

TEEN HEALTH

Course 3

Chapter 3 Fast Files

Mental and Emotional Health



Glencoe



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Printed in the United States of America.

Send all inquiries to:
Glencoe/McGraw-Hill
21600 Oxnard Street, Suite 500
Woodland Hills, California 91367

ISBN-13: 978-0-07-874877-6

ISBN-10: 0-07-874877-1

1 2 3 4 5 6 7 8 9 009 11 10 09 08 07 06

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Teacher Guide to Using the Chapter 3 Fast File

The *Fast File* Chapter Resource system allows you to conveniently file and access the resources you use most often. The *Chapter 3 Fast File* includes the core materials needed for Chapter 3. The answers for activities appear at the back of this booklet.

These resources accompany *Teen Health Course 3* to help you and your students expand, enrich, review, and assess every lesson. Glencoe provides a variety of resources organized conveniently for the way you teach.

CHAPTER AND LESSON RESOURCES

Chapter Summary and Activity

Concise, complete summaries cover key concepts and vocabulary. Each lesson in *Teen Health* is covered in the Chapter Summary. The chapter activities are one-page in length and vary in format.

Building Health Skills Activities

These activities contain additional student and teacher resources for the Building Health Skills features at the end of each chapter in the student text. The Building Health Skills features in the text reinforce chapter content and provide an opportunity for students to practice the health skills identified in the National Health Education Standards.

Chapter Tests

Each chapter test is divided into three sections: Reviewing Health Concepts, Applying Health Concepts, and Thinking Critically About Health. Formats include combinations of true/false questions, multiple-choice items, matching items (with lettered words), and fill-in completion items. Thinking Critically About Health consists of two short-essay questions.

Concept Mapping Activities

Concept mapping activities help students see how the information in their textbook is organized. The activities provide visual displays that highlight main ideas, supporting details, cause and effect, and other organizing principles. There is one concept map for each lesson in the student text.

Enrichment Activities

These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply their knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Reteaching Activities

There is a reteaching worksheet for each lesson in the text. The activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, graphic organizers, acrostics, and other approaches.

HEALTH APPLICATION AND EXTENSION

• Cross-Curriculum Activities

Cross-curriculum activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied. There is at least one cross-curriculum activity in each chapter.

• Decision-Making Activities

These worksheets help students understand and apply the decision-making process described in Chapter 2 of the textbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it. There is at least one decision-making activity in each chapter.

• Health Labs

These health labs give students experience making observations and hypotheses, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results. There is one health lab activity for each chapter of the student text, keyed to a particular lesson. For each lab, there is a teacher page followed by two student pages.

Guided Reading and Writing Activities

Guided Reading reinforces reading skills to help students comprehend and retain the information contained in each lesson. The writing exercises give students another way to work closely with the material in the chapter as well as supporting writing skills.

Lesson Quizzes

A 10-question objective quiz is provided for each lesson. Quizzes may be used to review each lesson or may be compiled into a final test that covers all the lessons in the chapter.

TEACHING RESOURCES

Parent Letter and Activities

A letter for each chapter informs parents or guardians of the instructional program, activities, and assessment techniques to be covered in the chapter. Letters include suggested ways that parents can work with their teen to incorporate physical activity into their family life.

Performance Assessment Teacher Resources and Rubric

Performance assessment is a way of teaching and learning that involves both process and product. More detailed explanation is given on pages 37–41.

Universal Access Activities

The universal access activities address special needs in the regular classroom. They are beneficial to all students, but especially so for those with particular special needs.

Lesson Plans

Each chapter contains reproducible lesson plans to help you organize your schedules and teaching strategies for every lesson in *Teen Health*. The lesson plans are organized for ease of use, allowing you to check off the items you use to teach the lesson.

Teaching Transparency Preview

A brief description of teaching transparencies that go with this chapter is provided. These full-color transparencies are available in the separate Teaching Transparencies Binder, along with a booklet of teaching strategies and activities.

Answer Key

A complete answer key appears at the back of each chapter booklet. This answer key includes answers for every activity, in the order in which activities appear.

Chapter 3 Summary

Mental and Emotional Health

Lesson 1 Your Mental and Emotional Health

Having good mental and emotional health means being able to accept yourself, accept others, and adapt. *Adapting* means adjusting to new situations. Many different qualities give you your individuality. Your *personality* is the unique combination of feelings, thoughts, and behaviors that make you different from everyone else. It affects how you handle problems and situations. Some people are friendly, others are shy, some are outgoing. Your *self-concept* is the view you have of yourself. You develop your self-concept through experiences and relationships with others. Achieving a positive self-concept is important to good mental and emotional health. Your personality and self-concept determine your *self-esteem*. This is the way you feel about yourself, and how you value yourself. When you have high self-esteem, you feel valued. *Resilience* is the ability to bounce back from disappointment. Resilience allows you to move forward despite disappointment. If you have high self-esteem, you are resilient when things go wrong. It is important for your mental and emotional health that you build your self-esteem. To do this, try listing your strengths. Remember that everyone makes mistakes. Motivate yourself toward achieving your goals.

Lesson 2 Understanding Your Emotions

Emotions are feelings created in response to thoughts, remarks, and events. Learning how to express emotions in a healthy manner is important to your mental/emotional, social, and physical health. *Anxiety* is a state of uneasiness, usually associated with a future uncertainty. A heightened state of anxiety can cause *panic*, which is a feeling of sudden intense fear. Deal with anxiety by talking with family and friends to get encouragement and reassurance. Fear is your body's alert system. It can keep you safe from danger, but it can also keep you from doing things that are necessary. Being afraid all of the time is unhealthy. Deal with fear by talking to friends and family to get support in overcoming the fear. Anger is a normal emotional release. Not expressing anger can be physically and emotionally harmful. It is important to deal with anger in a healthy and appropriate way. Everyone has *emotional needs*. These are needs that affect your feelings and sense of well-being. The three main emotional needs are: the need to love and be loved, to feel that you belong, and to feel like you are making a difference. It is important to find healthy ways to meet your emotional needs.

Chapter 3 Summary

Chapter 3

Lesson 3 Managing Stress

Stress is the body's response to change. Some stress can be helpful to motivate you or improve your concentration. Too much stress can have long-term effects on the body. A *stressor* is anything that causes stress. These can be positive or negative. A negative stressor can be a small annoyance or a major life-changing event. The *fight-or-flight response* is the process by which the body prepares to deal with a stressor. Your body's natural response to threats of harm is either to fight or flee. *Adrenaline* is the hormone that gives the body extra energy. Excessive stress can upset a person's physical health, causing problems such as headaches, digestive problems, fatigue, and high blood pressure. Excessive stress can harm your mental/emotional health causing you to feel anxious, moody, and irritable. Excessive stress can upset your social health, causing you to withdraw from social contacts. You cannot eliminate stress altogether, but you can learn to manage it. Some ways to manage stress include eating well, getting enough rest, relaxing, laughing, keeping a positive outlook, staying physically active, and socializing with family and friends. *Time management* is a strategy for using your time wisely. This skill will help you to reduce your stress.

Lesson 4 Coping with Loss

Loss is a part of life. You can lose a sporting event. You can lose a precious possession. You can lose someone who is important to you when he or she dies. *Grief* is the sorrow caused by the loss of a loved one. Loss can lead to a *grief reaction*, which is the process of dealing with strong feelings following any loss. The grief reaction occurs in stages. The stages occur in the following order, but not all people experience all of the stages: shock, anger, yearning, depression, and acceptance. *Coping strategies* are ways of dealing with the sense of loss people feel when someone close to them dies. Some coping strategies include confronting your feelings head-on, crying, sharing your feelings with others, and practicing religious traditions. Here are some ways to help others who are grieving: Ask the person what you can do to help or comfort them. Respect the person's feelings. Allow the person the time they need to grieve and recover.

Chapter 3 Activity**Listening to Yourself**

Directions: What other people think about you has a lot to do with what you think about yourself. Do you send others positive messages about yourself or negative messages? Read the comments below. On the blank before each sentence, put a plus (+) if you think it is a positive message. Put a minus (–) if you think it is a negative message. Put a zero (0) if it is a neutral message, neither positive nor negative.

- _____ 1. “No one likes me.”
- _____ 2. “I would like to learn to swim.”
- _____ 3. “I wish I had blue eyes like yours.”
- _____ 4. “I studied for the history test and felt prepared for it.”

Now think about the messages you send others. For the next day or two, whenever you talk about yourself, write down what you said as soon as you have a chance. After you have collected six to eight comments, analyze them using +, –, or 0. Then enter each statement in the appropriate column. Which column do most of your comments fall into?

Positive (+)	Negative (–)	Neutral (0)

What have you learned about the messages you send to other people about yourself? What does this show about the way you feel about yourself? If most of your messages fell into the negative column, you may want to work on sending more positive messages.

Chapter 3 Performance Assessment Activity

Bulletin Board Display on Mental and Emotional Health

Background

Part of good mental and emotional health means having high self-esteem, which is the way you feel about yourself. People with good self-esteem have resilience, or the ability to bounce back from disappointment. Whether your self-esteem is high or low, there are ways to improve on it.

Task

Work with your classmates to make a bulletin board for students in your school. Your bulletin board should focus on illustrating ways to improve self-esteem. You might include making a list of your strengths, remembering that everyone makes mistakes, and showing ways for teens to motivate themselves. Make sure that your bulletin board effectively balances information, encouragement, and advice when it comes to improving self-esteem. Do not clutter it with a lot of unnecessary words.

Audience

Your audience is the students and adults in your school.

Purpose

The purpose of your bulletin board is to be informative and eye-catching. Students and teachers who see the bulletin board should come away with the clear impression that there are tools for building self-esteem.

Procedure

Use the check boxes and answer lines to record your progress.

- ☐ 1. As a class, review everything you know about improving self-esteem. Think of ways to represent these behaviors. _____
- _____

Chapter 3 Performance Assessment Activity

- ☐ 2. Brainstorm a list of images that represent a teen with good self-esteem. Write down any interesting images you can think of that demonstrate the behaviors or habits of teens with good self-esteem.

- ☐ 3. Talk about where you are likely to find colorful photos, drawings, or paintings of the images you brainstormed in step 2. Look in magazines, newspapers, and other periodicals.
- ☐ 4. As you look for images, think of slogans that capture the main messages you wish to express on your bulletin board. Write the slogans on the lines below.

- ☐ 5. Identify specific benefits of physical activity for each bulletin board. Think of words or images to represent these benefits. Write the words down, and find the images in magazines or books, or draw pictures to illustrate them.
- ☐ 6. With your class, sort through the images and words. Review the slogans you recorded in step 4. Do the slogans work well together?
- ☐ 7. Design your bulletin board. Draw a scale-model. Make sure that the designs work well together and that it has a consistent look and feel to it.
- ☐ 8. Make the bulletin board. Mount your images on colorful construction paper. Create banners or signs to encourage your class and other members of the school community to learn more about building self-esteem.

Assessment

1. Review the classroom assessment list for designing a bulletin board.
2. Refer to samples of excellent work if they are available.

Chapter 3 Building Health Skills Activity

Chapter 3

Putting Stress in Its Place

Skill: Stress Management

Directions: Write an article for a school newspaper about stress. In your article, explain the effects of stress. Then, choose one source of teen stress and describe how setting priorities and managing time can reduce this source of stress.

Skill Summary

Stress Management

Stress management strategies include the following:

- Identify sources of stress.
- Set priorities.
- Manage your time wisely.

1. Describe a source of stress.

2. How will you set priorities?

3. How will you manage time effectively?

CHAPTER

3

Chapter Test

Chapter 3

Reviewing Health Concepts (4 points each)

Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

- _____ 1. a state of uneasiness, usually associated with a future uncertainty
- _____ 2. the way you feel about yourself and how you value yourself
- _____ 3. needs that affect your feelings and sense of well-being
- _____ 4. the ability to bounce back from disappointment
- _____ 5. ways of dealing with the sense of loss people feel when someone close to them dies
- _____ 6. a hormone that gives the body extra energy
- _____ 7. feelings created in response to thoughts, remarks, and events
- _____ 8. the process of dealing with strong feelings following any loss
- _____ 9. a feeling of sudden, intense fear
- _____ 10. the body's response to change

- a. emotions
- b. emotional needs
- c. adrenaline
- d. resilience
- e. coping strategies
- f. stress
- g. anxiety
- h. panic
- i. self-esteem
- j. grief reaction

Score (number correct \times 4 points):

Applying Health Concepts (4 points each)

Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

- _____ 11. Acceptance is the *first* stage of the grief reaction.
- _____ 12. People with *good* mental and emotional health are able to adapt.
- _____ 13. Biting your fingernails is an example of a *stress-related* habit.
- _____ 14. Laughing is a *poor* stress reliever.
- _____ 15. You *do not* have the ability to slow down your heart rate.

CHAPTER

3 | Chapter Test

Chapter 3

- _____ 16. *Scheduling* is one of the biggest stressors for a teen.
- _____ 17. When you suffer a loss, crying and sadness are *normal* reactions.
- _____ 18. Your personality *does not* affect your ability to handle problems.
- _____ 19. There are *healthy and unhealthy* ways of meeting emotional needs.
- _____ 20. *Time management* is a combination of planning and self-discipline.

Score (number correct \times 4 points):

Thinking Critically About Health (20 points maximum)

On a separate sheet of paper, write a short paragraph to answer each question.

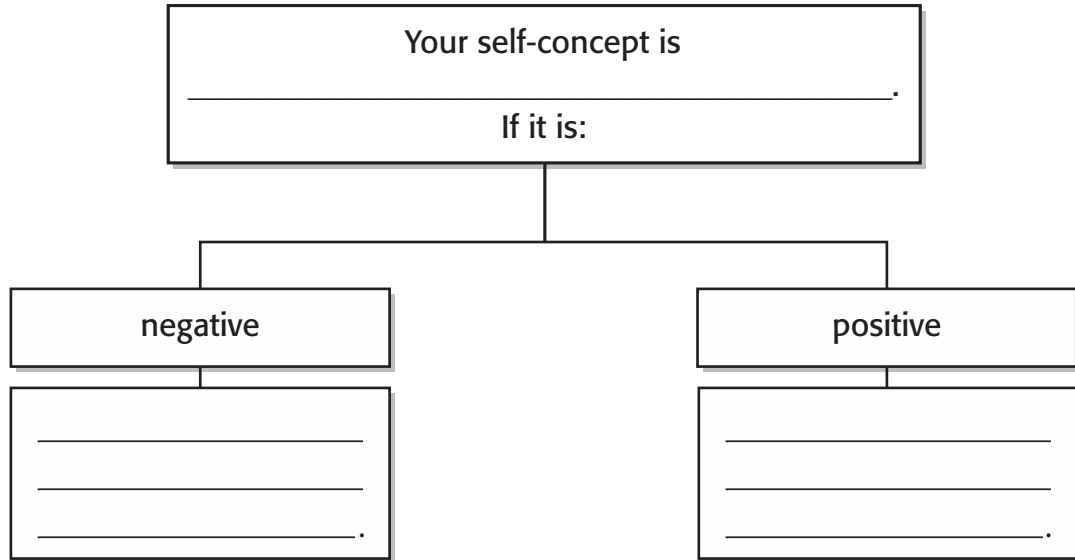
21. **Summarize** What are the five stages of grief?
22. **Describe** What is the body's response to stress?

Score (20 points maximum):

Total Score:

Concept Mapping Activity 3-1

Directions: Complete the concept map on self-concept and self-esteem, using terms and phrases from your textbook.



Your _____
is the way you feel about yourself.

- To improve your self-esteem and your overall level of mental and emotional health, you need to:
1. Motivate yourself.
 2. _____.
 3. Understand and manage your feelings.
 4. _____.
 5. _____.



Cross-Curriculum Activity 3-1

Art Connection

Directions: Design a sign that you could hang on your bedroom door, locker, or other personal space that demonstrates your personality. Incorporate the letters of your name in your sign. Think of a word or phrase that begins with each letter of your name that describes you. Use symbols, drawings, or words to help show what makes you special.

Lesson 1

1. If someone who did not know you saw your sign, how would they describe you?

2. What parts of your personality are you not able to express in your sign?

Reteaching Activity 3-1

Your Mental and Emotional Health

Directions: Complete the following chart to help you better understand your mental and emotional health. In the first box, try to define your personality. Are you shy, outspoken, adventurous, friendly? In the next box, try to describe your self-concept. How do you see yourself? How do you think others see you? In the next box, describe your self-esteem. Do you feel accepted by others? Are you confident? Are you resilient? In the last box, list three ways a person can build his or her self-esteem.

My Personality: _____

My Self-Concept: _____

My Self-Esteem: _____

Ways to Build Self-Esteem

1. _____
2. _____
3. _____

Enrichment Activity 3-1

Building Self-Esteem

Directions: Read each of the following descriptions. Suggest how you think the person should build his or her self-esteem.

1. Rebekah really wants to get involved in a sports team at school. She has tried out for soccer, but the coach said she was not ready to play in games. She tried out for tennis, but that coach said she did not have the technique. Rebekeh is feeling like she might not be good enough to make any team.

2. Natalie has a solo in her ballet dance performance. She went to the dance studio and practiced nearly every day for weeks. When Natalie got on stage the night of the performance, she tripped and fell right in the middle of her solo. She was so embarrassed that she thinks she will never dance in front of an audience again.

3. Patrick's friends were all invited to join the National Honor Society. He knows that his grades are not as high as his friends', but he still wishes he were asked to join. He knows he has another shot next year, but cannot see how that will make a difference.

Guided Reading and Writing Activity 3-1

Your Mental and Emotional Health

Guided Reading

Directions: Please refer to pages 52–56 in the text and answer the following questions.

1. How are self-esteem and resilience related?

2. How is having a positive self-concept an important part of good mental and emotional health?

3. What skills can increase your overall self-esteem?

Writing

Directions: Choose one of the following selections and write a paragraph on a separate sheet of paper.

Analyzing Influences: Write a story about two friends. One of the friends has high self-esteem, is resilient, and always has a positive outlook. The other friend, however, is not able to get beyond failures or disappointments. Include ways in which the teen with high self-esteem can influence the teen who needs to build his or her self-esteem.

Communication Skills: Write a letter to a friend who has recently had a disappointment. Perhaps he or she lost an election, didn't make a team, or suffered a personal loss. Give the friend some suggestions on building his or her self-esteem.

Lesson Quiz | 3-1

In the space, write the word(s) from the list that best completes each statement.

1. Your _____ is the view you have of yourself.
2. Your _____ is the way you feel about yourself and how you value yourself.
3. _____ is the ability to bounce back from disappointment.
4. Being able to adjust to new situations means that you know how to _____.
5. Having a positive self-concept is an important part of mental and _____ health.

emotional
resilience
adapt
self-concept
self-esteem

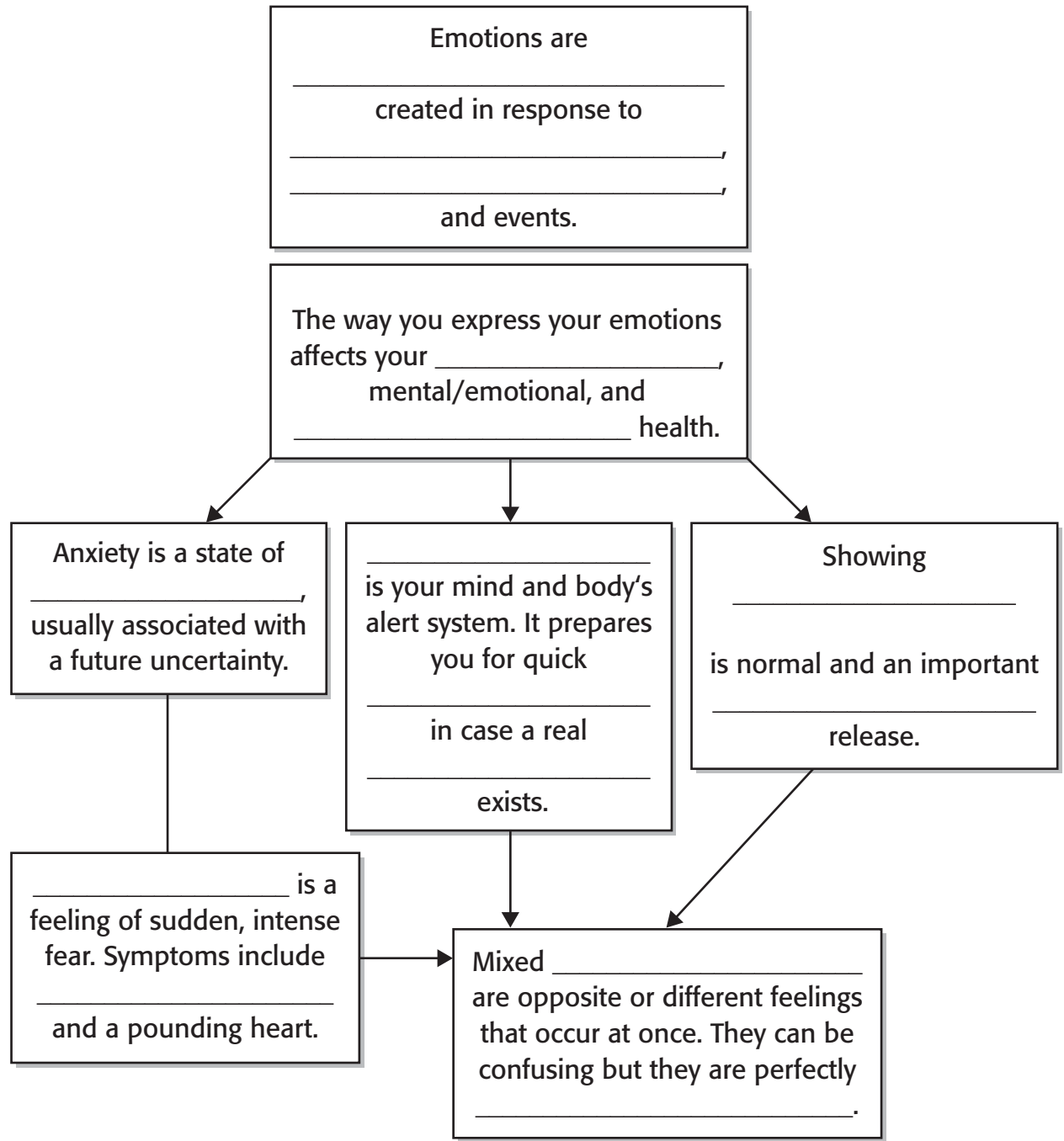
Read each of the following sentences. If the sentence describes an attitude that *does show positive self-concept and high self-esteem*, place a plus (+) in the space provided. If the sentence describes an attitude that *does not show positive self-concept and high self-esteem*, place a zero (0) in the space provided.

- _____ 6. Christopher feels slow because it takes him twice as long to finish his math problems as it does for the rest of the class.
- _____ 7. Shannon did not win a prize at the science fair, but she is pleased with how her experiment turned out.
- _____ 8. Jared knows his skateboarding skills are not that great, so he decides to ride his bike along when his friends go skateboarding.
- _____ 9. Cierra stormed off the soccer field when she did not block the goal.
- _____ 10. Alberto said he would never play the guitar again after he got third place in the talent show.

Score (number correct \times 10 points):

Concept Mapping Activity 3-2

Directions: Complete the concept map on emotions, using terms and phrases from your textbook.



Expressing Your Emotions

Directions: With a partner, write a brief skit about Natalie, a teen who is angry at her younger sister. Natalie's younger sister borrowed several of her CDs without permission. When her sister returns the CDs, Natalie notices many scratches on the CDs. In the skit, have Natalie use good anger-management steps to express her feelings to her sister. Natalie's behavior should demonstrate self-control while still letting her sister know about her feelings.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Reteaching Activity 3-2

Emotional Needs

There are three main emotional needs: the need to love and be loved, the need to feel that you belong, and the need to feel that you are making a difference. There are many different ways a person can meet his or her emotional needs. It is important to find healthy ways to do this.

Directions: For each letter in the word EMOTIONS below, write a word or phrase that begins with that letter that has to do with meeting emotional needs. For example, for the letter O, you might write, "Offer to help at home." Review the information in your textbook to help you think of what to write.

E _____

M _____

O _____

T _____

I _____

O _____

N _____

S _____

Enrichment Activity 3-2

Meeting Emotional Needs

Directions: Imagine that you write an advice column for the school newspaper. One of your peers has anonymously written the following letter. Write a response to be published with the letter. Offer helpful advice on how this person can meet his or her emotional needs.

Dear Student Advisor,

Ever since school started again after summer break, I don't seem to hear from my friends as often. Over the summer we used to call each other to hang out or meet somewhere. Now they all seem so busy. Some of them have joined the school soccer team. Some have joined an after-school club. A few of them just seem really busy with homework. I miss them, but I feel like they don't need me anymore and that I just don't fit in with what they're doing. How can I hang on to my friendships?

Sincerely,

Lonely at School

Dear Lonely at School,

Sincerely,

Your Student Advisor

Guided Reading and Writing 3-2

Understanding Your Emotions

Guided Reading

Directions: Please refer to pages 57–62 in the text and answer the following questions.

1. Why is learning to express your emotions important?

2. Define *mixed emotions*.

3. What are the three main emotional needs?

Writing

Directions: Choose one of the following selections and write a paragraph on a separate sheet of paper.

Practicing Healthful Behaviors: Taylor is angry that her friends left for the mall without her. She knows it is her fault because she was running late today. Still, she finds she wants to call her friends and yell at them for not waiting. Write a paragraph about the ways in which Taylor can express her anger in a healthful way.

Stress Management: Sidney is anxious about presenting her oral report in English class today. She has let her anxiety build up. Her face is flushed, her heart is beating fast, and she is having trouble catching her breath. Write a paragraph on the healthy ways that Sidney could manage her stress.

Lesson Quiz | 3-2

In the space, write the word(s) from the list that best completes each statement.

1. _____ are needs that affect your feelings and sense of well-being.
2. Feelings created in response to thoughts, remarks, and events are called _____.
3. The second basic emotional need is to feel that you _____.
4. The third basic emotional need is to feel that you _____.
5. A heightened state of _____ produces panic.

belong
anxiety
emotional needs
make a difference
emotions

Lesson 2

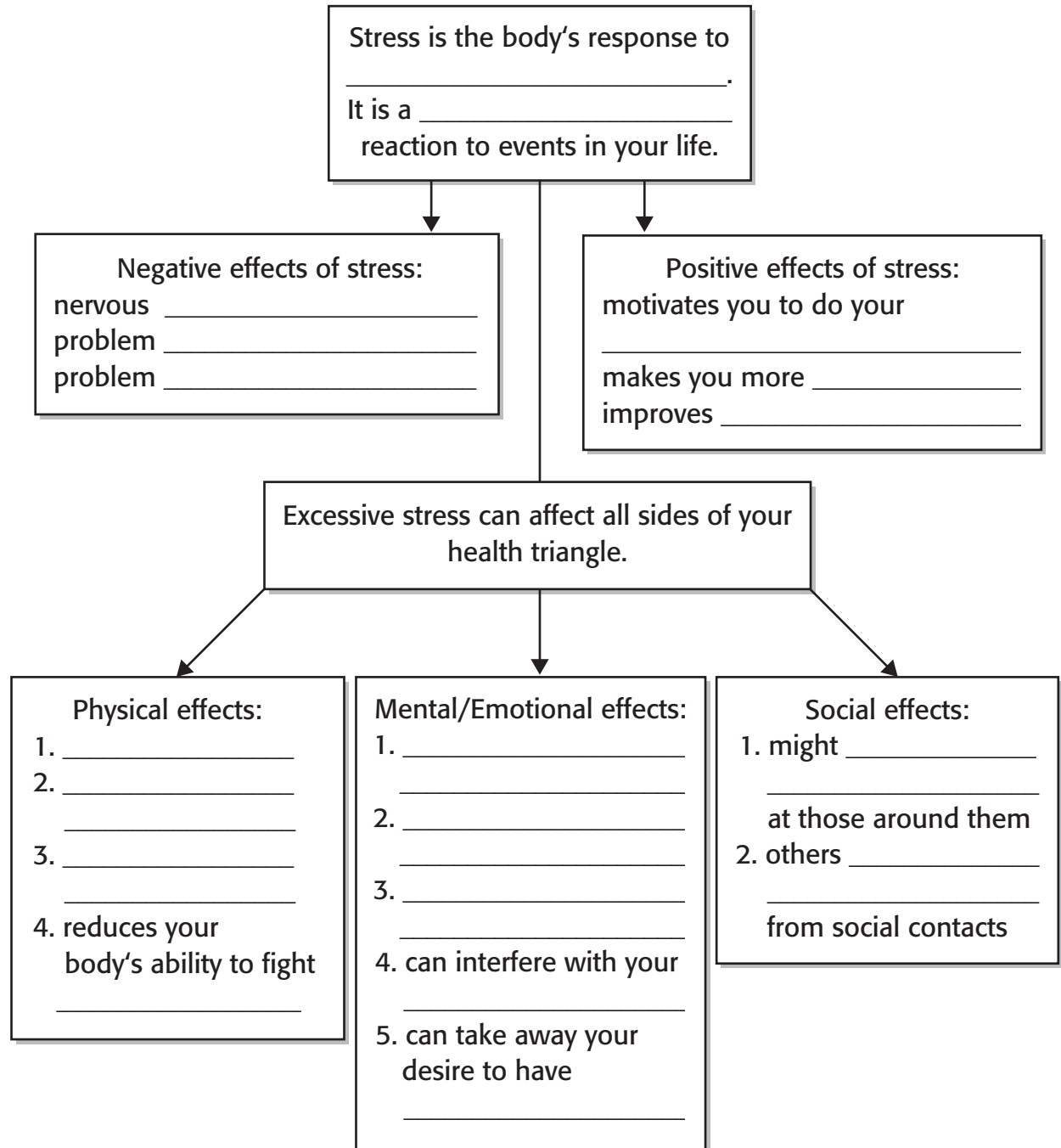
Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

- _____ 6. Panic is a feeling of sudden, *mild* fear.
- _____ 7. Anxiety is a state of uneasiness, usually associated with a *past* uncertainty.
- _____ 8. A person who is experiencing different or opposing feelings at one time is having *mixed emotions*.
- _____ 9. Anxiety, fear, and *anger* are some basic emotions that you can learn to express in healthy ways.
- _____ 10. Symptoms of panic include dizziness and a pounding *head*.

Score (number correct \times 10 points):

Concept Mapping Activity 3-3

Directions: Complete the concept map on stress, using terms and phrases from your textbook.



Working With Stress!

Objectives

- Determine ways to reduce stress in a studying environment
- Hypothesize how reducing stress can affect your time management

Materials

Stopwatch for each group or clock that measures seconds

A bag of approximately 30 paperclips (or other small item) for each group

Time

One class period

Preparation

- For each student, make a copy of the student worksheet on page 25.
- Plan to have students work in groups of four. One person will be the timer and the other three will complete the activities.
- Put approximately 30 paper clips in a bag for each group. Each bag should have a different number of paper clips. For example, if you have 6 groups, fill bags with the following number of clips: 27, 28, 29, 30, 31, and 32.
- Write the following on a large sheet of paper or on the chalkboard. Arrange to be able to hide the activities from students until it is time to complete them.

Round 1

Activity 1: Add 2, 3, 5, 7, 8, 9, 4, 12, 6, and 15

Activity 2: Write “Washington” three times backwards

Activity 3: Count the items in the bag

Round 2

Activity 1A: Add 3, 6, 8, 5, 2, 7, 4, 13, 9, and 16

Stress: Tap pencils loudly

Activity 2A: Write “California” three times backwards

Stress: Say the alphabet loudly

Activity 3A: Count the items in the bag

Stress: Say random numbers

Teaching the Lab

1. Point out to students that as they get older, they gain more responsibility. Balancing activities can become stressful unless they learn to manage their time well.
2. Have students write a hypothesis about how distractions can affect how quickly a person completes a task.
3. Have students form groups of four. Have groups designate a timer, someone to complete Activity 1, someone to complete Activity 2, and someone for Activity 3.
4. Pass a bag of items to each group. Uncover the list of activities for Round 1. Have groups complete the first round of activities. Collect the bags of items.
5. Give a different bag of items (that contains a different number of items) to each group. Uncover the list of activities for Round 2. Direct group members to “stress” the student who is completing each activity as indicated beside each activity.

Sample Hypothesis

When someone is under stress, he or she may not be able to perform an activity as well.

Analysis

1. Answers will vary. It took longer during Round 2.
2. Answers will vary. My body felt tense.
3. Answers will vary. If I get rid of distractions, I will be able to complete my tasks faster.
4. Answers will vary. A person should study in a quiet place because it is harder to concentrate when there are distractions.

Further Investigation

Have students describe the place where they normally do their homework. Have them determine what possible distractions could interrupt their work in this location. Have students make a list of ways they could improve their study location.

Health Lab Activity 3-3

Working With Stress!

Introduction

Stress is your body's response to change. As a teen, it is important to manage your time well. You probably have many activities to do throughout your day. When you have a limited amount of time and many tasks to complete, it is important to make sure you work as efficiently as you can at each task. In this lab you will see why it is important to reduce stress during your everyday life.

Objectives

- Demonstrate how stress affects the time it takes to perform simple tasks
- Determine ways to reduce stress in a studying environment
- Hypothesize how reducing stress can affect your time management

Materials

Clock with a second hand or a stopwatch

Your teacher will supply the materials needed for the activity.

Hypothesis

Write a hypothesis in which you explain how distracting sounds will affect the time it takes to perform an activity.

Procedure

1. Follow your teacher's instructions to have a different person from your group complete each of the following activities. Record the time it takes each person to complete a task in the 2nd column of the table.

2. Follow your teacher's instructions to have each person complete the similar task again, this time while under stress. While one person works on the task, the other two members of the group will create a stressful environment, as directed by your teacher. Record the time it takes the person to complete the task while under stress in the 3rd column of the chart.
3. Write the answers to the Analysis questions on the back of this worksheet.

Data

Student	Activity	Time (without a stressor)	Time (with a stressor)
1	Add 10 numbers		
2	Write name of state backwards 3 times		
3	Count small items		

Analysis

Work with your partner to answers these questions on the back of this worksheet.

1. How did the times to complete the task with stress compare to when there was no stress?
2. How did your body feel when you were trying to complete an activity when your group was distracting you?
3. How can reducing distractions affect your ability to manage your time wisely?
4. Based on the data you collected in this lab, explain why a person should study or do homework in a quiet place rather than in front of the television or while listening to a favorite CD.

Further Investigation

Think about where you do schoolwork. Make a list of distractions that you experience where you do your work. Brainstorm ways to improve your study spot with members of your group.

Reteaching Activity 3-3

Managing Stress

You cannot eliminate stress from your life entirely, but you can learn how to deal with stress when you experience it. How well do you manage your stress?

Directions: Read the strategies below for managing stress. Write how you can apply each method to your own life. For example, try to think of different activities that relax you when you are stressed. Try to think of different things that make you laugh even when you are feeling stressed. Later, you can refer to this list when you are feeling stressed.

1. Relaxation: _____

2. Laughter: _____

3. Positive Outlook: _____

4. Physical Activity: _____

5. Time Management: _____

Guided Reading and Writing Activity 3-3

Stress Management

Guided Reading

Directions: Please refer to pages 63–68 in the text and answer the following questions.

1. Define *fight-or-flight* response.

2. How can stress affect all sides of your health triangle?

3. How can you maintain a positive outlook?

Lesson 3

Writing

Directions: Choose one of the following selections and write a paragraph on a separate sheet of paper.

Goal Setting: You are a teen who is under tremendous stress. You have a seriously ill family member, you are taking advanced science and math courses at school, and you work a part-time job in a restaurant. In a paragraph, write your plan for managing your stress.

Decision Making: Next week, Will is running in a 5K race to benefit his favorite charity. It is also his dad's birthday, and his family has a small party planned at the house. Now Will's friend has asked him a big favor—to help him move some things out of his brother's house with him. The only trouble is that the moving has to be done on Saturday afternoon. Will begins to feel tense because of all the stress he is feeling. Write a paragraph on how he can use his decision-making skills to find a way to manage this situation.

Lesson Quiz | 3-3

In the space, write the word(s) from the list that best completes each statement.

1. Anything that causes stress is called a(n) _____.
2. _____ is a hormone that gives the body extra energy.
3. _____ is a strategy for using your time wisely.
4. A basic way to manage stress is to follow a(n) _____.
5. _____ can be minor nuisances or major life-changing events.

healthy lifestyle
time management
negative stressors
stressor
adrenaline

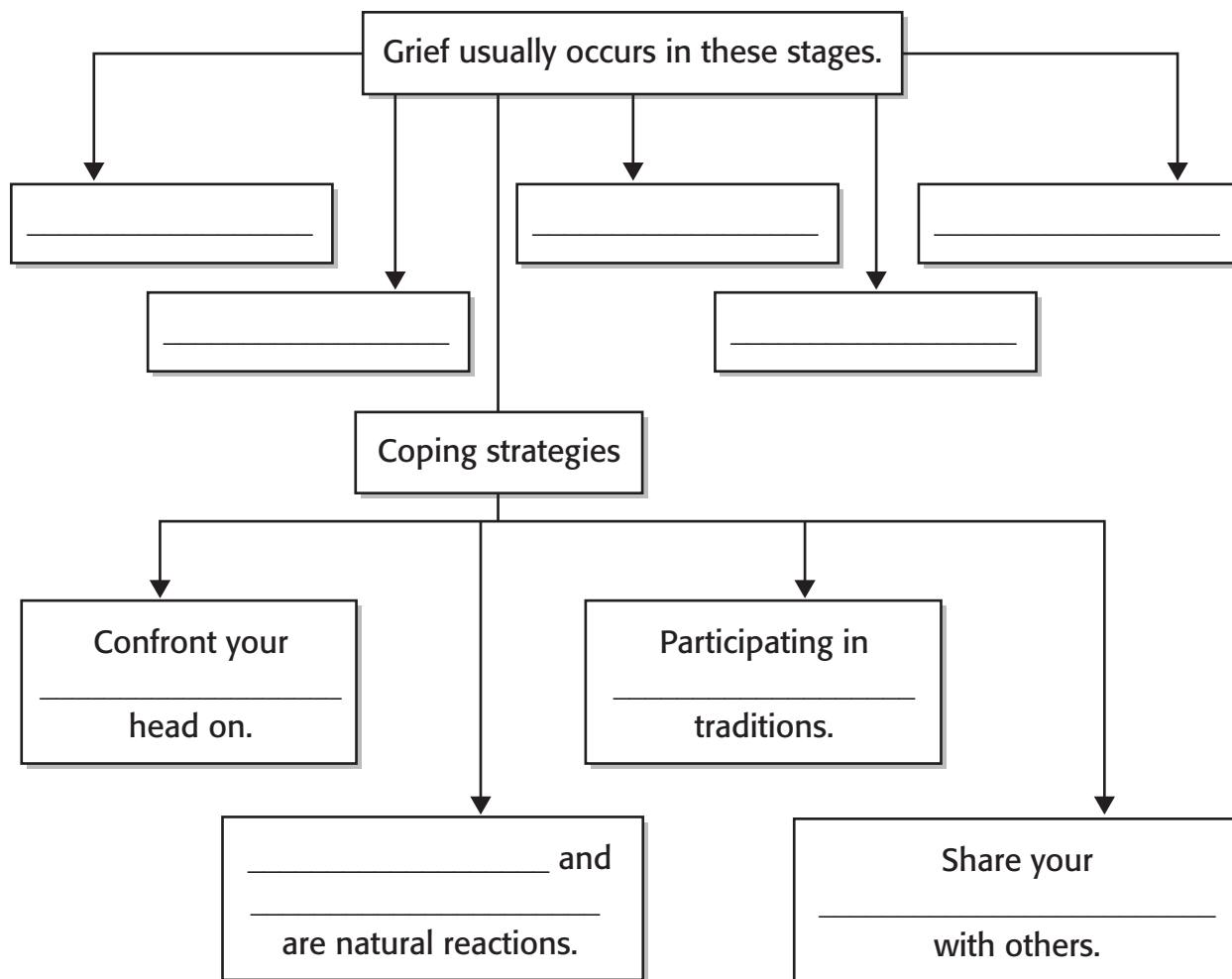
Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

- _____ 6. The *sight-or-flight* response is the process by which the body prepares to deal with a stressor.
- _____ 7. Humans are *the only group* to show stress.
- _____ 8. *Biting your fingernails* is an example of a stress-related habit.
- _____ 9. One of the biggest stressors for teens is *scheduling*.
- _____ 10. Time management is a combination of planning and *self-esteem*.

Score (number correct \times 10 points):

Concept Mapping Activity 3-4

Directions: Complete the concept map on coping with loss, using terms and phrases from your textbook.



Cross-Curriculum Activity 3-4

Language Arts Connection

Dealing with loss can be very difficult, especially if a person loses a cherished family member or friend. If someone you know experiences a loss, you will want to let them know that you are there for support. One way to let someone know you are thinking of them is through a sympathy card.

Directions: In the space below, design a sympathy card that you could give to a person who has experienced a loss. Write a poem or several simple sentences to offer your support. You may choose to add illustrations or a graphic design to your card.

Reteaching Activity 3-4

Grief Reaction

Directions: List the five stages of the grief reaction in order and describe the reactions or emotions that are common in each stage.

1. Stage 1: _____

2. Stage 2: _____

3. Stage 3: _____

4. Stage 4: _____

5. Stage 5: _____

Enrichment Activity 3-4

The Grief Reaction

Directions: Read the descriptions below. For each description, write which grief reaction stage each person is experiencing.

1. Vanessa recently had to put her dog to sleep. She finds herself sitting around the house thinking of fond memories of him. She thinks of the first day she brought him home. She thinks of the time he licked her awake. She loves to remember the long walks they took each morning before school.

2. Caleb's grandmother just passed away. He is feeling terribly numb. He is not sure how to react and has not even cried. He loved his grandmother very much. For some reason, though, he has not reacted the way he thought he would.

3. Adam's next-door neighbor died. It was pretty sudden and she was not that old. Adam is realizing that he will never see her again. He will not get the chance to wave to her as he leaves for the school bus in the morning. He will not see her when he goes trick-or-treating on Halloween. All of these thoughts are making him feel very sad.

4. Maria's elderly aunt passed away from cancer. Maria is upset with her mom for not visiting her aunt more often. She is upset with her uncle for not finding more doctors with newer treatments. She is bitter that no one was able to help her aunt.

5. Jose's cat Smokey died. He feels an emptiness in his heart. His parents offered to adopt another cat to help Jose deal with the loss, but he feels that no pet could ever take the place of his beloved Smokey. They were inseparable since he was just a toddler, and now he does not know how he will ever feel the same without him.

Guided Reading and Writing Activity 3-4

The Grieving Process

Guided Reading

Directions: Please refer to pages 69–71 in the text and answer the following questions.

1. Define *grief reaction*.

2. What are three things you can do to help others who are grieving?

3. What are the five stages of the grief reaction?

Writing

Directions: Choose one of the following selections and write a paragraph on a separate sheet of paper.

Advocacy: Write a brochure for teens at your school on the grief process. Include helpful suggestions on getting through this most difficult time, as well as descriptions of the five stages of grieving.

Accessing Information: Write a brief report on the way another culture deals with the grieving process. How are the behaviors and traditions of that culture different from yours? How are they the same?

Lesson Quiz | 3-4

In the space, write the word(s) from the list that best completes each statement.

1. The _____ is the process of dealing with strong feelings following any loss.
2. _____ are ways of dealing with the sense of loss people feel when someone close to them dies.
3. _____ is usually the first stage of the grief reaction.
4. The sorrow caused by the loss of a loved one is called _____.
5. The stage of the grief reaction in which a person realizes that the loss is permanent is called _____.

shock
grief reaction
grief
depression
coping strategies

Read each of the following sentences. If the sentence describes a behavior or action that *can help another person grieve*, place a plus (+) in the space provided. If the sentence describes a behavior or action that *doesn't help a person grieve*, place a zero (0) in the space provided.

- _____ 6. Alyssa reminds her friend that feeling sad is not wrong or immature.
- _____ 7. Zachary insists on telling his neighbor how to deal with the loss of his neighbor's dog.
- _____ 8. Gina thinks that her mother should be done grieving the loss of her aunt.
- _____ 9. Lorenzo asked his cousin how he could be there for him during his grieving.
- _____ 10. Maggie thinks that just being there for her uncle is not going to do much good.

Score (number correct \times 10 points):

Parent Letter and Activities

For use with Chapter 3

Dear Parent or Guardian,

Your teen's health class is currently learning about mental and emotional health. We are defining good mental and emotional health as *the ability to accept yourself and others, adapt to and cope with emotions, and deal with the problems and challenges you meet in life.*

In exploring the various aspects of mental and emotional health, your teen will consider some important questions, such as: *How can my thoughts, attitudes, and behaviors affect the way I feel about myself? How can I express my emotions in healthy ways? What are strategies for dealing with loss?*

Such questions about mental and emotional health are challenging for anyone, but they can be especially difficult for teens. These questions are best asked and answered, however, during the sometimes chaotic teen years. It is during this time that young people confront a wide variety of difficult emotional issues for the first time.

To support and extend our classroom work, please set aside some time during the next few weeks to complete one or more of the following activities with your teen:

- Volunteer with your teen to help a group or individual in need. Point out that volunteering helps meet the basic emotional need to feel worthwhile.
- Watch a movie or television program with your teen. Pay close attention to the emotions expressed by the main characters. Then discuss with your teen whether the characters expressed their emotions in healthy or unhealthy ways.

As always, feel free to engage in other activities you think will support our classroom discussions. Your support of our learning about mental and emotional health is critical. By working together, I am confident we can help your teen continue to develop good mental and emotional health habits.

Sincerely,

Health Teacher

Performance assessment is a way of teaching and learning that involves both process and product. It is not just a testing strategy. Performance assessment tasks get students involved in constructing various types of products for diverse audiences. Students also are involved in developing the process that leads to the finished product.

Performance assessment tasks are based on the most essential elements in the curriculum and activities that will engage students. Students need the opportunity to put concepts, skills, and attitudes together. Performance assessment allows students to demonstrate how effectively they can put the pieces together and use information in real-world applications.

The assessment of each student's work should consider not only the final product but also the processes that led to it. Some of the processes include getting and working with information, using information for a purpose, using information to craft a product or presentation, and using information to communicate with specific audiences.

In all, there are 21 activities: one for each chapter in *Teen Health* Course 3. Each chapter contains a rubric and a classroom assessment list. There are a total of 10 rubrics. Some of these rubrics may be repeated in other chapters.

Learning Styles

Some learners prefer to understand the connections between ideas and excel in the skills of critical analysis. These students are good at predicting, comparing and contrasting, and analyzing. Other learners enjoy organizing information and excel in remembering details. Some learners engage in creative problem solving and use productive, divergent thinking skills. Other learners are best at tasks that require interpersonal skills. These students are good at interviewing and at working in teams. They focus on attitudes, motivations, feelings, and opinions and are more self-aware than most. Some learners prefer to write, while others like oral presentations; still others enjoy making things. Performance assessment often uses a combination of individual and group cooperative learning. Group work may be used as the first step in getting students engaged and allowing a diversity of ideas to emerge. Sometimes a whole project is based on group work. In this case, individuals should have specific tasks for which they are accountable. For example, if the group's task is to write a booklet about safety for elementary students, each group member should create one chapter. The group then works together to plan the sequence of chapters, the book's cover, a title page, and other elements.

All learning styles are valuable. Performance assessment tasks give students opportunities to use their preferred learning style and expand their competency in other styles. For example, the student who excels at writing detailed informational pamphlets for peers could also be involved in making persuasive posters for adult groups. Some performance tasks will dictate what the product is to be. Other performance tasks will allow students to choose the format, purpose, and audience for their product.

The Performance Task

Each chapter resource contains a performance task for that chapter in *Teen Health*. You are encouraged to use the tasks, change them, and create your own versions. After some experience, students will be able to help create the tasks and thus increase their ownership of the process.

The following is a description of the essential elements for a valid performance task. Use these criteria to evaluate each task.

1. **Essential:** The task must focus on the most important elements of the chapter.
2. **Integrative:** The task must require students to put together important information, concepts, and skills.
3. **Engaging:** The task must grab students' attention.
4. **Activating:** As students continue working on the task, they become more interested and are willing to work harder.
5. **Feasible:** The task fits the time, sources of information, and other resources available to students.
6. **Safe:** The activity is safe for the students and others.
7. **Equitable:** All students have a fair chance to succeed at the task.
8. **Balance of Group and Individual Work:** Group work is often used in performance tasks. When a group works on a single product or performance, each individual must be held accountable for his or her part.
9. **Appropriate Structure:** The task has enough structure to give students a reasonable chance to understand it. Structure can be provided through the statement of the task, the directions, the rubric and/or the classroom assessment list of criteria (shown ahead of time to students), and models of excellent work.
10. **Authentic Product:** The product is similar to or the same as products found in a real-world situation; that is, the product is not unique to the classroom.
11. **Authentic Process:** The processes students use to complete the task are similar to or the same as the processes used by people in real-world situations.
12. **Authentic Audience:** Part of crafting the product is deciding how best to communicate with different audiences about it.
13. **Criteria to Assess Quality:** Share with students at the beginning of the task the criteria that will be used to judge the quality of the process and the product. Students may be involved in setting the criteria. Rubrics and classroom assessment lists are the criteria for the tasks in this book.

14. **Models of Excellent Work:** Models of excellent work should be available to students at the beginning of a task. The models should be of work similar to, but not the same as, the current task.
15. **Self-Assessment:** The task allows the student to engage in self-assessment of the process and/or the product. Additional information on self-assessment is given later in this introduction.
16. **Outside Assessment:** If the audience for a product is not the teacher or classmates, the outside audience can provide an assessment of the product or performance. Outside audiences should be used whenever possible.
17. **Feedback and Revision Loop:** The task allows the student to get feedback from peers and/or the teacher while the work is in progress. This gives the student the opportunity to revise and refine the product.
18. **Connection to the Context of the Curriculum:** The task fits naturally into the curriculum and is a good way to assess a student's understanding of the concepts being studied.

Using Performance Assessment Tasks

This book includes tasks that call for a variety of products and performances. They are intended to be used as written, but they can be easily adapted by changing the product, purpose, and/or audience. The tasks also can serve as models for the teacher to use in creating other performance assessment tasks. On pages 42–43, a rubric and a classroom list are provided for use with the chapter performance task. Note that the *Assessment* entry on the task form refers the student to a particular classroom assessment list or lists. For your assessment of the task, use the corresponding rubric. You may want to adapt the rubric and classroom list to meet your specific needs.

Classroom Lists and Models of Excellent Work

At the beginning of a performance task, show students the classroom list relevant to their project. Also, show them examples of excellent work similar, but not identical, to their current project. Models of excellent student work are not included in this book. They should come from your students. You may not have models of excellent work available at first. You and your colleagues could define what excellent work is in your course.

Rubric

A rubric is a set of descriptions of the quality of a process and/or a product. The set of descriptions includes a continuum of quality from excellent to poor. There are many varieties of rubrics. The one used in this book is a six-level rubric called a Two-Decision Rubric.

Performance Assessment Teacher Resources

For use with Chapter 3

To use the rubric, the assessor studies the product and makes the first of two decisions: Is the product more like one that is excellent (**T**) or more like one that is poor (**W**)? If the product is more like a **T**, then the assessor makes the second decision: Is the product unusually excellent (**S**), evenly excellent (**T**), or mostly excellent (**U**)?

If the first decision is that the product is more like a **W**, the assessor's second decision is as follows: Is the product evenly poor (**W**), mostly poor but with some better elements (**V**), very poor (**X**), or not done (**X**)? In only two decisions, the product is placed on a six-point scale.

The rubric in this book uses letters instead of numerals to avoid misleading scores. For example, using numerals from 1 to 4, if a student were to get a 2 on one presentation and a 4 on another, it might be reported that the student got an average of 3. The scores of 1, 2, 3, and 4 are in a continuum of quality, but the distances between each of the four levels are probably the same. Rubrics are more like Continuum B than Continuum A, so the values should not be added together and a mean score calculated.

Continuum A: Equal intervals between values

1 2 3 4

Continuum B: Unequal intervals between values

1 2 3 4 5 6

Consider the ratings one student earned on seven posters done throughout the course:

W U T U U T T

It would be correct to describe the student's long-term performance by reporting that he or she earned three **T**s, three **U**s, and a **W**. Another observation would be that the student earned two of the **T** ratings during the later part of the course, which showed improvement.

If two or more teachers are assessing the same type of product, such as a poster, using the same rubric will help them assess the poster in a similar way. Once a rubric has been created, many teachers can use it without alteration. (Even teachers at different grade levels or teaching different subjects can use the same rubric. Use of a common rubric can provide continuity from grade to grade and from subject to subject.)

- | | |
|----------|--|
| S | Superb, eloquent,
unusually excellent |
| T | Evenly excellent |
| U | Mostly excellent,
unevenly excellent,
one or two important
elements that are not
excellent |
| V | Mostly poor, one or
two important ele-
ments that are better
than poor |
| W | Evenly poor |
| X | Very poor or not done |

Classroom Assessment List

The rubric is not a tool for students. Each teacher uses the rubric to make a classroom assessment list, using terms students can easily understand. The classroom list is a guideline. If a student meets every guideline of a classroom list in an excellent manner, the product or performance would probably be assessed as a **T**.

While the rubric remains unchanged from teacher to teacher, classroom assessment lists will likely differ. Each teacher decides how best to translate the rubric into a useful list of guidelines for a particular class. After a few experiences using classroom assessment lists, the students can make their own lists of guidelines, working alone or in cooperative groups. This further engages them in active learning.

Students' Self-Assessment

Students should learn to examine their work and identify what they have done well and where they could improve. When students are taught to use the instructions in the performance task, the classroom assessment list, and the models of excellent work to assess their projects, their self-assessment will be more effective.

The Portfolio

Portfolios are a good way to look at the overall work of a student. One strategy is to have students save a variety of their best work in a “working folder” during the course. Near the end of the course, ask students to select a small number of products for their portfolios. These products should show how competent students have become in using concepts and information.

After students have made their selections, each student writes a narrative explaining why he or she chose specific items and how those items demonstrate the degree to which the student has achieved health literacy. The teacher reads each narrative and writes a short response to the student about how honest and perceptive the student has been. Teachers might use the student’s portfolio and narrative as a significant part of the final grade for the course. The portfolio strategy engages students in decision making, promotes self-analysis, and requires a reasonable amount of work from the teacher.

Grades

A grade may also be necessary for a project. On each classroom assessment list, the teacher can assign a point value to each element. Students are awarded points according to the quality of their work relevant to that element. The teacher can assign more or fewer points to an element to weight its value in the total score. Points earned should reflect the letter assessment from the rubric.

Bulletin Board

S: The student has made a bulletin board that is outstanding. It is so attractive, creative, interesting, and compelling that the audience will enjoy seeing it over and over again. The message comes across very strongly. The artistic and technical aspects of the bulletin board are eloquent.

T: The student has made a bulletin board that immediately catches the eye through the use of humor, design, or other similar strategies. The message is clear, and the information presented is appropriate and accurate regarding the concepts to be conveyed. The design is simple and effective. The bulletin board does not seem unorganized or too full. The mix of words, statements, and other graphics is effective. The bulletin board is very neat and presentable.

U: The bulletin board is like one that receives a rating of **T**, but here are one or two important elements that are not well done.

V: The bulletin board is like one that receives a rating of **W**, but there are one or two important elements that are well done.

W: The student has made a bulletin board that is not very interesting. The intended message is not clear. Information is missing or incorrect regarding the concepts to be conveyed. The design is cluttered and unorganized. The mix of words, statements, and other graphics does not help to accomplish the purpose of the bulletin board. The bulletin board is not neat and presentable.

X: This bulletin board is not done or very poorly done.

A Bulletin Board

Element	Assessment Points	
	Possible	Earned
1. The bulletin board has a clear and distinct message.	_____	_____
2. The bulletin board catches your attention through humor, design, or other strategy.	_____	_____
3. The information presented is appropriate and accurate regarding the concepts presented.	_____	_____
4. The design is simple and effective. It is not cluttered or confused.	_____	_____
5. The mix of words, statements, and graphics is effective.	_____	_____
6. The bulletin board has the desired effect on the intended audience.	_____	_____
7. The bulletin board is neat and presentable.	_____	_____
Total	_____	_____

Universal Access Activities

For use with Chapter 3

The purpose of this guide is to aid you in helping all the students in your class get the most from this course. Each chapter contains activities appropriate for each of the following student groups. Answers for each activity are included at the end of this book.

Activity	Different Learning Styles (visual, kinesthetic, auditory)	Physical, Visual, Hearing Impairments	Behavioral Disorders	Learning Disabilities	At-Risk	Gifted
Chapter 3, Activity 1						✓
Chapter 3, Activity 2	✓ (visual)		✓	✓	✓	
Chapter 3, Activity 3		✓				
Chapter 3, Activity 4	✓ (visual)		✓	✓	✓	

Universal Access Activity 1

KWL Chart

What to Do: Complete the following chart about healthy decisions, healthy communications, and managing stress. Before you begin reading, fill in the second and third columns. In the second column, write what you already *Know* about the topic. In the third column, write what you *Want to learn*. As you read, write new vocabulary words and their definitions in the first column, and write what you *Learned* about the topic in the last column.

Vocabulary	K	W	L

Universal Access Activity 2

Emotions

What to Do: Think about the many emotions you may feel on a daily basis. Take a few minutes to analyze these emotions and the behaviors you exhibit by completing the following table.

Emotion
Situation that makes me feel this emotion
How I show this emotion (facial expressions/body language)
How I behave (what I do when I feel this emotion)
What makes me feel worse
What makes me feel better

Universal Access Activity 4

Brochure

What to Do: Create an informational brochure about helping others who are grieving. Include suggestions for helping friends who have suffered a loss. Use the space below to plan your brochure.

Front

Page 2	Page 3	Page 4

Back

Page 2	Page 3	Page 4

Lesson Plan

Chapter 3 • Lesson 1 (SE pages 52–56)

Teacher's Name				Date				
Grade	Class(es)	Date(s)	M	T	W	Th	F	
KEY	SE = Student Edition		FF = Fast Files		TCR = Teacher Classroom Resources			
	TWE = Teacher Wraparound Edition		WKBK = Workbook		TECH = Technology Resources			

National Health Education Standards

This lesson addresses the following National Health Education Standards:
1.2, 2.1, 2.8, 3.2, 6.1, 6.2, 8.1

LESSON OBJECTIVES

Students will be able to

- _____ recognize traits of good mental and emotional health.
- _____ identify factors that influence your self-concept.
- _____ develop skills to build your self-esteem.
- _____ practice communication skills to improve your mental and emotional health.

FOCUS

- _____ Activating Prior Knowledge, TWE page 52
- _____ Guide to Reading, TWE page 52
- _____ Building Vocabulary, TWE page 52
- _____ Quick Write, TWE page 52

TEACH (Reading and Studying the Lesson)

- _____ Read and discuss the lesson, SE pages 52–56
- _____ Teaching Strategies, TWE pages 53–55
- _____ Chapter 3 Study Guide, WKBK
- _____ Teaching Transparency 3-1, TCR
- _____ Concept Mapping Activity, FF page 9
- _____ Cross-Curriculum Activity, FF page 10
- _____ Reading Tutor, TCR pages 20–22
- _____ Universal Access Activities, FF pages 45–48

- _____ Guided Reading and Writing Activity, FF page 13
- _____ TeacherWorks, TECH

ASSESS

- _____ Lesson 1 Review, SE page 56
- _____ Lesson Quiz 3-1, FF page 14
- _____ Chapter 3 Assessment, SE pages 76–77
- _____ ExamView®, TECH

PRACTICE/APPLY

- _____ Building Health Skills, SE pages 72–73, FF page 6
- _____ StudentWorks, TECH
- _____ Lesson Activity 7, WKBK

RETEACHING

- _____ Reteaching Activity, FF page 11
- _____ Reteaching, TWE page 56
- _____ PowerPoint®, TECH

ENRICHMENT AND EXTENSION

- _____ Enrichment Activity, FF page 12
- _____ Enrichment, TWE page 56
- _____ Parent Letter and Activities, FF page 36
- _____ Vocabulary PuzzleMaker, TECH

CLOSE

- _____ Activity, TWE page 56

Lesson Plan

Chapter 3 • Lesson 2 (SE pages 57–62)

Teacher's Name				Date			
Grade	Class(es)	Date(s)	M	T	W	Th	F
KEY	SE = Student Edition TWE = Teacher Wraparound Edition	FF = Fast Files WKBK = Workbook	TCR = Teacher Classroom Resources TECH = Technology Resources				

National Health Education Standards

This lesson addresses the following National Health Education Standards:
1.5, 3.2, 4.4, 5.6, 6.2, 7.2

LESSON OBJECTIVES

Students will be able to

- _____ identify common emotions.
- _____ express emotions in healthy ways.
- _____ practice healthful behaviors to manage anger.

FOCUS

- _____ Activating Prior Knowledge, TWE page 57
- _____ Guide to Reading, TWE page 57
- _____ Building Vocabulary, TWE page 57
- _____ Quick Write, TWE page 57

TEACH (Reading and Studying the Lesson)

- _____ Read and discuss the lesson, SE pages 57–62
- _____ Teaching Strategies, TWE pages 58–61
- _____ Chapter 3 Study Guide, WKBK
- _____ Teaching Transparency 3-2, TCR
- _____ Concept Mapping Activity, FF page 15
- _____ Decision-Making Activity, FF page 16
- _____ Reading Tutor, TCR pages 23–26
- _____ Universal Access Activities, FF pages 45–48
- _____ Guided Reading and Writing Activity, FF page 19
- _____ TeacherWorks, TECH

ASSESS

- _____ Lesson 2 Review, SE page 62
- _____ Lesson Quiz 3-2, FF page 62
- _____ Chapter 3 Assessment, SE pages 76–77
- _____ ExamView, TECH

PRACTICE/APPLY

- _____ Building Health Skills, SE pages 72–73, FF page 6
- _____ StudentWorks, TECH
- _____ Lesson Activity 8, WKBK

RETEACHING

- _____ Reteaching Activity, FF page 17
- _____ Reteaching, TWE page 62
- _____ PowerPoint, TECH

ENRICHMENT AND EXTENSION

- _____ Enrichment Activity, FF page 18
- _____ Enrichment, TWE page 62
- _____ Vocabulary PuzzleMaker, TECH

CLOSE

- _____ Activity, TWE page 62

Lesson Plan

Chapter 3 • Lesson 3 (SE pages 63–68)

Teacher's Name				Date				
Grade	Class(es)	Date(s)	M	T	W	Th	F	
KEY	SE = Student Edition		FF = Fast Files		TCR = Teacher Classroom Resources			
	TWE = Teacher Wraparound Edition		WKBK = Workbook		TECH = Technology Resources			

National Health Education Standards

This lesson addresses the following National Health Education Standards:
1.1, 1.5, 1.7, 2.1, 2.9, 4.1, 7.2, 8.1

LESSON OBJECTIVES

- Students will be able to
- _____ identify the causes of stress.
 - _____ describe how your body responds to stress.
 - _____ develop skills to manage stress in your life.

FOCUS

- _____ Activating Prior Knowledge, TWE page 63
- _____ Guide to Reading, TWE page 63
- _____ Building Vocabulary, TWE page 63
- _____ Quick Write, TWE page 63

TEACH (Reading and Studying the Lesson)

- _____ Read and discuss the lesson, SE pages 63–68
- _____ Teaching Strategies, TWE pages 64–67
- _____ Chapter 3 Study Guide, WKBK
- _____ Teaching Transparency 3-3, TCR
- _____ Concept Mapping Activity, FF page 21
- _____ Reading Tutor, TCR pages 27–29
- _____ Universal Access Activities, FF pages 45–48
- _____ Guided Reading and Writing Activity, FF page 28
- _____ TeacherWorks, TECH

ASSESS

- _____ Lesson 3 Review, SE page 68
- _____ Lesson Quiz 3-3, FF page 29
- _____ Chapter 3 Assessment, SE pages 76–77
- _____ ExamView, TECH

PRACTICE/APPLY

- _____ Building Health Skills, SE pages 72–73, FF page 6
- _____ Health Lab Activity, FF page 22
- _____ StudentWorks, TECH
- _____ Lesson Activity 9, WKBK

RETEACHING

- _____ Reteaching Activity, FF page 26
- _____ Reteaching, TWE page 68
- _____ PowerPoint, TECH

ENRICHMENT AND EXTENSION

- _____ Enrichment Activity, FF page 27
- _____ Enrichment, TWE page 68
- _____ Vocabulary PuzzleMaker, TECH

CLOSE

- _____ Activity, TWE page 68

Lesson Plan

Chapter 3 • Lesson 4 (SE pages 69–71)

Teacher's Name _____				Date _____			
Grade _____	Class(es) _____	Date(s) _____	M _____	T _____	W _____	Th _____	F _____
KEY SE = Student Edition		FF = Fast Files		TCR = Teacher Classroom Resources			
TWE = Teacher Wraparound Edition		WKBK = Workbook		TECH = Technology Resources			

National Health Education Standards

This lesson addresses the following National Health Education Standards:
1.5, 1.7, 7.2

LESSON OBJECTIVES

Students will be able to

- _____ identify stages in the grief reaction.
- _____ recognize strategies for coping with personal loss.
- _____ provide emotional support to someone who is grieving.

FOCUS

- _____ Activating Prior Knowledge, TWE page 69
- _____ Guide to Reading, TWE page 69
- _____ Building Vocabulary, TWE page 69
- _____ Quick Write, TWE page 69

TEACH (Reading and Studying the Lesson)

- _____ Read and discuss the lesson, SE pages 69–71
- _____ Teaching Strategies, TWE page 70
- _____ Chapter 3 Study Guide, WKBK
- _____ Teaching Transparency 3-4, TCR
- _____ Concept Mapping Activity, FF page 30
- _____ Cross-Curriculum Activity, FF page 31
- _____ Reading Tutor, TCR pages 30–32
- _____ Universal Access Activities, FF pages 45–48
- _____ Guided Reading and Writing Activity, FF page 34
- _____ TeacherWorks, TECH

ASSESS

- _____ Lesson 4 Review, SE page 71
- _____ Lesson Quiz 3-4, FF page 35
- _____ Reading Review, SE page XX, TWE page 75
- _____ Chapter 3 Assessment, SE pages 76–77
- _____ Performance Assessment Activity, FF page 4
- _____ Chapter 3 Health Inventory, WKBK
- _____ Chapter 3 Test, FF page 7
- _____ Standardized Test Practice, SE page 77
- _____ ExamView, TECH

PRACTICE/APPLY

- _____ Building Health Skills, SE pages 72–73, FF page 6
- _____ StudentWorks, TECH
- _____ Lesson Activity 10, WKBK

RETEACHING

- _____ Reteaching Activity, FF page 32
- _____ Reteaching, TWE page 71
- _____ Chapter 3 Summary and Activity, FF pages 1–3
- _____ PowerPoint, TECH

ENRICHMENT AND EXTENSION

- _____ Enrichment Activity, FF page 33
- _____ Enrichment, TWE page 71
- _____ Vocabulary PuzzleMaker, TECH

CLOSE

- _____ Activity, TWE page 71

Transparency 3-1 Mental and Emotional Health Checklist

Teens with good mental and emotional health are able to adapt to new situations, and can accept themselves and others. It is important for teens to recognize strong mental and emotional health to model in their own lives. This transparency lists several traits of a person who is mentally and emotionally healthy.

Transparency 3-2 Meeting Emotional Needs

Just as teens have physical needs, such as water, food, and sleep, they have emotional needs as well. These are needs that affect their feelings and sense of well-being, such as the need to be loved, the need to feel that they belong, and the need to feel that they are making a difference. This transparency describes these three emotional needs and lists ways that each of these needs can be met.

Transparency 3-3 Managing Stress

Stress is a normal reaction to certain situation in everyday life. Not all stress is bad. Positive stress can motivate teens to do their best. A basic way for students to manage stress and keep it positive is to maintain a healthy lifestyle. This transparency outlines several tips to help students manage the stress in their lives. It also asks students to reflect on three ways that they already manage their stress.

Answer Key

CHAPTER 3 ACTIVITY

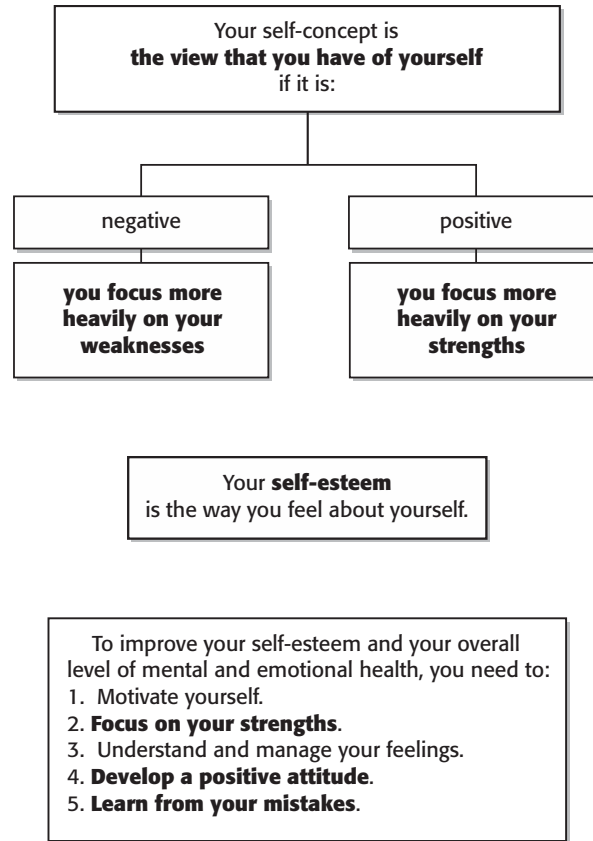
1. -
2. 0
3. -
4. +

CHAPTER 3 TEST

1. g
2. i
3. b
4. d
5. e
6. c
7. a
8. j
9. h
10. f
11. last
12. +
13. +
14. great
15. do
16. +
17. +
18. does
19. +
20. +
21. The five stages of grief are: shock, anger, yearning, depression, and acceptance.
22. Stress is an emotional reaction to events, and your body is also affected. The fight-or-flight response is the process by which the body prepares to deal with a stressor. Fighting or fleeing is the body's natural response to threats of harm. Your body undergoes changes that prepare it to act. One is the release of adrenaline. This is a hormone that gives the body extra energy.

LESSON 1

Concept Mapping Activity 3-1



Cross-Curriculum Activity 3-1

Answers will vary.

Reteaching Activity 3-1

Answers for the My Personality box, the My Self-Concept box, and the My Self-Esteem box will vary. Three ways to build self-esteem include: listing your strengths, remembering that everyone makes mistakes, and motivating yourself.

Enrichment Activity 3-1

1. Answers will vary, but may include the following: Rebekah might try listing her strengths. If she identifies her talents and abilities, she might find an activity in which she can excel. Rebekah might try to motivate herself to train for the next sport she tries out for. If her goal is to make a team, she should make a plan that will help her achieve her goal.

- Answers will vary, but may include the following: Natalie should remember that everyone makes mistakes. She should remember that she will learn and grow from this experience.
- Answers will vary, but may include the following: Patrick should motivate himself to try to get his grades high enough to meet the standards of the National Honor Society. He should make a plan for achieving this goal.

Guided Reading and Writing Activity 3-1

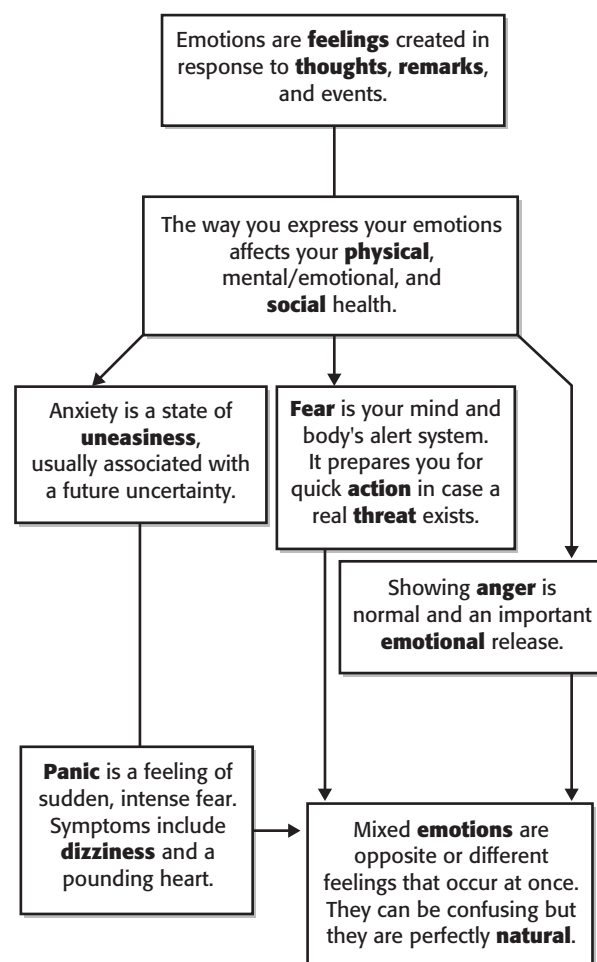
- Your self-esteem is the way you feel about yourself, and how you value yourself. When you have high self-esteem, you feel appreciated and valued as a person. You have a high degree of confidence in your abilities, and you meet new challenges with a “can do” attitude. When things go wrong, you are resilient. Resilience is the ability to bounce back from disappointment. Resilience is an important personality trait to develop. It enables you to get back on your feet.
- A positive self-concept is an important part of good mental and emotional health. It can help you form a view of yourself that allows you to work toward and achieve your goals. A positive self-concept will give you confidence and make you feel good about yourself.
- You can improve your self-esteem by doing the following: List your strengths. Remember that everyone makes mistakes. Motivate yourself by identifying your goals and what you need to do to reach them.

Lesson Quiz 3-1

- self-concept
- self-esteem
- resilience
- adapt
- emotional
- 0
- +
- +
- 0
- 0

LESSON 2

Concept Mapping Activity 3-2



Decision-Making Activity 3-2

Answers will vary. In the skit, students should show appropriate anger management techniques found in the textbook.

Reteaching Activity 3-2

Answers will vary. Possible responses provided.

- Express how you feel about the people you care for.
- Make time to ask friends how they are doing.
- Offer to help at home.
- Talk to friends when they feel down.
- Involve yourself in a group or activity.
- Offer to volunteer.
- Notice when a family member needs help.
- Spend time building friendships.

Enrichment Activity 3-2

Responses will vary. Letters may include some of the following suggestions: It seems like this person is feeling as though he or she doesn't belong. This person might also be feeling like his or her friends stopped caring. Some advice: Try showing your friends how much they mean to you. Call them and ask them how they are doing, how their day went, or how their new activities are working out. Think of some activities that you can join. This might allow you to meet some new friends with the same interests. Try making some new friends while still showing your old friends that you are there for them.

Guided Reading and Writing Activity 3-2

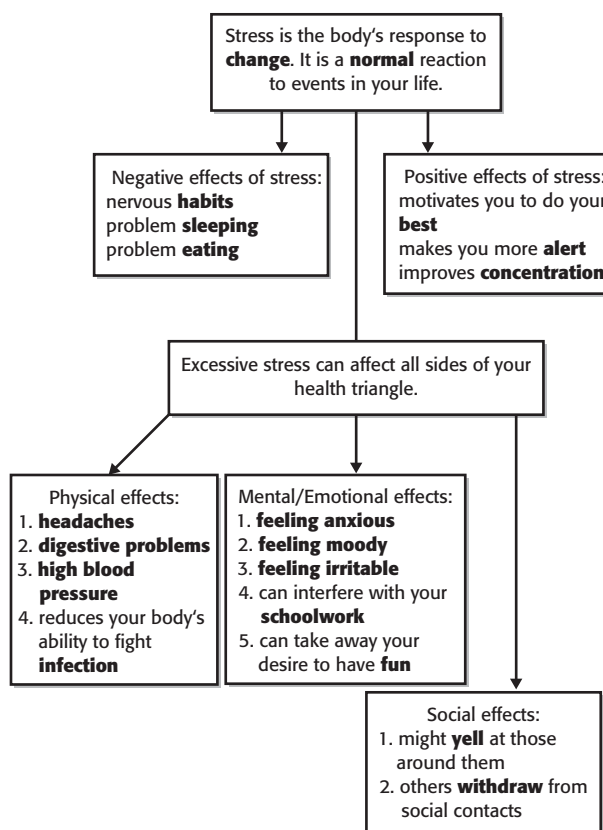
1. The way you express emotions affects your mental/emotional, social, and physical health. Learning to express emotions in healthy ways is important to maintaining good health. Some basic emotions that you can learn to express in healthy ways include anxiety, fear, and anger.
2. Mixed emotions are opposite or different feelings that occur at once.
3. The three main emotional needs are: to love and be loved; to feel that you belong; and to feel that you are making a difference.

Lesson Quiz 3-2

1. emotional needs
2. emotions
3. belong
4. make a difference
5. anxiety
6. intense
7. future
8. +
9. +
10. heart

LESSON 3

Concept Mapping Activity 3-3



Reteaching Activity 3-3

Answers will vary. Students should show knowledge of effective stress management techniques from the textbook.

Enrichment Activity 3-3

Schedules will vary. Sample:

- 8:00—Wake up, get dressed.
- 8:30—Eat breakfast
- 9:30—Go to soccer practice.
- 10:30—Eat a snack, free time.
- 11:00—Meet with science group.
- 12:00—Eat lunch.
- 1:00—Baby sit.
- 3:00—Play on computer.
- 4:30—Go to band practice.
- 6:00—Eat dinner.
- 7:00—Do the dishes.
- 8:00—Watch TV.
- 8:30—Call cousin.
- 9:00—Ready for bed.

Guided Reading and Writing Activity 3-3

1. The fight-or-flight response is the process by which the body prepares to deal with a stressor.

2. Excessive stress can affect all sides of your health triangle:

Physical Health: People with too much stress may have headaches, digestive problems, and high blood pressure. Ongoing stress can tire you out physically and affect your immune system. It can actually reduce your body's ability to fight infection.

Mental and Emotional Health: Excessive stress can make you feel anxious, moody, and irritable. It can interfere with your schoolwork and take away your desire to have fun.

Social Health: Some people under extreme stress will yell at those around them. Others withdraw, or back off, from social contacts.

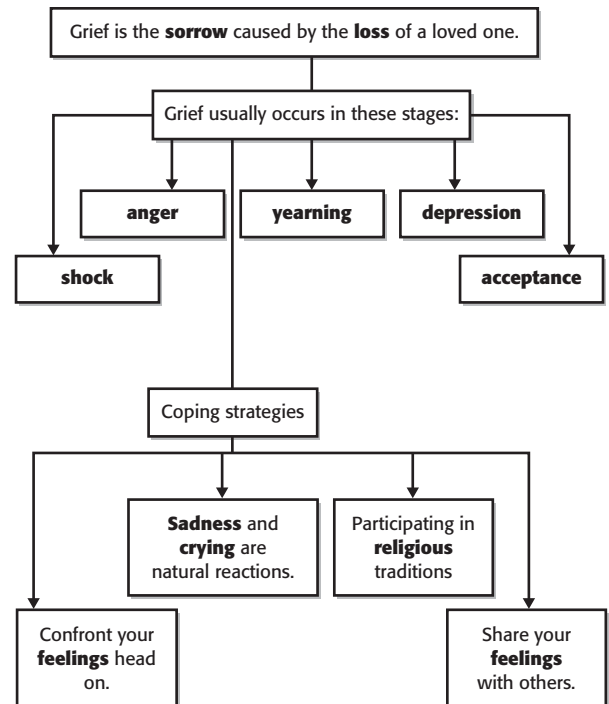
3. You can maintain a positive outlook by: Thinking positive thoughts. A positive attitude can help you gain some perspective on your problem. Reminding yourself to look at the big picture and keep things in perspective. Facing the problem head-on. Talking to your teacher. Asking for help from a friend or older sibling. Looking for solutions instead of letting stress manage you, you will be managing stress.

Lesson Quiz 3-3

1. stressor
2. adrenaline
3. time management
4. healthy lifestyle
5. negative stressors
6. fight-or-flight
7. not the only group
8. +
9. +
10. self-discipline

LESSON 4

Concept Mapping Activity 3-4



Cross-Curriculum Activity 3-4

Answers will vary.

Reteaching Activity 3-4

Stages of Grief

1. Shock: This includes feelings of numbness. The emotional impact has not yet set in.
2. Anger: This includes feelings of bitterness and anger. These feelings can be directed at the person who died or other family members and friends.
3. Yearning: This is when you begin to understand the size of the loss. There is an emotional hole in the heart, or an empty space that the loved one used to fill.
4. Depression: This includes deep sadness. The reality of the loss has set in, and you realize it is permanent.
5. Acceptance: This is when you are ready to move on with your life. The pain lessens, and you think of the memories that you will always have of that person.

Enrichment Activity 3-4

1. Vanessa is experiencing acceptance.
2. Caleb is experiencing shock.
3. Adam is experiencing depression.
4. Maria is experiencing anger.
5. Jose is experiencing yearning.

Guided Reading and Writing Activity 3-4

1. Grief reaction is the process of dealing with strong feelings following any loss.
2. Three things you can do to help others who are grieving include: letting the person decide how you can be a source of comfort; respecting the other person's feelings; and allowing the person to decide how much time they need to recover.
3. The five stages of grief are: shock, anger, yearning, depression, and acceptance.

Lesson Quiz 3-4

1. grief reaction
2. coping strategies
3. shock
4. grief
5. depression
6. +
7. 0
8. 0
9. +
10. 0

UNIVERSAL ACCESS ACTIVITIES

Activity 1

Charts will vary.

Activity 2

Charts will vary.

Activity 3

Letters will vary.

Activity 4

Brochures will vary.