

# *Skills for Healthy Living*

## *Making Healthy Choices*

### Teacher's Guide

**Grade Level:** 9–12

**Curriculum Focus:** Health

**Lesson Duration:** Two class periods

#### **Program Description**

Peer pressure is something every teen copes with. Sometimes it can motivate a teen to improve academic or sports performance. Sometimes it can lead to dangerous situations. Weighing risks and knowing when to say “no,” can be challenging, but there are strategies to resist pressure and methods for considering all sides of an issue before making a decision.

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#### **Discussion Questions**

*D.E.C.I.D.E.*

- How does peer pressure influence risk-taking?
- Do you think teens will do something they know is unhealthy just to go along with the crowd?

*Risks of Steroids*

- What do you know about legal and illegal performance-enhancing substances?
- Why do you think teens are willing to risk their health by taking performance-enhancers?

*Risks and STIs*

- What are some of the factors that need to be considered before becoming sexually active?
- What are the possible consequences of contracting a sexually transmitted infection?

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#### **Lesson Plan**

##### *Student Objectives*

- Describe how peer pressure and a “winning at all costs” attitude contribute to teens’ use of performance-enhancing substances.
- Explain why the long-term dangers of steroid abuse outweigh the potential short-term benefits.
- Develop healthy, natural strategies to stay fit and to avoid performance-enhancing drugs.

##### *Materials*

- *Making Healthy Choices: Risks of Steroids*
- Computer with Internet access and page layout or word processing program
- Construction or brochure weight paper
- Markers, colored pencils

## Procedures

1. Ask students if they have ever felt pressure from teammates or coaches to be stronger, bigger, or faster than their bodies can currently handle.
2. Discuss how peer pressure, the media, and the desire to emulate professional athletes may encourage them to consider taking performance-enhancing supplements.
3. Divide the class into groups. Have the students research the benefits and risks of different types of performance enhancers, from anabolic steroids to “legal” supplements found in health food stores.
4. Develop a chart or table listing the supplements along with the risks and/or benefits associated with each.
5. Have students work in groups to develop an informational brochure designed to appeal to student athletes – key points should include the risks and benefits of performance enhancing drugs; healthy, non-drug alternatives to help students reach their fitness goals; and strategies for coping with peer/teammate/adult pressure.

The following Web sites have useful information about making healthy choices. They are good starting point for exploring this topic:

[http://teens.drugabuse.gov/facts/facts\\_ster1.asp](http://teens.drugabuse.gov/facts/facts_ster1.asp)

<http://www.health.org/govpubs/phd726/>

[http://www.physsportsmed.com/issues/2000/12\\_00/steroids.htm](http://www.physsportsmed.com/issues/2000/12_00/steroids.htm)

<http://www.drugabuse.gov/DrugPages/Steroids.html>

[http://www.nfhs.org/ScriptContent/VA\\_Custom/vimdisplays/contentpagedisplay.cfm?Content\\_ID=410&SearchWord=steroids](http://www.nfhs.org/ScriptContent/VA_Custom/vimdisplays/contentpagedisplay.cfm?Content_ID=410&SearchWord=steroids)

[http://www.nfhs.org/ScriptContent/VA\\_Custom/vimdisplays/contentpagedisplay.cfm?Content\\_ID=411&SearchWord=steroids](http://www.nfhs.org/ScriptContent/VA_Custom/vimdisplays/contentpagedisplay.cfm?Content_ID=411&SearchWord=steroids)

6. Discuss as a class why teens might be tempted to take supplements even though they know there might be long-term risks or complications. What other kinds of decisions do you or your friends have to make that might have short-term benefits but long-term risks?

## Assessment

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

**3 points:** Students developed an informative, creative brochure that demonstrated a wide range of knowledge of performance-enhancing supplements and their dangers, strategies for coping with peer pressure, and non-drug alternatives to help reach fitness goals.



**2 points:** Students developed a somewhat informative brochure that demonstrated some knowledge of performance-enhancing supplements and their dangers, one or more strategies for coping with peer pressure, and one non-drug alternative to help reach fitness goals.

**1 point:** Students failed to develop a brochure that demonstrated some knowledge of performance-enhancing supplements and their dangers, one or more strategies for coping with peer pressure, and at least one non-drug alternative to help reach fitness goals.

## Vocabulary

### **acromegaly**

*Definition:* A chronic condition that can cause progressive enlargement of hands, feet, and face

*Context:* The use of human growth hormone, or hGH, as a performance enhancing supplement can lead to serious side effects, including acromegaly.

### **anabolic steroids**

*Definition:* A group of synthetic steroid hormones that are sometimes abused by athletes in training to temporarily increase the size of their muscles

*Context:* Many teens don't think about the long-term risks that anabolic steroids can have on their bodies and are only interested in the drug's short-term performance enhancing effects.

### **bodybuilding**

*Definition:* Developing of the physique through exercise and diet, often for competitive exhibition.

*Context:* It is not uncommon to find illegal steroids used by athletes participating in bodybuilding competitions .

### **hGH**

*Definition:* Human growth hormone, a prescription-only drug that is sometimes given to children who are much smaller than average to help them grow.

*Context:* Some athletes take hGH illegally to enhance performance, but its use can lead to serious and permanent side effects.

### **invulnerability**

*Definition:* Incapable of being wounded, injured, or harmed

*Context:* Teens often have a sense of invulnerability when it comes to risky behavior and believe that bad things won't happen to them.

## Standards

### 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:

- Health: Knows how to maintain and promote personal health
- Health: Understands aspects of substance use and abuse
- Behavioral Studies: Understands that group and cultural influences contribute to human development, identity, and behavior
- Self Regulation: Maintains a healthy self-concept

### 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

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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 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. D.E.C.I.D.E. (15 min.)

Every day, teens make dozens of decisions...some of which may affect their health, their safety, or how they live the rest of their lives.

### II. Risks of Steroids (14 min.)

Teens sometimes feel intense pressure to use performance-enhancing supplements. Discover why it's important to think about the long-term health risks, not just the short-term gains.

### III. Risks and STIs (15 min.)

Many teens don't consider all the potential risks before becoming sexually active. Meet several teens who wish they had considered all the possibilities before they made their decisions.

## Curriculum Units

### 1. Kyle's Choice

*Pre-viewing question*

Q: What influences people's decision making?

A: Answers will vary.

*Post-viewing question*

Q: Did Kyle jump because he wanted to or because of peer pressure? Why?

A: Answers will vary.



## 2. Making Decisions For Yourself

*Pre-viewing question*

Q: Have you ever felt pressured to take an unhealthy risk or participate in dangerous activities?

A: Answers will vary.

*Post-viewing question*

Q: What strategies can you use to set limits and make the choices that are best for you?

A: One possible answer is the D.E.C.I.D.E. method: define the problem, explore the alternatives, consider the consequences, identify your values, decide and act, evaluate the results.

## 3. Peer Pressure & Decision Making

*Pre-viewing question*

Q: Who or what influences your decision-making?

A: Answers will vary.

*Post-viewing question*

Q: How do you know you're making the right decision for you, and not for someone else?

A: Answers will vary but might mention thinking things through, understanding potential consequences, knowing who your 'real' friends are, knowing bad things can happen if wrong decisions are made.

## 4. Jayme: A Fatal Mistake

*Pre-viewing question*

Q: How does alcohol affect the decision-making process?

A: Answers will vary.

*Post-viewing question*

Q: What have you learned from Jayme's story that would make you think twice about drinking and driving?

A: Answers will vary.

## 5. Why Bulk Up?

*Pre-viewing question*

Q: Why would someone choose to take steroids?

A: Answers will vary but might include wanting to bulk up, wanting attention from girls, focusing on short-term gain vs. long-term risks, getting all the information to make an informed decision, not realizing success could be achieved through hard work.

*Post-viewing question*

Q: Where do you go to get health information?

A: Answers will vary.

## 6. Deadly Risks

*Pre-viewing question*

Q: What are the possible health risks of taking anabolic steroids?

A: Steroids can affect liver function and the reproductive system; they can cause acne, hair loss, and mood swings, including anger, aggression, and depression; they can increase the risk for heart disease and some types of cancer.

*Post-viewing question*

Q: Why do you think no one tried to stop Taylor from taking steroids?

A: Answers will vary.

## 7. Rachel's Risky Decision

*Pre-viewing question*

Q: What are some of the risks of teenage sexual activity?

A: Answers will vary.

*Post-viewing question*

Q: Why do teens often fail to consider the long-term consequences of their actions?

A: Answers will vary.

## 8. Teens and STIs: Consider the Risks

*Pre-viewing question*

Q: Why do some teens engage in sexually risky behavior?

A: Answers will vary.

*Post-viewing question*

Q: What would you tell a friend who was considering having sex?

A: Answers will vary but might mention risk of STIs/STDs, emotional readiness, sacrificing short-term pleasure for potential long-term health risks.

## 9. Scared and Confused

*Pre-viewing question*

Q: Do you talk more about important personal issues with your friends or your parents?

A: Answers will vary.

*Post-viewing question*

Q: Where can you go to get reliable information about STIs or other sexually-related health issues?

A: Answers will vary but might mention going to a clinic, a counselor, or talking to parents or other close adult relative, such as an aunt or older cousin.

## 10. Lawrence: Living with the Consequences

### *Pre-viewing question*

Q: Have you ever made a decision you came to regret? What could have changed your mind?

A: Answers will vary.

### *Post-viewing question*

Q: Are you more likely to listen to someone like Lawrence rather than a parent, teacher, or counselor about sex and STIs? Why?

A: Answers will vary but might mention being able to relate to someone closer to their own age, his personal experience with the issue makes it more real, he can talk their language and has a better understanding of teens' concerns.