

## **Fat Chance: Child Obesity TEACHER'S GUIDE**

### **What teachers need to know:**

Experts say the number of children who are overweight and obese has reached epidemic proportions. And 75% of *adolescents* who are obese grow up to be overweight *adults*. Is it the combination of too much TV viewing, video games, poor nutrition choices and lack of physical activity that is putting today's young people at risk?

Being overweight or obese can cause serious physical and emotional problems, including poor self-esteem; depression; hip and joint problems; early puberty; breathing problems. Today, more children than ever before are suffering from *adult* health problems such as high blood pressure, heart disease and adult diabetes.

### **Lesson Plan**

#### **Objectives:**

Students will:

- Research healthy nutrition
- Understand how "My Pyramid" works
- Calculate the caloric amount and fat percentage of their daily diets

#### **Materials:**

- Paper and writing implements
- Access to the Internet and other research materials
- Food packages (at least one for every two students) with nutrition labels.

#### **Project and Purpose:**

In this lesson, students will understand and calculate the calories and fats in what they eat, and determine how healthy their lifestyle is.

1. Divide the class into pairs. Using the websites listed below, each pair will gather information on the caloric and fat requirements for someone their age and weight. Students should find the following information:
  - Recommended calorie intake for a person their age
  - Differences between male and female calorie recommendations
  - Other distinctions for calorie intake
  - Food groups and what makes a balanced diet
  - How to calculate fat intake and serving sizes
  - Physical activity recommendations
2. Have students record their findings; at the end of the assigned research time, have them share their findings in a class discussion.
3. Distribute one package of food to each pair and have students examine the nutritional facts on the label. According to their research, is this a healthy food? Why or why not? Is this a food they would eat?
4. For homework, have students record on paper everything they eat during the next 24 hours. This should include drinks, snacks, gum, or even bites of someone else's food.
5. On the due date, have students review their 24-hour food intake lists and compare their eating habits with their research partner's. Using their earlier research, how do their eating habits measure up? Are they eating according to the recommendations for a healthy lifestyle? Did they include the water they drank (if any)? Did they balance their caloric intake with physical activity?

Suggested research websites: [www.mypyramid.gov](http://www.mypyramid.gov), [www.kidshealth.org](http://www.kidshealth.org), [www.stayinginshape.com](http://www.stayinginshape.com), [www.eatright.org](http://www.eatright.org), [www.bam.gov/fit4life.com](http://www.bam.gov/fit4life.com)

#### **Class Discussion Questions:**

1. What is the meaning of "Beauty is in the eye of the beholder" or "Beauty is only skin-deep?" How do these quotes relate to obesity?
2. Why do you think more children today are overweight? Is it based on a person's choices? Unhealthy lifestyles promoted in the media? What other factors have had an impact on this epidemic?
3. Several people have sued fast food chains, blaming them for their children's obesity. Do you think this is justified or not? Explain your answer.

**Self-Reflection Questions:**

*(Students can answer anonymously on paper or in journals)*

1. Different cultures have different definitions of “attractive.” What is your definition of “beauty” based on? Does knowing where your definitions came from make you want to change your opinions about beauty?
2. Do you consider yourself beautiful/handsome? Why or why not?
3. Which do you think is worse for obese individuals: the physical effects (diabetes, heart disease, etc.) or the emotional ones (low self-esteem, depression)? Why? Which would be worse for you?

**Evaluation:**

- Did all students produce research?
- Can students read a nutrition label to find necessary information?
- Did students participate in group activities and class discussions?

## Self-Hurting Teens TEACHER'S GUIDE

### What teachers need to know:

"Cutting" is a form of self-injury. People who cut make scratches and cuts on their body with a sharp object such as a knife or razor blade. The most common areas exposed to cutting are a person's arms, legs, wrists and belly. Other forms of self-injury include burning the skin with cigarettes or matches; biting, and bruising. Psychotherapist Steven Levenkron has found:

- 18% of high school students reported hurting themselves on purpose (self-injury).
- 85% of all cutters started in high school, with the other 15% starting after age 20.
- 38% of all cutters had a history of being sexual abused.

Most self-injurers share common personal issues: an inability to express feelings; inability to deal with stress in healthy ways; depression. Cutting usually starts as an impulsive reaction to emotional stress, but can often become a habit. Many self-injurers say they hurt themselves in order to release pain, or to make themselves "feel something."

### Lesson Plan

NOTE: *Self-Hurt* covers a very sensitive topic and contains specific information about self-destructive behaviors including cutting and suicide. CWK Network recommends that the program and accompanying resource materials be carefully screened by an adult prior to use, and that students who view the program have a back-up system of support through trained counselors and/or school psychologists.

### Objectives:

Students will be able to:

- Identify common feelings of adolescence
- List positive AND negative ways of dealing with and expressing feelings

### Materials:

- Black/white board; paper, pens/pencils

### Project and Purpose:

Students will identify common adolescent feelings and brainstorm positive and negative ways to deal with those feelings.

1. Have students discuss and list on the board the feelings expressed by the teenagers in the video. The list should include but is not limited to: anger, disappointment, rejection, sadness, frustration, loneliness, and feeling unloved.
2. Create three columns on the board to lead a class discussion about the feelings listed on the board. Label column one: Positive Ways to Deal with This Feeling; label the middle column: Specific Feeling; label the third column: Negative Ways to Deal with This Feeling. Write one of the feelings in the middle column, along with a brief description of the situation or events that caused the teenager in the video to feel that way.
3. Ask the class: *We all watched how one of the teenagers in the video dealt with this emotion and situation. You may have experienced the same feeling yourself at some time – or may know someone who has. We have a choice about how we deal with (feeling), and our choices usually have positive or negative outcomes. Let's identify various positive and negative reactions.* Work with the class to identify how a teenager might react negatively (self injury, fist fight, break things, become withdrawn or angry, etc.) and positively (become motivated to change, grow more confident, draw closer to true friends, etc.) to the identified feeling.
4. Break the class into groups of four students each; have each group copy the columns from the board on a piece of paper, and ask each group to repeat the process for at least three feelings. Give the groups 15 minutes to discuss and record their ideas.
5. Take your remaining class time or another class session to allow a representative from each group to share their work. Allow time for class discussion.
6. To close this lesson, you might ask: *What do these positive and negative reactions have in common? How are they different?*

### Class Discussion Questions:

1. What do you think of the statement: "Kids aren't developed enough to refrain from impulses. They feel, therefore they act." Do you agree or disagree? Explain your answer.

2. Answer the following question: "Are kids somehow learning that they shouldn't have to feel sad or angry or any pain in their lives?"

**Self-Reflection Questions:**

1. What are some secrets that kids keep? Which secrets are unhealthy? How do you decide what to keep private and what to share?
2. Why do you think some teens can deal with their emotions in healthy ways while others turn to self-injury? Have you ever had to deal with something painful? How did you work it out? Did you find someone to help you?
3. What are the "red flags" of suicidal behavior? What would you do if you noticed the signs of suicide in a friend's behavior? What are some ways you can be open to a friend who needs to talk about his or her pain?

**Evaluation:**

- Did students participate in the class discussions?
- Did each student work productively in a group?
- Did each group produce a chart of at least four feelings and reactions?

## Body Image Obsession TEACHER'S GUIDE

### What teachers need to know:

"Body image" means how you see your body and how you feel about your physical appearance. Many people aren't happy with what they see in the mirror. Some people are so unhappy with their bodies that they have low self-esteem, which can lead to poor grades, social struggles, anorexia, bulimia, Body Dysmorphic Disorder, and possibly suicide. Some experts believe a person's body image is set by age six; however, during the pre-adolescent years, kids become increasingly aware of society's standards of "beauty." The Nemours Foundation offers these facts:

- By the 4th grade, 80 percent of American girls have dieted or are dieting.
- In a study of 5th graders, 10-year-old girls and boys told researchers they were dissatisfied with their own bodies after watching a music video by Britney Spears or a clip from the television show "Friends."
- One study reports that by age 13, 53 percent of American girls are "unhappy with their bodies." This grows to 78 percent by the time girls reach the age of 17.

Parents, teachers and other adults in a child's life can help promote positive body image by focusing on a child's strengths, character, personality, skills, and "inner" beauty.

### Lesson Plan

#### Objectives:

Students will:

- Create a list of at least five statements about themselves
- Say a compliment to each member of the class
- Compose two paragraphs on self image and how it is affected by others

#### Materials:

- Chalk/white board or overhead projector
- Blank, unlined paper (two sheets per student)
- NON-permanent markers (one per student)
- pencils/pens; tape

#### Project and Purpose:

Students will actively notice positive things about each other and compliment each other. In the process, students will also notice positive things about themselves. Through this activity, students will examine the concept of self-image and how others see them.

1. Give two pieces of paper to each student. Ask students to trace one of their hands onto one of the pieces of paper.
2. Say, *On the first two fingers, answer the question, "How do you feel about yourself?" On the other two fingers, answer the question, "What makes you YOU?" On the thumb and the palm, write several words that describe you.* **Teachers: Write the questions on the board or an overhead to help students stay on task.**
3. When students have completed their "hand" papers, have them take the second piece of paper, turn it vertically and write their name on the top in one inch letters.
4. Have the students help each other tape their name pages to their backs. Explain that they will go write a positive statement or compliment about each person, and each person will write on their name page. Say, *"Think about each person in this class. What do they do well? What is "nice" about this person?"*
5. Have students form one inner and one outer circle. The outer circle will move one person to the left. The outer circle will write on the inner circle's sheets; then they will switch.
6. Give each student a non-permanent marker. Make sure they do not use up all the space. Do not have them sign their names. They should not read what other people say; they should just write their own words. **STAY POSITIVE—FIND SOMETHING NICE TO SAY.**
7. When the writing is done, have students remove their papers and read what has been written. NOTE: If you are concerned that some students might have written inappropriate remarks, collect the papers and tell the students you will review them before returning them to the owners. Mark out any inappropriate remarks.
8. Have students return to their desks and compare the compliment sheet to the hand drawing they did for themselves. How does their self-image compare to their compliment sheet?

#### Class Discussion Questions:

1. Why are so many teenagers unhappy with their looks? Do you agree or disagree? Explain your answer.
2. How has the media helped and/or hurt the way people see themselves?

**Self-Reflection Questions:**

1. How do you see yourself compared to what others wrote about you?
2. Who or what has influenced the way you feel about your body?
3. How can you help your peers to resist the pressure?

**Evaluation:**

- Did each student complete a handprint with self-image words/phrases?
- Did each student take part in the circle/writing activity in a positive manner?
- Did each student complete the written assignment?

## **Drinking & Driving Kills**

### **TEACHER'S GUIDE**

#### **What teachers need to know:**

Driving may seem to be a single act, but it actually involves a great deal of multi-tasking. Drivers must be alert to other drivers while they are watching road signs, lights, lanes, etc. They must be able to make quick decisions based on ever-changing circumstances, and they must act on those decisions in a proper manner. Drinking affects each of these areas, which is why drinking and driving is such a dangerous, and often lethal, combination. Consider the following alcohol-related statistics from *The U.S Department of Health and Human Services and Mothers Against Drunk Driving*:

- Alcohol is involved in nearly half of all traffic crashes.
- There is approximately one fatal alcohol-related motor vehicle crash every 30 minutes.
- Although 16- to 24-year olds comprise only 15 percent of licensed drivers, they are involved in more than 25 percent of all fatal alcohol-related crashes.
- Nearly one-fourth of fatally injured teenage drivers were drinking prior to their crashes, with nearly two-thirds of these at legally intoxicated levels.

#### **Lesson Plan**

##### **Objectives:**

Students will be able to:

- Research the physical effects of drinking, the legal ramifications of drinking and driving, and the “facts” about alcohol
- Create factual statements to deter young people from drinking and driving.

##### **Materials:**

- Black/white board or overhead projector
- Research materials, including, if possible, access to the Internet
- Paper and pens/pencils

##### **Project and Purpose:**

Students will create a fact sheet to dispel myths about drinking and driving.

1. Before class begins, write each of the myths below on the board or on an overhead projector.
2. Divide students into small groups and assign each group one of the drinking and driving myths. Each group will research and find facts that prove the myth/statement false. The second part of their assignment is to rewrite the myth as a true statement.
3. Possible Internet resources include: Mothers Against Drunk Driving, Families First, Students Against Drunk Driving, What's Driving You? and the National Clearinghouse for Alcohol and Drug Information.
4. Give students time to complete their research, and then gather them together to share their “truths.” You may choose to write their new, true statements on the board.
5. Ask students: what is one new thing you learned from your research?

##### **MYTHS:**

- “Alcohol gets me pumped up. It’s a stimulant for me.”
- “Drinking coffee sobers me up right away.”
- “I always stay away from the hard stuff and just drink beer so I’m okay.”
- “I’m a big guy so I can handle my liquor better.”
- “Once I roll down the car window, I’m fine to drive.”
- “If I drink, I just drive slowly. That way it’s safe.”
- “All I have to do is splash my face with cold water and I’m good to go.”
- “A drink or two makes me a better driver because it heightens my senses.”

##### **Class Discussion Questions:**

1. What reasons do people give for drinking and driving? Do you think these are valid reasons?
2. Why do you think alcohol is socially acceptable in our society? Do you think it is a “rite of passage” for young people to drink, or can we expect teenagers to wait until they are of age? Why or why not?
3. Do you consider alcohol a drug? Why or why not? How would you convince someone of your opinion?

**Self-Reflection Questions:**

1. What are some alcohol-related risks? Does knowing the possible effects of alcohol make you not want to drink and drive? Why or why not?
2. Have you ever known anyone whose life or family was affected by drinking and driving? If so, how has that affected your view toward alcohol? If you don't know anyone personally, how does hearing about people who killed others or who were killed by drunk drivers affect your attitude toward drinking?
3. In what ways can you prepare yourself now to not drink and drive? How can preparation make refusal easier?

**Evaluation:**

- Did all students participate in the research and class discussions?
- Did students present their information and new, true statements?

## OTC & Inhalents TEACHER'S GUIDE

### What teachers need to know:

The fastest-growing drug abuse among kids ages 12 to 17 is not marijuana, meth or ecstasy... it is the abuse of over-the-counter medicine such as cold tablets and cough syrup, and prescriptions meant for parents, siblings or friends.

- The active ingredient in over-the-counter medicine sought by abusers is dextromethorphan, a narcotic derivative used in more than 125 cough suppressants, including Robitussin DM and Nyquil.
- Since 1990, U.S. prescriptions for Ritalin (methylphenidate) and other psycho-stimulants (used for ADD/ADHD) have increased by as much as 700%, according to the U.S. Drug Enforcement Administration.
- Painkillers are the most common pharmaceutical abused by teens. Girls abuse prescription medications more than boys.
- The number of Americans ages 12 and older who used inhalants was 16.7 million in 2000.
- About 22% of those who die from huffing (inhaling) do so the first time they try it, according to research published in the journal *Human Toxicology*.

### Lesson Plan

#### Objectives:

Students will be able to:

- Conduct research on a given topic to compose a news report
- Identify the short- and long-term effects of huffing based on their research
- Offer advice to parents to help children resist peer pressure to experiment with inhalants

#### Materials:

- Pens, pencils, paper

#### Project and Purpose:

Students will research and write a news broadcast (for TV or radio) on huffing. The report will include facts and warnings. *NOTE: Teachers may substitute a different abused legal drug for students to research.*

1. Introduce this activity by asking your students to define "huffing." (Answer: huffing is the act of inhaling intoxicating vapors found in glues and common household products.)
3. Share with students the following statistic from a 2000 survey on drug use: Approximately 2 million U.S. kids reported sniffing glue or other dangerous inhalants to get high at least once in their life.
4. Explain to your students that the study's finding is considered to be newsworthy and that their assignment is to write a two-minute news broadcast that will communicate this information to the public. Students will research the problem of inhalants including the proven short- and long-term effects of huffing. Students will also find expert advice to quote, providing their "listeners" with information to help their children resist peer pressure.  
**Note:** You may decide to allow students to work independently or with a partner. Students may prepare either a television or radio broadcast. Encourage students who present television broadcasts to utilize interesting graphics that will enhance their stories. You may want to suggest that students record (on video) their presentations instead of presenting live broadcasts. This may help reduce some students' inhibitions about presenting in front of the class, as well as save class time.
5. Allow time for students to conduct their research and prepare their news broadcasts. This may be used as a homework assignment or two-part class assignment.
6. Set aside class time for students to present their broadcasts to their peers.

#### Class Discussion Questions:

- Which do you think is more influential on a person's inclination to do drugs – his genetic background (i.e. parents who have substance abuse issues) or his environment/peers? Why?
- Why do so many kids choose to use or experiment with "legal" drugs?
- What is your school's policy on drug use? Do you agree with this policy? Why or why not?

**Self-Reflection Questions:**

- Do you know someone who has used drugs for non-medical purposes (to get high)? Why do you think the person used drugs? Did you prevent the person from using drugs? If so, what did you do? If not, why not?
- Have you and your parents ever talked about the dangers of using illegal drugs? Explain. Have your parents ever discussed with you the dangers of using other drugs, like prescription medications or over-the-counter medications? Explain.
- Have you ever been tempted to use drugs, legal or illegal? If so, why? If not, what kept you from trying them?

**Evaluation:**

- Did students participate in the discussions?
- Did each student research and create a broadcast news story to report?
- Did each student present a news story?
- Can students identify the short- and long-term effects of huffing (or other legal drug)?

# Gateway To Addiction

## TEACHER'S GUIDE

### What Teachers Need to Know:

According to the National Institute on Drug Abuse, by 12th grade:

- 46% of kids try marijuana
- 54% try cigarettes
- 77% try alcohol

Marijuana, cigarettes and alcohol are the “gateway drugs” of our society today. When young people experiment with cigarettes, alcohol and marijuana, it often opens doors or “gateways” to stronger, more dangerous drugs and to risky situations.

Statistics support this trend:

- Adolescent cigarette smokers are 100 times more likely to smoke marijuana and are more likely to use illicit drugs such as a cocaine and heroin in the future than young people who do not smoke cigarettes. -- *U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration*
- Nearly 90% of cocaine users had first smoked tobacco, drank alcohol or used marijuana. -- *Columbia University's Center on Addiction and Substance Abuse*

### Lesson Plan

#### Objectives:

- a. Consider how peer pressure affects your choices, including your friendships.
- b. Define what makes a good friend.

#### Materials:

- Black/whiteboard; paper and writing implements

#### Project and Purpose:

Students will create an imaginary job application, “Apply to Be My Friend.” (For older students, you may want to call it, “Apply to Be In My Circle Of Friends.” ) Students will then complete the application themselves -- can they meet their own requirements and standards?

1. With a partner, students will generate a list of requirements for a good friend. Students will use this list to develop a “Friendship Application.” **Show students an example of a job application.** The Friendship Application should include a variety of fill-in-the-blank questions and space for the prospective friend to write in answers. For example:
  - What characteristics should your friend have? (i.e. honesty, loyalty, kindness)
  - What activities should your friend like to do?
  - What would your friend do to help you out of a bad situation?
  - What new things would you try together?
  - What would a real friend **never** ask you to do? Why?
2. Have each student complete his/her own application. Would they meet their own requirements?
3. Explain to students that thinking about what kind of people you would like to have as friends – their character, their kindness, their behavior, their hobbies – is not about **excluding** people; but rather, it’s about choosing friends that you feel comfortable and safe with; people who support you and who you feel good about being with.
4. Ask students, *How can you learn whether or not someone would be a good friend?*

### **Class Discussion Questions**

1. The video states, "If kids stay off drugs through their mid-20s...they'll probably never start." Do you agree or disagree? Why?
2. What influence do peers have in getting each other into drugs? What influence do peers have in preventing each other from experimenting with drugs?
3. In what ways do people become physically addicted to drugs? In what ways do people become psychologically addicted to drugs?

### **Self-Reflection Questions**

*Students can answer the questions anonymously, writing their answers on a sheet of notebook paper or in a journal.*

1. Have you ever had to end a friendship that wasn't good for you? What did the "friend" do that prompted you to end it? How did you feel afterwards?
2. Do you think doing drugs can lead someone to do other risky behaviors? If so, what are some examples?
3. What do you think would be the worst part about being addicted to drugs?

### **Evaluation:**

- Did each student create an application for friendship?
- Did each student complete his/her own application?
- Did students participate in the class discussions?
- Did each student complete the questions?

## Bullycide & Verbal Abuse TEACHER'S GUIDE

### What teachers need to know:

Bullying happens in school, in the neighborhood, on the playground. Now, with technology at children's fingertips, bullying is taking place online, over the Internet. How many children are affected? In a 2004 survey of 1500 students in grades 4 through 8, iSafe learned the following about "cyber-bullying" – bullying behavior via the Internet:

- 42% of kids have been bullied while online. One in four have had it happen more than once.
- 21% of kids have received mean or threatening email or other messages.
- 58% have not told their parents or an adult about something mean or hurtful that happened to them online.

### Lesson Plan

#### Objectives:

- Define "tattling" and "telling." NOTE: Older students should use the appropriate term used in their area, i.e., "ratting" or "snitching" and "getting help" or "informing."
- Analyze situations to identify tattling and/or telling.
- Develop an appropriate list of people who should be "told" when bullying is happening and how to tell.

#### Materials:

- Black/white board; paper, pens, pencils
- Guidance Counselor, social worker or another adult who helps children with bullying and can help class develop safe ways to "tell" if someone is in trouble.

#### Project and Purpose:

Students will define the difference between "tattling" and "telling" (or, for older students, "ratting" and "informing an adult.") and what they should do when someone is bullying or being bullied. Students will also identify who and how to tell about bullying.

1. After watching the video stories, ask the class: *Why don't bully victims tell someone? Do kids feel as if they are tattling if they report bullying? What is the difference between tattling and telling?* Be sure the students understand, after some discussion, that **tattling is meant to get someone in trouble; telling is to stop someone from getting hurt.**
2. Read each of the following scenarios and ask the class to decide whether letting someone else know about the situation would be considered **tattling** or **telling**. If the group selects **telling**, decide the people who should be told.
  - a. Several girls have teased Ebony about her clothes and they have caused her to cry on several occasions.
  - b. Gus threatens to beat up Victor after school.
  - c. Sharon overhears two boys talking about bringing weapons to school.
  - d. Zoe reads a website written by a bunch of kids in her class that teases other kids. Her own name has never appeared, but she constantly reads all the put-downs.
  - e. E.J. notices Bill has a bruise or a cut on his body almost every day. When he asks him what happened, Bill just says, "Nothing."
  - f. A bunch of guys decide to nominate Thad, the boy who lisps and stutters, for president of the class because they think it will be funny to see him make his speech. Katie and Mara overhear them.
3. Continue the discussion by asking: *How do you tell someone if another person is in danger? What if you feel that telling someone will also put you in danger? What do you do?*
4. At this point, you may wish to bring in a guidance counselor or the person who deals with "telling" situations to help students figure out ways to help others and themselves.

### **Class Discussion Questions:**

1. Why do you think bullies pick the people they do as victims?
2. In the video, Alison Goller says, "People at the school feel everybody gets made fun of." Is that your experience? Explain.
3. Do you agree or disagree with the comment: "The middle school environment is very toxic." Why or why not? Is any school – elementary, middle, high school -- free from bullying? Explain your answer.

### **Self-Reflection Questions:**

1. According to statistics, most school shootings are the result of someone wanting revenge for being bullied. What can we do about it?
2. How would you help someone—or yourself—not let other people's opinions control their life and future?
3. How do rumors get started? Why do people spread rumors? Do you think anyone stops to think about the effect the rumors have on others? What does it take to stop a rumor?

### **Evaluation:**

- Did each student participate in the discussion?
- Were students able to differentiate between tattling and telling?
- If a counselor was brought in, did students listen and respond?
- Did students complete the questions?

## Cyber-stalking & Bullying TEACHER'S GUIDE

### What teachers need to know:

The June 2000 *Online Victimization Report* by the National Center for Missing and Exploited Children highlights the potential dangers of the Internet:

- **Sexual solicitation:** Unsolicited requests from adults to minors to engage in sexual activities or sexual talk; can turn aggressive and include "offline" requests, calls, meetings.
- **Unwanted exposure to sexual material:** Without seeking sexual material, children are exposed to sexual content when doing online searches, surfing the web, opening email or email links.
- **Harassment:** Threats, malicious gossip or other offensive behavior (not sexual) sent or posted online for others to see.

Important statistics from the report include:

- 20% of children who use computer chat rooms have been approached over the Internet by (sexual) pedophiles
- 89% of online sexual solicitations were made in either chat rooms or Instant Messages
- 1 out of 33 children who received sexual solicitations was aggressively approached (asked to meet, called via the phone, sent mail, money or gifts)
- Only one in four youth who had been solicited told their parents or authorities

### Lesson Plan

#### Objectives:

- Determine what is private information
- Identify dangers of the Internet
- Analyze options for kids who are asked to share private information over the Internet

#### Materials:

- Paper and writing implements; black/white board

#### Project and Purpose:

1. Ask, *How do you and your friends use the Internet to communicate?* (Email, myspace, chat rooms, instant messenger (IM)). *Have you or someone you know ever talked online with someone other than a friend? Describe the person you talked with. How do you know the person was who he/she said he/she was?*
2. Remind students, *Regardless of what a person writes online, you can never be absolutely sure of the person's true identity. What someone tells you about him or herself may be a lie – you have no way of knowing! You are meeting a stranger online, just like you see lots of strangers when you go to the mall. Do you freely give away your name, where you go to school, or your address to strangers you meet at the mall?* Discuss.
3. Ask students to brainstorm a list of private or personal information they should never share with anyone online. Record their ideas on the board.
4. Ask, *What could be some of the possible consequences if you share your private information? What options do you have when asked to share your private information?*
5. Make a second list of options students can choose when asked to share private information online.
6. Read the following scenarios and have the students apply their list of options to each. You may use this as a discussion starter or use as a written assignment for homework.

#### Scenario 1: STEPHANIE'S PHOTOS

Stephanie has always wanted to be a model, and her mother finally took her to a studio to have professional photographs taken. They look fantastic! Stephanie has heard that if she sets up a website showing her photos with descriptions (height, weight, hair and eye color, clothing size, etc.), agents might see it and she could be discovered.

#### Scenario 2: ARI'S HOBBY

Ari watches a particular science fiction TV show every week, and is a member of the show's fan club. He has gone to the show's website and found chat rooms to talk about the characters and the plot lines and the actors. Someone in the chat room invites him to meet for coffee or a soda at a local bookstore to talk more about it and to swap trading cards.

#### **Class Discussion Questions:**

1. What information should kids never share online?
2. What does the phrase "the Internet is anonymous" mean?
3. What do police say parents and children should do to educate themselves about the dangers of chat rooms?

#### **Self-Reflection Questions:**

1. Why do you think kids don't tell their parents about dangerous or mean things that happen to them online?
2. Would you do or say anything different online than what you would say in person? Why or why not?
3. How would you react if your parents installed Internet Safety Devices on your computer? Why? Could you understand their reasons?

#### **Evaluation:**

- Did students participate in discussion?
- Did students understand the concept of private information and what not to share?
- Could students list their options for not sharing private information?
- Did students apply their lists to the scenarios?

## Stopping Verbal Abuse TEACHER'S GUIDE

### What teachers need to know:

According to a survey of students conducted by The Families and Work Institute:

- Twelve (12) percent of the students said they had been bullied five times or more in the past month.
- Approximately 23 percent admitted they had bullied someone else.
- Eight (8) percent said they had been attacked with a weapon.
- National research shows that three out of four children say they have been bullied.

### The profile of a bully (source: *The American Academy of Adolescent & Child Psychiatry*)

Bullies thrive on controlling or dominating others. Often, children and teens who bully have been physical abused or bullied themselves. Bullies may also be depressed, angry or upset about events at school or at home.

### The profile of a bully's "victim"

Children targeted by bullies also tend to fit a particular profile. Bullies often choose children who are passive, easily intimidated or who have few friends. A bully's victims may also be smaller or younger and have a harder time defending themselves.

## Lesson Plan

### Objectives:

- Define the term "self-confidence" and discuss its importance
- Work independently to compose a personal letter

### Project and Purpose:

Discuss self-confidence. Next, have students write themselves a letter about a personal trait they wish they could improve, but why it can be viewed as a good trait. Older students should also include how that trait has served them well throughout their school years.

1. Explain to your students that many times, bullies tease or taunt children who appear vulnerable. One way children can protect themselves from bullies is to demonstrate self-confidence.
2. Ask your students to explain what self-confidence means to them. Tell your students that sometimes self-confidence means feeling good about yourself even though you are not "perfect."
3. Tell students that people often forget just how great they are. We tend to focus on the negative. Help students see how they can turn a negative into a positive. Share the following example with your students:

*Singer Kenny Rogers performs a song about a little boy who is getting ready to practice hitting a baseball. Before he begins to practice, the boy tells himself that he is the greatest baseball player ever. Then the boy throws the ball into the air, swings his bat and misses the ball. Before trying again, the boy says how great he is. For the second time, he throws the ball and misses. Undeterred, the youngster tries again. For the third time, he tells himself that he is a great baseball player, throws the ball into the air, swings his bat and misses. That's strike three. By this time, many people would be disappointed by their failure. The boy, however, has a different perspective. In the last verse of the song, he says, "I am the greatest; that is a fact. But even I didn't know I could pitch like that. I am the greatest; that is understood. But even I didn't know I could pitch that good."*

5. Ask your students to discuss the song together, completing the sentence, "the morale of that song is..."
6. Next, tell your students that it is their turn to find the positive in what appears to be a negative situation. Assignment: Students must select one of their personal traits that they wish they could improve or change. Then, students will write a letter to themselves in which they will explain why the trait is really something good. Students' letters should offer at least two reasons why the trait is good. **Example:** I wish I were more outgoing. However, being shy and quiet allows me to focus on the people around me and helps me be a

better listener. (Older students should write how this trait has served them well throughout their school years.) Students can complete in class or for homework.

### **Class Discussion Questions:**

- How does bullying affect a person physically? Emotionally? What were some of the examples you saw in the video? Why do you think some students continue to bully others even when they know how much their victims are hurting?
- How do some victims unknowingly give bullies ammunition to use against them?
- Why do some victims refuse to tell someone about a bullying incident? If you were a bullying victim, would you tell your parents or a teacher? Why or why not?

### **Self-Reflection Questions:**

*Students can answer the questions anonymously on a sheet of notebook paper or in a journal.*

- Do you have someone, other than a parent, in whom you could confide if you were bullied?
- Have you ever witnessed a bullying incident in your school? What were the circumstances? As a witness, do you think you had a responsibility to intervene? Why or why not?
- How does your school handle bullying incidents (warning, detention, suspension, etc.)? Do you agree with the school's measures? Why or why not?

### **Evaluation:**

- Did students analyze the song for its message?
- Did each student write a personal letter about their trait?
- Did students participate in discussion and self-reflection questions?

## Too Far Too Fast TEACHER'S GUIDE

### What teachers need to know:

According to the Centers for Disease Control (CDC), accidental injury is the leading cause of death among kids. Often, these injuries are caused by risky behavior—not only due to sports, falls and burns, but also drinking, smoking and having unprotected sex. Teenagers in particular tend to make risky decisions because they want to impress their friends, because they are impulsive or thrill-seekers by nature, and because they do not have the maturity to think through to the consequences. Consider the following statistics:

- 25% of all middle school students have been medically treated for accidental injuries; 75 percent of the injuries are NOT due to sports
- The leading causes of fatal injuries are: car and motorcycle accidents, fires and burns, drowning, falls, and poisoning.

### Lesson Plan

#### Objectives:

Students will be able to:

- Brainstorm and discuss risky situations and decision-making options
- Work with partners to create a risky situation/solutions skit; present skits to the class

#### Materials:

- Paper, pens/pencils; black/white board or overhead projector
- Appropriate props for skits

#### Project and Purpose:

Students will prepare skits based on the question, "What would I do in a risky situation?"

1. Begin a class discussion by asking students to define "risk," and why people take risks, and how risks present themselves.
2. Write two columns on the board; label one "Healthy Risks" and the other "Unhealthy Risks." Have students provide risks of both kinds that people their age might take or be presented with. Briefly discuss each. Some unhealthy risks include: cheating, lying, smoking, getting a tattoo, speeding; healthy risks might include: trying out for a school play or a sports team; trying a new skateboard move, taking a new kind of class such as dance or voice lessons, getting a job, etc.
3. Break students into groups of four and explain that each group will create a short skit based on one of the risks from the list.
4. The skit must be a realistic situation and everyone in the group must be involved in the role-play. Not all characters must speak, but all must be part of the situation.
5. Give the groups 15 minutes to work on their role-play. Ask students to switch roles within the group to see if somebody comes up with a different idea they can use. At the end of the 15 minutes, give the groups two minutes to "polish" their skit for class presentation.
6. After each group performs its piece, ask the class, *Was this scene realistic? Did the person taking the risk have a choice? Was the person pressured into taking the risk? What were some other possible outcomes?* .

#### Class Discussion Questions:

1. After watching the video and the skits, has your definition of risky behavior changed? If so, in what way?
2. How are making decisions and peer pressure related? Can you think of situations in which peer pressure can influence someone to make a bad decision? How about a good decision?
3. What are some important things to remember when considering the advice of other people? How can you maintain your independence while still listening to the advice of those who are older and wiser?

#### Self-Reflection Questions:

1. Can you think of any situations where your decisions could affect the lives of others? Does that thought change your decision-making process? If so, how?
2. Who do you ask for advice when you have a serious decision to make? What qualities does that person have that make you go to him or her? Do you see those qualities in yourself?

3. In what situations is a person more likely to make a bad decision? What does that say about the places you choose to go and the people with whom you hang out?

**Evaluation:**

- Can the students explain the difference between a healthy risk and a dangerous risk?
- Can students come up with a variety of choices in risky situations?
- Did students participate in the class discussions and the role-playing?

## STDs: Lifetime Consequences TEACHER'S GUIDE

### What teachers need to know:

By the 12th grade, more than half of all teenagers have had sexual intercourse—many with multiple partners, and often without protection (*source: U.S. Department of Health and Human Services. Child Health USA 2003*). Unfortunately, many teenagers do not understand that they can get a sexually transmitted disease (STD) from unprotected oral sex as well as vaginal and anal sex. In 2001, people ages 15 - 24 accounted for 9 million cases of eight kinds of STDs.

### Lesson Plan

#### Objectives:

Students will be able to:

- Simulate the spread of an infectious disease.
- Understand how STDs spread “silently.”

#### Materials:

- Clear plastic cups and drinking water (enough for each student)
- 0.1 base solution (such as sodium hydroxide/NaOH)
- Phenolphthalein and dropper
- Paper and pens

#### Project and Purpose:

Many people can contract HIV/AIDS and not know it --- it spreads silently and invisibly. This exercise illustrates the silent spread of an infectious disease.

1. Fill a clear plastic cup – one for each student -- with one-quarter water). In *three* of the cups, put a teaspoon of 0.1 base solution (such as sodium hydroxide/NaOH). As you distribute the cups, secretly record the names of the students who receive the cups with the base solution; you will need to disclose this later.
2. Next, secretly select two students to receive cups that you make sure are **ONLY** plain water (*not* one of the three cups with the solution in it). However, tell these two students that no matter what happens, they are not to share their fluid with anyone, and they are not to tell anyone why.
3. Give each student a plastic cup with clear fluid. **Tell them NOT to drink it.**
4. Instruct each student to find a partner. Have each pair of students combine their fluids in one cup, then divide the combined solution between the two cups so that each student has the same amount of combined solution. Tell the students to write down the person with whom they combined fluids.
5. Once each pair has combined solutions, tell the students to repeat the process with a new partner, again writing down this person as “partner #2.” Repeat the process a third time with “partner #3.”
6. Have students return to their seats with their solutions in hand. Have each student record on a piece of paper the names, in order, of the three people with whom they exchanged/combined fluids.
7. Go around the room and place three drops of phenolphthalein in each student’s cup. **The cups containing the base solution will turn pink!**
8. Ask students to explain what happened. Count the number of pink solutions in the class. Count the number of clear solutions in the class. What conclusions can they draw from their observations?
9. Describe your process for preparing the cups of solution and explain that this is a simulation of how a contagious/infectious disease is spread. What are some examples of infectious diseases? List the diseases on the board. Make sure to include HIV/AIDS.
10. Ask students if they could tell you before the “experiment” began who had the “infected” solutions. As a simulation of how HIV/AIDS is spread, how are people able to tell who has HIV/AIDS and who does not? How can you account for the people who would not share? How is this like abstinence?

#### Class Discussion Questions:

1. Abstinence is the only method to absolutely ensure you will not contract HIV/AIDS. About 50 percent of teens don’t practice abstinence -- why?
2. According to the Centers for Disease Control and Prevention, “the average time between HIV infection and the appearance of signs that could lead to AIDS is eight to 11 years.” Do you think the long length of time before AIDS develops plays a role in people’s decisions to have sex or share needles?

3. In what ways does our culture/media help prevent HIV/AIDS? In what ways does it add to the problem instead of solve it?

**Self-Reflection Questions:**

1. Do you know anyone has HIV/AIDS? If so, how do you treat him/her? If you do not know anyone, how do you think you might react to meeting someone with HIV/AIDS?
2. At what age do you think children should begin learning about AIDS? Whose responsibility is it to teach them? What would you say to a younger person about AIDS?

**Evaluation:**

- Did all students participate in the experiment?
- Could students relate this to the spread of disease and how they can protect themselves?

## Angry and Violent Teens

### TEACHER'S GUIDE

#### What teachers need to know:

There are many types of youth violence—bullying, hitting, fighting and verbal abuse are the most common. Youth violence (crimes committed *by* and *against* young people) crosses all geographic and socioeconomic boundaries. Consider the following statistics cited by the National Center for Injury Prevention and Control...

- In 2002, more than 875,000 young people ages 10-24 were injured in violent acts. Approximately one in 13 of these injuries required hospitalization.
- Homicide is the second leading cause of death among young people ages 10-24. It is the leading cause of death for African-Americans in this age group.
- In a nationwide survey, 17 percent of students reported carrying a weapon on one or more days in the last 30 days.
- One-third of students in the United States report participating in a physical fight one or more times in the past year.

#### Lesson Plan

##### Objectives:

Students will be able to:

- Create and interpret body language/expressions of emotions
- Identify underlying causes of body language

##### Materials:

- Emotion cards (write emotions written on 3 X 5 cards)
- Paper and pens/pencils

##### Project and Purpose:

Students know that *words* express how we feel, but they may not be aware of what their *non-verbal* language says to others. This lesson explores the messages we send with our *body language*.

1. Write a variety of emotions on 3 X 5 cards (e.g., misunderstood, afraid, hurt, rejected, happy, enthusiastic, embarrassed, frustrated, etc.). Have each student take out a piece of paper and something to write with.
2. Begin the lesson by talking to students about the “tools” actors use: body language, voice, gestures, facial expressions. Explain that in this lesson, students will use their bodies and imaginations to create a series of emotional poses.
3. Have a volunteer select one emotion card; he/shewill use his body to “pose”—expressing that emotion. Remind the student that he/she must be able to “freeze” in that position and hold it without moving for the next two steps (about two minutes).
4. Within 30 seconds, ask students to silently write the emotion that they believe the volunteer is expressing in the pose. Quickly share the students’ guesses out loud while the volunteer remains in the frozen pose. Ask why students selected those words.
5. Now ask the volunteer to show the emotion card. Did anyone in the class guess correctly?
6. Repeat the exercise three more times with three different volunteers and emotion cards.
7. Repeat the exercise a fourth time, but this time, instead of asking students to write their guesses of the emotion, give the class one minute to use their imagination and write what happened to the person to make him/her have this emotion and body language.
8. Ask the students to share. Did anyone have the same ideas?
9. Ask the volunteer what he/she had in mind for the cause of the emotion he/she was expressing. Did anyone guess correctly?

##### Class Discussion Questions:

1. Do you think the media is playing a role in the increase of youth violence? Why or why not? If you said yes, what do you think should be done?
2. Martin Luther King, Jr. once said, "The limitation of riots ... is that they cannot win and their participants know it. Hence, rioting is not revolutionary but reactionary because it invites defeat." Do you agree with this statement? Why or why not? Do you think the same can be said for violence in general? Why or why not?

**Self-Reflection Questions:**

1. Do you consider yourself to be a violent or a non-violent person? Would your friends agree? Why? How do your actions support your statement?
2. How does it make you feel when someone yells at you or gets angry with you? Most people get angry in return. Why do you think this is? How can you find a healthy balance between standing up for yourself and being non-violent?

**Evaluation:**

- Did all students participate in the exercise and class discussions?
- Did students learn how body language expresses emotion?
- Were students able to accurately interpret the signs of body language?

## Teens Beating the Odds TEACHER'S GUIDE

### What teachers need to know:

Being **resilient** is the ability to “hang in there” or “bounce back” from frustrations and setbacks. It also means being able to adapt to change, and to appropriately handle stress or problems. The end result of **resiliency** is feeling successful and confident.

According to the study *Fostering Resiliency in Kids* by Bonnie Bernard (1991), resilient children share the following attributes:

- **Social Competence:** Resilient children respond to others and others respond easily to them. They are active, both physically and socially, flexible and adapt well to changes. Quite often, resilient children show signs of a great sense of humor and can laugh at themselves as well as life's situations.
- **Problem-Solving Skills:** Resilient children are able to think through challenging situations and find a solution.
- **Autonomy:** Resilient children know who they are, can act independently and feel a sense of control over their situations/environments.
- **Sense of Purpose and Future:** Resilient children plan and set goals. They typically believe in a bright future.

### Lesson Plan

#### Objectives:

Students will:

- Discuss how the poem “Still I Rise” illustrates resiliency
- Apply resilient qualities to their own lives

#### Materials:

- Make copies of the Maya Angelou poem, “Still I Rise” (available at <http://www.poemhunter.com/p/m/poem.asp?poet=6834&poem=33053>. Please note stanza seven (7) may not be appropriate for all grade/maturity levels.
- Paper, pens, pencils
- Poetry books, magazines or approved poetry websites

#### Project and Purpose:

Students will read and discuss Maya Angelou's poem “Still I Rise” to better understand resiliency and apply what they learn to their own lives.

1. If possible, place desks/chairs in a circle so everyone can see each other.
2. Begin a discussion about what makes a person resilient, or what attributes resilient people have in common (see list above in, “What teachers need to know”).
3. Ask students to think of examples from history or from their own lives where resiliency made a person or a group of persons strong enough to overcome an obstacle. Have students be very specific in their answers.
4. Distribute copies of the poem, “Still I Rise” and ask students to read it silently to themselves.
5. When everyone is ready, have the class do a “read-around.” This is when each member of the class reads one *physical* line of the poem, even if it is only one word. Begin the poem with a different person and read a second round. This time, ask each reader to read his/her line with strong emotion or attitude that matches the words. They may also use volume and speed of delivery.
6. Ask the group which lines meant something to them and why.
7. Ask: *Who is this poem about? How do you know? Which lines tell you that?*
8. Discuss the following question: *How does this poem illustrate resiliency?*
9. Assign students to write a personal response to this poem either in a formal paper or in an informal journal entry.

#### Class Discussion Questions:

1. What challenges did the kids in the video overcome? How does this make them resilient?
2. What skills should a person learn to become more resilient?
3. Do you believe that “every child can succeed...against all odds?” Explain your answer.

**Self-Reflection Questions:**

1. The video speaks of the three Ps that make it hard to be resilient. Permanent (problems will never go away). Pervasive (problems are everywhere in your life). Personal (you feel everything is your fault). How have you overcome any of these three Ps in your life? Explain.
2. What resilient people do you admire? Describe how they have overcome challenges.
3. What is one area in your life where you show, or want to show, resiliency? What obstacles are in your way?

**Evaluation:**

- Did each student participate in the poem read around and resiliency discussions?
- Did students understand the concepts and signs of resiliency?
- Did students complete the written assignments?

**Still I Rise**  
by Maya Angelou

You may write me down in history  
With your bitter, twisted lies,  
You may trod me in the very dirt  
But still, like dust, I'll rise.

Does my sassiness upset you?  
Why are you beset with gloom?  
'Cause I walk like I've got oil wells  
Pumping in my living room.

Just like moons and like suns,  
With the certainty of tides,  
Just like hopes springing high,  
Still I'll rise.

Did you want to see me broken?  
Bowed head and lowered eyes?  
Shoulders falling down like teardrops.  
Weakened by my soulful cries.

Does my haughtiness offend you?  
Don't you take it awful hard  
'Cause I laugh like I've got gold mines  
Diggin' in my own back yard.

You may shoot me with your words,  
You may cut me with your eyes,  
You may kill me with your hatefulness,  
But still, like air, I'll rise.

Does my sexiness upset you?  
Does it come as a surprise  
That I dance like I've got diamonds  
At the meeting of my thighs?

Out of the huts of history's shame  
I rise  
Up from a past that's rooted in pain  
I rise  
I'm a black ocean, leaping and wide,  
Welling and swelling I bear in the tide.  
Leaving behind nights of terror and fear  
I rise  
Into a daybreak that's wondrously clear  
I rise  
Bringing the gifts that my ancestors gave,  
I am the dream and the hope of the slave.  
I rise  
I rise  
I rise.



## From Rude to Respectful TEACHER'S GUIDE

### What teacher's need to know:

- A poll conducted by the National Association of Secondary School Principals found that 89% of grade school teachers and principals reported that they “regularly” face abusive language from students.
- In 2000, the University of South Carolina’s Center for Child and Family Studies evaluated its state’s four-year character education initiative and found that approximately 90% of the educators surveyed reported improvement in student attitudes and behavior, 60% reported improvement in academic performance and more than 65% reported improved teacher and staff attitudes.
- A 1998 survey of 356 high school teachers, published in the *American School Board Journal*, found that nine out of 10 teachers say that cheating is a problem, and half say that they encounter students cheating in most of their classes. According to teachers, this is because of an “erosion of ethics in a self-centered culture.”

### Lesson Plan:

#### Objectives:

- Discuss examples of civil and rude or “uncivil” behaviors
- Work with group members to develop a scenario based on an uncivil behavior
- Conclude the short- and long-term consequences of acting uncivilly

#### Materials:

- Paper, writing implements; black/white board.

### Project and Purpose:

1. Explain to your students what it means to be civil toward others.  
i.e. *When you are civil to a person, you behave in a polite and respectful manner.*
2. Ask your students to give examples of civil and uncivil behaviors. Record their responses on the board.  
**Civil examples:** helping a new student find his way around school, holding the door open for someone, walking your younger sibling home from school, tutoring your friend.  
**Uncivil examples:** using bad language, teasing a student, talking during class while your teacher is teaching, not performing your chores at home, arguing with your parents, reading your sibling’s diary
3. Divide your class into groups of four students. Assign each group one of the uncivil examples from the class list, or allow groups to use a new example that you approve. Explain to your students that they will act out a scenario in which the uncivil action is performed. Share with your students the following rules:
  - The scenario must include the following roles – student, friend, and parent or teacher.
  - The scenario must present the short- and long-term consequences of the uncivil action.
4. Allow students time to develop and practice their scenarios with their group members.  
**Note:** You may want to assign this part of the activity as future class work or homework.
5. On the date you specify, have groups perform their scenarios for the class.
6. After all groups have performed their scenarios and evaluations, lead a follow-up class discussion using the following questions as a guide:
  - Do you think most kids today are polite and respectful? Explain.
  - Are some behaviors more uncivil than others? Explain.
  - Do your parents expect you to act civilly toward others? What are the consequences if you are uncivil?
  - What could you do to promote civility in your school?

### Class Discussion Questions:

1. What character traits would you associate with civil behavior? Uncivil behavior?
2. Do you think kids today are less civil than kids 20 years ago? Explain. Do you think the standards for polite and civil behavior change with every generation? Explain.
3. In your opinion, why is it important to act civilly toward another person, even if he or she is a stranger?

**Self-Reflection Questions:**

1. What important values have your parents taught you? Do you always live by these values? Explain.
2. Think of a time when you witnessed one of your classmates being uncivil toward your teacher or another student. How did it make the person feel? How did it make you feel? How did the class react? What is one thing you would do differently if you experienced that same situation today?
3. Have you ever been the victim of uncivil behavior? What did you do or say in response? Was your behavior appropriate? Explain your answer.

**Evaluation:**

Did students understand the difference between civil and uncivil behavior?

Did students work cooperatively in groups to prepare a scenario?

Did students participate in the discussions?

## THE BUY-ME GENERATION TEACHER'S GUIDE

### What teachers need to know:

According to John DeGraaf, co-author of the book (and creator of the term) *AFFLUENZA*:

*"Affluenza is an obsession with stuff, never being satisfied with the things one has, always needing the latest, the newest...and in many cases, the name brand. It cuts across all socio-economic levels and age groups and is spread by the advertising community, peer pressure and self imposed pressure. Those caught in 'affluenza' define themselves by their possessions and their ability and desire to have more things."*

Consider these facts:

- 93% of teenage girls say shopping is their favorite pastime.
- The average college student has \$3,000 in credit card debt.
- Children ages 12 and under influenced more than \$500 billion of their parents' purchases in the year 2000.
- Kids aged 12-19 spent \$155 billion of their own money in 2001.
- In a recent survey, 62% of 12- to 13-year-olds say that buying certain products make them feel better about themselves.

### Lesson Plan

#### Objectives:

Students will:

- Imagine the job they will have as an adult
- List the things they would like to be known for when they retire
- Write a speech that would be delivered at their retirement dinner about their accomplishments and what has been most important to them

#### Materials:

- Paper, pens/pencils; black/white board

#### Project and Purpose:

Students will present the speech they would deliver at their own retirement dinner, reflecting on what has been most important to them in life.

1. Begin by asking students to write down the career they would like to have.
2. Then say, *Imagine you are 65 years old and retiring from the job you love. Your co-workers are throwing a dinner for you and they would like you to present a speech! In the speech, they would like you to reflect on your career and your accomplishments and talk to them about what has been most important in your life.*
3. Have students take 5-10 minutes to write a list of possible "future" accomplishments, both personal and work-related. Encourage students to talk to a friend in the class to help them develop their lists.
4. Then have students make a second list of the most important things in their lives, considering what they might feel is most important when they are 65 (older than their parents!) Try not to elaborate on this; encourage students to interpret the assignment.
5. When they have completed both lists, have students use the information to write the speech they will give at their retirement dinner. You may wish to assign this as homework or during another class time.
6. When students have completed their speeches, ask volunteers to share their work with a partner. Have each partner listen and write down the "highlights" of the other person's speech.
7. Gather the class together and ask partners to share the highlights. At the end of the presentations, ask the class, *What seemed to be repeated as "most important?" Were they material things or non-material things? Were they relationships? Accomplishments? Opportunities we created for others? Volunteering? What do our speeches tell about us? Which things will make a lasting impression? Why?*
8. Have students create a written response to the exercise. Have each student provide an answer to: *What did you discover about what is important by completing this activity?*

#### Class Discussion Questions:

1. Do you think that teens today suffer from *affluenza*? Explain your answer and give specific examples to support your opinion.

2. How do adults fit into the affluenza formula? Do you think the adults in your life have affected how you look at consumerism? How so? Who or what else influences how kids buy things, want things?
3. Agree or disagree with this statement: "There is such a thing as too much money." Explain your answer.

**Self-Reflection Questions:**

1. How do you distinguish between what you want and what you need? Would you say you operate on an "I need it" basis or an "I want it" basis when you shop? Explain your answer.
2. How do you define yourself? Do you define yourself by what you own or by other measures? Who are you "without your stuff"?
3. What would you do if you didn't or couldn't have ANYTHING else? What would you think about? What would you do?

**Evaluation:**

- Did students complete the written portions?
- Did each partner actively listen and write their partner's speech highlights?
- Were students able to analyze their speeches to discover what is important to them?
- Did each student complete the questions?