

# *Skills for Healthy Living*

## *Advocating for Better Health*

### Teacher's Guide

**Grade Level:** 9–12

**Curriculum Focus:** Health

**Lesson Duration:** Two–three class periods

#### **Program Description**

Many teens are learning about the health dangers in their communities and choosing to do something about it. Volunteering can help improve self-esteem, develop character strengths, and give a new sense of responsibility. It can also help many teens avoid potential trouble with gangs, drugs, or other issues. Meet several teens who have decided they want to help.

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#### **Discussion Questions**

##### *Taking On Tobacco*

- What influences teens to start smoking?
- What benefits can a teenager get from working on an anti-smoking campaign?

##### *Caring for Your Community*

- What does it take to be a teen volunteer?
  - Who do you think benefits more from volunteering, the organization or the volunteer?
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#### **Lesson Plan**

##### *Student Objectives*

- Describe the benefits associated with performing volunteer work.
- Analyze different kinds of volunteer opportunities, and determine which are best suited to the student's interest.
- Gather and organize information about local organizations and nonprofit groups that have volunteer opportunities.

##### *Materials*

- *Advocating for Better Health: Caring for Your Community*
- Computer with Internet access
- Word-processing or database software (optional)

## Procedures

1. Discuss the importance of volunteer efforts with students.
2. Discuss as a class the various volunteer activities students might participate in.
3. After watching *Caring for Your Community*, ask each student to write down at least three different types of volunteer activities they might wish to participate in and why.
  - Students should consider whether these activities match their interests, career goals, and creative or practical skills.
  - What issue or problem does this organization address and what benefits does it provide? What benefits do they think they might gain from each of these volunteer positions and why?
4. Students will research opportunities in their community to do the kind of volunteer work they said interests them. There are many Web sites that list volunteer positions by zip code. They can be found by entering "volunteer opportunities" in any search engine. Students may also wish to conduct telephone or in-person interviews with volunteers or staff from the organization, visit a local chapter, or attend a local meeting. They should gather the following information:
  - Specific goal(s) of the organization
  - How the organization's work benefits the community
  - Available volunteer opportunities (include type of work, any necessary skills, schedule)
  - Number of volunteers the organization has at any one time
  - Contact information
  - What benefits the teenager gets from volunteering
5. Students will work together to compile this information into a school-wide database or directory to provide their peers with easy access to various organizations seeking volunteers.
6. Students may wish to actually volunteer with one of these organizations, or volunteer in a school-related program. They can create a report or presentation after 3-6 months of service about their activities and results.

## Assessment

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

**3 points:** The student accurately described the benefits of performing volunteer work, analyzed different volunteer opportunities and determined which were of the most interest, accurately gathered and organized information about local volunteer opportunities.

**2 points:** The student described at least one benefit of performing volunteer work, analyzed a couple volunteer opportunities and determined which were of the most interest, gathered and organized some information about local volunteer opportunities.

**1 point:** The student did not describe the benefits of performing volunteer work, did not analyze volunteer opportunities or determine which might be of interest, did not gather or organize information about local volunteer opportunities.

## Vocabulary

### **civics**

*Definition:* A social science dealing with the rights and duties of citizens

*Context:* Visiting their elected officials and learning how laws are passed was a good lesson in civics for Courtney and her friends.

### **environment**

*Definition:* The complex of physical, chemical, and biotic factors that act upon an ecological community and ultimately determine its form and survival

*Context:* Taking care of our environment will help ensure that we all have cleaner air and water.

### **mentor**

*Definition:* A trusted counselor or guide

*Context:* Being a mentor to younger children can help teens feel like their making a difference in others' lives.

### **recycling**

*Definition:* To process waste, such as glass or cans, in order to regain material for human use

*Context:* Recycling efforts have helped to reduce litter, and create new uses for old containers.

### **selfless**

*Definition:* Being more concerned with the needs and wishes of others than one's self; unselfish

*Context:* Many selfless people volunteer for certain groups because they are more interested in helping others than in making money.

### **volunteer**

*Definition:* a person who works for an organization or freely offers their service without being paid

*Context:* Volunteer-based organizations rely on the good will and efforts of the community to help make a difference.

## Standards

### **National Academy of Sciences**

The National Academy of Sciences provides guidelines for teaching science in grades K-12 to promote scientific literacy. To view the standards, visit this Web site:

<http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal and community health



## Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Civics: Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.
- Civics: Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
- Life Work: Operates effectively within organizations
- Working with Others: Contributes to the overall effort of a group
- Behavioral Studies: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

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## Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the [Discoveryschool.com](http://www.discoveryschool.com) Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>

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## DVD Content

### *How To Use the DVD*

The DVD starting screen has the following options:

**Play Video** – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

**Video Index** – Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Curriculum Units** – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. To

play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

**Standards Link**—Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources**—This screen gives the technical support number and Web site address.

## Video Index

### I. Taking on Tobacco (17 min.)

Teenagers start smoking for a lot of reasons, but once they know the real facts about tobacco, many decide to quit and help others quit, too.

### II. Caring for Your Community (16 min.)

Teens volunteer for many different reasons and are rewarded in many different ways. See why some teenagers are willing to give up their free time to help improve their schools, neighborhoods, and maybe even the planet.

## Curriculum Units

### 1. Lavalle: It Looked Cool

*Pre-viewing question*

Q: Why do teens start smoking?

A: Answers will vary.

*Post-viewing question*

Q: How can teenagers help other teens to quit smoking or not start smoking?

A: Answers will vary but should mention being a role model, talking to teens about the dangers of tobacco use, and working on anti-tobacco campaigns.

### 2. Aggressive Youth Marketing

*Pre-viewing question*

Q: Why do you think teens are influenced by advertising, television programs, and movies that show harmful behavior.

A: Answers will vary.

*Post-viewing question*

Q: Tobacco companies are banned from marketing to teens, but anti-tobacco advocates say there are many ways around this. Do you think tobacco companies are still trying to reach teenagers?

A: Answers will vary.



### 3. Youth Advocacy at Work

*Pre-viewing question*

Q: Have you ever gotten involved in a cause to influence other people's behaviors?

A: Answers will vary.

*Post-viewing question*

Q: Do you think youth anti-smoking advocacy programs are effective? Why?

A: Answers will vary.

### 4. Dispelling Tobacco Myths

*Pre-viewing question*

Q: Do you believe what you read in advertisements?

A: Answers will vary.

*Post-viewing question*

Q: Do you think most teens have a healthy self-image, or do most tend to believe they should change their appearance or behaviors?

### 5. A Deadly Habit

*Pre-viewing question*

Q: What are the possible health effects of smoking?

A: Answers will vary but may include increased chance of lung and other cancers, emphysema, heart attack, and stroke. Smoking has also been linked to digestive and vision problems, as well as miscarriage, premature birth, and lower-weight newborns. Chewing tobacco can cause lung, larynx, esophageal, and oral cancers.

*Post-viewing question*

Q: What can be done to help teenagers realize the long-term consequences of smoking?

A: Answers will vary.

### 6. Courtney: Expanding Environmental Efforts

*Pre-viewing question*

Q: What might motivate a teen to start a school-wide volunteer effort?

A: Answers will vary.

*Post-viewing question*

Q: What has Courtney learned from her experiences so far?

A: Answers will vary but should mention gaining access to politicians, learning how bills are passed, how to lead, how to motivate, gaining a real sense of accomplishment.

### 7. Why Volunteer?

*Pre-viewing question*

Q: Have you ever volunteered for a group or a cause? Why?

A: Answers will vary.



*Post-viewing question*

Q: What motivated the teens in the video segment to volunteer?

A: Answers will vary but should mention positive feelings about helping others, helping their community, doing something good for the environment, being part of something larger than just themselves.

**8. Ashley: Environmental Monitor**

*Pre-viewing question*

Q: Do you think one person can make a difference?

A: Answers will vary.

*Post-viewing question*

Q: What have Ashley and her friends accomplished?

A: Greater environmental awareness, learning that one person can make a difference, community pride, and school pride.

**9. Volunteering: Give and Get Back**

*Pre-viewing question*

Q: Do you think every teen should volunteer somewhere?

A: Answers will vary.

*Post-viewing question*

Q: What have the teens in this video segment gained from their volunteer efforts?

A: Answers will vary but should mention sense of giving back, helping others, being cared about or needed, seeing the bigger picture, being part of the community.