

CHOICES®

ISSUE DATE SEPT. OCT. NOV./DEC. JAN. FEB./MAR. APR./MAY

A SUPPLEMENT TO *CHOICES*

Turn each issue of *Choices* into hours of instruction! Inside this Teacher's Edition you'll find:

- 5 Lesson plans
- 25 Discussion questions
- 5 Classroom activities
- 3 Reproducible sheets
- 15 Resources

53 ways to support and enrich your curriculum

TURN THE PAGE AND BEGIN YOUR LESSON PLAN!

THANK YOU FOR USING *CHOICES* IN YOUR CLASSROOM!

WELCOME TO THE SEPTEMBER 2009 ISSUE OF *CHOICES*, a magazine that covers family and consumer science, health, and life skills.

We have an exciting issue to start off the school year. Listed below are the main feature articles in this issue, along with the family and consumer science standards and health education standards that each article meets. In addition, each feature article contains SAT/ACT vocabulary words.

If you have questions about the content of *Choices*, please contact me at (212) 343-6434 or at bhugel@scholastic.com.

Sincerely,
Bob Hugel, Editor
Scholastic Choices

PAGE	CURRICULUM	FEATURE ARTICLE	STANDARDS (see p. T7)	
4	PERSONAL RESPONSIBILITY	If Love Hurts, It Isn't Love Meet a teenager who is working to educate her peers about how to prevent dating/relationship abuse. QUIZ: Are these statements true or false?	FCS 12, 13	Health 1, 2, 3, 4, 5, 6, 7
8	SUBSTANCE ABUSE	Second Chance This teen thought that a night of binge drinking would impress his friends. Instead, his bout with alcohol almost killed him. QUIZ: Fill in the blanks to complete these statements.	FCS 6, 7, 12, 13, 14, 15	Health 1, 2, 3, 4, 5, 6, 7
12	HEALTH	So Long, Stress! With busy lives, all teens feel stress. Here's what to do to make sure it doesn't overwhelm you. QUIZ: How should these teens handle their stressful situations?	FCS 1, 6, 7, 12, 13	Health 1, 2, 3, 4, 5, 6, 7
15	FAMILY	Making Peace With Parents A teen's relationship with his or her parents is never perfect, but here's what to do to ease tension with Mom and Dad. QUIZ: Are these statements true or false?	FCS 6, 7, 12, 13, 15	Health 1, 2, 3, 4, 5, 6, 7
18	NUTRITION	The Truth About Diet Soda Many teens think that diet soda is a much healthier drink than it actually is. Learn five truths about every type of diet soda. QUIZ: Fill in the blanks to complete these statements.	FCS 8, 9, 14	Health 1, 2, 3, 4, 5, 6, 7

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Coming Next Issue

- **HEALTH:** NFL star reveals how he won his battle with depression
- **FAMILY:** Multiracial and proud
- **NUTRITION:** Whole grain vs. white bread
- **PERSONAL RESPONSIBILITY:** How volunteering helps shape your future



If Love Hurts, It Isn't Love

SUMMARY: THIS ARTICLE USES THE ALLEGED INCIDENT BETWEEN R&B SINGERS CHRIS BROWN AND RIHANNA AS A VEHICLE TO EXPLAIN THE ISSUE OF DATING ABUSE. THE STORY PROFILES A TEEN WHO WORKS AS A VOLUNTEER FOR A DATING-ABUSE PREVENTION GROUP.

DISCUSSION QUESTIONS

- **Which type of abuse do you think is worse:** physical or emotional? Or can they be equal in severity?
- **The article says that it is often difficult for dating-abuse victims to recognize that they are being abused.** Why do you think this is so?
- **Why do you think someone would abuse his or her boyfriend or girlfriend?** Aren't people in a relationship supposed to care for each other?
- **Have you ever gotten upset or angry with a boyfriend or girlfriend?** How did you handle the situation? Do you think you behaved appropriately?
- **At the end of the article, Sarah says, "Focus on yourself. Make deci-**

sions that are right for you. You don't need to be in a relationship to be cool." What do you think she means? Do you agree? Why or why not?

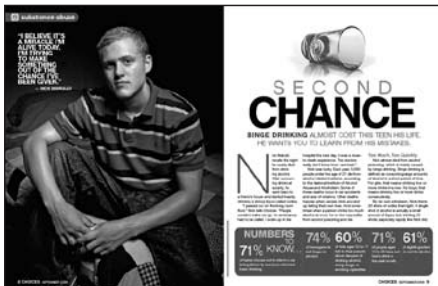
ADDITIONAL ACTIVITY

Teaching point: *This activity will help students comprehend the concepts in the article while also fostering their creativity.* Divide students into small groups and have them make posters promoting the prevention of dating abuse. Tell students to use information in the article and, if they have time to do research, information from other resources to make the posters. After students are

done, discuss the content of their posters and then post them in the hallways of your school.

RESOURCES

In addition to the resources listed in the student edition, check out these organizations and this book:
National Domestic Violence Hotline. Phone: (800) 799-7233. Web site: www.ndvh.org
Choose Respect. www.chooserespect.org
Teen Survival Guide: 3 Keys to Winning in Today's Society—Respect, Responsibility, Resolve by John Tate (AuthorHouse, 2008).



Second Chance

SUMMARY: THIS ARTICLE PROFILES A TEEN WHO ALMOST DIED FROM BINGE DRINKING. THE ARTICLE EXPLAINS WHAT BINGE DRINKING IS AND WHY IT IS PARTICULARLY DANGEROUS FOR TEENS. THE ARTICLE ALSO GIVES TIPS ON HOW TO AVOID GETTING IN TROUBLE WITH ALCOHOL.

DISCUSSION QUESTIONS

- **Did Nick's episode with binge drinking surprise you?** Why or why not? Have you known teens who have binged on alcohol?
- **The article says that some teens drink to rebel against authority.** What are ways to assert your independence that don't involve breaking the law or risking your life?
- **Have you ever felt peer pressure to drink alcohol?** If so, how did you handle the situation?
- **The night Nick almost died from binge drinking, he was drinking with people he knew.** Given that, what impression do you have of Nick's friends?

• **Nick says it is a "daily struggle"** for him to not drink alcohol. Do you think he'll succeed in the long run?

ADDITIONAL ACTIVITY

Teaching point: *This role-playing activity will give students practice in resisting pressure to drink alcohol.* Go over the five ways listed in the article to stay alcohol-free. Then divide students into small groups and have them role-play situations in which teens are trying to pressure their peers to drink alcohol. Afterward, discuss as a class the situations presented and how students coped with the pressure to drink.

RESOURCES

National Institute on Alcohol Abuse and Alcoholism. Web site: www.niaaa.nih.gov
Centers for Disease Control and Prevention. Web site: www.cdc.gov/alcohol/quickstats/binge_drinking.htm
The Partnership for a Drug-Free America. Web site: www.drugfree.org/Portal/drug_guide/Alcohol
California Governor's Prevention Advisory Council & California Department of Alcohol and Drug Programs. Web site: www.youthbingedinking.org



HEALTH PG. 12-14

So Long, Stress!

SUMMARY: EVERY TEEN FEELS STRESS ON A DAILY BASIS. THIS ARTICLE EXPLAINS WHY THE TEENAGE YEARS ARE STRESSFUL AND GIVES ADVICE ON HOW YOUNG PEOPLE CAN CALM THEMSELVES WHEN THEY GET AGITATED WITH THEIR LIVES.

DISCUSSION QUESTIONS

- **What people or events in your life cause you stress? Why do these things bother you? What do you do to cope?**
- **The article provides six ways for teens to reduce stress. Have you ever tried any of them? If so, which ones worked? Why?**
- **Is Spencer too busy, or is his schedule typical for a teen? Do you think there is anything he can do to reduce his activity load?**
- **An expert in the article says, "kids today are under more stress than previous generations of kids." Do you agree with this statement? Why or why not?**

• **The article advises teens to be around positive people. How much do you think having a positive attitude affects how a person views stress?**

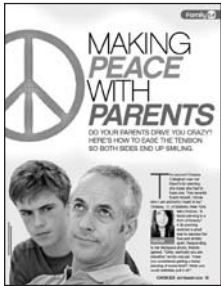
ADDITIONAL ACTIVITY

Teaching point: *This activity will help students reflect on how they handle stress and give them an opportunity to form strategies to deal with future stress.* Ask each student to think about a stressful situation that he or she recently experienced and handled poorly. Have students write down what happened and how they reacted to the stress they felt. Then ask them to write down at least three ways they could have handled the

stress differently so that the experience would have ended positively.

RESOURCES

- American Academy of Child & Adolescent Psychiatry.** Web site: www.aacap.org/root/facts_for_families/helping_teenagers_with_stress
- American Academy of Family Physicians.** Web site: <http://familydoctor.org/online/famdocen/home/children/teens/prevention/278.htm>
- Fighting Invisible Tigers: A Stress Management Guide for Teens** by Earl Hipp (Free Spirit, 2008).
- Stress Relief: The Ultimate Guide (It Happened to Me)** by Mark Powell (The Scarecrow Press, 2007).



FAMILY PG. 15-17

Making Peace With Parents

SUMMARY: THE TEEN YEARS ARE A TIME WHEN YOUNG PEOPLE OFTEN DON'T GET ALONG WITH THEIR PARENTS. THIS ARTICLE EXPLAINS WHY THIS HAPPENS AND GIVES ADVICE ON HOW TEENS CAN IMPROVE THEIR RELATIONSHIPS WITH THEIR PARENTS.

DISCUSSION QUESTIONS

- **The article advises teens to let their parents know what is going on in their lives. Is that difficult for teens to do? Why do you think so?**
- **The article says that if teens talk to their parents only when they want something, their parents will resent them. Is it surprising to hear that parents can resent their kids? Why or why not?**
- **In the "Teen Talk" box, it says that children most admire their parents. Do you feel the same way? Why or why not?**
- **Teens want more control over their lives, but are there good things**

about having your parents in charge? If so, what are they?

• **If you could tell your parents one thing about yourself as a teen, what would it be? Why is that part of your character so important to you?**

ADDITIONAL ACTIVITY

Teaching point: *This writing activity will help students understand viewpoints that contrast with their own.* Ask students to think about a recent situation in which their parents didn't allow them to do something that they really wanted to do. Have them write down what happened in as much detail as possible. Then

ask them to think of three to five reasons why their parents forbade them to do the activity, and to write those reasons on a piece of paper. Tell them to read over everything they wrote and ask them to try to explain why their parents took the position they did.

RESOURCES

- Yes, Your Parents Are Crazy!: A Teen Survival Guide** by Michael J. Bradley (Harbor Press, 2004).
- How to Raise Your Parents: A Teen Girl's Survival Guide** by Sarah O'Leary Burningham (Chronicle Books, 2008)

The Truth About Diet Soda

SUMMARY: TEENAGERS LOVE TO DRINK SODA, AND MANY BELIEVE THAT DIET SODA IS A MUCH HEALTHIER ALTERNATIVE THAN IT ACTUALLY IS. THIS ARTICLE IDENTIFIES AND EXPLAINS FIVE FACTS ABOUT THE NUTRITIONAL CONTENT OF DIET SODA.



DISCUSSION QUESTIONS

- **Do you like to drink diet soda?**
If you do, how much of it do you drink daily? Do you think you drink too much or the right amount? Why?
- **Which of the five facts about diet soda surprises you the most?**
Why does it surprise you?
- **After reading this article, do you think you will drink less soda? Why or why not?**
- **Do you think you could go through an entire day without drinking any type of soda? How hard would it be to pull off that challenge?**
- **How much responsibility do you think soft drink companies have to inform consumers about the**

nutritional content in the sodas they manufacture? What are reasons that soda companies may not want consumers to know the information in the article?

ADDITIONAL ACTIVITY

Teaching point: *This at-home experiment will challenge students to consume drinks that are healthier than soda.* Tell students about the healthier alternative beverages to soda: juice, water, and milk. Then challenge your class to go through an entire Saturday or Sunday without drinking any soda. Ask them to keep track of what they drank instead of soda. For those of them who accomplish the feat, ask

them to talk about how they feel about not drinking soda and whether or not they think they could go longer without drinking soda.

RESOURCES

Food Guide Pyramid. The Web site for the U.S. Department of Agriculture (USDA) has the updated Food Guide Pyramid. Teens can visit the site to learn about proper nutrition. Visit www.mypyramid.gov.

Nutritional Information. You can find the nutritional content for different sodas by going to various manufacturers' Web sites. For instance, for Diet Coke, go to www.the.coca-cola.com/us_nutrition.html.

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Understanding Dating Abuse

DIRECTIONS: After reading “If Love Hurts, It Isn’t Love,” on pages 4 to 7 of this issue of *Choices*, answer these questions to see how much information you remember and how well you understood the vocabulary. Answers are on page T7.

1. Constantly criticizing someone is an example of _____ abuse.
 - a. physical
 - b. verbal
 - c. sexual
 - d. all of the above

2. The alleged incident between Rihanna and Chris Brown is an example of abusive behavior typical of _____.
 - a. only famous people
 - b. just teenagers and college-age people
 - c. anyone
 - d. adults

3. According to an expert in the article, teens who are new to dating often mistakenly believe that being jealous and possessive are signs of _____ love.
 - a. true
 - b. false
 - c. fake
 - d. troubled

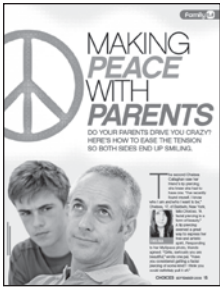
4. As with many teen victims of abuse, Sarah did not tell anyone that she was being abused because she was _____.
 - a. confused
 - b. clueless
 - c. ashamed
 - d. both “a” and “c”

5. A recent study showed that _____ percent of teens involved in dating relationships received texts from boyfriends or girlfriends between midnight and 5 a.m.
 - a. 75
 - b. 50
 - c. 25
 - d. 10

6. Some teens in abusive relationships are afraid to break up with their partner because they feel pressure to have a boyfriend or girlfriend.
 - a. true
 - b. false

7. Hitting a boyfriend or girlfriend just one time is not considered to be an act of abuse—especially if the person immediately apologizes for committing an act of violence.
 - a. true
 - b. false

8. According to Sarah, the teen volunteer in the article, teens _____ a boyfriend or girlfriend to give meaning to their lives.
 - a. need to have
 - b. should have
 - c. don’t need
 - d. none of the above



Talking Points

DIRECTIONS: After reading “Making Peace With Parents,” on pages 15 to 17 of this issue of *Choices*, try the activity below with a parent.

PART 1: Answer these questions on a sheet of paper.

1. What do you usually talk to your parent or teen about?
2. How often do you feel you have the same conversation?
3. What was the last meaningful conversation you’ve had? How did it end?
4. When you are having a conversation with your parent or teen, what do you appreciate most about it?
5. When you are having a conversation with your parent or teen, what do you dislike about it?
6. Are there topics you would like to discuss with your parent or teen but feel you can’t. If your answer is yes, why not?

PART 2: Read each statement below. Check off each one that applies to your relationship with your parent or teen.

- I know he/she understands and cares about me and my thoughts and feelings.
- He/she doesn’t understand how I feel.
- He/she just rambles on and on.
- I’ve heard it all a million times before.
- I’m tired of taking all the blame/responsibility.
- Why is he/she making this so difficult?
- He/she is always lecturing me.
- I don’t even bother to listen.
- I appreciate his/her point of view, but . . .
- I don’t feel like I’m being heard.

PART 3: On a sheet of paper, describe a good conversation you’ve had with your parent/teen.

Looking back on that conversation now, what do you think about the point of view your parent/teen presented?

PART 4: On a sheet of paper, describe a bad conversation you’ve had with your parent/teen.

Looking back on the conversation, what do you think about the point of view your parent/teen presented?

PART 5: Exchange your questionnaire with your parent/teen.

Read over the answers your parent/teen gave. Then have a conversation about how the two of you communicate. This exercise will work best if each person agrees to listen closely to what is being said, with an open mind and without interrupting. You may also want to establish some ground rules for your conversation, such as speaking about yourself before speaking about your teen/parent and avoiding criticism or blame.

ANSWERS

p. 7: Test Yourself

1. true
2. false
3. false

p. 11: Test Yourself

1. short
2. pressure
3. urge
4. decisions
5. depressant
6. breaking

p. 14: Test Yourself

1. b
2. c
3. b
4. c

p. 17: Test Yourself

1. false
2. true
3. false

p. 19: Test Yourself

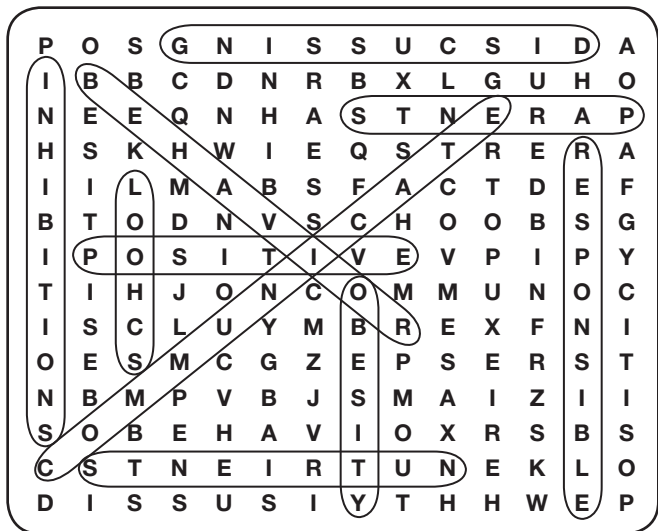
1. gain
2. headaches
3. nutrients

p. T-5: Understanding Dating Abuse

1. b
2. c
3. a
4. d
5. c
6. a
7. b
8. c

p. T-8: The Hunt Is On

1. nutrients
2. school
3. responsible
4. positive
5. communicate
6. obesity
7. inhibitions
8. behavior
9. discussing
10. parents



NATIONAL STANDARD FAMILY & CONSUMER SCIENCE: FCS

<p>FCS1. Career, community, family FCS2. Consumer, family FCS3. Consumer services FCS4. Early childhood FCS5. Facilities management FCS6. Family FCS7. Family, community FCS8. Food production, services</p>	<p>FCS9. Food sciences, nutrition FCS10. Hospitality, tourism FCS11. Housing, interiors FCS12. Human development FCS13. Interpersonal relationships FCS14. Nutrition and wellness FCS15. Parenting FCS16. Textiles, apparel</p>	<p>Teachers can obtain a copy of the national standards by contacting the American Association of Family and Consumer Sciences. The address is 1555 King St., Alexandria, VA 22314. Phone: (800) 424-8080. The standards are also posted at the National Coalition for Family & Consumer Sciences Education's Web site: www.face.org/nat.htm</p>
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NATIONAL STANDARDS FOR HEALTH EDUCATION: H

<p>H1. Comprehend concepts related to health promotion and disease prevention. H2. Demonstrate the ability to access valid health information and health-promoting services. H3. Demonstrate the ability to practice health-enhancing behaviors and to reduce health risks.</p>	<p>H4. Analyze the influence of culture, media, technology, and other factors on health. H5. Demonstrate the ability to use interpersonal communication skills to enhance health. H6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>H7. Demonstrate the ability to advocate for personal, family, and community health. Teachers can obtain a copy of the standards by contacting the American School Health Association (ASHA). Phone: (330) 678-1601. Web site: www.ashaweb.org.</p>
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The Hunt Is On

DIRECTIONS: How closely did you read the five feature articles (“If Love Hurts, It Isn’t Love,” “Second Chance,” “So Long, Stress,” “Making Peace With Parents,” and “The Truth About Diet Soda”) in this issue of *Choices*? Find out by filling in the blanks in

each sentence below using the word list. Each word is used once. Then, find the words in the puzzle and circle them. Words are listed horizontally, vertically, diagonally, and backward. Answers are in the Teacher’s Edition.

1 Diet soda lacks _____ to help your body stay healthy.

you feel better about yourself and put problems in the proper perspective.

poor decisions when you drink, and that can lead to trouble.

2 Nick’s drinking problem got so out of hand that he ended up dropping out of _____ and getting kicked out of his home.

5 If you want something from your parents, it’s important to learn how to _____ effectively with them.

8 Dating abuse is controlling _____ in a relationship that takes the form of some type of violence.

3 Abusive daters often try to convince their victims that they are _____ for bringing the violence upon themselves.

6 Drinking lots of diet soda can contribute to serious health problems, including high blood pressure, elevated glucose levels, and _____.

9 _____ a problem with someone you trust can help relieve stress and also resolve the issue at hand.

4 Being around people with _____ attitudes can help

7 Because alcohol decreases _____, you end up making

10 Even mature teenagers need to understand that their _____ are still in charge of most of what goes on in their lives.

WORD List

- parents
- communicate
- nutrients
- positive
- inhibitions
- responsible
- obesity
- school
- behavior
- discussing

P	O	S	G	N	I	S	S	U	C	S	I	D	A
I	B	B	C	D	N	R	B	X	L	G	U	H	O
N	E	E	Q	N	H	A	S	T	N	E	R	A	P
H	S	K	H	W	I	E	Q	S	T	R	E	R	A
I	I	L	M	A	B	S	F	A	C	T	D	E	F
B	T	O	D	N	V	S	C	H	O	O	B	S	G
I	P	O	S	I	T	I	V	E	V	P	I	P	Y
T	I	H	J	O	N	C	O	M	M	U	N	O	C
I	S	C	L	U	Y	M	B	R	E	X	F	N	I
O	E	S	M	C	G	Z	E	P	S	E	R	S	T
N	B	M	P	V	B	J	S	M	A	I	Z	I	I
S	O	B	E	H	A	V	I	O	X	R	S	B	S
C	S	T	N	E	I	R	T	U	N	E	K	L	O
D	I	S	S	U	S	I	Y	T	H	H	W	E	P

In this issue...

PAGE	CURRICULUM	ARTICLE STANDARDS
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NATIONAL STANDARD FAMILY & CONSUMER SCIENCE: FCS

FCS1. Career, community, family
FCS2. Consumer, family
FCS3. Consumer services
FCS4. Early childhood
FCS5. Facilities management
FCS6. Family
FCS7. Family, community
FCS8. Food production, services

FCS 9. Food sciences, nutrition
FCS10. Hospitality, tourism
FCS11. Housing, interiors
FCS12. Human development
FCS13. Interpersonal relationships
FCS14. Nutrition and wellness
FCS15. Parenting
FCS16. Textiles, apparel

Teachers can obtain a copy of the national standards by contacting the American Association of Family and Consumer Sciences. The address is 1555 King St., Alexandria, VA 22314. Phone: (800) 424-8080. The standards are also posted at the National Coalition for Family & Consumer Sciences Education's Web site: www.facse.org/nat.htm.

11 PRINCIPLES OF CHARACTER EDUCATION: CE

CE1. Character education promotes core ethical values as the basis of good character.
CE2. Character must be comprehensively defined to include thinking, feeling, and behavior.
CE3. Effective character education requires a proactive and comprehensive approach that promotes the core values of school life.
CE4. The school must be a caring community.
CE5. To develop character, students need opportunities for moral action.
CE6. Effective character education includes

a meaningful academic curriculum that respects all learners and helps them succeed.
CE7. Character education should strive to develop students' intrinsic motivation.
CE8. The school staff must become a learning community in which all share responsibility for character education and attempt to adhere to the same core values.
CE9. Character education requires moral leadership from both staff and students.
CE10. The school must recruit parents and

community members as full partners in the character-building effort.
CE11. Evaluation of character education should assess the character of the school, school staff, and students.
Teachers can obtain a copy of the 11 principles by contacting the Character Education Partnership (CEP). The address is 1025 Connecticut Ave. NW, Suite 1011, Washington, DC 20036. Phone: (800) 988-8081. The standards are also posted at <http://character.org/principles/>.

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