Validity

Do students respond truthfully?
Research on the validity and reliability of self-report surveys among school-based populations suggest that surveys are reliable methods of collecting data from young people. In fact, research on the national YRBSS indicates young people respond truthfully when:

- Participation is voluntary;
- students perceive the survey as important; and
- students feel that measures have been taken to preserve their privacy and ensure anonymity.

This survey meets these criteria.

Appeals to youth:
We value your voice
We will use this to help other young people

Background and Methodology
Checks are conducted to test for the reasonableness of responses and for the consistency of responses across related items across the survey data and towns.

The validity of the survey is further bolstered by using a questionnaire based largely upon the CDC Youth Risk Behavior Surveillance System. The YRBSS is a standardized instrument developed by the CDC in collaboration with other national and local health education agencies. A number of published articles address the validity and test-retest reliability of the instrument.

Find a Therapist (City or Zip)

Amy Morin
What Mentally Strong People Don't Do

ANXIETY

10 Reasons Teens Have So Much Anxiety Today

We've created an environment that fosters anxiety rather than resilience.

Posted Nov 03, 2017

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Source: Fotolia

The *New York Times* recently published an article called, "**Why Are More American Teenagers Than Ever Suffering From Severe Anxiety**?" The author chronicled several teens' battle with anxiety over the course of a few years.

The article questioned why we're seeing such a rise in anxiety among today's youth. As a psychotherapist, college lecturer, and author of *13 Things Mentally Strong Parents Don't Do*, I agree that anxiety is a widespread issue among adolescents. It's the most common reason people of all ages enter my therapy office.

Some young people are overachieving perfectionists with a crippling fear of failure. Others worry so much about what their peers think of them that they're unable to function.

Some have endured rough circumstances throughout their young lives. But others have stable families, supportive parents, and plenty of resources.

I suspect the rise in anxiety reflects several societal changes and cultural shifts we've seen over the past couple of decades. Here are the top 10 reasons:

1. Electronics offer an unhealthy escape.

Constant access to digital devices lets kids escape uncomfortable emotions like boredom, loneliness, or sadness by immersing themselves in games when they are in the car or by chatting on social media when they are sent to their rooms.

And now we're seeing what happens when an entire generation has spent their childhoods avoiding discomfort. Their **electronics replaced opportunities to develop mental strength**, and they didn't gain the coping skills they need to handle everyday challenges.

2. Happiness is all the rage.

Kids grow up believing that if they don't feel happy around the clock, something must be wrong. That creates a lot of inner turmoil. They don't understand that it's normal and healthy to feel sad, frustrated, guilty, disappointed, and angry sometimes, too.

3. Parents are giving unrealistic praise.

Saying things like, "You're the fastest runner on the team," or "You're the smartest kid in your grade," doesn't build self-esteem. Instead, it puts pressure on kids to live up to those labels. That can lead to crippling fear of failure or rejection.

4. Parents are getting caught up in the rat race.

Many parents have become like personal assistants to their teenagers. They work hard to ensure their teens can compete: They hire tutors and private sports coaches and pay for expensive SAT prep courses. They make it their job to help their teens build transcripts that will impress a top school. And they send the message that their teen must excel at everything in order to land a coveted spot at such a college.

5. Kids aren't learning emotional skills.

We emphasize academic preparation and put little effort into teaching kids the *emotional* skills they need to succeed. In fact, a national survey of first-year college students revealed that 60 percent feel emotionally unprepared for college life.

Knowing how to manage your time, combat stress, and take care of your feelings are key components to living a good life. Without healthy coping skills, it's no wonder teens are feeling anxious over everyday hassles.

6. Parents view themselves as protectors rather than guides.

Somewhere along the line, many parents began believing their role is to help kids grow up with as few emotional and physical scars as possible. They became so overprotective that their kids never practiced dealing with challenges on their own. Consequently, these kids have grown up to believe they're too fragile to cope with the realities of life.

7. Adults don't know to help kids face their fears the right way.

At one end of the spectrum, you'll find parents who push their kids too hard. They force their children to do things that terrify them. On the other end, you'll find parents who don't push kids at all. They let their kids opt out of anything that sounds anxiety-provoking.

Exposure is the best way to conquer fear but only when it's done incrementally. Without practice, gentle nudging, and guidance, kids never gain confidence that they can face their fears head-on.

8. Parents are parenting out of guilt and fear.

Parenting stirs up uncomfortable emotions, like guilt and fear. But rather than let themselves feel those emotions, many parents are changing their parenting habits. So they don't let their kids out of their sight because it stirs up their anxiety, or they feel so guilty saying no to their kids that they back down and give in. Consequently, they teach their kids that uncomfortable emotions are intolerable.

While organized sports and clubs play an important role in kids' lives, adults make and enforce the rules. Unstructured play teaches kids vital skills, like how to manage disagreements without an adult refereeing. And solitary play teaches kids how to be alone with their thoughts and comfortable in their own skin.

10. Family hierarchies are out of whack.

Although kids give the impression that they'd like to be in charge, deep down they know they aren't capable of making good decisions. They want their parents to be leaders—even when there is dissension in the ranks. And when the hierarchy gets muddled—or even flipped upside down—their anxiety skyrockets.

How to Address the Anxiety Epidemic

We've created an environment that fosters anxiety in young people, rather than resilience. And while we can't prevent all anxiety disorders—there's definitely a genetic component—we can do a better job helping kids build the mental muscle they need to stay healthy.

Facebook image: solominviktor/Shutterstock

About the Author

Amy Morin, LCSW, is a licensed clinical social worker, psychotherapist, and the author of *13 Things Mentally Strong People Don't Do.*

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United States

Sleep Factors 2006-2018
Natick High School (Grades 9-12)
MetroWest Adolescent Health Survey

Legend:
- Sleeps 8+ hours on an average school night
- Life "very" stressful (past 30 days)
- Had trouble falling/staying asleep or slept too much (often/very often for the past 2 weeks)
- Spend 3+ hours on homework/studying outside of school on average school day
- Spend 3+ hours online on average school day
- Spend 3+ hours gaming on average school day
- Spend 3+ hours on extracurricular activities outside of school on average school day

Data labels: 29%, 28%, 27%, 32%, 35%, 35%, 29%, 36%, 35%, 28%, 27%, 36%, 33%, 26%, 24%

X-axis:
- 2006 (n=1083)
- 2008 (n=1120)
- 2010 (n=1114)
- 2012 (n=1180)
- 2014 (n=1292)
- 2016 (n=1278)
- 2018 (n=1372)

Y-axis: Percent of Students (0% to 100%)

Botvin Health Connections™

Botvin LifeSkills·Training

e-Cigarettes and Vaping

Introduction

Botvin Health Connections™ is a resource for educators and facilitators who are implementing the *Botvin LifeSkills Training* (LST). It is intended to help them bring to light critical health topics such as electronic cigarettes (e-cigs) and vaping. This resource is designed to provide background information on the issue for educators as well as provide strategically placed *lesson connections* related to e-cigarettes and vaping. This resource is not intended to replace lessons but bring emphasis on the topic or health risk for students participating in the Botvin LifeSkills Training program.

What are e-cigarettes and how do they work?

Electronic cigarettes and vape products can come in many different shapes and sizes. These devices typically can also be referred to as *e-cigs, vapes, vape pens, tanks, mods, etc.* They are also sometimes referred to as Electronic Nicotine Delivery Systems (ENDS). They can resemble regular combustible cigarettes, USB drives, or take other forms depending on the device.

Electronic cigarettes and vape products heat a liquid (typically known as *e-liquid*) to create a vapor or aerosol which is then inhaled. *Vaping* is used commonly to refer to inhaling vapor or aerosol from these devices. *E-liquid* may or may not contain nicotine and often comes in flavors that are enticing to youth (bubble gum, candy, mint, fruit, etc.).

Scope of the Problem

E-cigarette (*e-cigarettes, vapes, vape pens, etc.*) usage rates among youth have significantly increased in recent years and is an immediate public health concern. The 2018 Monitoring the Future national survey revealed a significant increase in *vaping with nicotine*, up from 18.9% to 25.2% (8th, 10th, and 12th grades combined). Data also indicated the that usage of *vaping, just flavoring* increased from 24.9% to 28.3% for the same population.

Source: Johnston, L. D., Miech, R. A., O'Malley, P. M., Bachman, J. G., Schulenberg, J. E., & Patrick, M. E. (2019). Monitoring the Future national survey results on drug use 1975-2018: Overview, key findings on adolescent drug use. Ann Arbor: Institute for Social Research, University of Michigan.
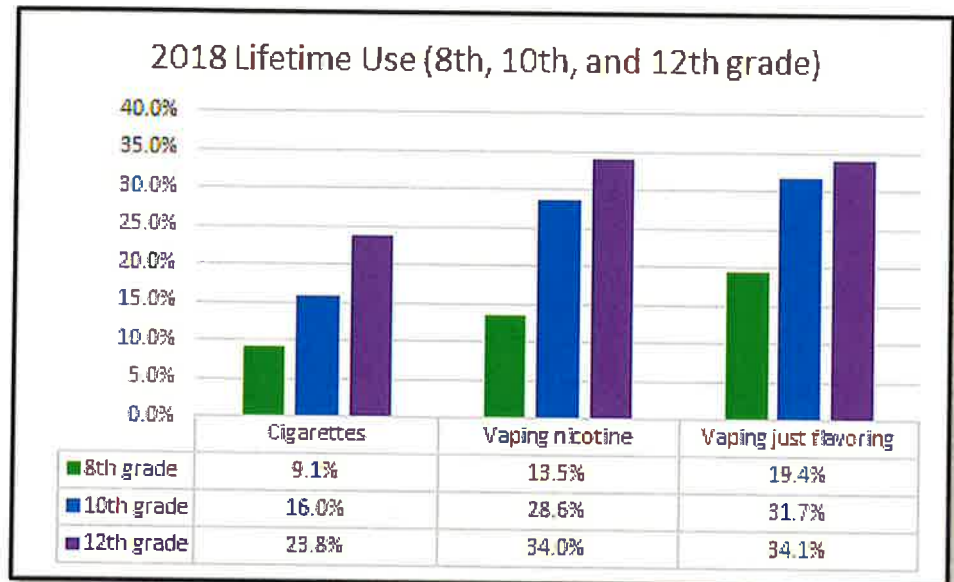
Scope of the Problem (cont.)

Recent survey data shows that e-cigarette use among youth has increased at an unprecedented rate. While most youth still choose not to smoke or vape, increases in usage raises serious health concerns for the future. The 2018 Monitoring the Future Survey reported lifetime (ever) use rates were significantly higher among 8th, 10th, and 12th grade students[1].

The increase in "just flavoring" is alarming and may lead to an increase in "vaping with nicotine" and "cigarette smoking". Concentrations of nicotine in e-liquids can vary greatly. Connecting the health risks to the skills in LST can help build resilience and relevance for students.

2018 Lifetime Use (8th, 10th, and 12th grade)

	Cigarettes	Vaping nicotine	Vaping just flavoring
8th grade	9.1%	13.5%	19.4%
10th grade	16.0%	28.6%	31.7%
12th grade	23.8%	34.0%	34.1%

2018 Lifetime Use (8th, 10th, 12th grades combined)	
Alcohol	41.2%
Marijuana/Hashish	29.7%
Vaping Just Flavoring	28.3%
Vaping Nicotine	25.2%
Cigarettes	16.1%

In 2018, Alcohol was the most common substance abused (lifetime use) among 8th, 10th, and 12th grade students combined, (41.2%), followed by Any Vaping (33.4%), Marijuana/Hashish (29.7%). The combination of all 'smoking' is of serious concern and indicates the importance of addressing all forms of use, especially products containing nicotine.

Do you disapprove of people who...

Vape an e-liquid with nicotine occassionally (8th grade)
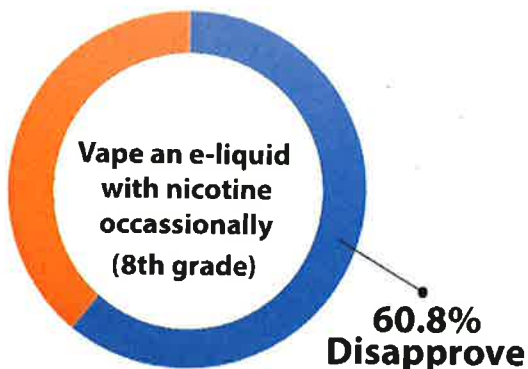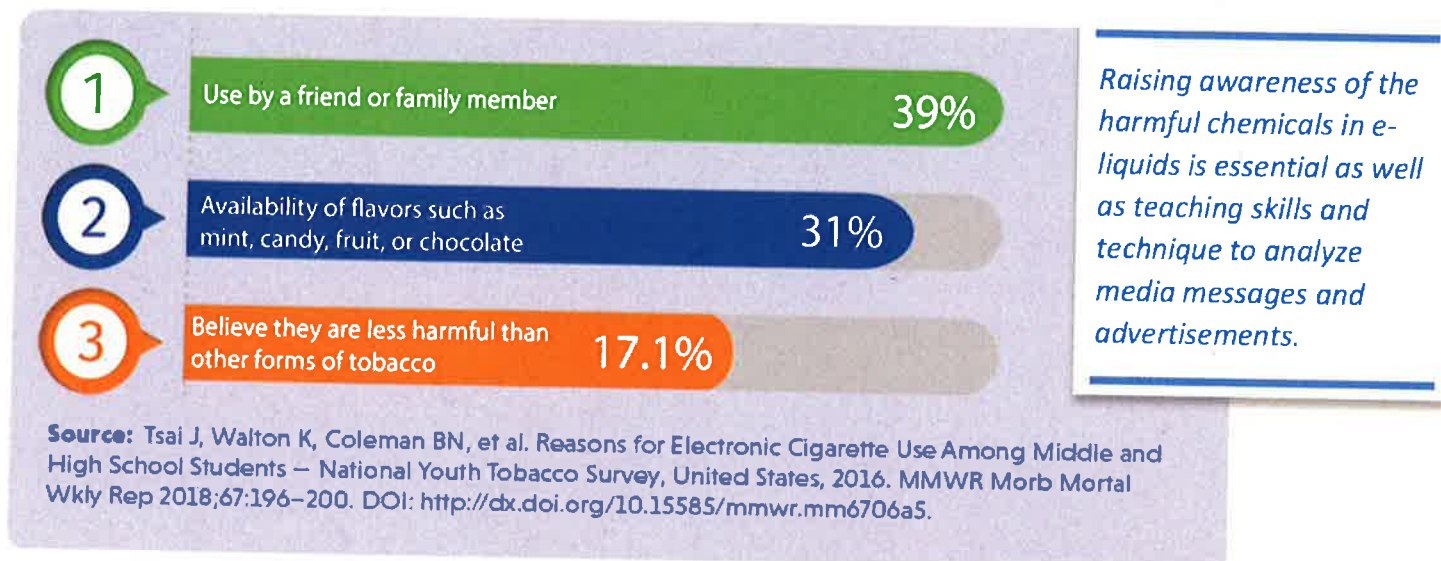
60.8% Disapprove

Peer disapproval and perception of harm are important indicators. In recent surveys, perception of harm can be lower than other substances, including alcohol.

Source:
(1) Johnston, L. D., Miech, R. A., O'Malley, P. M., Bachman, J. G., Schulenberg, J. E., & Patrick, M. E. (2019). Monitoring the Future national survey results on drug use 1975-2018: Overview, key findings on adolescent drug use. Ann Arbor: Institute for Social Research, University of Michigan.

Why do kids choose to use e-cigarettes or vape?

There are numerous reasons why youth choose to engage in using e-cigarette use or vaping. Peer use is a significant risk factor for a variety of health risks and substance abuse; however, e-cigarette and vaping products and marketing tactics used to promote e-cigarettes and vaping; especially flavored e-liquid poses a unique threat to youth. The surge in flavored e-liquid which are appealing to youth not only fuel the misperception of reduced harm, but may also be packed to mimic many mainstream food-safe products[1].

1	Use by a friend or family member	**39%**
2	Availability of flavors such as mint, candy, fruit, or chocolate	**31%**
3	Believe they are less harmful than other forms of tobacco	**17.1%**

Raising awareness of the harmful chemicals in e-liquids is essential as well as teaching skills and technique to analyze media messages and advertisements.

Source: Tsai J, Walton K, Coleman BN, et al. Reasons for Electronic Cigarette Use Among Middle and High School Students — National Youth Tobacco Survey, United States, 2016. MMWR Morb Mortal Wkly Rep 2018;67:196–200. DOI: http://dx.doi.org/10.15585/mmwr.mm6706a5.

What chemicals are in e-cigarettes (e-liquid)?

The harmful effects of combustible cigarettes are well documented. However, the ingredients in *e-liquids* can vary by brand and type. The addictive ingredient, **nicotine** raises serious concern as some *e-liquid* products can contain as much nicotine as a pack of cigarettes. *E-liquids* promoted as "nicotine-free" or "just flavoring" can be misleading. There may be traces of nicotine in these products as well as other harmful chemicals and metals. The list of chemicals in e-cigarettes varies; however, commonly included chemicals include propylene glycol, glycerin, formaldehyde, etc. Below are some reported ingredients contained in e-liquid and its use in consumer, commercial, and/or industrial applications[2].

Chemicals considered safe for consumption or use by consumers in their current form may have short and long-term health consequences when vaporized and inhaled.

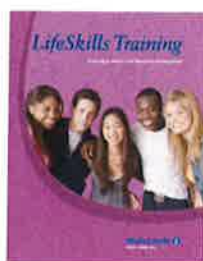| Propylene Glycol	Glycerin	Formaldehyde
Deodorant	**Aerosol disinfectant**	**Cosmetics**
Soap products	**Weed control**	**Glue**
Toothpaste	**Acne medicine**	**Rug/Upholstry cleaner**
House paint	**Soap**	**Body wash**

Sources:
(1) FTC, FDA Take Action Against Companies Marketing E-liquids That Resemble Children's Juice Boxes, Candies, and Cookies; May 2018
(2) U.S. Department of Health and Human Services. Household products database.

Botvin LifeSkills Training (LST) Middle School Level 1

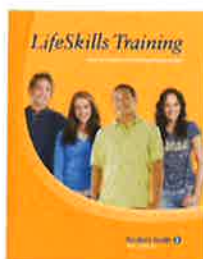| Lesson	Connections
Making Decisions	**Decision Making Practice** Student Guide p. 19; Worksheet 5 Teacher's Manual p. 2-4 to 2-5 • Substitute or add a scenario related to smoking, e-cigarettes, or vaping.
Smoking Myths and Realities	**Introduction** • Reframe introduction to include vaping and e-cigarettes as types of smoking that will be addressed in the unit. **Smoking Prevalence** Teacher's Manual p. 3-2 • Include data on the percentage of teenagers who vape / use e-cigarettes • Include data on percentage of adults who vape / use e cigarettes **Pros and Cons of Tobacco Use** Teacher's Manual p 3.3 – 3.4 • Include vape and e-cigarettes in Pro and Con activity. • Revise Point to Make to include vaping and e-cigarettes **Cost of Smoking** Teacher's Manual p. 3.4 *Note: Teacher will have to research the local cost of cigarettes, e-cigarettes and vape pods.* • Have one group of students compute the cost of smoking cigarettes and one group compute the cost of vaping. **Long Term Effects of Smoking** Teacher's manual p. 3.5 • Include facts about the known long-term effects of vaping and e-cigarettes • Revise Points to Make to include risks associated with vaping / e-cigarettes **Smoking and Your Body** Teacher's Manual p. 3.5-3.6 / Student Guide p. 25 • Include facts about the known short and long-term effects of vaping and e-cigarettes on body systems as provided elsewhere in this Botvin Health Connection™ • Revise Points to Make to include risks associated with vaping / e-cigarettes

Lesson	Connections
Smoking Myths and Realities	**Process of Becoming a Smoker** Teacher's Manual p 3.6 – 3.7 • Add vaping and e-cigarettes to each step **Social Acceptance of Smoking** Teacher's Manual p. 3.7 • Include vaping / e-cigarettes as nicotine-based products for which there are restrictions on where they can be used. **My Reasons for Not Smoking** Teacher's Manual p. 3.8, Student Guide Worksheet 8 p. 27 • Include reasons for not vaping or using e-cigarettes. **Summary** • Reference vaping / e-cigarette use in each summary point.
Smoking and Biofeedback	**Introduction** Teacher's Manual p. 4.2 • Include immediate physiological effects of vaping or e-cigarette use. **Immediate Effects of Cigarette Smoking** Teacher's Manual p. 4.2 – 4.5 • Identify that nicotine is the active ingredient in both cigarettes and vape / e-cigarettes, having the same immediate, stimulant effects on the cardio vascular and central nervous systems. **Summary** Teacher's Manual p. 4-11 • Refence vape / e-cigarettes as having chemical compounds, similar to cigarettes, that have immediate, stimulant effects on heart rate and nervous system. • Vape and e-cigarettes also tend to make a person more nervous.
Advertising	**Analyzing Cigarette and Alcohol Ads** Teacher's Manual p. 7.6 – 7.8 • Include examples of vape / e-cigarette ads for students to use for their advertisement analysis. • **INTERNET SEARCH TIP:** Search for high-resolution tobacco ads; high-resolution e-cigarette ads, and/or high-resolution vaping ads for the highest quality.
Assertiveness	**Demonstrating and Practicing Drug Refusal Skills** Teacher's Manual p. 14.11 • Include scenarios requiring the application of verbal & non-verbal assertiveness, and peer resistance techniques to vape / e-cigarette use. **Developing Action Plans** Teacher's Manual p. 14.11 -14.12 Student Guide Worksheet 24, p. 82 • Include a vape / e-cigarette scenario. **Appendix 1: Scripted Practice** Teacher's Manual p. 14.3 • Revise scenarios to include offers to vape / use e-cigarettes.

Botvin LifeSkills Training (LST) Middle School Level 2

Lesson	Connections
Drug Abuse and Violence	**What is Drug Abuse?** Teacher's Manual p. 1.3 • Add vape / e-cigarettes to Nicotine in *Several Common Drugs of Abuse* **Immediate Effects of Smoking Cigarettes.** Teacher's Manual pp. 1.9 – 1.10 • Remind students that vape / e-cigarettes is a form of smoking, containing nicotine and having the same immediate effects as smoking cigarettes.
Media Influences	**Cigarette and Alcohol Media Ads** Teacher's Manual pp. 3.5 – 3.6 Student Guide Worksheet 6, p. 24 • Include appropriate ads for vape/e-cigarettes to use for their advertisement analysis. **INTERNET SEARCH TIP:** Search for high-resolution tobacco ads; high-resolution e-cigarette ads, and/or high-resolution vaping ads for the highest quality.
Assertiveness	**Techniques for Using Verbal Assertive Skills** Teacher's Manual p. 8.4 – 8.9 • Include vaping / e-cigarette skill practice scenarios.
Resisting Peer Pressure	**Saying "No" to Offers to Smoke, Drink, or Use Drugs** Teacher's Manual p. 10.5 • Include the pressure to use of vape / e-cigarettes. **Group Practice (Exercise 1 & 2)** Teacher's Manual p. 10.7 – 10.8 & Appendix 1 • Revise and / or add scenarios to include pressure to vape / use e-cigarettes.

Botvin LifeSkills Training (LST) Middle School Level 3

Lesson	Connections

Drug Abuse: Causes and Effects	**Drug Abuse Risk**
	Teacher's Manual p. 1.6
	Student Guide Worksheet 2, p. 11
	   • Add the following to the risk assessment
	       ○ *Add: Vaping just flavoring is not bad for our health.*

Making Decisions	**Decision-Making Practice** Teacher's Manual p. 2.4; Appendix 1, pp. 2.6 - 2.7 Student Guide Worksheet 4, p. 16 • Add 1 – 2 vape or e-cigarette scenarios

Media Influences	**Media Influences to Use Drugs**
	Teacher's Manual pp. 3.4-3.5
	Student Guide Worksheet 5, p. 20
	   • Include social media as one of the sources of influence
	Resisting Media Influences to Use Drugs
	Teacher's Manual pp. 3.5 – 3.6
	Student Guide Worksheet 6, p.21
	   • Ask students to at least one resistance response that includes e-cigarettes or vaping.

Assertiveness	**Refusal Skills**
	Teacher's Manual p. 7.3
	Student Guide Worksheet 13, pp. 40 – 41
	Worksheet 15, p. 45
	   • Steer discussion so at least one situation includes e-cigarettes or vaping
	Making Requests of Asserting Rights
	Teacher's Manual p. 7.4 – 7.5
	Worksheet 14, p. 44
	   • Steer discussion so at least one situation includes e-cigarettes or vaping
	Expressing Their Feelings
	Teacher's Manual pp. 7.5 – 7.6
	Worksheet 15, p. 45
	   • Steer discussion so at least one situation includes e-cigarettes or vaping

Lesson	Connections
Resisting Peer Pressure	**Practicing Resisting Peer Pressure** Teacher's Manual p. 9.4 Student Guide Worksheet 20, p. 54 • Include 1 – 2 situations involving e-cigarettes or vaping.

Natick High School
New Course Proposal Form
2019-2020

Staff members who would like to introduce a new course for the following school year must provide the following information in detail.

Please work with your Department Chair on your proposed course and share a copy of the completed form. Please submit the completed form to Erica Kaswell by November 1st. Please include the following information in the proposal.

Course Title: Healthy Relationships for Social Change

Credits: 2.5 credits

Department: Wellness Department

Requirements of the course: Junior/Senior student

Essential elements of the course

The course will analyze the historical and contemporary, social, legal, and cultural aspects of domestic violence, sexual assault, and stalking. The course will address the current problem, demographics, survivors, perpetrators, witnesses, bystanders along with strategies for prevention, intervention, treatment, and social change.

What elements of the Profile of a Graduate standard will be met by this course?
Natick High School students practice self-determination, demonstrate resilience, accept responsibility and demonstrate personal integrity to direct their own learning and reach their full potential.

Lifelong Learner:

- Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals.
- Entertains fresh perspectives and pursues innovative solutions to complex problems.
- Speaks in a purposeful manner to inform, influence, motivate or entertain listeners.
- Regularly reflects as a learner and acts responsibly with the interests of the larger community in mind.

Responsible Decision Maker:
- Demonstrates personal integrity, honesty, and ethical behavior.
- Seeks feedback, accepts praise and constructive criticism and then adjusts accordingly to accomplish goals.
- Is willing to be helpful and flexible in making necessary compromises to accomplish a common goal.

- Engages in issues and ideas that have local and global significance across all academic disciplines.

Citizen Leader:
- Develops and maintains the skills, competencies, and qualities to succeed personally, interpersonally, and professionally.
- Supports our community through effective service.
- Acknowledges, understands, and works effectively with people from diverse social and cultural backgrounds.
- Demonstrates empathy, compassion, and respect for others.

Course Information:

Rationale:
- Nearly 20.9% of female high school students and 13.4% of male high school students report being physically or sexually abused by a dating partner.[1]
- Nearly 1.5 million high school students in the United States are physically abused by dating partners every year.[2]
- Girls and young women between the ages of 16 and 24 experience the highest rate of intimate partner violence — almost triple the national average.[3]
- Violent behavior typically begins between the ages of 12 and 18.[4]
- One in 15 children are exposed to intimate partner violence yearly. 90% of these children are eyewitnesses.[5]

1. Vagi, K. J., O'Malley Olson, E., Basile, K. C., & Vivolo-Kantor, (2015). Teen dating violence (physical and sexual) among US high school students: Findings from the 2013 national youth risk behavior survey. JAMA Pediatrics, 169(5), 474-482.
2. Centers for Disease Control and Prevention. (2006). Physical dating violence among high school students—United States, 2003. Morbidity and Mortality Weekly Report, 55(19), 532-535.
3. Department of Justice, Bureau of Justice and Statistics, Intimate Partner Violence in the United States, 1993-2004. Dec. 2006.
4. Rosado, Lourdes, The Pathways to Youth Violence; How Child Maltreatment and Other Risk Factors Lead Children to Chronically Aggressive Behavior. 2000. American Bar Association Juvenile Justice Center
5. S. H., Finkelhor, D., Turner, H., & Ormrod, R. (2011, October). Children's Exposure to Intimate Partner Violence and Other Family Violence. Retrieved October, 2017, from https://www.ncjrs.gov/ pdffiles1/ojjdp/232272.pdf

Course Objectives:
1. Increasing students' understanding of intimate partner violence
2. Recognize healthy and safe behaviors in a relationship
3. Enabling students to reach out to provide support and help to a friend or family member who may be involved in an abusive relationship
4. Increasing help-seeking behavior among students involved in an abusive dating relationship
5. Promoting healthier approaches to dating relationships and conflicts

Timeline	Content Focus:	Guiding Questions:
Weeks: 1-5	Unit 1: Emotional Intelligence -Exploration of core values, beliefs and self truths.	How can I know myself and my emotions? Why is it important to understand my emotions? How do my opinions impact how I deal with others? How should I behave when I encounter a difficult situation? How can I manage my emotions so I don't mistreat others?

		How can I identify healthy and unhealthy behaviors? How can my emotions help me recognize and choose healthy relationships? Where can I go and what I can do if I am in an unsafe situation or relationship? What do I do and how can I help if a friend is in an unsafe situation or relationship?
Weeks 6-9	Unit 2: -Intro to Intimate Partner Violence -Physical Violence -Emotional Violence	What terms are important to know? How common is IPV? What does IPV look like within different types of relationships? (guided reading and case studies) How does IPV affect friends and family members? In what ways does it/can it affect relationships with others?
10&11	Unit 3: Sexual Assault -Direct -Indirect	Consent, Sexual Harassment, and Rape How are they different? What are the characteristics of direct and indirect assault? What is the impact on individuals from all roles involved? Short and long term?
12-15	Unit 4: Recovery and Resources	What should you do if you are the victim of IPV or sexual assault? What resources are available to help victims? What resources are available to help bystanders? (Voices Against Violence Speakers)
15-20	Unit 5: Actions for Social Change -Planning and leading discussions with health classes -Reflections	How are you now able to advocate for self, friends or family? What did they learn about themselves? What was learned about your classmates and experiences? What were some of the challenges you have faced? What are the key or guiding principles that you'll take from this course when entering adult-life? What specific prevention skills or strategies will you leave this course with to use in your own life beyond high school?

Performance Assessments:

Unit 1: Project-based Assessment: Intro to Personal Portfolio

Unit 2: Formal Assessment

Unit 3: Formal Assessment

Unit 4 Project-based Assessment

Unit 5: Portfolio Project: Mentors In Violence Prevention

The Role of Mentors: Teens who experience violence within their relationships are more likely to tell their friends about their experiences than an adult. With that in mind, we will train junior and senior students to work with each other and with their teacher facilitator. Peer education groups serve as an excellent source of support for teens who are learning to navigate their own personal values and boundaries. These peer leaders will encourage the younger students the basics of self-advocacy and the importance of reaching out to a trusted adult when needed.

Materials needed to run course:
Inexcusable by Chris Lynch
Fault Line by Christa Desir
Dreamland by Sarah Dessen

Who can take this class? Juniors and Seniors

THE FOLLOWING TO BE FILLED OUT IN PARTNERSHIP WITH DEPARTMENT CHAIR

Would this class be added to the budget or would it replace a course currently running?

Staff required: Jason Hoye & a member of the Wellness Dept. Budget Implications: 60 books/ novels est $300-$400

Submitted by: Jason Hoye, Sherrin O"Neil and Jen Godin

Date: 10/30/19

Discipline: Physical Education

Grade Level: 3rd -4th Grade

Course Length: 2 Classes for 3rd grade
3 Classes for 4th grade

Course Description: This course is designed to expose students to the importance of our brain and staying healthy. We will be working on cardiovascular endurance activities while demonstrating the importance of brain health.

Enduring Understanding:	Students will be able to relay information, demonstrate skills, think critically, and explain and answer strategies that are related to brain health.
Essential Questions:	What is a prescribed drug? What is an over the counter drug? Why is knowing the differences between a prescribed drug and non-prescribed drug important.?

Unit Objectives:
 	
(#) shows mapping to MA Frameworks
	THE STUDENTS WILL:
	Psychomotor/Fitness:
	
	1. Be able utilize locomotor skills while engaging in a game using brain/health concepts
	2. Be able demonstrate aerobic fitness by exercising continuously throughout the activities.
	
	Cognitive
	
	3. Explain why brain health is important for a healthy lifestyle.
	4. What happens when you are sick?
	   a. Sometimes you might need medicine
	     i. Who should give it to you?
	     ii. Who you should not take it from.
	5. Vocabulary:
	   a. *Medicine (3rd)*
	   b. *Trusted Adult (3rd)*
	   c. *Doctor (3rd)*
	   d. Over the Counter (OTC) (4th)
	   e. Prescription (4th)
	   f. Pharmacy (4th)
	   g. Dose (4th)
	Affective
	6. Work with other students to share ideas on the safety of certain medicines.
	7. Communicate the proper language of medicine.
	
	3rd Grade Standards
	1. Understands that games have rules and boundaries and puts that knowledge into practice. (3.4)
	
	2. Recalls all of the components of health-related fitness. (3.8)

	3. Follows proper safety methods and recognizes potential risks associated with physical activities. (3.13) 4. Interacts positively with others regardless of differences. (3.14) **4TH Grade Standards** 1. Completes a health-related fitness assessment and scores at an acceptable level. (4.6) 2. Completes a modified version of health-enhancing personal fitness assessment. (4.9) 3. Analyzes the relationship between nutrition and exercise in weight management. (4.10) 4. Accepts responsibility for his/her actions. (4.13) 5. Work, in a positive manner, with those of varying skill levels. (4.14)
Assessment Activities:	Relays of Knowledge Maze of T/F statements Maze of Pictures Wall Descriptors for Venn Diagram
Vocabulary:	- *Medicine (3rd)* - *Trusted Adult (3rd)* - *Doctor (3rd)* - Over the Counter (OTC) (4th) - Prescription (4th) - Pharmacy (4th) - Dose (4th)
Common Learning Activities/Labs:	Powerpoint presentation Video (short clips)
Instructional Resources:	Scholastic OTC Med Safety Powerpoint Poly Spots Venn- Diagram (Walls and center circle on floor) Projector

21st Century Student Learning Expectations:	- Working as a team - Problem Solving - Courtesy - Proper Manners - Communicating ideas and experiences
Assessment	- Pre Test - Post Test

Instructional Strategies for Unit:

Brain Health Powerpoint
Brain Health Tarp Maze Challenges (see other document)

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