



# HEALTH, TABLE of CONTENTS

## PAGES

1. Dimensions of Health (graphic organizer 1).....	H1
2. Risks for Different Age Groups.....	H1
3. Different Faces of Emotion (graphic organizer 2).....	H2
4. Dealing with Feelings (graphic organizer 3).....	H2
5. Explaining Who I Am.....	H2
6. Who I Am.....	H3
7. Feelings and Behaviors.....	H4
8. Coping with Stress (graphic organizer 4).....	H4
9. Virtue and Vice (graphic organizer 5).....	H5
10. Wants and Needs (graphic organizer 6).....	H5
11. Maslow's Hierarchy of Needs.....	H6
12. Commercial vs. Non-commercial.....	H6
13. Analyzing Benefits of Ads.....	H7
14. Protecting the Body.....	H7
15. Effect of Illness.....	H7
16. Environmental Factors.....	H8
17. Problem Based on Chemistry.....	H8
18. Health Careers.....	H9
19. Medical Cures.....	H9
20. Medical Columns.....	H9
21. Expert Opinion.....	H10
22. Weather and Health.....	H10
23. Dealing with Tragedies.....	H10
24. Taking Action on Health Issues.....	H11
25. Three-Minute Oral Reports.....	H12
26. Personal Advice.....	H12
27. The Meaning of Friendship (graphic organizer 7).....	H13
28. Intervention of Family and Friends (graphic organizer 8).....	H13
29. Getting Along in a Family (graphic organizer 9).....	H14
30. Diversity in Family and Community.....	H14
31. Defense Mechanisms (graphic organizer 10).....	H15
32. Classifying Foods.....	H16
33. Nutritional Value of Foods.....	H16
34. Diets and Their Consequences.....	H17
35. Body Size and Shape.....	H17
36. Food For All Occasions (graphic organizer 11).....	H18
37. A Cookbook of Facts About Food.....	H18
38. Diversity in Food and Sports.....	H19
39. Impact of Smoking and Tobacco (graphic organizer 12).....	H19
40. Impact of Drugs.....	H20
41. Advice on Substance Abuse.....	H20
42. Ways to Stay Fit.....	H21
43. Sports I Enjoy (graphic organizer 13).....	H21
44. Good Sportsmanship (graphic organizer 14 and 15).....	H22



## **DIMENSIONS of HEALTH/ PHYSICAL, MENTAL, EMOTIONAL and SOCIAL HEALTH**

**Goal:** To direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

**Preparation:** Provide newspapers and the student worksheet H1-1.

Make sure that students know how to define the dimensions of health (physical, mental, social and emotional) before giving them the student worksheet H1-1 to record the information they find in newspapers about each area.

**Activities:** Discuss that many factors determine a person's health or wellness. Direct students to use the newspaper to identify people who demonstrate and/or talk about ways to maintain or improve health in the areas of physical, mental, emotional and social health. Using the graphic organizer HI-1, have students write down what they find and explain the relationships of each area of health to the other.

Follow up by asking if students think there are other aspects of health discussed and demonstrated by people in the news. Have them explain what they are and how the factors affect health and wellness. For example, students may think economic factors, such as poverty, damage people's health. A religious student may suggest spiritual health and find stories about people who focus on their religious faith. Students should redraw the graphic organizer to include the factors that they think are important to health and wellness and explain their relationship to each other.

## **RISKS for DIFFERENT AGE GROUPS/ MENTAL and PHYSICAL HEALTH**

**Goals:** To direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Collect and have students collect ads in newspapers and magazines and listen to similar ads on radio and listen to and watch similar ads on TV. You may want to record and/or videotape ads to use in modeling the activity for the class.

**Activities:** From the ads, have students classify items according to the risk for different age groups. For example, ask them to list or cut out and paste items on a chart that might pose a risk to children under 3. They should consider toys, food, bedding, clothing and medicines. If they have questions, they should consult a pediatrician.

Follow up by having them create a similar chart for students in their age group. Also have students select items that pose risks to people who are diabetic, asthmatic or have another disease. They can also talk about obesity and the foods and activities (or lack of activities) that contribute to the problem. They should organize what they find under the following headings: Increase the risk of being overweight or obese; Reduce the risk of being overweight or obese.



## DIFFERENT FACES of EMOTION/ EMOTIONAL HEALTH

**Goal:** To apply the skills of stress management to the prevention of serious health risks for self and others.

**Preparation:** Provide newspapers, scissors and poster board or construction paper. Provide the student worksheet H2 -2 to help students identify specific feelings by name.

**Activities:** Have students cut out facial expressions that illustrate the emotions shown on the graphic organizer H2 -2 . Direct students to draw from comics and ads as well as photos and illustrations of people who appear in the newspaper.

You may also want to read parts of the newspaper that describe real-life situations and have them choose the facial expression that best tells their response.

With students who can read, follow up by having them cut out words and situations from the newspaper they associate with the emotions.

## DEALING with FEELINGS/ EMOTIONAL and SOCIAL HEALTH

**Goals:** To apply the skills of stress management to the prevention of serious health risks for self and others.

To apply relationship skills to the promotion of health and the prevention of risk.

**Preparation:** Provide newspapers that carry comics and the student worksheet, graphic organizer H2 -3.

**Activity:** Using the comics, ask students to locate examples of ways people deal with, express or communicate their feelings. Then have them discuss whether the methods are constructive or destructive and write or draw comics that illustrate both possibilities. If the people dealt with feelings in a destructive manner give a creative alternative.

Follow up the activity by having students look for examples in stories and advice columns. Provide the graphic organizer H2 -3 .

## EXPLAINING WHO I AM/ SOCIAL HEALTH

**Goals:** To apply the skills of stress management to the prevention of serious health risks for self and others.

To apply relationship skills to the promotion of health and the prevention of risk.

**Preparation:** Provide newspapers. Encourage the use of all sections of the paper and evaluate students' abilities to draw information from them. Explain an acrostic poem. In the online dictionary, [www.dictionary.com](http://www.dictionary.com) (accessed March 28, 2003), acrostic is defined as follows: A poem or series of lines in which certain letters, usually the first in each line form a name, motto or message when read in sequence; a composition, usually in verse in which the first and the last letters of the lines or certain other letters, taken in order form a name, word, phrase or motto.

**Activities:** Have students write their names vertically on a piece of paper and find words that start with the letters in their names and tell something about themselves.

For example:

J - January, jam  
A  
N  
E

January is Jane's birth month,  
and jam is a favorite food.



Have students exchange and compare responses. You may want them to share their answers with someone in the class whom they don't know very well and determine if they have something in common with that person.

Extend the activity by having them write an acrostic poem about themselves. They can include photos and other visuals from the newspaper to illustrate their poems.

To make the activity easier, direct students to choose words that have letters in their names but do not necessarily contain the first letters.

To emphasize parts of speech, have students choose specific types of words, such as adjectives, nouns or verbs that describe or tell something about them.

To emphasize their personal qualities and accomplishments, have them choose words that tell something about their character, the things they value and the things they do well.

## WHO I AM/ SOCIAL and EMOTIONAL HEALTH

**Goals:** To apply relationship skills to the promotion of health and the prevention of risks.  
To apply the skills of stress management to the prevention of serious health risks for self and others.

**Preparation:** Provide newspapers.

**Activities:** Have students locate items such as illustrations, photos, words and stories in the newspaper to complete the following open-ended sentences:

I can...

I like...

I dislike...

I enjoy...

I wonder if/why...

I support...

I oppose...

I'd like to know more about...

I'd like to know more about...

Have them exchange and compare responses with other students or work in teams and complete the task changing the incomplete sentences to "we can...", "we like...", "we dislike...", etc. Extend the activity. Ask which responses tell most about themselves and their self-concept.

Follow up by having them write a "tag line" with which they introduce themselves to others in the class. An example is "My name is Jane Wilson, and I enjoy preparing new recipes to share with friends." Through the activity, encourage them to share something that others may not know but would appreciate in them. Of course, in advance of the activity, tell them not to reveal things about themselves they are uncomfortable telling or they might regret having revealed. A similar list of open-ended sentences can be found on page LA47 and graphic organizer LA27.



## FEELINGS and BEHAVIORS/ EMOTIONAL and MENTAL HEALTH

**Goal:** To apply the skills of stress management to the prevention of serious health risks for self and others.

**Preparation:** Provide newspapers and point out stories about situations that are like those that students face or that they might be familiar with.

**Activity:** To help students talk about the relationship between feelings and behaviors, have them complete the following based on situations you present or they find in the newspaper. They should first answer them as if they are the people involved in or affected by the events and then they should answer for themselves. Note that the way a person should act in a situation might change as he or she gets older.

I want to...

I ought to...

I feel...

I act...

After they complete the open-ended sentences discuss why it is often challenging and even hard to do what one ought to do. Discuss relevant issues such as people's tendency to avoid conflict, succumb to peer pressure or fatigue, avoid hard work, fail to appreciate the consequences of their actions and lack the necessary skills to act on their values.

## COPING with STRESS/ EMOTIONAL HEALTH

**Goal:** To apply the skills of stress management to the prevention of serious health risks for self and others.

**Preparation:** Provide newspapers and the student worksheet H4 -4. Discuss stress and some less serious ways that people deal with it. Some chew gum or eat desserts. Some sleep or run. Identify and have students identify emotionally stressful situations in stories, columns or comics that were handled ineffectively. Interpretations may vary and should be discussed.

**Activity:** Select a newspaper article describing an ineffective or dangerous method by which a person has attempted to cope with emotional stress. Have students describe the situation that caused the stress, the emotion involved, the reason why the coping method was unsatisfactory and two alternative methods of coping which the person might have used. Provide the graphic organizer H4 -4.



## VIRTUE or VICE/ SOCIAL and EMOTIONAL HEALTH

**Goals:** To apply skills of stress management to the prevention of serious health risks for self and others.

To apply relationship skills to the promotion of health and the prevention of risks.

**Preparation:** Provide newspapers and the student worksheet H5 - 5.

**Activities:** Have students read newspaper articles about people exemplifying virtues (heroism, kindness) and vices (fighting, burglary). They should list reasons, including mental health, family background, environmental choices and financial pressures, that can affect people's behavior or choices. Provide the graphic organizer H5 - 5 for students to record their information.

An important concept to stress is that many factors affect choices, not just a single cause, and usually those causes are interrelated. To show the interrelatedness, have them write the virtue or vice in the middle of a circle and draw lines and list reasons on each line. They should continue to extend their "map" as they gain information and insights.

## WANTS and NEEDS/ SOCIAL, EMOTIONAL, MENTAL and PHYSICAL HEALTH

**Goal:** To apply the skills of stress management to the prevention of serious health risks for self and others.

**Preparation:** Provide newspapers, scissors, and two large paper grocery bags. Label one bag "Needs" and the other bag "Wants." Also provide the student worksheet H5 - 6.

**Activities:** To help students distinguish between wants and needs, have them cut things from the newspaper and place them in the appropriate bag. After ten minutes, have them discuss whether the items in the "needs" bag are needs or wants. Note any needs that are mental/ emotional rather than material or have them categorize what people choose in the two categories. Note which of the wants are most extravagant and out of reach for most people.

Have them suppose they live in a country written about in the newspaper. You may direct them to a story about a Third World country where people suffer from disease, famine, lack of adequate housing or even war. They should complete the activity as if they were children their same age living in that country. They should cut out one child's needs and wants from the newspaper and compare the urgency of that child's needs with their own. As a way of helping students understand the urgency of some children's situation, refer to Maslow's hierarchy of needs outlined below:

1. Physiological needs
2. Safety needs
3. Love needs
4. Self-esteem needs
5. Self -actualization needs

Provide the graphic organizer H5 - 6 for students to use with a story that deals with someone's needs.



## MASLOW'S HIERARCHY of NEEDS/ SOCIAL and EMOTIONAL HEALTH

**Goal:** To apply skills of stress management to the prevention of serious health risks for self and others.

**Preparation:** Provide newspapers and an outline of Maslow's hierarchy of needs (Maslow, 1943). Maslow labeled and listed these needs beginning with the most basic:

1. physiological needs
2. safety needs
3. love needs
4. self-esteem needs
5. self-actualization needs

**Activities:** Using newspapers and Maslow's scheme, ask students to find and classify examples to illustrate the needs of people, ways they (and we) attempt to satisfy the needs and overcome obstacles that stand in the way.

A more difficult approach is to have students identify needs expressed by people in newspaper stories, create classification schemes and compare theirs to Maslow's. Also have students compare today's needs and satisfactions with those used during other periods of history. For example: Consider ways that people who lived in caves or lived as nomads satisfied their safety needs. Compare those with ways used in today's society for ensuring safety. The above activity is particularly powerful when reading coverage of war and other extreme situations where safety is the issue.

## COMMERCIAL and NON-COMMERCIAL INFORMATION/ MENTAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide newspapers that have several ads and a variety of information about health.

**Activities:** Ask students to look for health-related information in the newspaper and classify what is found as commercial or non-commercial. Discuss in context the difference between ads and stories about health. (Commercial refers to ads that promote the sale of goods and services; non-commercial refers to stories that address health issues but do not attempt to sell products and will be more objective in tone.) From the ads, have students identify health-promoting products such as toothpaste and cosmetic products such as makeup.

To help students analyze newspaper and other media advertising and the influence of advertising, have them apply advertising appeals on LA53 to health-related advertising. For contrast, consider having students evaluate the sensational claims made in some health-related advertising, such as the ads that appear in tabloids, commonly found on racks in grocery stores.



## ANALYZING the BENEFITS in ADS/ MENTAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Collect and have students collect ads in magazines and newspapers, listen to similar ads on radio and listen and watch similar ads on TV.

**Activities:** For given items, such as food, toys, clothing or cosmetics, ask students to describe briefly what the advertiser wants the consumer to do and to believe and show how the advertisement communicates those two things.

Have students compare the different media and distinguish between stated and implied benefits of products that are advertised. Also have students determine possible validity of claims (fad, fact or untruth).

## PROTECTING the BODY/ MENTAL and PHYSICAL HEALTH

**Goals:** To direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide newspaper ads with human models or photographs of people.

**Activity:** Ask students to identify and label parts of the body in newspaper photos and pictures in ads. Lead a discussion about appropriate ways to protect and strengthen various parts of the body. They may select sports and other activities that foster good health or find protective clothing and equipment in ads, photos and stories running in the newspaper. Discuss age groups that are likely to participate in sports that require protective equipment.

## EFFECTS of ILLNESS/ PHYSICAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide newspapers.

**Activity:** Ask students to read several newspaper articles dealing with health issues. Examples are articles on AIDS, emphysema or depression. Students then should write statements indicating why reported events in the articles occurred and what they think will happen in the future based on the information obtained.

Discuss ways of limiting the effects and spread of illnesses or handicaps. Look for news about prevention and cure. Also read stories about people who live productive lives despite illnesses or handicaps.



## ENVIRONMENTAL FACTORS/ MENTAL and PHYSICAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide several newspapers.

**Activity:** Have students locate in the newspaper as much information as they can about environmental factors and classify what they find:

1. air
2. water
3. preserved food
4. radiation
5. pesticides
6. motor vehicles
7. machinery
8. sun
9. weather

Have students determine which factor receives the most attention in the news and discuss why it is spotlighted. Are others equally important? Should others be given more attention in the media and why?

## PROBLEMS BASED on CHEMISTRY/ MENTAL and PHYSICAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide newspapers and reference books.

**Activity:** Have students complete special reports, beginning with an article on a problem based on chemistry. Other articles on the problem should be collected over a period of time, supplemented with material found in reference books.

Suggested topics include oil, chemicals that cure diseases, fibers, plastics, food chemistry, poisons, natural and artificial foods (milk, butter, meat), storing and purifying the water supply and air pollution. Given the information about chemicals, students should discuss how they can use the information to improve their lives.



## HEALTH CAREERS/ MENTAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide newspapers, particularly classified ads.

**Activities:** Have students select a health-related career listed in classified ads and determine monthly income, training or degrees necessary, working conditions, chances of advancements and type of work. They should also look for stories about health careers or stories in which the contributions of health professionals are described. For example, students might find a story about the nursing shortage. Students should then write a job description including detailed information from the ads and stories.

Have students compare newspapers to find out where in the state most health-related careers are offered and discuss the factors that create opportunities in health fields, such as universities, medical centers, heavy industry, especially in chemicals, location of related industry and labor force. Have students link to online North Carolina newspapers through [www.ncpress.com](http://www.ncpress.com).

Follow up by having them identify careers that involve public safety, specifically identify fire fighters, law enforcement or rescue personnel shown in photos and written about in stories. Discuss the situations where they are involved. Have students outline the actions service workers take to help and protect others.

## MEDICAL CURES/ MENTAL and PHYSICAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide copies of newspapers and discuss criticisms of health reporting in newspapers and other media. Many scientists criticize the media for over-reporting breakthroughs, such as the effects of laetrile on cancer patients, and for offering the public false hopes for cures.

**Activity:** Ask students to find articles about medical cures in the newspaper. Then have them research information in medical journals and other sources that support, refute or discuss at greater length the related newspaper articles.

## MEDICAL COLUMNS/ MENTAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide newspapers.

**Activity:** Ask students to read, compare and analyze medical columns in newspapers. Ask students questions to stimulate their thinking:

1. Do you think these articles are helpful to the readers? Why or why not?
2. Does the information tend to replace consultations by physicians?
3. What medical topics are covered?
4. How do you know the writer of the medical column is an authority?
5. Does this information apply to all people or just to a select few?



## EXPERT OPINION or NOT/ MENTAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide newspapers.

**Activity:** Have students look for health ads and determine the qualifications of those providing the services. Other resource material will be needed to define terms such as chiropractor, optician and dermatologist. Ask students to check for promises of quick, easy solutions and emotional appeals. For example: Ads about weight loss often make promises of quick results.

## WEATHER and HEALTH/ MENTAL and PHYSICAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide newspapers during a period when weather warnings are in the news.

Make the observation that newspapers provide timely, relevant information. When severe weather is affecting people's lives in ways that cause harm, it receives heavy coverage in newspapers.

**Activity:** Have students use weather reports to find out weather conditions around the world. They should read stories for measures taken to see that the conditions do not cause harm. If they are likely to feel its effects, the newspaper will cover the weather. For example, during a period of cold, wet weather, students may find a story about hypothermia. The story is likely to list the cause of hypothermia as extended exposure to cold and wet and the effects as shivering, slurred speech, lethargy, muscular stiffness and clumsiness. The story is likely to cite experts who recommend layering of clothes and limiting outside time to prevent hypothermia.

Have students bring in stories from other sources that can assist them and others in dealing with severe weather conditions. Keep a chart or bulletin board with the information and reward students who outline the information for presentation to the class. The outline should define the potential problem, its causes, effects and ways to prevent the problem. Every student should receive the outline and save it and, if possible, the story on which it is based in their health notebooks.

Use a similar approach when talking about natural disasters such as earthquakes and volcanic eruptions and the measures taken to reduce the risk of death and injury when the disasters occur.

## DEALING with TRAGEDIES/ MENTAL and PHYSICAL HEALTH

**Goal:** To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide copies of newspapers.

**Activities:** Over a two-week period, have students make notes about pictures and articles that tell about accidents, fires, etc. Then have them prepare a list of possible causes for the tragedies, the health consequences of those involved and suggest ways to prevent similar accidents in the future.



Also have students read newspaper articles in which people have shown quick thinking in an emergency. Ask students to role play what they think occurred based on the information obtained in the newspapers.

A related activity that involves critical thinking is to have students discuss the ways newspapers cover disaster stories and the ways readers respond to them. Newspapers often receive complaints about the way disasters are covered. If local people are involved, photographs and descriptions are often viewed as insensitive. Have students discuss ways that accidents and tragedies can be overplayed or sensationalized and ways that information about them can be helpful. Ask them to evaluate coverage in newspapers that they read.

Accidents and other tragedies are news; and despite complaints about the coverage, those types of stories hold readers' attention. Newspapers might also be accused of shirking their duties or trying to cover up a story if they did not provide news about tragic events. Ask students to discuss why readers are interested in disaster stories and poll the class to evaluate student interest in such stories.

## TAKING ACTION on HEALTH ISSUES/ MENTAL and SOCIAL HEALTH

**Goals:** To direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

To interpret health risks for self and others and corresponding protection measures.

**Preparation:** Provide newspapers over an extended period. Give directions that students are to look for stories that debate health issues and related government policies.

**Activities:** Have students find news stories, features and opinion writing of all types that deal with the following questions. They should add to the list of questions drawing from the stories they read:

1. What new measures are needed to take care of the aging population?
2. Should a prescription benefit be included in Medicare?
3. Should funds set aside for Medicare be available for private investments?
4. How can/should the rising cost of Medicaid be controlled?
5. How can/should people without health insurance be cared for?
6. Should all children receive health care? If so, to what ages? How can care be assured?
7. How can and should the rising costs of health care be contained?
8. Have health maintenance organizations (HMOs) been successful in providing health care and reducing the cost of health care?
9. Should the United States institute universal health care?
10. How can the growing need for certain health professionals be met?  
For example, nursing is an area where a shortage exists.
11. What will draw doctors to areas where residents need more and better health care?

Ask them which questions have the most direct impact on them and/or people they know.

At the end of their study of politics and health, have them debate one of the questions, offering pros and cons to measures aimed at addressing problems.

Organize students around various positions on one of the issues, pro or con. Have them choose a leader or spokesperson and help that person map out facts and opinions that support their position. They can also act like the N.C. Legislature or U.S. Congress and write laws supporting their positions, offer them for debate and, through the process, try to find a solution to the problem while taking into account the availability of funds.



## A THREE MINUTE ORAL REPORT/ SOCIAL and MENTAL HEALTH

**Goal:** To apply relationship skills to the promotion of health and prevention of risk.

**Preparation:** Provide newspapers and help students identify controversial issues.

**Activities:** Have students choose a controversial subject in the newspaper to paraphrase in a three-minute oral presentation. The presentation should not indicate approval or disapproval. This is particularly useful when trying to explain the meaning of objective and subjective responses.

The topic can be a sports contest that the student's favorite team lost, a decision made by a government official or a medical problem in an advice column.

The first time that students complete the activity, direct them to an issue that is less likely to generate heated debate. As they gain confidence in their ability to talk out tough issues, direct them to more complex and difficult issues. After the oral presentations, have them write personal responses in journals. That will provide an opportunity for all students to reflect on the topics presented by fellow students.

The activity above is a good one to conduct prior to debates.

## PERSONAL ADVICE/ SOCIAL and EMOTIONAL HEALTH

**Goals:** To demonstrate relationship skills to the promotion of health and the prevention of risk.

To direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

**Preparation:** Provide newspapers. Discuss a personal problem and ways of dealing with it. For example: If someone eats too many sweets, he/she might eat carrots or fruit instead and stop buying soft drinks or keeping money to put into vending machines. Identify a letter in an advice column to use for the activity. Take the age and maturity of students into account in choosing the letter.

**Activities:** Give students a letter by an advice columnist such as Dear Abby describing a personal problem and asking for advice. Ask students to recommend steps for solving the problem and state an example for each decision-making step. Then have them compare their solutions and examples with those given by the columnist.

Introduce role playing by having students pretend that they are characters in the newspaper. Assign students the task of writing a letter to an advice columnist about the character's problems or concerns. Those should be based on information in newspapers. You will want to encourage the students to look at comics and other stories that focus on people in their age group and/ or people who must deal with the same or similar situations they face. *Dennis the Menace* is a good choice for younger students and in situations where humor can be useful. *For Better or Worse* shows family members growing up and older and is good for students of various ages. Political leaders and other people in the news are equally good and should be chosen.

Students can also write letters about things they encounter and offer advice to classmates who write letters. Students may be willing to write about their own problems, only if they can do so without giving their names.

Extend the activity having classes answer each others' letters giving constructive, applicable and health-enhancing advice.



## The MEANING of FRIENDSHIP / SOCIAL HEALTH

**Goal:** To apply relationship skills to the promotion of health and the prevention of risk.

**Preparation:** Provide newspapers and point out situations where friendship made a difference in someone's life or where the helping hand of a friend might have made a difference. Offer and discuss the following definition of friendship.

"Friends in the highest sense of the term are those who make conscientious efforts to take ethics and personal character seriously and inspire each other to be better—in thought, in action, in life." (Russell Gough, *Character is Destiny*, September 1998)

Encourage them to think about whether they encourage their friends to be better in thought, word and action and if their friends do the same for them. Make available the student worksheet H13 - 7.

**Activity:** Present the graphic organizer H13 - 7 for students to complete using information from the newspaper. They should look for situations where friends stepped forward to help and where that didn't happen in a situation in which a friend could have helped. Also they should compare a friend's response to that of a counselor.

## The INTERVENTION of FAMILY and FRIENDS/ SOCIAL and EMOTIONAL HEALTH

**Goals:** To apply skills of stress management to the prevention of serious health risks for self and others.

To apply relationship skills to the promotion of health and the prevention of risks.

To choose not to participate in substance abuse.

**Preparation:** Provide newspapers and the student worksheet, graphic organizer H13 - 8.

**Activities:** Direct students to examples of positive and negative behaviors or constructive and destructive behaviors. Focus on the influence people can have on others. Look for examples of family, friends and others who offer support and encouragement to people who act in positive, productive ways.

Destructive behavior such as crimes may result in punishment for those who commit the crimes or in hardship and distress for the family of the person who commits the crime. Talk about intervention and the family, friends and health professionals who attempt or might attempt to help prevent crimes or other destructive acts from taking place. Ask students to think about ways they can help family members and friends who need support and encouragement to avoid poor choices.

For a writing activity, have students rewrite a story so that a person in trouble was stopped through the intervention of a family member, friend, law enforcement officer, clergy, health professional or someone else, even a stranger. Have students use the graphic organizer, H13 - 8 to outline ideas before writing.

Follow-up by having students look for stories that involve substance abuse and discuss who might have intervened to make a difference or why someone's intervention efforts failed. Ask questions such as: Is everyone responsible for his or her own actions? What can people do to encourage others to make good choices? Why is it often difficult to help someone who is suffering from substance abuse? How do individual choices affect others, such as family, friends, community, victims and taxpayers?



## GETTING ALONG in a FAMILY/ SOCIAL and EMOTIONAL HEALTH

### Relationships

**Goal:** To apply relationship skills to the promotion of health and the prevention of risks.

**Preparation:** Provide newspapers and scissors if directions call for them.

Also provide the student worksheet H14 - 9.

Read and discuss with students a comic strip or actual news story about a family or discuss a familiar TV program or movie about a family. List or have students list characters' names and distinguishing traits or facts about each person.

**Activities:** Have students look for items in a newspaper that match each person's personality or vocation and then look for items that would or should appeal to everyone. They should list or cut out what they find.

Look at quotes in stories or listen to dialogue in movies or TV programs that show how the family members get along. Use the graphic organizer H14 - 9 to write about the relationships or getting along within the family.

## DIVERSITY in FAMILY and COMMUNITY/ SOCIAL and EMOTIONAL HEALTH

### Relationships

**Goal:** To apply relationship skills to the promotion of health and the prevention of risks.

**Preparation:** Provide newspapers and scissors and construction paper if directions call for them.

**Activity:** Either use newspapers to assemble photos and pictures of people who might live together as a family or have students cut photos and illustrations of people from the newspaper and glue them on construction paper to create families. Direct them to represent the various ways families come together. You and they will also want to include different races and ages. They might include the following:

- Single parent (father)/ one child
- Single parent (mother)/two children
- Mother and father/two children
- Mother and father/four children or more
- Grandparent/child
- Parents and uncle/children

Follow up by having students talk about the needs of each family and choose one for which to shop. They should start by finding appropriate jobs in the Classifieds section and then use the ads to purchase automobiles, clothes and food. They can also look for investment and other information that will be helpful to the family. Introduce math by having students track their spending over a week or month.

Similarly, to demonstrate the diversity in your community, have students cut out photos, illustrations, and pictures of people young and old, men and women, boys and girls, of all races and from all walks of life who make up the community in which you live and use them to create a collage. Talk about attitudes and behaviors that allow people who are different to live together and prosper. Ask how getting along in a family is similar and different from getting along with people in your community.

## DEFENSE MECHANISMS/ SOCIAL, EMOTIONAL and MENTAL HEALTH



**Goals:** To apply skills of stress management and the prevention of serious health risks for self and others.

To apply relationship skills to the promotion of health and prevention of risks.

**Preparation:** Provide newspapers and the student worksheet H15 -10. Explain and give examples of the following psychological defense mechanisms:

1. Rationalizations are efforts to excuse behavior. For example:  
You say you'd have lost even if you had entered the race.
2. Projection is attributing your feelings to someone else.  
For example: You say that Gail dislikes Sue when in fact you dislike her.
3. Transference is taking out hurt feelings on someone or something that is not involved. For example: After the boss admonishes you, you go home and kick the dog.
4. Compensation is trying to make up for feelings or actions by working harder, being kinder etc. For example: Even though you feel uncomfortable around Jane, you pay her special attention.
5. Daydreaming is fantasizing about or getting lost in your thoughts rather than dealing with the issues you need to face. For example: Instead of working on homework to pull up poor grades, you daydream about being the winning pitcher in the closing game of the World Series.
6. Regression is acting as you did as a child. For example: In stressful situations, such as an argument with a friend or family member, you lose control and throw tantrums.
7. Denial is refusing to accept something that has happened or is likely to happen. Scarlet O'Hara in *Gone with the Wind* used denial when she said her famous line about dealing with a problem tomorrow.

**Activities:** Ask students to choose a character or person from the newspaper and follow what he/she does. Depending on the age and interest of students, have them select comic characters, sports figures, people who write to advice columnists, or political leaders. Then have them identify ways that the character or person uses defense mechanisms. Discuss what is typical of each person. Provide students with the graphic organizer H15 -10 to record their answers.

They can analyze characters from history, literature, TV and film using the same criteria. In all cases, they should discuss the impact of actions on the person and others affected. They should also realize that the person whom they are discussing may not agree with their assessment, and they may not agree with classmates about the actions a person takes and his or her use of defense mechanisms. Have students offer alternative strategies for each scenario they find, if the defense mechanisms hurt others. Prepare for a lively discussion.



## CLASSIFYING FOODS/ PHYSICAL HEALTH

**Goal:** To apply behavior management skills to nutrition-related health concerns.

**Preparation:** Provide newspapers.

**Activity:** Students should use the newspaper food ads to classify foods in the food guide pyramid. The activity can be completed by writing the names of the foods or by cutting pictures of food from the newspaper and gluing those on paper or gluing them alongside parts of the pyramid. The food guide pyramid can be found online by searching the Web site for the National Agricultural Library at <http://www.nal.usda.gov>. Or a direct route to the food guide pyramid is <http://www.nal.usda.gov:8001/py/pmpa.htm> (accessed March 28, 2003).

Also have them use the food pyramids for cultural and ethnic groups to classify foods. Ethnic/cultural and special audience food guide pyramids can be found by searching the National Agricultural Library at the Web site address given above. A Web address that leads directly to the site is <http://www.nal.usda.gov/fnic/etext/000023.html> (accessed March 28, 2003).

Introduce the cost factor. Have students use grocery ads and food sections to figure out the costs of food and select menus. Have them organize them according to the food pyramid. Have them use guidelines that apply specifically to children. A Web site called Kidshealth is located at [http://kidshealth.org/kid/stay\\_healthy/food/pyramid.html](http://kidshealth.org/kid/stay_healthy/food/pyramid.html) (accessed March 27, 2003).

Discuss ways to follow dietary guidelines about daily allowances, portions and cost information to plan a healthful menu. Remind students that research about food and health is ongoing, and they should try to keep abreast of the news about eating and health. Reward them for related articles they bring to class.

## NUTRITIONAL VALUE of FOODS/ PHYSICAL HEALTH

**Goal:** To apply behavior management skills to nutrition-related health concerns.

**Preparation:** Provide food sections from newspapers.

**Activity:** Ask students to select foods from ads and list them under the most appropriate meal(s). Then have them list the nutrient value of each food, such as:

oranges-Vitamin C  
beef-protein

After identifying the nutrient values, students should plan balanced, varied meals for several days, noting the benefits of each. Costs should be totaled. Then reduce the budgets and give students practice in meeting nutritional requirements with less money.



## DIETS and their CONSEQUENCES/ PHYSICAL HEALTH

**Goal:** To apply behavior management skills to nutrition-related health concerns.

**Preparation:** Provide newspapers and dictionaries. Have students use the dictionaries to define "diet" and then discuss the meanings. The word "diet" is a household word; evidence of that is found in newspapers' food sections. Examples of diets include low calorie, low carbohydrate, salt free, vegetarian, low sugar, high protein and low fat. Explain that "diet" is a word with multiple meanings. It can also refer to food intake and not to specific restrictions or guidelines.

**Activity:** Students should collect information about several diets and use food sections in newspapers to prepare a week's menus for one of the diets. Ask: What is the total cost? What are the benefits and possible dangers of the diet? Refer them to reference materials to evaluate nutritional values of foods on the diets.

Nutrition

## BODY SIZE and SHAPE/ MENTAL and PHYSICAL HEALTH

**Goals:** To direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

To apply behavior management skills to nutrition-related health concerns.

**Preparation:** Provide newspapers and direct students to advertising in other media where the images are likely to be more dramatic. Ask them to focus on advertising directed at young people. Before starting the activity, consider asking them to write down how they would look if they could choose or ask them how they would change their bodies if they could and why.

**Activity:** Have students look for advertising that suggests a desirable body size and shape. Ask them to describe the size and shape that ads promote. They should save what they find and use the ads to illustrate points they make during the discussion. Discuss whether the images in the media have affected how they and/or others want to look. Ask too if there are mixed messages and whether they affect men and women differently. Ask if the image is realistic and healthy for all people (teens, etc.)

Discuss the importance of establishing good health habits and maintaining good physical and mental health rather than striving to achieve standards that are set by others and promote poor health habits.

Emphasize that older people are also influenced by a culture that emphasizes youth and a desirable body size and shape. Ask if the ads they find glorify youth and discuss the effects such ads may have on older people. Ask if older people take measures to make themselves look younger and do not promote good mental and physical health. Look for news stories that tell of such measures.

Discuss the emotional problems that result from unrealistic body image or distorted perception of body image. Follow up by having students list positive, constructive actions that can make them and others look and feel better.

Preparatory  
Nutrition



## FOOD for all OCCASIONS/ PHYSICAL HEALTH

**Goal:** To apply behavior management skills to nutrition-related health concerns.

**Preparation:** Provide copies of newspapers and the student worksheet H18 - 11 for recording answers. Lead a discussion on food variety: seasonal foods, fancy foods, fast foods, etc.

**Activity:** Ask students to choose appropriate foods from newspaper grocery ads for each activity: going camping on a cold day or on a hot day, going on a space flight, having a formal dinner, going to the beach, having a party. Have them record their choices on graphic organizer H18 -11. Students should give reasons for their choices and compute the cost of purchasing the food. Have them follow dietary guidelines and food guide pyramid when making food choices.

## A COOKBOOK of FACTS ABOUT FOOD/ PHYSICAL HEALTH

**Goal:** To apply behavior management skills to nutrition-related health concerns.

**Preparation:** Provide newspapers and open with a discussion about foods and eating. Consider the following points: People enjoy eating. They enjoy food and the company of other people around a table. But, to eat well requires information about foods and the willingness to use that information. Have students list what they know about balancing their diets and limiting their intake of foods that are likely to contribute to health problems. For example, students may know that fat and salt intake should be limited. They may know that a certain type of fat is better than another. They may offer that a healthy diet includes an abundance of fruits and vegetables. Keep a record of what students know about diet and health.

**Activities:** Have students scan each day's newspaper for a week and identify health columns that appear as regular features. They should also look for information about foods running in Food sections, usually published in Wednesday or Thursday newspapers.

On a regular basis, have students read the columns and sections that focus on nutrition. Instruct them to write down new information they gain from their reading. They should add the facts to the classroom record about diet and health or keep track of their reading in individual notebooks. At the end of the study, discuss all that is gained from reading the newspaper on a regular basis.

Follow up by having students look for recipes in food sections that appeal to their taste but also introduce fruits and vegetables and stay within the prescribed limits for salt and fat. Most recipes provide information about calories and fat content. Have them look for foods and recipes that meet other nutritional needs critical to their long-term health.

Direct them to create a personal cookbook in which they save recipes they wish to fix for their family and friends. Have them try a recipe and report back to the classroom on the experience, or better yet, bring samples of the food to class for sampling.

Extend the activity by having students consider special dietary considerations in choosing foods and developing recipes and meals. Special considerations include pregnant women, someone with diabetes, people trying to lose/monitor weight and someone training for a marathon. Have them think of other special situations, particularly ones affecting people they know.



## DIVERSITY in FOOD and SPORTS/ MENTAL and SOCIAL HEALTH

**Goals:** To apply behavior management skills to nutrition-related health concerns.

To demonstrate an understanding and respect for differences among people in physical activity settings.

**Preparation:** Provide newspapers with food sections and grocery ads. Find or have students find and bring to class books about various foods grown and enjoyed in other countries. Look too for books with recipes from other countries. Give all students maps around which students can paste foods and recipes they cut from the newspaper. The maps may be pasted on large sheets of poster board or newsprint.

To adapt the activity for sports, have them bring in books about sports in various countries and the origins of sports.

**Activity:** Using background information from the books students obtain from the library, have them cut out foods and recipes associated with a particular country. To stress the significance of food in family and cultures, have them choose a country from which family members originated. They should paste the items they choose on the outside of the map. If the map is a world map, they should draw a line to that country or circle it, so that other students will know where it is located when students share what they find. Have them look at similarities and differences among the countries.

Follow up with a discussion about the different groups of people in the United States and how each has contributed to a unique and diverse American culture.

Extend the activity by having students conduct research on customs surrounding food, food choices, meal manners and other factors.

Vary the activity by having students cut out and paste symbols of sports on the maps of the countries where the sports are played and talk about the origins of the different sports.

## IMPACT of SMOKING and TOBACCO/ MENTAL and PHYSICAL HEALTH

**Goal:** To choose not to participate in substance abuse.

**Preparation:** Provide copies of newspapers and textbooks. Advertisers of some items, such as cigarettes, are restricted because of health questions raised about use of the product. Call advertising departments at newspapers and other media and ask about any restriction they place on cigarette advertising. Ask if it is a policy of the newspaper or other organization or if the restriction is set by law. They may also want to ask about policies regulating the advertising of alcohol products. Discuss the reasons for any restrictions. To help them analyze the information they find about smoking and tobacco (or alcohol), provide the student worksheet H19 -12.

**Activities:** Students should read and view cigarette ads in newspapers and other media and look for the "caution" written in the ads. Note the type and size of print used to write the "caution" in ads.

Then have students look for articles in the newspaper that deal with the issues that surround the production and use of cigarettes. They should look for stories about policies in public places related to smoking, where it is allowed and not allowed and the impact of smoking on health, not only for the smoker but for those who suffer the effects of second-hand smoke. Have them organize the information around the following four categories: The economic impact of tobacco and smoking. The politics. Public policy debate. Laws related to smoking. The physical and mental or psychological impact of smoking. The social consequences of smoking or the way relationships are affected. Provide the graphic organizer H19 -12 for students to keep track of what they discover.



Students should locate information about cigarettes in textbooks and other resources and compare what they find with information found in the newspaper. Ask which information is likely to influence them not to smoke and which is likely to convince them to stop smoking if they already do. Encourage them to talk or write about personal experiences that have influenced their decision to smoke or not to smoke.

Students may also find ads about products to help people break the smoking habit. They should discuss them with a physician or pharmacist, along with other methods used to break the smoking habit. Students can apply the same approach to alcohol-related advertising and news.

## IMPACT of DRUGS/ MENTAL and PHYSICAL HEALTH

### Substance abuse

**Goal:** To choose not to participate in substance abuse.

**Preparation:** Provide newspapers and discuss the types of newspaper articles relating to today's drug abuse problem. Examples are articles on drug indictments, seizure of illegal drugs, drug-related deaths and possible treatments to help eliminate addiction.

**Activity:** Ask students to read drug-related articles and note the effects drug abuse has on an individual's physical and mental well-being. Ask how substance abuse affects individuals' abilities to carry out daily responsibilities at home, school and work and relate to family, friends and others involved in their lives.

Also have students look for accident reports and crimes where drugs (or alcohol) played a part.

Ask why they think people try drugs given all that is known about the resulting harm. If they are not willing to talk openly about drug abuse, have them write responses and place them in a box or bag. Ask everyone to comment and/or place something in the box or bag and then discuss what people have to say.

Discuss what alternate activities or resistance skills can be used to prevent drug use or experimentation.

## ADVICE on SUBSTANCE ABUSE/ MENTAL and PHYSICAL HEALTH

### Substance abuse

**Goal:** To choose not to participate in substance abuse.

**Preparation:** Over an extended period of time, provide newspapers that carry personal advice columns.

**Activity:** Students should read advice columns in the newspaper and record the incidence of letters from people who are drug abusers or who are concerned about another's use of drugs. Ask students to use information in the letters to answer the following questions:

1. What is the problem?
2. What kind of advice is sought?
3. What advice is given?

Use the same approach when discussing alcohol abuse and smoking. Have them graph the results. In terms of incidence, ask them which seems to be the biggest problem and why. Students can access the Youth Risk Behavior Survey at [www.cdc.gov](http://www.cdc.gov) or to extend the graphing, visit [www.nchealthyschools.org](http://www.nchealthyschools.org).



## WAYS to STAY FIT/ PHYSICAL and SOCIAL HEALTH

**Goal:** To exhibit a physically active lifestyle.

**Preparation:** Provide newspapers, particularly features, ads, health columns and sports pages.

**Activities:** Have students make a list of the physical fitness and exercise activities found in the newspaper. Examples include swimming, jogging, camping and soccer. Then have them indicate the special training, equipment and clothing required for each. Ask them to consider the benefits of each including physical and mental health and opportunities for social interaction.

After identifying the activities that are popular, ask students to check the ads and see if current trends in physical fitness are reflected in the kinds of clothes and equipment that are featured.

A related activity to help students understand various physical activities is to have them read the sports section, find the sports mentioned and identify aspects of each sport that make it different.

## SPORTS I ENJOY (and OTHERS I DON'T)/ PHYSICAL and SOCIAL HEALTH

**Goal:** To exhibit a physically active lifestyle.

**Preparation:** Provide sports sections of newspapers and any other sections that include features about physical activities. Also provide the graphic organizer H21 -13 or construct a rating scale for them to use in evaluating the sports and physical activities they find.

**Activities:** Have students choose sports and other physical activities that fall into the two following categories. Provide the graphic organizer H21 -13 for students to record their responses.

Sports I enjoy

Sports I don't enjoy as much

Then have them rate the selected sports and activities on a scale from 1 to 5. Number "1" should represent the sports they enjoy most and "5" the sports and activities they enjoy least.

Sport	Enjoy					Don't enjoy				
	1	2	3	4	5					

Have them compare with others in the class and see how they are similar and different in the physical activities they enjoy. Compile the results to see which sports and activities are most popular with students in the class. Also have the class discuss in teams and as a whole class why they find some physical activities more satisfying than others. Ask if anyone is convinced to try something new.

Adapt the activity to include dance and other activities found in the paper that are of artistic and cultural value and also involve physical activity.



## GOOD SPORTSMANSHIP/ PHYSICAL and SOCIAL HEALTH

**Goal:** To demonstrate responsible personal and social behavior in physical activity settings.

**Preparation:** Provide sports pages from newspapers and student worksheets H22 - 14 and H22 - 15. Tell students that responsible personal and social behavior in sports is often called good sportsmanship.

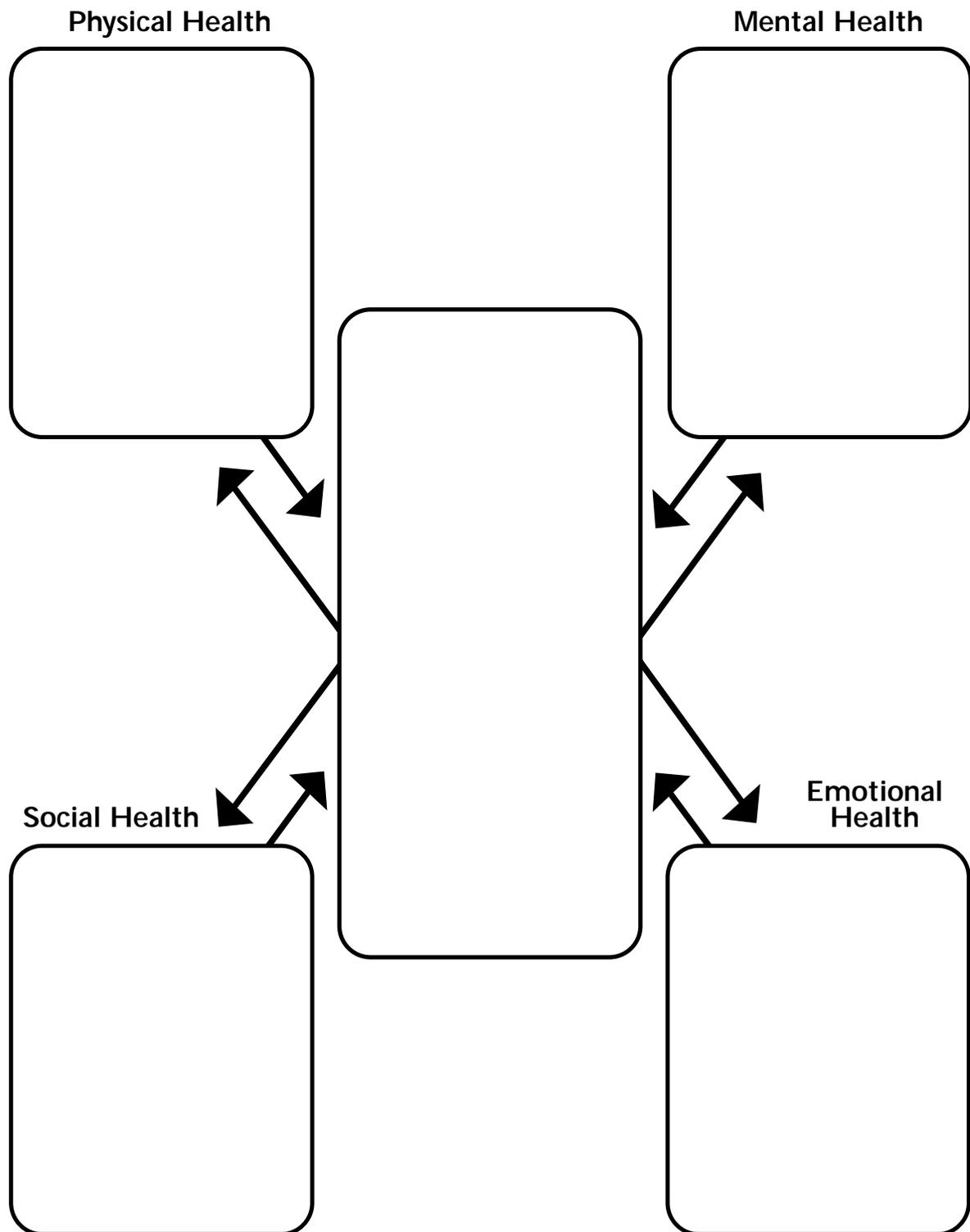
**Activity:** Demonstrate the importance of sportsmanship by having students look for situations in newspapers where athletes demonstrated good sportsmanship and bad sportsmanship. Talk about situations that may have ended better if someone were a better sport. Talk about the influence that professional athletes have on young people who play sports.

Point out and have students find the application of rules and penalties in the different sports that are designed to promote honest, fair play and good sportsmanship. Provide graphic organizers H22 -14 and H22 -15.

# DIMENSIONS of HEALTH



**DIRECTIONS:** Many factors determine a person's health or wellness. Use newspapers to identify people and ways to maintain or improve their health in the four dimensions listed below. In the center block describe the relationships of each aspect of health (physical, mental, emotional, social and any you add) to the others.



**FOLLOW-UP:** Are there other health-promoting or risk-reduction examples in the newspaper? Explain your findings and determine how someone can improve or maintain good health, drawing on examples from the newspaper. List three ways to use the information for improving your own health.



## DIFFERENT FACES of EMOTION

DIRECTIONS: Cut out faces from newspapers to match these emotions. Look throughout the paper and include news pages, advertising and comics.

Sad



Angry



Happy



Hopeful



Surprised



Confused



Guilty



Frightened



Frustrated



Anxious



FOLLOW-UP: Cut out and paste words from the newspaper that you associate with the emotions.

## DEALING with FEELINGS



DIRECTIONS: Using the comics, news stories or advice columns, locate examples of ways people deal with, express and communicate their feelings. Fill in the chart below, checking off each method as constructive (C) or destructive (D).

Name of Comic Strip Or Headline	Feeling (s) Being Dealt With	C	D

FOLLOW-UP: If people in the news dealt with feelings in a destructive manner, give constructive alternatives.



## COPING with STRESS

DIRECTIONS: Select a newspaper story describing an ineffective or dangerous method by which a person has attempted to cope with emotional stress. Describe the situation which caused the stress and the emotions(s) involved in the arrowed shape below. In the box below the arrow, describe the unsuccessful coping method and why it was unsatisfactory. In the boxes on the far left and right, offer two alternative methods of coping which the person might have used.

Situation Causing Stress:

Alternative Method of Coping #1

Alternative Method of Coping #2

Unsuccessful Method of Coping:

# VIRTUE or VICE



DIRECTIONS: Read newspaper stories about people exemplifying virtues (heroism, kindness, etc.) and vices (fighting, burglary, etc.) In the chart below, list the virtue or vice exemplified and offer reasons, including mental health, family background, environmental factors and financial pressures, that can affect behavior and the choices that people make.

News Story Headline	Virtue Exemplified	OR	Vice Exemplified	Cause (s) of Behavior

## WANTS and NEEDS



DIRECTIONS: Select a newspaper story about someone in need. Based on the story, answer the questions below:

<p><b>WHAT</b> do they need?</p>	<p><b>WHO</b> needs help?</p>	<p><b>WHERE</b> are the people who need help?</p>
<p><b>WHEN</b> do they need it?</p>	<p><b>WHY</b> do they need it?</p>	<p><b>HOW</b> can they get help?</p>

FOLLOW-UP: Why is the need you identified a "need" and not a "want?" How do you know the difference? Is the need a physiological, safety, love, self-esteem and/or self-actualization need?



## The MEANING of FRIENDSHIP

DIRECTION: A friend is someone to whom you are attached by affection and esteem, according to the dictionary. Friends often share hobbies and a network of acquaintances. Here is a definition that raises the standard for friendship: "Friends in the highest sense of the word are those who make conscientious efforts to take ethics and personal character seriously and inspire each other to be better—in thought, in action, in life." (Russell Gough, *Character is Destiny*, September 1998)

### GOOD FRIENDS

1. Find a comic, column or story in the newspaper that involves friends.

a. What do they share?

b. How do they influence each other?

c. Do they inspire each other to be better—in thought, in action, in life? Explain.

### A FRIEND with a PROBLEM

2. Find a newspaper story about someone with a problem.

a. Who has the problem and what is it?

b. How might a true friend step in to help this person?

c. How might a friend's response be different from a trained counselor's or Dear Abby?

### A FRIEND in TROUBLE

3. Find a newspaper story about someone in trouble.

a. What poor decision did this person make?

b. Who or what might have influenced him or her?

c. How might a friend help this person make better choices, to be better in thought, in action and in life?

## INTERVENTION of FAMILY and FRIENDS



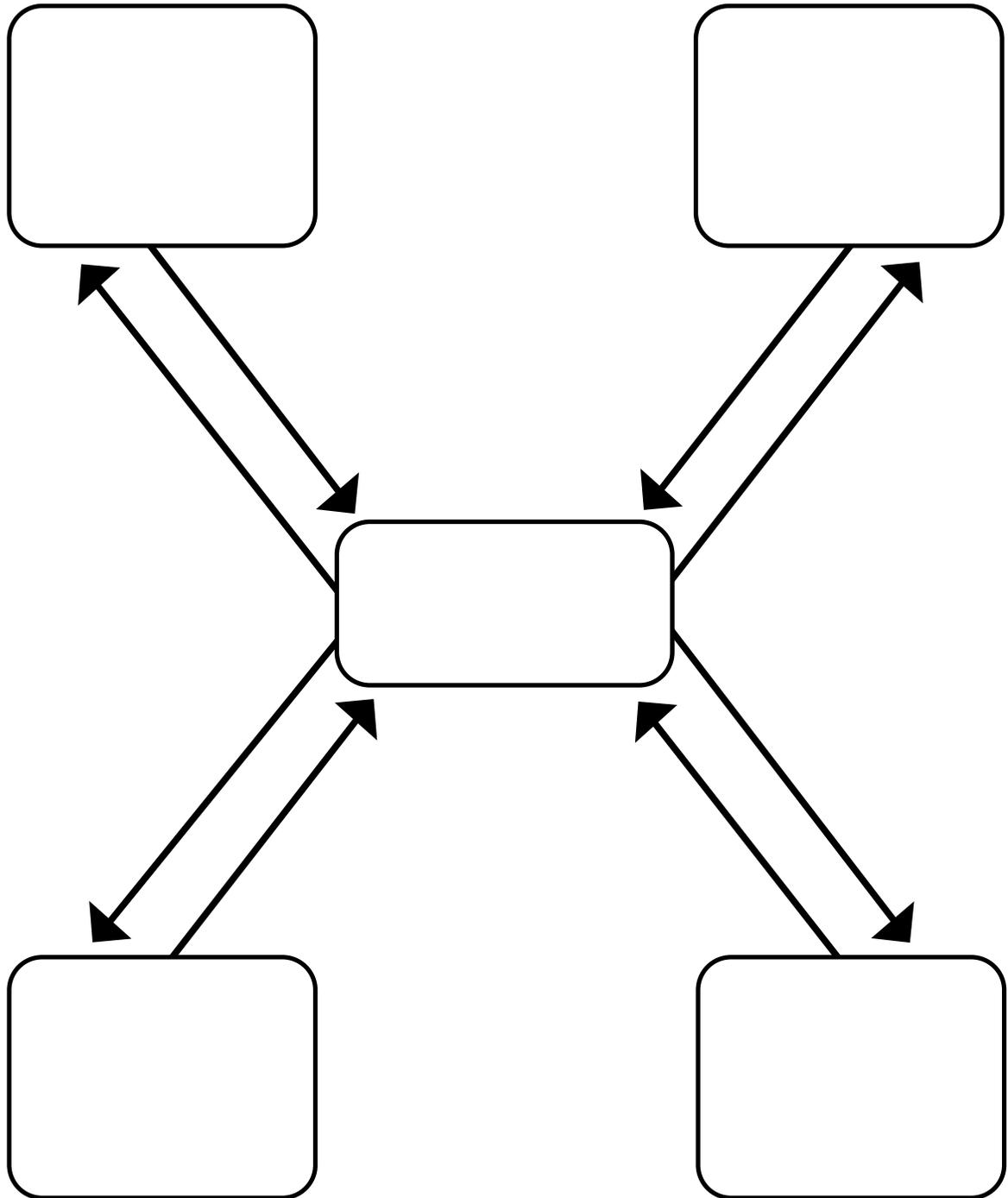
DIRECTIONS: In reading the newspaper, identify an event that should not have happened or that you and others wish had not happened. List causes of the event in order of occurrence; at each step, think of ways that someone might have intervened to keep the event from taking place.

<b>How Someone May Have Intervened or Prevention Measures that Should Have Been Taken</b>	<b>Events in Order of Occurrence</b>
	1. _____
	2. _____
	3. _____
	4. _____
	5. _____

## GETTING ALONG in a FAMILY



DIRECTIONS: Study the family relationships in the comics. Identify the main character in a comic strip and put his and her name in the center of the rectangle. Write the names of secondary characters and the relationship to the main character in the outside rectangles. Write how the main character feels about each character and how the secondary characters feel about the main character on the appropriate lines. Support your ideas with specifics from the strips. Discuss the traits that help or would help the characters get along despite conflicts and disagreements, enhance the characters' relationships and improve chances for conflict resolution.



FOLLOW-UP: Explore other stories and columns in the newspaper that deal with family relationships. Advice columns often write about conflicts within families. Adapt the above graph to record what you read. Discuss better and worse ways of dealing with conflict.

## DEFENSE MECHANISMS



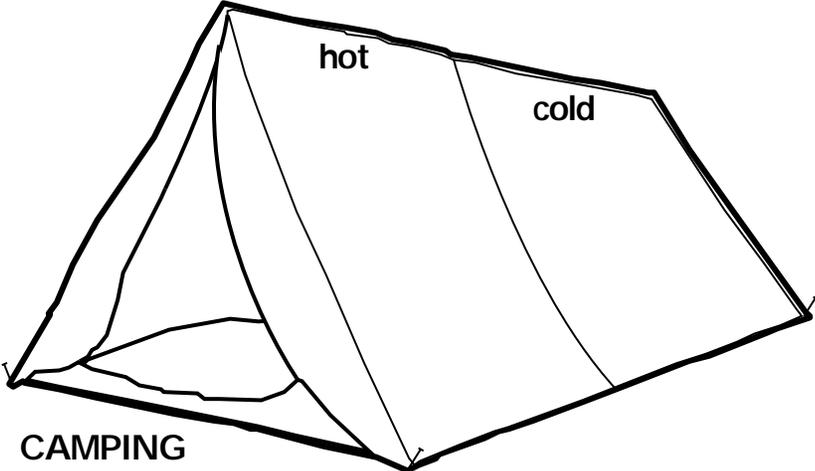
DIRECTIONS: Choose three comic strip characters and/or real persons from the newspaper and follow what they do. Identify ways that the characters or persons use defense mechanisms, such as rationalization, projection, transference, compensation, daydreaming, regression and denial.

Name of Comic Strip Character or Real Person	Defense Mechanism(s)	Way(s) Defense Mechanisms Were Used

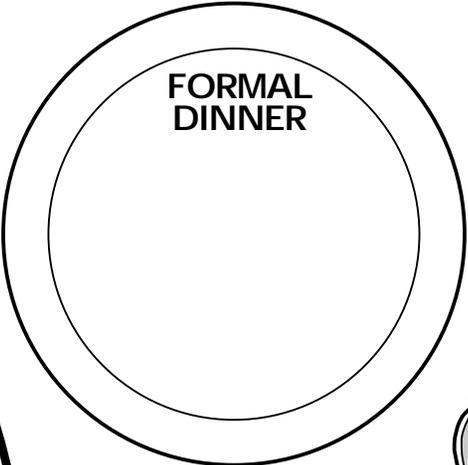
NOTE: You and your classmates may disagree about the defense mechanisms. Prepare for a lively discussion.

# FOOD FOR ALL OCCASIONS

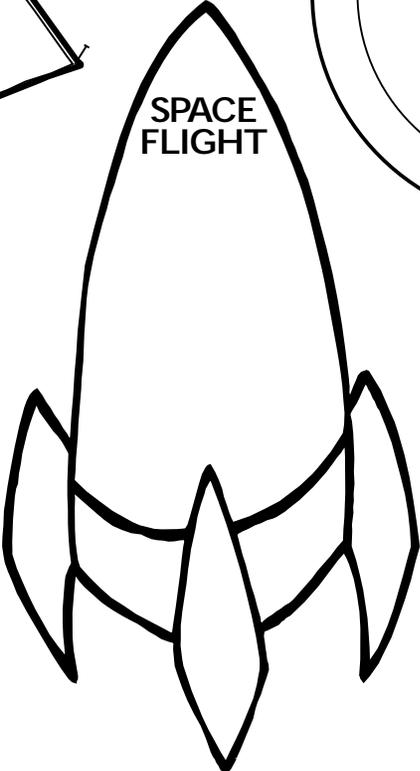
DIRECTIONS: Choose appropriate foods from newspaper grocery ads for each activity: camping on a cold day or on a hot day; going on a space flight, having a formal dinner, going to the beach, having a party. Compute the cost of purchasing the food and be prepared to give reasons for your choices.



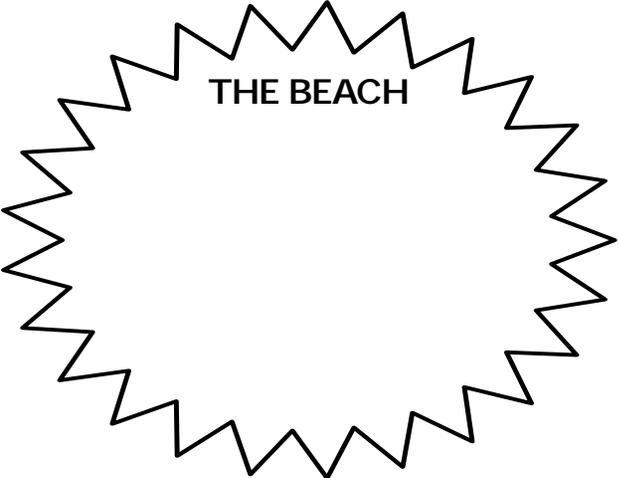
CAMPING



FORMAL DINNER



SPACE FLIGHT



THE BEACH



PARTY



# IMPACT of SMOKING and TOBACCO



DIRECTIONS: Read the newspaper for news related to smoking and tobacco (or alcohol, if directed to by your teacher). After defining the terms used below, organize information you find in the newspaper showing the impact of smoking in relation to the headings:

## Headlines or Main Ideas

<b>Economic</b>	
<b>Political</b>	
<b>Legal</b>	
<b>Social</b>	
<b>Physical / Mental Health</b>	

FOLLOW-UP: Use the outline to write a paper about the impact of smoking and tobacco (or alcohol). Save the stories by tearing out and filing the entire page where you find the stories. Create a bibliography to show which articles you used for your research paper.

## SPORTS I ENJOY (and OTHERS I DON'T)



**DIRECTIONS:** Choose sports and other physical activities from the newspaper that fall in the following categories:

Sports or physical activities I enjoy	Sports or physical activities I don't enjoy as much

Rate the sports and activities on a scale from 1 to 5. Number "1" should be assigned to sports you enjoy the most and "5" to the sports and activities you enjoy the least.

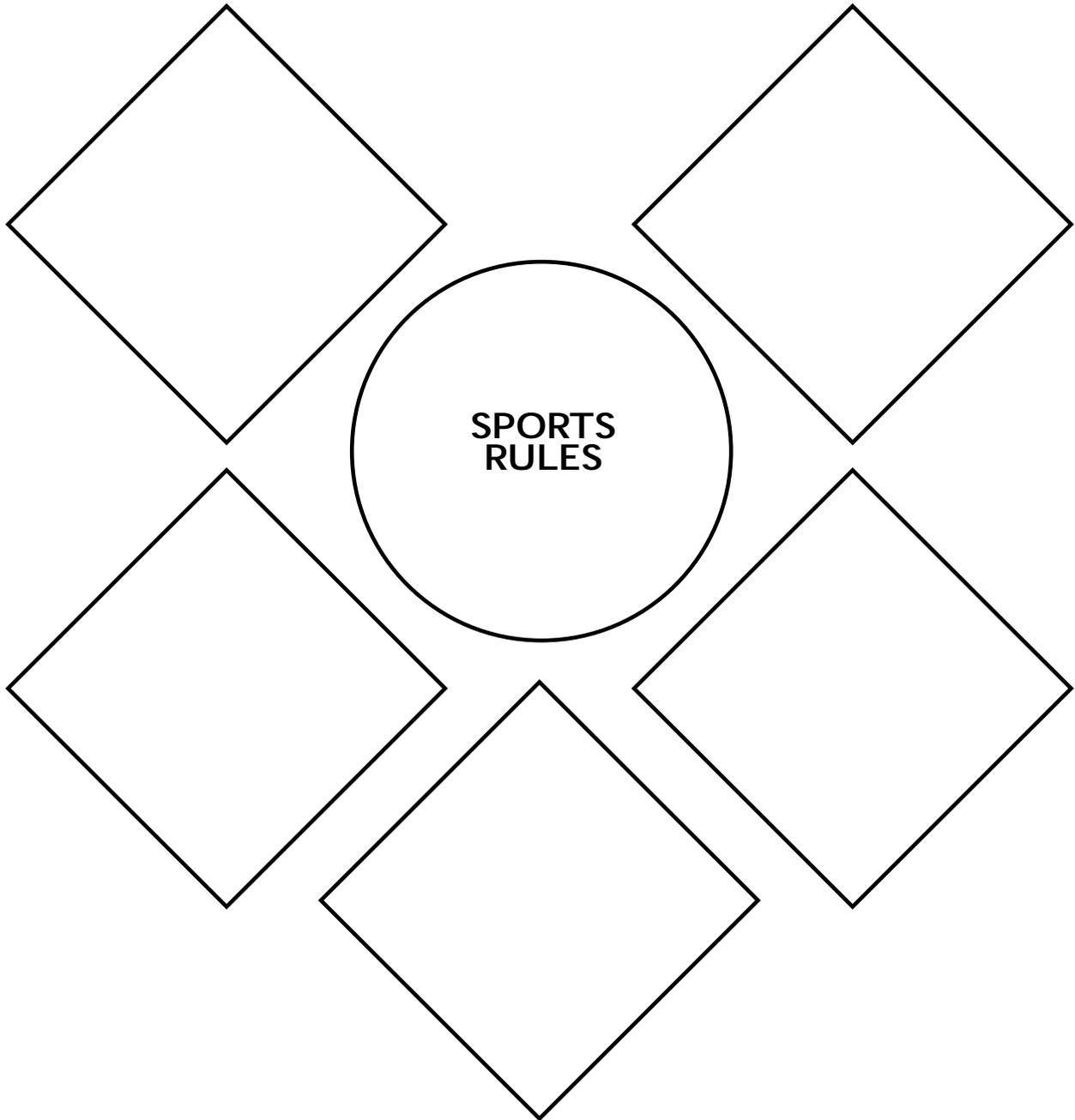
Sports or activities	Enjoy				Don't enjoy
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

**FOLLOW-UP:** Compare your choices with classmates, compile and graph results. Which are the most popular sports and activities? Why?



## GOOD SPORTSMANSHIP and RULES

DIRECTIONS: Games require rules. On the outside diamonds, from the Sports section, list all of the rules mentioned in stories and the sports to which they apply.



FOLLOW-UP: On separate paper, in each sport, explain what would happen if the rules did not exist.

# GOOD SPORTSMANSHIP



DIRECTIONS: Read sports pages for examples of good and bad sportsmanship. Write "Good Sportsmanship" in the center square and write the examples in the four large squares. Be sure to name the person and what he or she said or did. Do the same for "Lack of Sportsmanship." Read to find out if the good and bad sportsmanship resulted from reactions to a person's winning or losing.


FOLLOW-UP: When athletes exhibit poor sportsmanship, does the behavior affect your view of that person? How? Do you think that professional athletes influence school athletes? If pro athletes act badly, does their behavior cause young athletes to do the same? Is there a professional athlete who serves as your role model? In what ways is that person a model for you? Do you think he or she is a good choice? Explain.