

Health Education Today Preview:

-Dangerous Decisions Unit -

DANGEROUS TEEN
DECISIONS!!



High School Health Unit

**National Board-Certified Teachers
with Masters of Education Degrees
and 60+ years of experience** teaching
K-12 PE & Health, with collegiate
athletic and coaching experience!

Experience
is the best
teacher!

Created by
Master Teachers!



A family of
educators,
for educators.



Health Education Today

WHY CHOOSE HEALTH EDUCATION TODAY?

Skills

- To help your teens acquire skills and wisdom to be above unhealthy influences.

Content

- To have relevant, inspiring, standards-based and medically accurate lessons.

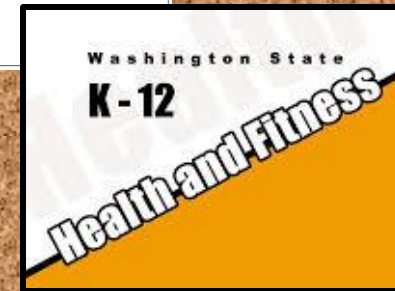
Ease of Use

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

The Program Meets Health Standards:

Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ELA College and Career Anchor Standards https://learning.ccsso.org/common-core-state-standards-initiative		
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.



Real Teacher Reviews:



- "Fabulous"

- "Fantastic"

- "Incredibly important."

- "These resources are nothing short of amazing! The quality is outstanding and the program itself is engaging for students. Thank you for all the time and effort you put into producing a quality product at an affordable price for teachers."

- "This is brilliant. Tackles subjects that need to be tackled and with no shame."

- "Best thing I can say is students loved this and it generated lots of meaningful discussion!"

File Organization:

< > CULTURAL DIVERSITY UNIT HS	
Name	
 00 Welcome Letter	
 01 Cultural Diversity Teacher Directions	
 01 Cultural Diversity Teacher Directions PDF	
 02 Cultural Diversity POWERPOINT VERSION PART 1	
 02 Cultural Diversity POWERPOINT VERSION PART 2	
 03 Cultural Diveristy ONLINE VERSION	
 04 Cultural Diversity PDF VERSION PART 1	
 04 Cultural Diversity PDF VERSION PART 2	
>  05 Supplemental Materials	
 06 Previews of Additional Curriculum	



< > 05 Supplemental Materials	
Name	
 01 Cultural Diversity Google Drive Master List	
▼  02 Standards + Learning Targets	
 01 High School Health National Standards Met.pdf	
 02 CDC 15 Characteristics.pdf	
 03 Health Ed Meets California Standards.pdf	
 04 Health Ed Meets Florida Standards.pdf	
 05 Health Ed Meets Massachusetts Standards.pdf	
 06 Health Ed Meets New York Standards.pdf	
 07 Health Ed Meets Texas Standards Level 1 and 2.pdf	
 08 Health Ed Meets Washington Standards.pdf	
>  Learning Targets	
▼  03 Extra Large Docs	
 Dimensions of Social Identity KEY.docx	
 Dimensions of Social Identity KEY.pdf	
 Generic Worksheets for Teens.pptx	
 Tatum Article Divided.docx	
 Tatum Article Divided.pdf	
 The House that Racism Built.docx	
 The House that Racism Built.pdf	

***Editable in Word and Google Slides!**

Standards: Beginning each lesson

Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

Easy Version: Individual Reading / Group Meet

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WA State Standards Met: <u>2.1.1</u> Evaluates dimensions of health and relates to personal health behaviors. <u>2.4.2</u> Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely. <u>3.3.1</u> Analyzes conflict situations		My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4		
Common Core Standards Met: Reading 2, 3, 4, 6 / Writing 4, 8, 9		
Materials Needed:		
Printed Materials	-"1. Easy Version Worksheet" -"When is it Illegal? Handout" -"Easy Share Out TV Articles"	-Print 1 for each student -Print 1 class set (<i>Be sure to see if your state laws are different for any of these topics</i>) -See specific directions below for how many to print
Other Materials	Optional: Construction paper and binder clips (See photo below)	
Optional:		
Video		
Learning Target	Content: I will learn the questions to ask in making decisions.	Behavioral: I will try to make healthy decisions in my life.
Exit Task	-Fill out "Success Criteria Sheet."	
Assessment	-The "Dangerous Decision Easy Version Worksheet" will be turned in and graded.	

Your
Own State
Standards

National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

Optional:
Lesson
Assessment

Optional:
Exit Task

Step-by-step Teacher Directions



Your Lesson Planning is Done!

PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



Full Step-By-Step Teacher Directions:

Easy Version: Individual Reading / Group Meet

[return to table of contents](#)

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HERE ARE THE STEP-BY-STEP Plans for the day you do it:

1. Before students come in have a "When is it illegal?" Handout" on each desk. (Laminated or in protector sheets if possible)
2. As students come in, have each one pick up an "Easy Version Worksheet."
3. Put students into 8 groups (or if you have 27 or more students put them in 9 groups). (It's fine if there are 2, 3, or 4 in a group, but you'll need to have 8 or 9 groups so all topics can be used)

Each group should know that when they rotate/pass along articles they will be sharing a packet of articles with this same group of people, even though they are not talking within the group yet. They could maybe pull their desks in a square of 4. Or, if you have tables with two students, have two students bring their chairs over to make their group. There won't be talking during article reading time.

THIS MEETS COMMON CORE
STANDARD R 2, 3, 4, 6.

Dangerous Decisions	When is it Legal?
1. Cutting/Self-Mutilating/Suicide	If you get caught doing it, it is not illegal, but the person is a danger to themselves or the person could be taken to the hospital for a mental evaluation. If the person was someone who was in a vulnerable state or (acted) maybe they might be a crime with it "Mental Endangerment" (Which is a Washington law)
2. Taking Bets and Dares	If you dared someone to jump off something, but they did not, that is a significant step in helping them to do it then there is would most likely not be any type of crime. In some states it is a crime because of the same age then having would be done if it was not over for the decision of the person. But, there are states (Florida, California, and Utah) specify circumstances under which the person involved could be charged with a felony. If it is an adult it is a crime that there is a crime of "Harassment or Stalking" and it could also be "Communicating with a Minor for Sexual Purposes" (Which is a Washington law)
3. Sexting (Sending/Sending of sexual nature pictures or words by cell phone)	While some states don't do this, there is legislation that is making it more serious, taking control, making child pornography charges and making it long-term criminal consequences. For example, a teen who takes a nude picture of himself and sends it to another teen, it is a crime to distribute child pornography. While some states don't do this, there is legislation that is making it more serious, taking control, making child pornography charges and making it long-term criminal consequences. For example, a teen who takes a nude picture of himself and sends it to another teen, it is a crime to distribute child pornography.

NAME: _____ Per: _____
Dangerous Decision Directions: Read one true story for each topic and then list 2 reasons why you should NOT do this activity.

To help you fill in the lines below, think through the WWWWH questions:

Who - could it hurt?
 What - do adults think?
 When - is it illegal? (See separate handout for laws)
 Where - are my personal values on this activity?
 How - can I get out of it? (Think of a good alternative)

1. **Cutting/Self-Mutilating/Suicide:** List 2 reasons why you should not do this

2. **Taking Bets and Dares:** List 2 reasons why you should not do this

3. **Sexting:** List 2 reasons why you should not do this

Engaging Lessons
walk you through
with activities



This unit could save a life!

Cutting & Suicide #3

14 Things Therapists Need You to Know About Suicide

Article Highlights - appeared first on [Reader's Digest](#).

Suicide is heartbreakingly common. It's the second leading cause of death in people between ten and 34 years of age and the tenth leading cause of death overall in the United States, according to the Centers for Disease Control and Prevention (CDC).

To put that in perspective, in 2017 twice as many people died from suicide (45,000) as died from homicide (19,510). In addition, the CDC reports that another 1.3 million Americans attempted suicide and 9.8 million contemplated

...Suicide still remains a topic rarely discussed in many circles of our so uncommon for people to feel that they are the only one." Whether you're struggling with these feelings, you need help and support. That's why we want professionals to share what you should know about suicide.

Why is it so hard to talk about?

People can feel uncomfortable initiating discussions about painful feelings like they should be able to "just deal with it" or that others have it worse than they will burden others. Or they may be afraid of being seen as weak and in one struggling with depression and/or suicidal thoughts, it may be up to them to start the conversation in a loving, helpful way. Here's one thing that people can do to help.

Be careful how you speak when discussing suicide



Giving out Personal Info on Internet #3

As teens embrace blogs, schools sound an alarm

Article Highlights

<http://www.zdnet.com/news/as-teens-embrace-blogs-schools-sound-an-alarm/145625>

By Alorie Gilbert Staff Writer, CNET News

Teens are among the most avid users of online journals and personal Web pages, but recent incidents at North Carolina State University and other schools should give them and their parents pause.

Nine underage students at N.C. State



<https://www.pixabay.com>

Taking Bets and Dares #6

Teens Are Hardwired for Risky Behavior Article Highlights

<https://www.webmd.com/parenting/news/20070413/teens-are-hardwired-for-risky-behavior#1>

Study Shows Risk-Taking by Teens Linked to Immature Brain Development



Photo By: <https://pixabay.com/>

By Salynn Boyles
WebMD Health News-Reviewed by
Louise Chang, MD

Most teens know plenty about the dangers of risk-taking behaviors like drinking, smoking, and taking drugs, but they are hardwired to ignore what they have learned.

That is the conclusion from a new analysis of emerging research on

adolescent brain development from Temple University professor of psychology Laurence Steinberg, PhD.

Teenagers seek out risk-taking behaviors, the research suggests, because the brain systems involved in decision-making mature at different times.

The section of the brain most involved in emotion and social interaction becomes very active during puberty, while the section most critical for regulating behavior is still maturing into early adulthood.

This explains, Steinberg says, why teens are so susceptible to peer pressure and why education and prevention efforts designed to keep teens from engaging in risk-taking behaviors don't work all that well.

"We have tried to prevent these behaviors by educating kids about the dangers of things like smoking, drinking, taking drugs, and unprotected sex," he tells WebMD. "The thinking has been if they know about the dangers they won't do these things, but that is clearly not true."

tips:

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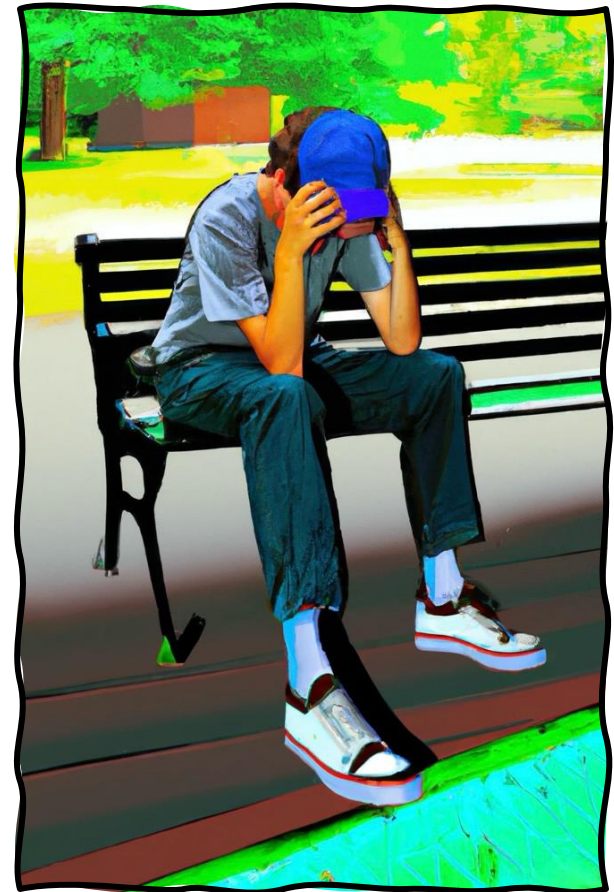
100 articles on 1 PDF Document:

TOPICS:

The dangerous decision topics include:

1. NEW! Dangerous Selfies
2. NEW! Vaping
3. Cutting/ Self Mutilating / Suicide
4. Taking Bets and Dares
5. Sexting
6. The Choking Game:
7. Driving at High Speeds
8. Drinking Games and Binge Drinking
9. Giving Out Personal Information Online
10. Goofing around on cars and trucks
11. Using Drugs
12. The dangers of the sun and tanning booths
13. Messing around with loaded guns
14. Water safety
15. Homelessness and runaways
16. Unhygienic Body Piercings and Tattoos
17. Shaken baby syndrome

Dangerous Decisions Unit
-15-Days on Google Docs!-



And...

Independent Study Version: Step-by-step Student Directions On Google Slides:

Can completely be done at home!

- Includes 3 different reflection activities
- Includes 3 art projects
- And 2 worksheets!

NAME: _____ PER: _____

Articles Topic Summary

After reading a full topic of articles answer these questions:

**For full points, you must have at least 30 words of reach of questions #1-4 below*

- 1) **SUMMARY:** In complete sentences (unless it's a list), summarize the main ideas from your articles. (What were the articles about? What information should teens know from these articles to be educated and safer? If possible write some interesting facts you read): **30 word minimum**

- 2) **THE PROBLEM WITH THIS IS:** In complete sentences (unless it's a list) tell what the problem is with this activity, or why is it unsafe for teens? **30 word minimum**

Day 5: Sexting
Using an article from the topic

After Articles for Day 5 – Do PROJECT # 1

Through the “Dangerous Decisions” Door

Through the “Dangerous Decisions Door” Art Project

On this side of the poster are the **risky factors** that cause a teen to make a dangerous decision. Think through the stories you’ve read so far and identify risk factors that may have influenced the dangerous choice the person made; such as family dysfunction, peer pressures, to fit in, to be liked, curious...

The door in your poster represents the **risky behavior** the person chooses, such as vaping, taking a bet, cutting, suicide, sexting, or taking a dangerous selfie...

After walking through the door (doing the risky behavior) list **dangerous words** could a teen be harmed!

19

20

21

This is an example of a **similar** poster project. This was pressure to use drugs, and the dangers if they chose walk through that door and use:

This is a similar poster project, same theme as the previous slide. I included these examples to give you and idea of how this poster could look!

Here are some theme ideas:

- Wizard of Oz-yellow brick road
- sunny vs stormy
- a plane crashing
- healthy tree vs a dead tree
- sun and moon
- nice road (road signs) vs cracked road
- steps and then a cliff
- devil vs angel
- bubble thoughts
- rainbow
- blooming vs dead

Your poster can be done on the following slide, or you can do it by hand at home and send your teacher a photo of your poster.

22

23

24

Day 6: The Choking Game

See Minimum # of sentences needed!

After reading articles for Day 6, fill out this summary sheet.

Meet Your Time-Frame: Choose 1 to 4 Days

show teens negative consequences, to motivate positive choices, and to motivate and inspire the teens you work with.

Topics At A Quick Look To Help You Choose Your Version:

The Dangerous Decision Topics Include:	In Class Version	Independent Version
1. Dangerous Selfies	X	X
2. Vaping	X	X
3. Cutting/ Self Mutilating / Suicide	X	X
4. Taking Bets and Dares	X	X
5. Sexting	X	X
6. The Choking Game:	X	X
7. Driving at High Speeds	X	X
8. Drinking Games and Binge Drinking	X	X
9. Giving Out Personal Information Online	X	X
10. Goofing around on cars and trucks	X	X
11. Using Drugs	X	X
12. The dangers of the sun and tanning booths	X	X
13. Messing around with loaded guns	X	X
14. Water safety	X	X
15. Homelessness and runaways	X	X
16. <i>Unhygienic Body Piercings and Tattoos (Optional)</i>	X	15 Articles
17. <i>Shaken baby syndrome (Optional)</i>	X	
	17 Articles	



There are 100 impacting articles included!

TOPIC 1: Dangerous Selfies #1

Indiana man dies after falling from Puerto Rico cliff while filming a TikTok video

<https://www.cnn.com/2023/02/04/us/indiana-man-death-filming-tiktok/>
By Zoe Sottile, CNN
Updated 9:14 AM EST, Sat February 4, 2023



Edgar Garay
US Coast Guard

CNN —

An Indiana man died after falling from a cliff in Puerto Rico while trying to make a video for TikTok, according to his family.

Edgar Garay, 27, of Indiana, was on a recreational day trip to the southwestern coast of Puerto Rico on January 29 when he fell off a 70-foot coastal cliff near the lighthouse in Cabo Rojo, according to a news release from the US Coast Guard.

Students see
consequences of
dangerous
actions!

Students learn
from the
mistakes of
others!

Vaping #2

After vaping-related illness, teen now has lungs like 'a 70-year-old's' Article Highlights

<https://www.cnn.com/2019/09/11/health/vaping-lung-illness-illinois-teen-profile/index.html>

By [Jacqueline Howard](#) and Michael Nedelman, CNN



Now, however, the internet and social media are changing the equation. The goal is often not to come back with a scenic photo, but rather to come back with a photo of yourself taking experts say.

ers to be a selfie epidemic," said Michael Ghiglieri, co-author of "Off the Wall: Death in e," a 2007 book about fatal accidents in the park.

people are trying to prove that they did something," Ghiglieri said. "In the old days rent out to have an experience. Now they go out to record that they had that ce."

ter told his new friends that he to duplicate a photo that who go to Brazil commonly egraph Rock, near Rio de There, visitors hang from a cropping, and it appears in photos as if they are thousands of feet above the ground, while in reality they are only three feet above a nearby trail.

The height of Nevada Falls however, is no optical illusion.

"I thought he was joking," one witness told investigators, referring to Frankfurter. "I turned around because I couldn't watch, but he was hanging off the rock. Then he started to struggle."



Giving out Personal Info on Internet #5

Internet Dangers: Article Highlights

<http://www.chatdanger.com/games/truestory.aspx>

Article Highlights: How could we live without the Internet? That's how most of us keep in touch with friends, find homework support, research a cool place to visit, or find out the latest news.

But besides the millions of sites to visit and things to do, the Internet offers lots of ways

Sexting #7

Sexting leads to felony charges for children Article Highlights:

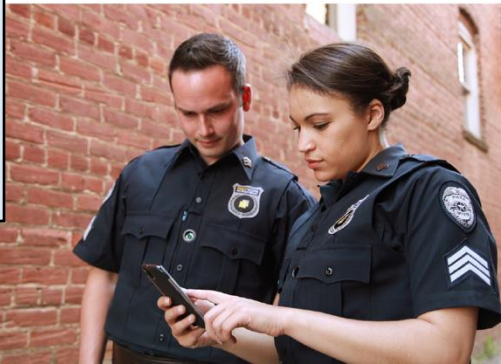
<http://www.blog2.tshirt-doctor.com/?p=6766>

The idea behind sexting, or sending a nude picture via a **cell phone** text, is not so new. Children played doctor long before grade school students were armed with cell phones capable of snapping photos. They just didn't record an image of the offense.

But technology has created a trail of evidence. *Children and teens are capturing nude photos or videos of each other and sending them from friend to friend, and that's landing them in court.*

"I think there has always been a sort of, you show me yours and I'll show you mine, and a curiosity there," Porter County, Ind., Prosecutor Brian Gensel said. "The problem now is the *er* because if a juvenile sends a picture of themselves to someone else, *ated now to the entire world within minutes.*"

f child pornography, Gensel said.



The students were caught when the 13-year-old girl's cell phone rang in class, and her

Students see consequences of dangerous actions!

TOPIC 11: Using Drugs #1

[Español \(Spanish\)](#)

THE FACTS ABOUT FENTANYL

Fentanyl is a synthetic opioid that is **up to 50 times stronger than heroin and 100 times stronger than morphine.**

It is a major contributor to fatal and nonfatal overdoses in the U.S.

There are two types of fentanyl: **pharmaceutical fentanyl** and **illegally made fentanyl**. Both are considered synthetic opioids. Pharmaceutical fentanyl is prescribed by doctors to treat severe pain, especially after surgery and for advanced-stage cancer.

Fentanyl is a synthetic opioid that is up to

50x
stronger than
heroin

100x
stronger than
morphine

Drinking Games & Binge Drinking #2

Binge Drinking Turning Deadly Article Highlights

<http://www.cbsnews.com/>

By **Brian Dakss** (CBS)

In early September, a candlelight vigil was held for 19-year-old Samantha S. The high school homecoming queen and Colorado State University freshman had gone on a binge - **consuming an estimated 30-40 drinks.**

Dangerous Decisions PowerPoint Walks

You Through the Lesson:

Day 3



fast.com

17

1. Name: Josh

+ If did well (3) / ✓ O.K. 2) / - did not do this (0)

Spoke loudly and slow 3

Used good eye contact 3

Gave useful information 2

Kept Focused 3

Total: 11 / 12

+ Group grade = 7 / 8

= 18 / 20

Your grade is a combination of your own sharing and your group's score:

Worked well as a group: Circle one:

8 - Collaborated well to plan presentation, all members taking an equal part, creative, interesting, and functioned smoothly in front of class

7 - Collaborated pretty well to plan presentation, most members taking an equal part, creative, interesting, and functioned fairly smoothly in front of class

6 - Collaborated O.K. to plan presentation, most members taking an equal part, creative, interesting, and functioned O.K. in front of class

5 - Made some efforts to collaborate and gave presentation, but there were some problems with group work or in front of class

18



Group Presentations

19



Cutting and Self-Mutilating

20



Driving at High Speeds

21



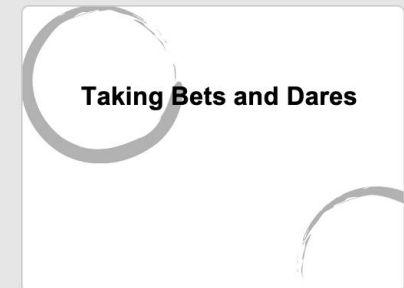
Drinking Games and Binge Drinking

22



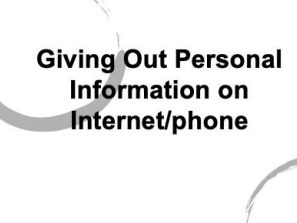
The Choking Game

23



Taking Bets and Dares

24



Giving Out Personal Information on Internet/phone



Goofing Around on Cars and Trucks

Reflection

Adapted from Student Reflections

1. What did you find that you previously did in your environment? (20%)
Hill
Hillywood
Hill
Hillywood
Hillywood
2. Give me things you don't like (20%)
3. Give me things you would like to change (20%)
4. Do you think that it helps water to flow from the basin from other states, rather than a bucket?

20% 20% 20% 20%

WWWWH Dangerous Decision-Making Model:

Dangerous Decision-Making Models _____ Place _____ Date _____

Names of Group Members _____

Today you are going to be working through the WWWWH group activity. Dangerous Decision-Making Models. You will be working through the WWWWH model and trying to identify dangerous decision-making models.

Why would he/her do that?

What do he/she think?

What is in it for me?

Where do I have my hand?

How do you get out of it? Information?

NAME _____

DATE _____

Examples of Daily Lessons:

Easy Version:

- Takes 1 day
- Students read on their own, and groups pass along envelopes of all the topics, but students get into groups of 4 near end of class to discuss 9 topics.

NAME: _____

Dangerous Decision Directions: Read one true story for each reasons why you should NOT do this activity.

To help you fill in the lines below, think through the WWWWH questions:

Who - could it hurt?

What - do adults think?

When - is it illegal? (See separate handout for laws)

Where - are my personal values on this activity?

How - can I get out of it? (Think of a good alternative)

1. **Cutting/Self-Mutilating/Suicide:** List 2 reasons why you should not do this

2. **Taking Bets and Dares:** List 2 reasons why you should not do this

3. **Sexting:** List 2 reasons why you should not do this



Mini Version:

Name: _____ Per. _____	
Articles:	What is the problem with this activity, or <u>why</u> is it <u>unsafe</u> for teens? if article does not give any answers, put your opinion.)
Cutting and Self-Mutilating	Tell how <u>you</u> would get out of this situation or not even be in it in the first place.
Being Safe Around Water (Drowning, Boat Accidents)	
Driving at High Speeds	
Dangers of Teen Runaways and Homelessness	
The Choking Game	

-Can be done in 1 day, but 2 is better

-Students sit in own seat and articles are passed at timed intervals designated by teacher

Cutting & Suicide #2

Teen suicide: Hidden pain leads to tragic action

Imagine coming home from work, greeting the dog, and walking upstairs to find your son or daughter dead by their own hands.

The suicide of a child is a very sensitive and sometimes divisive subject for families.

But suicide is a growing concern. Suicide leaves a wake of victims.

Not long ago, 14-year-old Sydney S. killed herself. Her mother found her.

For Sydney's mom and sister, the range of emotions is raw. They can't bear even to go back to their home. They shared their story so other families can avoid the pain they are experiencing.

"It hurts and it's hard," said Sydney's mother, Laura. "But I was blessed to have her in my life for 14 years. And she would say to me, 'Mama, suck it up.'"

"Sucking it up" isn't so easy for a grieving mom.

Laura said that her daughter called her that day and talked to her on the phone.

"I love you, Mama. I promise you I am going to be all right. I am going to read my Bible. I love you and I will see you when you get home," Laura recalls Sydney saying.

Those were Sydney's last words to her mother.

Laura discovered Sydney dead in her bedroom. It was a suicide because he to abandon her home, the culmination of a family crisis that started three months ago.

"There were no signs," her mom says. "None. Never. Not even for the first attempt. None."

The first attempt was the red flag for Laura. It was Valentine's Day morning, Sydney's 17-year-old sister Caleigh walked in on her younger sister.

"I tried to open her door and it was locked," Caleigh recalls. "She never locks her doors and it scared me. I went through the bathroom. She had Hand-Aids all over her. She took her Hand-Aids off and showed me the holes. She had all cuts all over her neck. Marks all over, and I was scared."

Caleigh says she yelled at her sister. "[H] told her she was crazy," Caleigh recalls. "She just sat there, just as calm as she could be and said she didn't know what happened."



Taking Bets and Dares #1

The schoolgirl killed for a bet: Boy, 16, was dared by Facebook friends to murder in exchange for a free breakfast

By CLAIRE ELLICOTT

Released with his girlfriend, he looks the picture of innocence. Yet not long after this picture was taken with Rebecca A. Joshua D. battered her to death. Josh, 16, hired his ex-girlfriend to a secluded spot where he killed her to win a bet over a free breakfast.

Welcomed into the family: Josh with Rebecca and her brother Jack. Rebecca even bought new clothes for the 'date' unaware Josh had been boasting to his friends how easy it would be to kill her. Rebecca, 15, and her mother Sonia had both been delighted when Josh, an academically gifted boy from a churchgoing family, arranged to meet her again.



When her daughter failed to come home, and her mom's reaction was to tell her sister not to worry adding: "She's safe, she's with Josh". By that time Rebecca had been bludgeoned with a rock the size of a rugby ball - and Josh was trying to cover his tracks on Facebook. He failed - and was yesterday found guilty of murder.

The chilling case highlighted how he used the Internet, text messages and an array of social networking sites to plot his death. A few weeks before the murder, one of his friends had joked that he would "buy him breakfast" if he carried out his threat.



Two days before he killed Rebecca, Josh told him: "You may have to buy me a breakfast."

Police mug shot of Josh after his arrest.

Rebecca's family issued a statement at Court saying their lives had "stopped" on the day in October 2010 when she was murdered. "Rebecca was killed in a senseless and barbaric act," they said. "She died at the hands of someone she loved and trusted. We will never forget what he did to her or forgive him for destroying our family."

The trial heard that two days before the murder Josh texted his friend to say: "Don't say anything but you may just owe me a breakfast."

Sydney's family took her to the hospital, where the truth was revealed. She came home 10 days later.

"She had gotten into some medication," Laura says. "She tried to cut her throat many times and had stabbed herself in areas of her body."

"They told me she did it to herself. I broke down. I was devastated," Caleigh says. "Something was wrong. You don't just wake up out of nowhere and do that. Something was going on."

"She never spoke about it again. Out of nowhere she told her close friends about it and never talked about it again," her Mom says.

"She told me some things she didn't want Mom to know and she looked me straight in the face and said, 'I love you and always will, but I didn't want to wake up the next morning. I was praying to God I would be gone before you all woke up,'" Caleigh says.

Laura took Sydney to counseling. She says that Sydney was angry and that she made her go back.

"After she talked to the counselor, she said 'Thank you. It's nice to have someone listen speak to. To just talk,'" Laura remembers. "I had doctors tell me she would never do it again. I had therapists tell me she would never do it again." Caleigh, however, wasn't so sure and left home...

On April 5, Laura found Sydney. She had hanged herself from the attic in her bedroom.

Laura was devastated. "Even if I got there immediately, I have been told I would not be able to save my daughter's life," she says.

"I was more angry at the time when I found out than I was hurt, because running through my mind I knew my mom was going to be the first person to find her," Caleigh says. "I just didn't know how she could do this to my mom at all."

The pain and confusion lead to the question everyone is still asking: Why? 14 years old. Beautiful. Athletic. Popular. "She had everything going for her. From my eyes she did," Caleigh says. "The answer, however, is not black and white."

"She did not have any symptoms of anything. She was not clinically depressed. No medications. No drugs. She was a typical teenager," Laura says. "In the beginning, she was isolated a little bit and things had been going on and circumstances. She told me everything and got through it."

"There's only two people who know and that's God and her," she continues...Laura says finding the reason why is not going to fix what happened to her daughter, or explain her daughter's actions.

"If we can use her life as an example to fix the ones who are still here in my daughter's death I hope and pray there will be many changes and there will be lives saved and something wonderful will come out of something so tragic," Laura says. She is working on a non-profit foundation called "Forever 4 Changes" to promote suicide awareness and counseling.

If you think about suicide, or suspect someone you know or love is depressed and contemplating suicide, there is help. Immediately consult a physician. There are also suicide help lines, with 24-hour service. Those numbers are 1-800-999-9999, 1-800-273-8255 and 1-800-273-1037.

For more information, go to www.suicidepreventionlifeline.org.
<http://www.actionnewsjax.com/story/15299777/teen-murder-kill-friend-gets-free-breakfast>

Share-Out Version:

- Can be done in 3 days
- Students are in 9 diff groups (9 topics)
- They read and fill out article review sheets, then share stories with the group
- They plan as a group how they will share

NAME: _____
Share Out and TV Station Articles Worksheet

At least 2 title of articles you read:

- 1) _____
- 2) _____

Dangerous Decision Presentation Grading Rubric: 4. Name: _____
+ if did well (3) / ✓ O.K. 2) / - did not do this (0)

1. Name: _____
+ if did well (3) ✓ O.K. 2) / - did not do this (0) Spoke loudly and slow _____
Used good eye contact _____
Gave useful information _____
Kept focused _____

Spoke loudly and slow _____
Used good eye contact _____
Gave useful information _____
Kept focused _____

Total: _____
+ Group grade = _____

2. Name: _____

+ if did well (3) ✓ O.K. 2) / - did not do this (0)

Spoke loudly and slow _____
Used good eye contact _____
Gave useful information _____
Kept focused _____

Total: _____

+ Group grade = _____

3. Name: _____

+ if did well (3) ✓ O.K. 2) / - did not do this (0)

Spoke loudly and slow _____
Used good eye contact _____
Gave useful information _____
Kept focused _____

Total: _____

+ Group grade = _____

NAME: _____
Share Out and TV Station Articles Worksheet

At least 2 title of articles you read:

1) **Teen's tongue pierced**

2) **Primal Teen: Tattoos**

*For full points, you must

1) **SUMMARY:** In complete sentences, summarize the article. (What were the main points?)
to be educated and safer

These articles talk about swollen tongues, earring holes, and ripped skin from jewelry. It can also leave people with scars.

Another big danger is HIV.

1 in 5 piercings lead to a piercing!

Dangerous Decision-Making Model:

Names of Group Members: _____ Per: _____ Date: _____

★ TOPIC: _____

Today you will practice thinking through the consequences of your group's dangerous decision topic. Copy the whole line of each Who/What/When/Where/How model and then answer the questions for your dangerous decision topic:

Who - could it hurt?

What - do adults think?

When - is it illegal?

Where - do I draw my line?

(Where are my personal values on this?)

How - to get out of it? (alternative?)

EXAMPLE: Who could it hurt? Me-I could get hurt or killed or I could hurt or kill someone else.

W _____ could _____ ? _____

W _____ do _____ ? _____



T.V. Newsroom Version:



- Can be done in 3-4 days
- (9 topics) shared as if it's a "T.V. Station with an "Anchor" and "Reporters."
- It takes more time, practice, and set up, but it's worth it.

Engaging!!



Dangerous Decision Presentation Grading Rubric: 4. Name: _____

1. Name: _____ + if did well (3) / ✓ (K, 2) / - did not do this (0)

+ if did well (3)

Spoke loudly and
Used good eye d
Gave useful info
Kept focused

+ Group g

2. Name: _____

+ if did well (3)

Spoke loudly and
Used good eye d
Gave useful info
Kept focused

+ Group g

3. Name: _____

+ if did well (3)

Spoke loudly and
Used good eye d
Gave useful info
Kept focused

+ Group grade = _____ / 8

Total: _____ / 12
= _____ / 20

NAME: **EXAMPLE**
Share Out and TV Station Articles Worksh

PER: _____

At least 2 title of articles you read:

1) **Teen's tongue piercing causes**

2) **Primal Teen: Tattoos and Body**

*For full points, you must have at least 30 w

1) **SUMMARY:** In complete sentences (unle
articles. (What were the articles about? W
to be educated and safer? If possible write

**These articles talked about the "D
swollen tongues, excessive bleed
ripped skin from jewelry getting o
It can also leave permanent mark**

**Another big danger of piercings is
or HIV.**

**1 in 5 piercings leads to infections
a piercing!)**

Dangerous Decision-Making Model:

Per: _____ Date: _____

Names of Group Members : _____

★ TOPIC: _____

Today you will practice thinking through the consequences of your group's dangerous decision topic. Copy the whole line of each Who/What/When/Where/How model and then answer the questions for your dangerous decision topic.

Who - could it hurt?

What - do adults think?

When - is it illegal?

Where - do I draw my line?

(Where are my personal values on this?)

How - to get out of it? (alternative?)

EXAMPLE: Who could it hurt?: Me-I could get hurt or killed or I could hurt or kill someone else.

W _____ could _____ ? : _____

W _____ do _____ ? : _____

Independent Online Version:

- Can be done online
- (15 topics)
- PowerPoint walks students step-by-step through the activities

Dangerous Decision Presentation Grading Rubric: 4. Name: _____

1. Name: _____ + if did well (3) / ✓ O.K. 2) / - did not do this (0)

+ if did well (3) ✓ O.K. 2) / - did not do this (0)

Spoke loudly and slow _____
 Used good eye contact _____
 Gave useful information _____
 Kept focused _____

Total: ____ / 12
 + Group grade = ____ / 8
 = ____ / 20

NAME: EXAMPLE PER: _____

Share Out and TV Station Articles Worksheet

At least 2 title of articles you read:

- 1) Teen's tongue piercing causes 'suicide disease'
- 2) Primal Teen: Tattoos and Body Piercing

**For full points, you must have at least 30 words of reach of questions #1-4 below*

Dangerous Decision-Making Model: Per: _____ Date: _____

Names of Group Members: _____

★ TOPIC: _____

Today you will practice thinking through the consequences of your group's dangerous decision topic. Copy the whole line of each Who/What/When/Where/How model and then answer the questions for your dangerous decision topic:

Who - could it hurt?

What - do adults think?

When - is it illegal?

Where - do I draw my line?

(Where are my personal values on this?)

How - to get out of it? (alternative?)

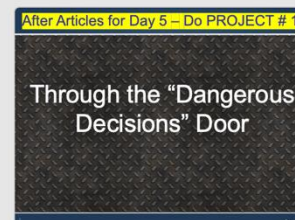
EXAMPLE: Who could it hurt? Me-I could get hurt or killed or I could hurt or kill someone else.

W _____ could _____?: _____

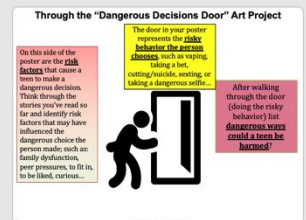
W _____ do _____?: _____



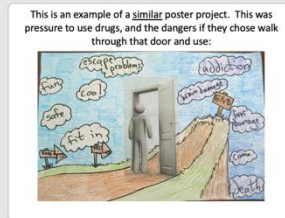
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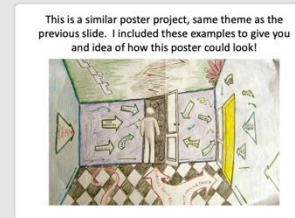
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21



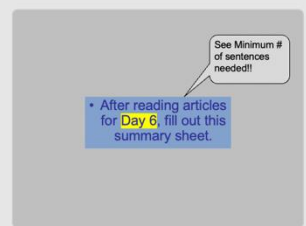
22



23



24



Also Included:

Dangerous Decision:		When is it Legal?	
		(The laws quoted are for the state of Washington- laws may vary slightly for your state)	
1	Cutting/Self-Mutilating/Suicide	If YOU get caught doing it: It is not illegal, but the person is a danger to themselves so the person could be taken to the hospital for a mental evaluation.	If you aid someone to do it: This is considered a self-crime.
2	Taking Bets and Dares	If you dared someone to jump off something, but then did not take a significant step in helping them to do it then there it would most likely not be any type of crime.	If the person was someone who was in a vulnerable state or limited mental capacity there might be a crime such as "Reckless Endangerment." (Which is a Misdemeanor)
3	Sexting (Sending things of sexual nature-pictures or words-by cell phone)	In most states, if it is two persons of the same age then nothing would be done if it was not sent for the purpose of harassing. But, Three states (Florida, Nebraska, and Utah) specify circumstances under which the minors involved could be charged with a felony.* If it is an adult to a minor then there is a crime of "Showing a Minor Pornography" and it could also be "Communicating with a Minor for Immoral Purposes. (Which is a Misdemeanor)	Pornography is anything that is sexual in nature: i.e. pictures, movies, written etc. and the child pornography charge is a Felony.

While most states don't do this there is legislation that is at teen sexting falling under existing child pornography and result in long-term criminal consequences. For example who takes a nude picture of a minor has created child pornography if he sends it to someone else has distributed child pornography

-Role-Play Task Cards!

-“Is it Legal” The state laws on these dangerous decisions

-Optional Homework

-Optional Art Rubric

Name: _____ Period: _____ Date: _____

Who - could it hurt?

What - do adults think?

When - is it illegal?

Where - Do I draw my line?

(Where are my personal values on this?)

How - can I get out of it? (Good alternative?)

1. A friend is staying over at your house. Your parents are gone for the night. When your friend is sure your parents are gone, they bring out some Oxycodone pills they stole from their mom. They say they've taken them before and it was fun and safe. Besides, their mom has a prescription for them, so they can't be dangerous. Should you do it?

W X could X ? X
W X do X ? X
W X is X ? X
W X do I X ? X
H X to X ? X

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NYC Standards From:

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