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National Health Education Standards

Students will:

1. comprehend concepts related to health promotion and disease prevention to enhance health
2. analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
3. demonstrate the ability to access valid information and products and services to enhance health
4. demonstrate the ability to use interpersonal communication skills to enhance health, avoid risks
5. demonstrate the ability to use decision-making skills to enhance health
6. demonstrate the ability to use goal-setting skills to enhance health
7. demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks
8. demonstrate the ability to advocate for personal, family, and community health

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Teacher's Guide

Teaching This Issue

YOUR WORLD

What's Bugging Everyone?

(p. 6) 1020L

Key Points

- Bedbugs are dependent upon humans for survival.
- They are tiny and can hide in very small, dark, enclosed places.
- Fortunately, unlike ticks and mosquitoes, bedbugs don't carry disease. Some victims don't even realize they have been bitten.
- Bedbugs are hard to kill and are resistant to many treatments.

Think and Discuss

Besides bedbugs, what are some other critters that can hide in your home? Which worry you the most, and why?

Extension Activities

- Go online or visit your library to find out more about why today's bedbugs can survive higher pesticide levels than bedbugs of the past. Why is that a problem? What are some possible solutions to the problem?
- The article mentions that dogs and wasps have been used to detect bedbugs. Go online to learn more about the ways animal workers can help humans live better lives.

Resources

- Mayo Clinic article on bedbugs: **www.mayoclinic.com/health/bedbugs/ds00663**
- Cooperative Extension System offices across the U.S.: **www.csrees.usda.gov/extension**

YOUR RELATIONSHIPS

By Popular Demand

(p. 10) 960L

Key Points

- Popularity can have benefits, but it also can have drawbacks, such as the constant need to keep up appearances or the feeling that it's necessary to knock others down.
- There may also be health drawbacks for popular teens. They may feel more pressure to engage in risky behaviors or violence.
- Many people believe that instead of striving for popularity, it's more important for everyone to work on having (and being) a kind, trustworthy friend.

Think and Discuss

In the article, Danielle L. and Eric M. have negative things to say about popular kids they know. Why, do you think, is that? Is it possible that the things Danielle and Eric say about those kids are not actually true?

Extension Activity

- With students' help, organize an event for Mix It Up at Lunch Day, on October 18. Students sit with different people in the cafeteria in order to meet new people. Learn more at **www.tolerance.org/mix-it-up**.

Resources

- Teaching Tolerance: **www.tolerance.org**
- *The Geeks Shall Inherit the Earth: Popularity, Quirk Theory, and Why Outsiders Thrive After High School*, by Alexandra Robbins (Hyperion, 2011)

YOUR ENERGY

The Benefits of Breakfast

(p. 13) 1250L

Key Points

- A good breakfast provides the energy you need to get through the day. It has also been shown to improve memory, concentration, problem-solving ability, and mood.
- Experts say an ideal breakfast has a good mix of protein, complex carbohydrates, and fat.
- A healthy breakfast doesn't need to be limited to traditional breakfast foods.

Think and Discuss

Packaged breakfast cereals are a standard breakfast food around the United States. Analyze the influence of companies, culture, marketing, and the media on that phenomenon.

Extension Activities

- As a class, make some of the quick breakfast foods mentioned on page 15 of the magazine and have a taste test. Compare those foods with commonly available cereals or fast-food breakfast options. Are the homemade foods tastier? healthier? Do they take more, less, or the same amount of time to make (or buy) as the other breakfasts?
- Have students research common breakfasts around the world. What do the meals have in common? How are they different? Give bonus points for those who try out a new breakfast that they learn about!

Resources

- The U.S. Department of Agriculture: **www.choosemyplate.gov**
- *Fueling the Teen Machine*, by Ellen Shanley and Colleen Thompson (Bull Publishing Co., 2011)

YOUR CHOICES

Procrastination Makeover: Homework Edition (p. 16) 840L

Key Points

- Procrastination is common: About 25 percent of people admit to regularly procrastinating.
- Experts say procrastinating rarely has a long-term payoff.
- Tips for avoiding procrastination include disconnecting from technology; allowing more time than you think is needed for a task; focusing on individual tasks that make up the larger job; thinking positively; making lists to track goals; and working toward those goals as part of your regular routine.

Think and Discuss

As a class, make a list of upcoming projects or papers members of the class are working on. Work together to break each of them into smaller pieces or mini projects.

Extension Activity

- As a class, come up with a precommitment exercise. Precommitting means acting now to prevent future temptation to procrastinate. Have students set deadlines for earlier drafts of papers rather than one final deadline. Discuss how precommitment can affect students' motivation and quality of work.

Resources

- Procrastinators Anonymous: **www.procrastinators-anonymous.org/node/3036**
- Procrastination Research Group at Carleton University in Ottawa: **http://http-server.carleton.ca/~tpychyl**
- *The Procrastination Equation: How to Stop Putting Things Off and Start Getting Stuff Done*, by Piers Steel (Harper, 2010) **http://procrastinus.com**

YOUR MIND

Coping, With Courage

(p. 20) 1010L

Key Points

- Post-traumatic stress disorder (PTSD) is a mental illness that develops in response to a stressful, threatening event that prompts feelings of fear or helplessness.
- PTSD is diagnosed if a person has a combination of three symptoms.
- There are several effective treatments for PTSD.

Think and Discuss

Reflect on an upsetting or traumatic event in your past or in the life of a loved one. How does that kind of event resonate in unexpected ways months or years later?

Extension Activities

- Have students consider the ways media coverage of traumatic events relates to our understanding of PTSD. More information on the subject is available in the article "Media Coverage of Traumatic Events," by the National Center for PTSD of the U.S. Department of Veterans Affairs, at **www.ptsd.va.gov/public/pages/media-coverage-traumatic-event.asp**
- This month marks the 10th anniversary of the Sept. 11, 2001, attacks. Discuss the attacks and their aftermath with students, with an eye toward PTSD. Public TV station WNET created a post-9/11 series that looked in part at PTSD. Learn more at **www.pbs.org/inthemix/newnormal/**.

Resource

- The National Institute of Mental Health: **www.nimh.nih.gov/health/publications/post-traumatic-stress-disorder-ptsd/complete-index.shtml**

ANSWER KEY **Procrastination Prevention:** Answers will vary. **Start the Day Right!** Answers will vary. **Reading comprehension work sheet for *What's Bugging Everyone?*: 1.** B, **2.** B, **3.** C, **4.** D, **5.** B, **6.** Answers will vary. **Reading comprehension work sheet for *By Popular Demand*: 1.** A, **2.** B, **3.** A, **4.** A, **5.** Answers will vary. **Reading comprehension work sheet for *The Benefits of Breakfast*: 1.** C, **2.** B, **3.** B, **4.** D, **5.** B, **6.** Answers will vary. **Reading comprehension work sheet for *Procrastination Makeover:Homework Edition*: 1.** B, **2.** D, **3.** A, **4.** D, **5.** Answers will vary. **Reading comprehension work sheet for *Coping, With Courage*: 1.** C, **2.** D, **3.** E, **4.** A, **5.** Answers will vary.

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ACTIVITY WORK SHEET

Procrastination Prevention

Directions: Read the article "Procrastination Makeover: Homework Edition" (page 16). Then use this chart to help you plan an upcoming project or school paper. Make copies first, and use this chart again and again!

Name of upcoming project: _____

Due date: _____

1. The first step is to break up a big project into smaller portions, or mini projects, that make up the whole. Give each of those smaller goals a separate due date.

Step 1: _____ **Due:** _____

Step 2: _____ **Due:** _____

Step 3: _____ **Due:** _____

Step 4: _____ **Due:** _____

2. List other items you need, people you need to talk with, places you need to go, or any other tasks you need to do in order to successfully complete your project. Check each item off as it is completed.

☐ _____ ☐ _____

☐ _____ ☐ _____

☐ _____ ☐ _____

☐ _____ ☐ _____

3. Some experts believe it helps to imagine the worst possible outcome should you not complete your goal on time. What might happen if you don't complete this project on time?

_____

_____

4. It's helpful to make work toward completing your project part of your routine. Look at your usual weekly schedule, and take note of any chunks of time you can devote to this project.

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

DON'T FORGET!

Here are some additional tips to keep in mind as you work on your project.

- Disconnect from music, TV, games, and social networks while you work.
- Find role models to help keep you on track toward your goal.
- Focus on one action, and do it without excuses or delays.
- Remind yourself of past successes.
- Take care of yourself physically.
- Don't view a setback as a defeat.

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ACTIVITY WORK SHEET

Start the Day Right!

Directions: After reading the article "The Benefits of Breakfast" (page 13), spend some time thinking about how you can make a healthy breakfast work for you.

PART 1: Circle *T* for true or *F* for false, or select the best answer for each of the breakfast statements below.

1. I usually wake up with plenty of time to prepare and eat breakfast. **T** **F**
2. I usually wake up very hungry. **T** **F**
3. I don't often wake up very hungry. **T** **F**
4. I eat breakfast every day, and it is healthy. **T** **F**
5. I eat breakfast every day, but it is not very healthy. **T** **F**
6. I rarely eat breakfast. **T** **F**
7. I don't like to eat breakfast. **T** **F**
8. I would like to eat breakfast more often. **T** **F**
9. I prefer to eat breakfast: **sitting down at home.** **on the go.** **when I arrive at school.** **some other way.**
10. On school days, I eat lunch: **very early.** **at a time that works for me.** **very late.**

PART 2: Think about the answers you provided above, and elaborate on them in the spaces below.

1. How do your wake-up time and morning get-ready time influence your ability to eat a healthy breakfast? Can you adjust your morning routine in order to eat a better breakfast?

_____

_____

_____

2. How does the rest of your day affect your breakfast time or choices?

_____

_____

_____

PART 3: The magazine article provides many ideas for making healthy breakfasts a part of your day. On the lines below, list some ideas of breakfast foods, either from the article or new ones, that you are willing to try.

Breakfast eaten at home at a table	Breakfast that's easily eaten on the go	Breakfast containing foods not usually eaten in the morning
_____	_____	_____
_____	_____	_____
_____	_____	_____

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READING COMPREHENSION

Your World: 'What's Bugging Everyone?'

Directions: Read the story "What's Bugging Everyone?" (page 6). Then answer the questions below.

1. Bedbugs like to hide in dark, protected spaces. So how do they find humans?

A. They have special night vision.
B. They detect the carbon dioxide we exhale.
C. Bedbugs bite only humans who sleep in dark rooms.
D. all of the above

2. True or false: Bedbugs spread disease.

A. true **B.** false

3. Bedbugs commonly enter a home by

A. crawling up from the basement.
B. making themselves comfortable only in dirty, messy places.
C. hitchhiking on clothing, luggage, or other items.
D. all of the above

4. Which of the following is *not* part of a possible solution to a bedbug infestation?

A. calling in bug-sniffing dogs and wasps to identify bugs
B. treatment with high temperatures
C. treating belongings with a special colorless, odorless gas
D. spray-on chemicals you can easily buy at the store

5. What is the main idea of this article?

A. Bedbugs are difficult to detect, so people are afraid of them.
B. Bedbugs are making a comeback, but they can be treated.
C. Bedbugs are small, so some people don't know they've been bitten.
D. Increasing resistance to chemicals makes it difficult to treat infestations.

6. List three facts from the article that back up the main idea you selected above.

A. _____

B. _____

C. _____

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READING COMPREHENSION

Your Relationships: 'By Popular Demand'

Directions: Read the story "By Popular Demand" (page 10). Then answer the questions below.

1. What is one way the article says popularity or status can be used for a positive goal?

- **A.** to make school a more welcoming place
- **B.** to encourage uncool kids to be quiet
- **C.** to help teens gain leadership positions in clubs and teams
- **D.** If the popular kids are jerks, it makes everyone else at school look nicer in comparison.

2. Which is *not* a possible drawback of popularity, according to the article?

- **A.** added peer pressure to engage in risky behaviors
- **B.** popular kids have a hard time making good friends with others
- **C.** stress from always feeling the need to keep up appearances
- **D.** a constant feeling that it's necessary to knock other teens down

3. One expert in the article believes the middle of the popularity spectrum is the best place to be because

- **A.** you can get some benefits of popularity while sidestepping the pitfalls.
- **B.** it makes it easier to genuinely care about other people's needs.
- **C.** you can embarrass yourself sometimes and don't have to feel as if it's a big deal.
- **D.** all of the above
- **E.** none of the above

4. Why, do you think, might it be helpful to learn whether a celebrity was popular as a teen?

- **A.** to see that things can change for the better after high school
- **B.** so you can get the same haircut and become popular
- **C.** because it can make you feel worse about yourself right now
- **D.** so you can decide whether or not the celebrity ought to be famous

5. Sometimes bullying becomes part of the popularity equation at school. What are some ways you can help a classmate or a friend (or yourself) if bullying is or becomes a problem? To whom can you turn for help?

_____

_____

_____

_____

_____

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READING COMPREHENSION

Your Energy: 'The Benefits of Breakfast'

Directions: Read the story "The Benefits of Breakfast" (page 13). Then answer the questions below.

1. Which is the best choice for a healthy breakfast, according to what you learned from the article?

A. eggs, bacon, sausage, and toast with peanut butter
B. breakfast cereal with the lowest amount of added sugar you can find
C. a breakfast sandwich with an egg and cheese on whole-wheat toast
D. a doughnut, coffee, juice, and an apple

2. True or false: Caffeine is always a good component of a healthy breakfast.

A. true **B.** false

3. About how many calories should a good breakfast contain, according to the article?

A. 50 to 100
B. 400 to 500
C. 1,500 to 2,000
D. It doesn't matter as long as it's healthy.

4. What is the main reason eating a good breakfast helps you eat right later, according to the article?

A. Breakfast keeps you from craving unhealthy snacks.
B. Eating breakfast makes people smarter, so they know to avoid overindulging.
C. People who eat good breakfasts are generally people who don't overeat.
D. Breakfast keeps you from getting hungry and running on fumes, helping you avoid overating.

5. True or false: You should eat only breakfast foods at breakfast time.

A. true **B.** false

6. List three new breakfast ideas you learned from the article that you might like to try.

A. _____

B. _____

C. _____

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READING COMPREHENSION

Your Choices: 'Procrastination Makeover'

Directions: Read the story "Procrastination Makeover: Homework Edition" (page 16). Then answer the questions below.

1. What is procrastination?

A. the act of doing something before it's asked of you
B. the act of intentionally putting something off until the last minute
C. late adolescence
D. a fancy word for "doing homework"

2. Which is a health woe that has not been linked to frequent procrastination?

A. headaches
B. stomachaches
C. depression
D. poor grades in health class

3. Which is *not* a tip offered by the article?

A. Have a friend call you every night to make sure you are doing your homework.
B. Break large projects up into smaller pieces.
C. Use lists to track your goals.
D. Imagine the worst possible outcome if you procrastinate.

4. What is the main idea of this article?

A. Because many people procrastinate, it's easy to get an extension on school project due dates.
B. Instead of doing your homework, clean your room.
C. It's easy to buckle down and do your homework in the first place.
D. Procrastination is common, but there are many ways you can avoid it.

5. List three facts from the article that back up the main idea you selected above.

A. _____

B. _____

C. _____

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READING COMPREHENSION

Your Mind: 'Coping, With Courage'

Directions: Read the story "Coping, With Courage" (page 20). Then answer the questions below.

1. What is post-traumatic stress disorder (PTSD)?

A. one kind of headache that begins after a person recovers from childhood cancer
B. a mental illness that some people are born with
C. a mental illness that develops in response to a stressful or traumatic event
D. a type of bone fracture

2. Effective treatments for post-traumatic stress disorder include

A. learning relaxation skills.
B. a type of psychotherapy called cognitive behavioral therapy.
C. prescription medications.
D. A, B, and C
E. There are no effective treatments.

3. How does the brain react when a person is dealing with post-traumatic stress disorder?

A. The person thinks he or she is being threatened even when there is no threat.
B. The brain sends a pain message to the nerves in the person's body.
C. One part of the brain seems to be overactive in people with PTSD.
D. A and B
E. A and C
F. B and C

4. True or false: In rare cases, post-traumatic stress disorder can result from common stressors in teens' lives, such as parents' divorces, deaths of loved ones, or moves to new places.

A. true **B.** false

5. List three surprising new things you learned from this article.

A. _____

B. _____

C. _____

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