friend.

**C. Max**—*“I have been dating my girlfriend for four months now, but we’ve been fighting a lot lately so, I want to break up with her. I’ve never broken up with anyone and I’m not sure how to do it without hurting her feelings.”*

Choice 1—Call her on the phone so if she cries you don’t have to see it.

Choice 2—have her best friend tell her, she’ll know how to do it better than you.

Choice 3—tell her in person, it will be hard but these things should be done in person.

Choice 4—Just avoid her and stop answering her phone calls, maybe she’ll figure it out for herself.

**D. Melissa**—*“My friend Nicole has been having sex with her boyfriend, and I know they aren’t using birth control. She told me she’s afraid to get on the pill because she doesn’t want to get fat and he doesn’t like condoms because they don’t feel as good. They are doing the pull-out method. I just learned in health class that the pull-out method is not very effective. Should I tell her she’s playing with fire?”*

Choice 1—Tell her today! She should also know she can get an STD that way.

Choice 2—the pull-out method is better than nothing, don’t say anything.

Choice 3—so what if she gets pregnant, it would be fun to have a baby around.

Choice 4—tell her, and tell her you also learned that the pill doesn’t make you fat. Take her to the nearest clinic.

**E. Monique**—*“My best friend’s parents won’t let her come out with me tonight because her grades are dropping. She told me that she hates her parents and is coming out with me whether they like it or not. I’m not sure what I should tell her.”*

Choice 1—your parents just want what’s best for you and you should listen to them.

Choice 2—they just don’t remember what it’s like to be a teenager, you should come out with me anyway.

Choice 3—bring your grades up and come out with me next week.

Choice 4—Offer to come pick her up, she can always just stay with me.

**F. Robin**—*“I just started my new job as a waitress in the local diner in my town. I thought it would be a nice place to work, but everyone gossips about me. Every time I walk by the other employees smirk at me and then laugh. I want to tell my boss, but I don’t want to get everyone in trouble, they will just hate me even more after that.”*

Choice 1—just quit, then they can’t talk about you anymore.

Choice 2—Talk to the boss and risk making everyone mad.

Choice 3—ignore it and see if it just stops on its own.

Choice 4—confront the other employees yourself.

**G. Dwight**—*“My friends and I went to the park on Friday night. After it got dark, one of my friends brought out a bottle of alcohol and asked if I wanted some. I don’t drink, but I’m afraid that if I don’t my friends won’t like me anymore.”*

Choice 1—Drink. It’s only alcohol, what could happen?

Choice 2—Say not tonight, I don’t feel well. Maybe next time.

Choice 3—Walk away and get new friends; I don’t want to be around people who drink.

Choice 4—pretend to drink so they will still think I’m cool.

4. Next, give each student a copy of the “Evaluating Your Relationship” worksheet (see below). Explain that it can be used to evaluate any type of relationship including a romantic relationship, friendship, family, or a work relationship.

5. Ask them to think of a relationship, past or present, that is important to them and use the worksheet to evaluate that relationship. Give them 10-15 minutes to fill out the sheet.

6. After they have had time to complete the worksheet, ask students to score their answers by giving one point for “yes” response to questions 2, 3, 4, 6, 9, 11, 12, 13 and 14. Also give one point for each “no” response to questions 1, 5, 7, 8 and 10.

7. Tell them what the scores mean:

1-3: There are few constructive elements in this relationship. You may want to think about your reasons for continuing the relationship, or work toward improving it.

4-6: This relationship has problems that might be resolved by working on honesty and communication.

7-10: There is the basis for a good relationship. Focus on the positive elements and work on improving the destructive ones.

10-14: You're doing well and have what it takes to build a successful and satisfying relationship.

8. After they have finished scoring their worksheets, have the students fill out the follow-up questions.

“*Is it possible for a bad relationship to improve?*”

“What does it take to make a relationship better?”

9. Have students break up into small groups of no more than 4 per group. Assign each group one of the following types of relationships:

Type 1: Romantic

Type 2: Parent-Child

Type 3: Co-workers

Type 4: Friend-Friend

10. On large paper have participants write the characteristics of what a healthy and unhealthy relationship would look like

## Evaluating a Relationship

### INDIVIDUAL ACTIVITY

*Answer each question by circling yes or no.*

1. Do you feel that the other person in this relationship does not understand you?  
YES / NO
2. Are you able to speak freely to him or her about things that bother you?  
YES / NO
3. Do you take a genuine interest in each other's lives? YES / NO
4. Do both of you pursue individual interests? YES / NO
5. Is this relationship the only important relationship in your life? YES / NO
6. Do you believe that you are a worthwhile person outside of this relationship?  
YES / NO
7. Do you expect this person to meet all of your emotional or physical needs?  
YES / NO
8. Is your relationship often threatened by others? YES / NO
9. Can you be yourself in this relationship? YES / NO
10. Are you uncomfortable sharing your feelings with this person? YES / NO
11. Do you both work to improve the relationship? YES / NO
12. Do you feel good about yourself? YES / NO
13. Do you feel you have become a better person because of this relationship?  
YES / NO
14. Can you both accept changes in roles and feelings within the relationship?  
YES / NO

The strengths of this relationship are:

The weaknesses of this relationship are:

I am most proud of the way we have:

We could improve our relationship by:

## Activity 16 Telephone Activity

Competencies addressed by this activity:

4 Develop understanding of healthy relationships

4.01 Investigate foundations of healthy relationships

## TELEPHONE ACTIVITY

In our society there is a constant transfer of information from one person to another. You must be careful when you pass information on if you want it to stay accurate. One great example shows up in a game called telephone.

1. Introduce the activity by explaining that we will be splitting up into groups. One person from each group will get a "secret" and the group gets to see how easy it can be to make mistakes in passing them on.
2. Organize the class into groups. Ideal group size is 7-8 students. Have groups spread out around the room and sit in a circle.
3. Come up with a list of sentences that will be "secrets". Make them rumors or false so there can be an ethics discussion at the end of the activity. For example: Bob stole 10 million dollars from Josh last Sunday at the county fair.
4. Select one person from each group and give him/her the "secret". Make sure no one else in the group hears the secret. Each group can have the either the same secret or a different one.
5. The person who has heard the secret will go back and join their group and pass the secret on to the person sitting on their left by whispering it into their ear (the secret can only be said once, no repeats). The secret will be passed to every person in the group until it reaches the last person who will then shout it out.
6. Repeat with a different person from each group and a new secret; however, change the communication style for every new round. For example: try it with non-verbal communication by writing a secret on a piece of paper and simply showing it to the person, then have them act it out like charades.

## DISCUSSION/CONCLUSION

1. When each group has finished their games come back together as a class to have a discussion about communication in the following areas:
  - A. Was this activity harder than you thought it would be? Why?
  - B. What were some barriers that you had to overcome?
  - C. What are some real life examples of communication barriers in family, work, and community settings?
  - D. What are some ways to overcome these barriers?
  - E. In a family, community, or work setting would it be appropriate for you to pass the secret on? Why or why not?

## ASSESSMENT

During the lesson, did students:

Knowledge: Identify different communication barriers related to family, work, and community settings?

Describe ethics in relation to communication?

Skills: Properly demonstrate good communication skills?

Discuss communication in general, communication barriers, and ethics?

Attitudes: Accept different forms of communication?

## Activity 17 Conflict Management Techniques

Competencies addressed by this activity:

4 Develop understanding of healthy relationships

4.02 Evaluate causes and effects of conflict in relationships

# CONFLICT MANAGEMENT TECHNIQUES

## Master Copy

*Goal: To be able to recognize different styles of conflict management.*

Directions:

As a group, read and discuss the information provided and then come up with a scenario that you can act out using the style. Your group will then act out your scenario for the class.

**A. Shark** - Competing - is assertive and uncooperative. An individual pursues his or her own concerns at the other person's expense. This is a power oriented mode in which one uses whatever power seems appropriate to win ones own position.

1. When to use Competition:

- i. When you know you are right.
- ii. When you need a quick decision.
- iii. When you meet a steamroller type of person and you need to stand up for your own rights.

**B. Teddy Bear** - Accommodating - is unassertive and uncooperative.

This is the opposite of competing. When accommodating, an individual neglects his/her own concerns to satisfy the concerns of the other person. There is an element of self-sacrifice in this mode.

1. When to use accommodating:

- i. When the issue is not so important to you but it is to the other person.
- ii. When you discover that you are wrong.
- iii. When continued competition would be detrimental - "you know you can't win."
- iv. When preserving harmony without disruption is the most important - "it's not the right time."

**C. Turtle** - Avoiding - is unassertive and cooperative. This person does not pursue her/his own concerns or those of the other person. He/she does not address the conflict, but rather sidesteps, postpones or simply withdraws.

1. When to use avoiding:

- i. When the stakes aren't that high and you don't have anything to lose - "when the issue is trivial."
- ii. When you don't have time to deal with it.
- iii. When the context isn't suitable - "it isn't the right time or place."
- iv. When more important issues are pressing.
- v. When you see no chance of getting your concerns met.
- vi. When you would have to deal with an angry, hot headed person.
- vii. When you are totally unprepared, taken by surprise, and you need time to think and collect information.
- viii. When you are too emotionally involved and the others around you can solve the conflict more successfully.

**D. Owl** - Collaborating - is both assertive and cooperative. This is the opposite of avoiding.

Collaboration involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It includes identifying the underlying concerns of the two individuals and finding an alternative which meets both sets of concerns.

1. When to use collaboration:

- i. When other's lives are involved.
- ii. When you don't want to have full responsibility.
- iii. When there is a high level of trust.
- iv. When you want to gain commitment from others.
- v. When you need to work through hard feelings, animosity, etc.

\*\* The best decisions are made by collaboration.

**E. Fox** - Compromising - is intermediate in both assertiveness and cooperativeness. The objective of compromise is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls in the middle group between competing and accommodating. Compromise gives up more than competing, but is less than accommodating.

1. When to use compromise:

- i. When the goals are moderately important and not worth the use of more assertive modes.
- ii. When people of equal status are equally committed.
- iii. To reach temporary settlement on complex issues.
- iv. To reach expedient solutions on important issues.
- v. As a back-up mode when competition or collaboration don't work.

## **CONCLUSION:**

After each group presents their scenario, answer the following questions:

Shark

- A. How does this style differ from your assigned style?
- B. Give an example of this style.

Teddy Bear

- C. How does this style differ from your assigned style?
- D. Give an example of this style.

Turtle

- E. How does this style differ from your assigned style?
- F. Give an example of this style.

Owl

- G. How does this style differ from your assigned style?
- H. Give an example of this style.

Fox

- I. How does this style differ from your assigned style?
- J. Give an example of this style.

When everyone has presented their conflict management style, have a class discussion on the following:

- A. What style do you think is best? Why?
- B. What style do you think is worst? Why?

## **CONFLICT MANAGEMENT TECHNIQUES GROUP SHARK**

*Goal: To be able to recognize different styles of conflict management.*

Directions:

As a group, read and discuss the information provided and then come up with a scenario that you can act out using the style. Your group will then act out your scenario for the class.

**Shark** - Competing - is assertive and uncooperative. An individual pursues his or her own concerns at the other person's expense. This is a power oriented mode in which one uses whatever power seems appropriate to win one's own position.

1. When to use Competition:

- i. When you know you are right.
- ii. When you need a quick decision.
- iii. When you meet a steamroller type of person and you need to stand up for your own rights.

### **CONCLUSION:**

After each group presents their scenario, answer the following questions:

Fox

- A. How does this style differ from your assigned style?
- B. Give an example of this style.

Teddy Bear

- C. How does this style differ from your assigned style?
- D. Give an example of this style.

Turtle

- E. How does this style differ from your assigned style?
- F. Give an example of this style.

Owl

- G. How does this style differ from your assigned style?
- H. Give an example of this style.

When everyone has presented their conflict management style, have a class discussion on the following:

- A. What style do you think is best? Why?
- B. What style do you think is worst? Why?

# CONFLICT MANAGEMENT TECHNIQUES

## GROUP TEDDY BEAR

*Goal: To be able to recognize different styles of conflict management.*

Directions:

As a group, read and discuss the information provided and then come up with a scenario that you can act out using the style. Your group will then act out your scenario for the class.

**Teddy Bear** - Accommodating - is unassertive and uncooperative.

This is the opposite of competing. When accommodating, an individual neglects his/her own concerns to satisfy the concerns of the other person. There is an element of self-sacrifice in this mode.

1. When to use accommodating:

- i. When the issue is not so important to you but it is to the other person.
- ii. When you discover that you are wrong.
- iii. When continued competition would be detrimental - "you know you can't win."
- iv. When preserving harmony without disruption is the most important - "it's not the right time."

### CONCLUSION:

After each group presents their scenario, answer the following questions:

Shark

- A. How does this style differ from your assigned style?
- B. Give an example of this style.

Turtle

- C. How does this style differ from your assigned style?
- D. Give an example of this style.

Owl

- E. How does this style differ from your assigned style?
- F. Give an example of this style.

Fox

- G. How does this style differ from your assigned style?
- H. Give an example of this style.

When everyone has presented their conflict management style, have a class discussion on the following:

- A. What style do you think is best? Why?
- B. What style do you think is worst? Why?

# **CONFLICT MANAGEMENT TECHNIQUES**

## **GROUP TURTLE**

*Goal: To be able to recognize different styles of conflict management.*

Directions:

As a group, read and discuss the information provided and then come up with a scenario that you can act out using the style. Your group will then act out your scenario for the class.

**Turtle** - Avoiding - is unassertive and cooperative. This person does not pursue her/his own concerns or those of the other person. He/she does not address the conflict, but rather sidesteps, postpones or simply withdraws.

1. When to use avoiding:

i. When the stakes aren't that high and you don't have anything to lose - "when the issue is trivial."

ii. When you don't have time to deal with it.

iii. When the context isn't suitable - "it isn't the right time or place."

iv. When more important issues are pressing.

v. When you see no chance of getting your concerns met.

vi. When you would have to deal with an angry, hot headed person.

vii. When you are totally unprepared, taken by surprise, and you need time to think and collect information.

viii. When you are too emotionally involved and the others around you can solve the conflict more successfully.

### **CONCLUSION:**

After each group presents their scenario, answer the following questions:

Fox

A. How does this style differ from your assigned style?

B. Give an example of this style.

Teddy Bear

C. How does this style differ from your assigned style?

D. Give an example of this style.

Shark

E. How does this style differ from your assigned style?

F. Give an example of this style.

Owl

G. How does this style differ from your assigned style?

H. Give an example of this style.

When everyone has presented their conflict management style, have a class discussion on the following:

A. What style do you think is best? Why?

B. What style do you think is worst? Why?

# **CONFLICT MANAGEMENT TECHNIQUES**

## **GROUP OWL**

*Goal: To be able to recognize different styles of conflict management.*

Directions:

As a group, read and discuss the information provided and then come up with a scenario that you can act out using the style. Your group will then act out your scenario for the class.

**Owl** - Collaborating - is both assertive and cooperative. This is the opposite of avoiding.

Collaboration involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It includes identifying the underlying concerns of the two individuals and finding an alternative which meets both sets of concerns.

1. When to use collaboration:

- i. When other's lives are involved.
- ii. When you don't want to have full responsibility.
- iii. When there is a high level of trust.
- iv. When you want to gain commitment from others.
- v. When you need to work through hard feelings, animosity, etc.

\*\* The best decisions are made by collaboration.

### **CONCLUSION:**

After each group presents their scenario, answer the following questions:

Fox

- A. How does this style differ from your assigned style?
- B. Give an example of this style.

Teddy Bear

- C. How does this style differ from your assigned style?
- D. Give an example of this style.

Turtle

- E. How does this style differ from your assigned style?
- F. Give an example of this style.

Shark

- G. How does this style differ from your assigned style?
- H. Give an example of this style.

When everyone has presented their conflict management style, have a class discussion on the following:

- A. What style do you think is best? Why?
- B. What style do you think is worst? Why?

## **CONFLICT MANAGEMENT TECHNIQUES GROUP FOX**

*Goal: To be able to recognize different styles of conflict management.*

Directions:

As a group, read and discuss the information provided and then come up with a scenario that you can act out using the style. Your group will then act out your scenario for the class.

**Fox** - Compromising - is intermediate in both assertiveness and cooperativeness. The objective of compromise is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls in the middle group between competing and accommodating. Compromise gives up more than competing, but is less than accommodating.

1. When to use compromise:

- i. When the goals are moderately important and not worth the use of more assertive modes.
- ii. When people of equal status are equally committed.
- iii. To reach temporary settlement on complex issues.
- iv. To reach expedient solutions on important issues.
- v. As a back-up mode when competition or collaboration don't work.

### **CONCLUSION:**

After each group presents their scenario, answer the following questions:

Owl

- A. How does this style differ from your assigned style?
- B. Give an example of this style.

Teddy Bear

- C. How does this style differ from your assigned style?
- D. Give an example of this style.

Turtle

- E. How does this style differ from your assigned style?
- F. Give an example of this style.

Shark

- G. How does this style differ from your assigned style?
- H. Give an example of this style.

When everyone has presented their conflict management style, have a class discussion on the following:

- A. What style do you think is best? Why?
- B. What style do you think is worst? Why?

## Activity 18 The Conflict Quiz—What's Your Style

Competencies addressed by this activity:

- 4 Develop understanding of healthy relationships
- 4.02 Evaluate causes and effects of conflict in relationships

## The Conflict Quiz —What's Your Style

This quiz will help you find out how you handle a conflict. Just answer 'always', 'sometimes' or 'never' to each of the questions.

### Part A

1. I withdraw when someone gets angry.
2. I hold in my anger and try to hide it.
3. I keep anger to myself and refuse to talk about what's bothering me.
4. I avoid unpleasant confrontations at any cost.

### Part B

1. When I'm angry, I criticize the other person.
2. I use sarcasm.
3. I bring up past mistakes.
4. I change the subject.
5. I blame others for my anger.

### Part C

1. I use hurtful words when I get angry.
2. I get so mad I throw things.
3. I hit people when I'm mad.
4. I blow up and lose all control.

### Part D

1. When someone disagrees with me, I think. "No one is right or wrong. We just have different needs."
2. I listen while the other person is speaking – both to the actual words and the feelings behind the words.
3. I stay away from blaming and judgments.
4. I try to keep a sense of humor.

## Conflict Quiz Score Sheet

Once students have completed the conflict quiz, as a class, take a look at the scoring.

□ Part A (Running Away): Lots of 'yes' answers to Part A means you usually run away when there is a disagreement.

Or, you may clam up and not want to talk about differences. Sometimes you need to run away or avoid a conflict, especially if you're not safe or it's the wrong time and place to face the problem. However, it is not a helpful style to use all the time. When you run away, you can't work things out. Unresolved issues build up.

□ Part B (Side-Tracking): If you answered 'yes' to most of these questions, you don't like to face conflict head- on.

You usually stay clear of the problem by changing the subject, using sarcasm and blaming others. You may need to change the subject if it's not the right time and place to deal with the problem. Don't use this style all the time or you'll never work out your problems, and the anger will never be addressed so you can move on.

□ Part C (Fighting): If you answered 'yes' or 'sometimes' to questions in Part C, it means you use physical violence or verbal abuse to get another person to do what you want. When you fight, you hurt people and your 'win' is short lived.

If you have a problem with violence, talk to someone who can help, such as a school counselor or parent, a friend or peer support team member. Learning other ways to handle your anger will help you feel better about yourself.

□ Part D (Working It Out): If you answered 'yes' to most of these questions you are probably handling conflict well. Working it out takes a lot of maturity. It means you respect other people's ideas and listen to them without getting defensive. You talk about the problem and try to work it out.

## CONFLICT STYLES AND MANAGEMENT ACTIVITY (Group Activity)

*This activity will enable students to recognize multiple conflict styles, prevention techniques, and resolution skills.*

1. Have students discuss their thoughts about the Conflict Quiz. Include in the discussion similarities and differences among students regarding conflict prevention and management.
2. As a class read over the conflict resolution steps and thoroughly discuss each.

**A. Set the stage.** Agree to try to work together to find a solution peacefully, and establish ground rules (e.g., no name-calling, blaming, yelling, or interrupting).

**B. Gather perspectives.** Each person describes the dispute from his or her perspective, without interruption. Listeners pay close attention and then ask clarifying questions in a non-threatening manner. They consider not only what the other participants say they want, but why they want it. For example, if someone insists that you pay for something they believe you broke, they may be doing so not because they really care about the object or the money, but because they feel that you don't respect them. Addressing the other person's need to feel respected may be key to resolving the conflict.

**C. Find common interests.** Establish which facts and issues all participants agree on and determine why different issues are important to each person. Identify common interests, which can be as simple as a mutual desire to resolve the problem without resorting to violence

**D. Create options.** Take time for each teen to brainstorm about possible solutions to the problem. Come up with a list of options without immediately judging them or feeling committed to them. Try to think of solutions where both people gain something—think win-win! Too often we assume that for one person to win, the other person has to lose. In reality, it is often possible to think creatively and come up with a solution that both people feel good about, where both walk away feeling that their needs have been met.

**E. Evaluate options.** After a number of options are suggested, each teen discusses his or her feelings about each of the proposed solutions. Participants will negotiate and often will need to compromise in order to reach a conclusion that is acceptable to both. They may need to agree to disagree about some issues to reach an understanding.

**F. Create an agreement.** The teens involved explicitly state their agreement and may even want to write it down. If necessary, they set up a time to check back to see how the agreement is working.

3. Divide class into groups of 4-5 students. Give each group a copy of the conflict resolution steps and roughly 20 minutes to come up with a scenario that they are going to act out. They will need to come up with a conflict, go through each of the resolution steps, and then hold a discussion at the end.

## Activity 19 Skin and the Sense of Touch

Competencies addressed by this activity

5 Understand the function and care of body systems

5.4 Examine the integumentary system

This lesson idea was taken from the website  
[http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/  
Health/Body\\_Systems\\_and.\\_Senses/BSS0014.html](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Body_Systems_and._Senses/BSS0014.html)

**Name/Title:** Skin and the Sense of Touch

**Purpose:** Students will demonstrate an understanding of the importance of the sense of touch and the role that the skin plays in enabling us to touch; describe the process that actually gives us the sense of touch; locate where the major sensory receptors are found in the skin; identify main parts of a cross sectional piece of skin; describe some of the changes that skin goes through; explain from our experiment how the senses work together in order to help us function properly.

**Suggested Grade Level:** 9-12

**Materials Needed:** Computer with LCD  
Paper bags  
Note cards with several different objects glued to each  
Cotton balls soaked in rubbing alcohol  
Weak dishwashing liquid  
A few droppers

**Procedure:** Described in detail on the website.

**Evaluation:** Review

Activity 20 Circulation and Respiration

Activity 21 What's in Your Blood?

Competencies addressed by these activities:

5 Understand the function and care of body systems

5.5 Examine the cardiovascular and respiratory system

# Circulation and Respiration

**Part One:** The chart below lists factors that are linked to cardiovascular disease. Use the chart to assess your degree of risk of developing cardiovascular disease. After each factor, mark an X in the column that best describes your degree of risk. Then use the chart to answer the questions.

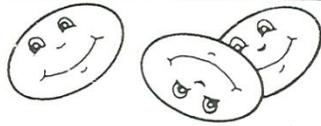
Risks of getting a cardiovascular disease

1. What factors contribute to cardiovascular disease?

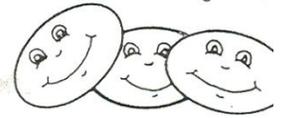
Factor	Little or No Risk	Low Risk	Medium Risk	High Risk
1. Family History	I have no family history of heart disease or heart attacks.	I have 1-2 relatives over 60 with heart disease or heart attacks.	I have 1-2 relatives under 60 with heart disease or heart attacks.	I have several relatives under 60 with heart disease or heart attacks.
2. Diet	I eat mainly low cholesterol foods and seldom add salt to food.	I eat some high cholesterol, some low cholesterol, and some salty foods	I eat an average amount of high cholesterol and high salt foods.	I eat large quantities of high cholesterol foods and salty foods.
3. Smoking	I do not smoke.	I smoke occasionally, or I have quit.	I smoke a pack of cigarettes a day.	I chain smoke more than a pack a day.
4. Weight	I am below my comfortable weight.	I am within my comfortable weight range.	I am 10% over my comfortable weight.	I am 20% over my comfortable weight.
5. Exercise	I exercise more the 3 times a week.	I exercise at least 3 times a week.	I exercise once a week.	I do not exercise at all.
6. Stress	I am usually relaxed and able to deal with stress.	I sometimes feel anxious, nervous, and under stress.	I often feel nervous, rushed, and under stress.	I often am easily upset, nervous, sleep poorly.

2. In which of the six factors are your risks highest.
3. A careful diet can reduce your chances of getting a cardiovascular disease. Consider your diet yesterday. What animal fats and salts did you eat?
4. Regular exercise is also very important in preventing heart disease. What exercise plan might you or do you follow regularly?

Name \_\_\_\_\_ Skill: Reading for di



## What's in Your Blood?



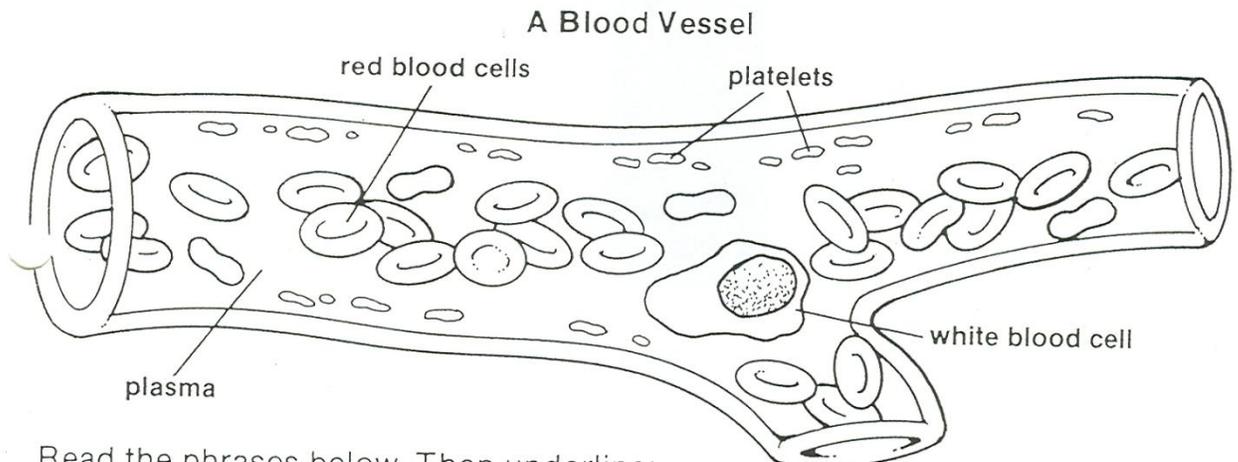
A human heart pumps about 1,500 gallons of a remarkable liquid called blood through your body each day!

Most of your blood is **plasma**. Plasma is a yellow, watery liquid that pushes blood cells through the blood stream. Plasma also brings food particles to body cells, and it collects waste particles from body cells.

**Platelets** are small, oval cells in the blood that work with plasma to stop bleeding.

**Red blood cells** are round and flat. A chemical called hemoglobin (hē mə GLŌ bin) makes them red. Red blood cells carry oxygen to body cells.

**White blood cells** are large, irregularly-shaped cells. They move slowly in the blood stream. White blood cells protect the body against harmful bacteria that get into the body.



Read the phrases below. Then underline:

- facts about white blood cells black
- facts about red blood cells red
- facts about plasma yellow
- facts about platelets green

small, oval cells

bring food particles to body cells

move slowly in blood stream

watery liquid in the blood

hemoglobin gives them color

protect against bacteria

stop bleeding

large, irregularly-shaped cells

push blood cells along

round and flat cells

carry oxygen to cells

most of the blood

collect waste particles

**Brainwork!** Write a math problem to show about how much blood is pumped through your body in one year. Solve the problem.

Activity 22 Kinesthetic Lesson on Digestive System

- 5 Understand the function and care of body systems
- 5.06 Examine the digestive and urinary system

This lesson idea was taken from the website  
[http://www.accessexcellence.org/AE/AEC/AEF/1995/cave\\_digest.php](http://www.accessexcellence.org/AE/AEC/AEF/1995/cave_digest.php)

**Name/Title:** A Kinesthetic Lesson on the Digestive System

**Purpose:** To provide a hands-on activity to review the functions of the digestive system.

**Suggested Grade Level:** 9-12

**Materials Needed:** Large thin plastic bag  
Newspapers  
Paper sacks  
Zip-lock bags  
M & M candies  
Masking tape  
Markers and paper to label students (optional)  
Sponges  
Labeled spray bottles of water

**Procedure:** Things to make ahead of time:

**Food Tube:** Lay out two parallel lines of tape on the floor, 3' apart and long enough for half of the class to stand shoulder to shoulder on one side of the parallel lines. Put the food particle to be eaten (a large plastic bag with contents described below) at one end, large trash can at the other.

**Food particle:** The food particle consists of M & M's placed in small zip-lock bags. These are placed in wadded newspapers in small paper sacks. Place small sacks in large sacks with added newspapers. Place all sacks and add newspapers until the large plastic bag is filled. The bag is then taped or tied closed to complete the food particle.

**Action:** PERISTALTIC MOVEMENT - Have students line up on both lines, face each other, and squeeze the food (filled large plastic bag) the length of the food tube.

DIGESTION –/ Label and/or instruct the players. (Could give assignments to the students ahead of time and have them research the role their assigned term plays in digestion so they can tell the class what happens to the food during their step of the process.)

- Molars (tear food apart - break plastic bag).

- Saliva (use spray bottle to squirt on food).
- Pancreatic juices (spray on food).
- Small intestines (absorb food, find plastic bags of candy and pass to blood).
- Blood (transports food, distribute the food to every cell/participant).
- Large intestine (reabsorbs moisture, sponge up water on the floor).
- Rectum (puts the waste papers in the trash can).

**Suggestions:** Every student should have a part. Several students can play the same part or other parts can be created. As the food comes to them, have the students tell what they are about to do, or narrate the action (“I’m a grinding tooth and I crush food like I break this bag.”) Limit the degree of destruction at each organ. Have the “nutrients” (M & M’s) passed to the “blood” for distribution to all participants AFTER clean up.

**Evaluation:**

- Discussion
- Interview
- Label diagram or fill in outline afterwards

---

Submitted by **Bobbin Cave**

Activity 23 Drug & Alcohol Pre-assessment

Activity 24 Drug & Alcohol and Peer Pressure

Activity 25 Alcohol and drugs Decision Making

Activity 26 Sobriety Testing Stations

Competencies addressed by these activities:

6 Analyze the effects of drugs on individuals, families, and communities

6.01 Evaluate the risks of illegal drugs, alcohol, tobacco, OTC, and prescription drugs

## DRUG AND ALCOHOL PREASSESSMENT

1. What is the most commonly used drug in the United States?
  - a) heroin
  - b) Cocaine
  - c) Alcohol
  - d) Marijuana
2. Name the three drugs most commonly used by children.
3. Which drug is associated with the most teenage deaths? Explain
4. People who have not used alcohol and other drugs before their 20th birthday
  - a) Have no risk of becoming chemically dependent
  - b) Are less likely to develop a drinking problem or use illicit drugs
  - c) Have an increased risk of becoming chemically dependent.
5. Anabolic steroids are dangerous because they may result in:
  - a) Development of female characteristics in males
  - b) Development of male characteristics in females
  - c) Stunted growth
  - d) Damage to the liver and cardiovascular system
  - e) Overaggressive behavior
  - f) All of the above
6. How is marijuana harmful?
  - a) It hinders the user's short-term memory
  - b) Students may find it hard to study and learn while under the influence of marijuana
  - c) It affects timing and coordination
  - d) all of the above

## DRUG AND ALCOHOL PRE-ASSESSMENT ANSWER KEY

1. What is the most commonly used drug in the United States?
  - a) heroin
  - b) Cocaine
  - c) Alcohol
  - d) Marijuana.

(c)
2. Name the three drugs most commonly used by children.

Alcohol, tobacco, and marijuana
3. Which drug is associated with the most teenage deaths?

Alcohol. Ask why that would be. Students will have many answers, but eventually will say that after drinking, teenagers often do something stupid and dangerous and frequently get into cars. Also discuss alcohol poisoning.
4. People who have not used alcohol and other drugs before their 20th birthday
  - a) have no risk of becoming chemically dependent
  - b) are less likely to develop a drinking problem or use illicit drugs
  - c) have an increased risk of becoming chemically dependent.

(b) discuss why this may be.
5. Anabolic steroids are dangerous because they may result in:
  - a) development of female characteristics in males
  - b) development of male characteristics in females
  - c) stunted growth
  - d) damage to the liver and cardiovascular system
  - e) overaggressive behavior
  - f) all of the above

(f)
6. How is marijuana harmful?
  - a) it hinders the user's short-term memory
  - b) students may find it hard to study and learn while under the influence of marijuana
  - c) it affects timing and coordination
  - d) all of the above

(d)

This lesson idea was taken from the website  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6537>

**Name/Title:** Drugs & Alcohol: Peer Pressure Response

**Purpose:** To allow students to come up with different ways to respond to their peers asking them to drink alcohol or to try or do drugs.

**Suggested Grade Level:** 9-12

**Materials Needed:** One handout per group and something to write with

**Procedure:** Each group of students (at least 3 students in each group) receives one handout, each of them have a different “peer pressuring” comment on line number 1. On each handout, line number one is a peer pressuring comment previously thought out by the teacher and written in the space (example: “Mike, let’s have some liquor from your parent’s bar, it’ll be fun!”). The rest of the handout contains as many lines as you want, depending on how many groups you have. If you have 4 groups, you should have at least 6 lines.

The students are to fill out line number 2 with a resistance response using proper resistance skills (example: I don’t think stealing my parent’s liquor is a good idea, besides we are already having fun without alcohol). When students finish filling out line number 2, they pass their handout to the group next to them. When they receive the new handout, they fill in their own peer pressuring comment for the next group to respond to. This pattern continues. When making your handout, be sure to have the last line a “resistance response”. By the time the handouts are finished, each group should have received each handout at least once. Have two students from each group stand up and read the “dialogue” on the handout that finished at their group.

**Evaluation:** When each group has read their dialogue, ask the students if there was a better way to respond to some of the comments made. Try to get the students thinking differently. After hearing from each group and discussing other ways to respond, have students quietly write what they would do (if it were them) in that type of situation. Tell them to list all the possibilities they can think of.

---

Submitted by **Tiffany Monroe**

This lesson idea was taken from the website  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1271>

**Name/Title:** Alcohol & Drugs: Decision-making Scenarios

**Purpose:** Students will use the decision-making process to determine the solutions and consequences of four example scenarios.

**Suggested Grade Level:** 9-12

**Materials Needed:** Transparency of the decision-making model  
Transparency projector  
Scenario handouts – found on website  
Paper  
Pencils

**Procedure:** The students will be introduced to the five-step model of decision-making through the use of an overhead transparency. All of the steps will be discussed with examples. Following the decision-making process, the teacher will discuss the protective factors that lead to positive decision-making, and the risk factors that lead to negative decision making (found on website). The teacher will ask for examples of each from the class, and discuss each step as necessary.

The teacher will then split the students into four groups and distribute one scenario to each. The students are to use the decision-making model to find solution and consequences for their scenario. Each group will be given pencils and paper to write down their brainstorming sessions, and each possible solution. After ten to fifteen minutes of group work, the students will present their scenario and solution to the class.

The group presenting will conclude by fielding questions from the class and teacher. The class will conclude with a review of the decision-making model and the protective and risk factors that can influence decision-making.

**Evaluation:** The teacher can establish a scoring rubric for the group presentations, while also collecting the papers each group used to outline possible scenarios. The teacher should also assess the quality of answers given to questions from the class following the presentation.

---

Submitted by **Jay Vasil**

This lesson idea was taken from the website  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=932>

**Name/Title:** Sobriety Testing Stations

**Purpose:** Students will be able to identify each of the different sobriety tests and how they are used to detect the amount of alcohol consumed by a person and the physical affects of drinking alcohol.

**Suggested Grade Level:** 9-12

**Materials Needed:** 2 Breathalyzers  
2 pairs fogged sun glasses  
Index cards  
5 small pen lights  
Video about consequences of DUI's and DWI's and the field sobriety tests that are used to determine how much alcohol a person has consumed  
Roll of wide masking tape

**Procedure:** At the beginning of the class the students will be shown a fifteen minute video about the consequences of DUI's and DWI's and the different field sobriety testing used to determine how much alcohol a person has consumed.

After the video students will participate in four different stations. Index cards at each station have directions written out for students to follow.

The first station will have two breathalyzers that students will actually try.

The second station will have two pair of fogged sun glasses (Use Vaseline or other lotion-like substance on the lenses) to show the students how vision is affected after consuming alcohol. While wearing the sunglasses, students will walk up to the board and write down a sentence that is shown on the index card at that table.

The third station will have 5 small pen lights. Students will use these to check pupils of the eyes to see if they are dilated. They will then be given two different tasks to do with a partner:

1) Shine the light into your partner's eyes with their permission and watch how their pupils change shape. If they had been drinking, their pupils would stay dilated.

2) Move the light around in several directions and have your partner follow the light with the eyes only (not moving their head). If the person had been drinking, they would not be able to focus on the light or any object.

The fourth station will have a 3-inch wide, 10 feet-long tape taped on the floor. Have one partner put hands and palms together and while standing, raise the hands straight up above the head. While looking directly up at the hands, the other partner will help the first person spin around five or six times. Immediately following this, the person who was spinning is to try to walk in a straight line along the tape.

**Evaluation:** Assemble students into 5 groups. Give each student an index card. Have each group write down and perform a skit that relates to the things they did in the four stations or what they learned from the stations and the fifteen-minute video. These skits and index cards will be used to check for understanding.

---

Submitted by **Erin Irvine**

## Activity 27 Issues in Environmental Education

Competencies addressed by this activity:

7 Understand, identify and prevent diseases and disorders

7.03 Examine interrelationships between individual and environmental health

# Issues in Environmental Education

## BACKGROUND INFORMATION

As a result of analyzing issues related to the quality of natural and built environments, students will: 1) demonstrate an understanding of the economic, scientific and/or social nature and character of circumstances, forces, and situations that impact upon quality life space environments, 2) appreciate the need to create and maintain COOPERATIVE LIVING HABITATS in which Man and Nature coexist and mutually prosper from their associations, 3) understand intellectual skill processes (e.g., critical thinking, problem solving, decision-making) necessary in order to confront and resolve perplexing issues, 4) understand ways to work cooperatively in order to achieve consensus and to act in a proactive manner - to resolve perplexing issues.

## MATERIALS NEEDED

- 1) Print materials (atlases, books, magazines, newspapers, reports)
- 2) Audiovisual presentations (films, filmstrips, slides/tapes, videos)
- 3) Internet web sites
- 4) CD-ROM software
- 5) News broadcasts (radio and television)
- 6) Globes and maps
- 7) Intellectual skills development models and strategies
- 8) Bulletin board construction materials (oak tag and construction paper, glue/paste, scissors, rulers, stencils, thumb tacks, adhesive tape, crayons and markers, etc)
- 9) 8mm/16mm motion picture cameras and film
- 10) Still photography cameras and film
- 11) Video tape equipment and video tapes
- 12) Audio tape recorders and audiotapes
- 13) Community resources (people, places, things, events, processes)

## MAIN BODY/ACTIVITY

It is critically important that today's high school students, tomorrow's decision-making citizens, be made aware of issues that have an impact upon the quality of our lifestyles - urban, suburban, rural, and that they develop the ability to analyze and remedy existing and/or potential problems in the context of social communities.

- 1) Students are introduced to several issues (pollution (can be broken down by category, i.e. air, noise), population, habitat and species, sustainable development, human settlement, finite and renewable resources)
- 2) Working in small inquiry groups, students research a selected issue
- 3) Students use print/non-print materials, Internet web sites, television and radio broadcasts and programs, CD-ROM software, graphic media devices

(cameras/videotape equipment), and community resources in the collection of data

4) Students use critical thinking, problem solving, and decision-making models in their analysis of issues and suggested solutions

### **DISCUSSION/CONCLUSION**

Students discuss the solution(s) of the issue researched and create audiovisual materials that display proposed strategies.

Activity 28 Health Careers  
Competencies addressed by this activity:

9 Explore health Careers

9.01 Research option in health careers

# HEALTH CAREERS

*Goal: Allow you to explore multiple health careers that you are interested in.*

1. Pick 3 Health Careers from the list provided that interest you the most.
  - a.
  - b.
  - c.
2. Complete research on the following areas related to your chosen careers.
  - a.
  - b.
  - c.
3. What are the education requirements, certificates, and/or licensure required for these careers?
  - a.
  - b.
  - c.
4. What colleges offer the appropriate programs would you be interested in attending?
  - a.
  - b.
  - c.
5. What are the health and fitness requirements for these health professions?
  - a.
  - b.
  - c.
6. What is the average yearly salary?
  - a.
  - b.
  - c.
7. Would you have to live in a large city?
  - a.
  - b.
  - c.
8. **Compare** and **Contrast** your chosen occupations by writing a 2 page paper. At the conclusion of the paper, pick your favorite career.
9. Present the information you gathered on your favorite career to the class.

## Addictions Counselors

- Alternative Health Care Practitioners
- Anesthesiologists
- Athletic Trainers
- Biomedical Engineers
- Cardiovascular Technologists
- Chiropractors
- Compliance Officers and Inspectors
- Coroners
- Dental Assistants
- Dental Hygienists
- Dentists
- Dietetic Technicians
- Dietitians
- Emergency Medical Technicians
- Family and General Practitioners
- Fitness Trainers and Aerobics Instructors
- Forensic Science Technicians
- Health Information Technicians
- Health Services Administrators
- Home Health Aides
- Internists
- Licensed Practical Nurses
- Massage Therapists
- Medical Assistants
- Medical Equipment Preparers
- Medical Laboratory Technicians
- Medical Laboratory Technologists
- Medical Sonographers
- Mental Health Counselors

- Nuclear Medicine Technologists
- Nurse Anesthetists
- Nurse Midwives
- Nurse Practitioners
- Nursing Assistants
- Obstetricians and Gynecologists
- Occupational Health and Safety Specialists
- Occupational Therapist Assistants
- Occupational Therapists
- Opticians
- Optometrists
- Orthotic and Prosthetic Specialists
- Pediatricians
- Personal and Home Care Aides
- Pharmaceutical Salespeople
- Pharmacists
- Pharmacy Aides
- Pharmacy Technicians
- Physical Therapist Aides
- Physical Therapist Assistants
- Physical Therapists
- Physician Assistants
- Podiatrists
- Psychiatric Aides
- Psychiatric Technicians
- Psychiatrists
- Psychologists
- Radiation Therapists
- Radiologic Technologists
- Recreational Therapists

- Registered Nurses
- Respiratory Therapists
- Science Technicians
- Speech Pathologists and Audiologists
- Statisticians
- Surgeons
- Surgical Technologists
- Veterinarians
- Veterinary Assistants
- Veterinary Technologists and Technicians