

# Crew 66 : Health Education Dialogues

for Middle School Students



Dr. Cristy Jefson

Teacher Edition

**Moose Moss Press**

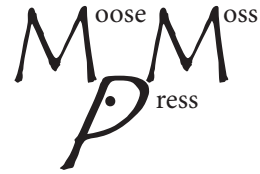
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**Target Audience**

The strategies, activities and professional development materials in this book are consistent with state and National Health Education Standards for learning and teaching, and therefore target pre-service teachers or in-service teacher professional development.

**Key Words**

1. Crew 66: Koy, Rumor, Blip, Claire Voyant, Spur, Puck, Tranquility, Fandango (Fictitious characters) - Fiction 2. Health Education 3. National Health Education Standards 4. Curriculum 5. Dialogues 6. HECAT (Health Education Curriculum Analysis Tool) Healthy Behavior Outcomes 7. Cipher 8. Pre-service teachers 9. In-service teachers 10. Middle School Students 11. Health Belief Model 12. Bloom's Revised Taxonomy

# Crew 66: Health Education Dialogues for Middle School Students

**FUNCTIONAL HEALTH KNOWLEDGE**

Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Describe the benefits of and barriers to practicing healthy behaviors.

Analyze the relationship between healthy behaviors and personal health.

Analyze how the environment affects personal health.

**KOY**

**ANALYZING INFLUENCES**

Describe how peers influence healthy and unhealthy behaviors.

Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Describe the influence of culture on healthy beliefs, practices, and behaviors.

Analyze how the school and community can affect personal health practices and behaviors.

Explain the influence of personal values and beliefs on individual health practices and behaviors.

**RUMOR**

**ACCESSING INFORMATION**

Access valid health information from home, school, and community.

Analyze the validity of health information, products, and services.

Describe situations that may require professional health services.

Locate valid and reliable health products and services.

Determine the accessibility of products that enhance health.

**BLIP**

**SELF MANAGEMENT**

Explain the importance of assuming responsibility for personal health behaviors.

Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Demonstrate behaviors that avoid or reduce health risks to self and others.

**TRANQUILITY**



**COMMUNICATION**

Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Apply effective verbal and nonverbal communication skills to enhance health.

Demonstrate effective conflict management or resolution strategies.

Demonstrate how to ask for assistance to enhance the health of self and others.

**CLAIRE**

**GOAL SETTING**

Assess personal health practices.

Apply strategies and skills needed to attain a personal health goal.

Develop a goal to adopt, maintain, or improve a personal health practice.

Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

**PUCK**

**DECISION MAKING**

Analyze the outcomes of a health-related decision.

Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

Predict the potential short-term impact of each alternative on self and others.

Identify circumstances that can help or hinder healthy decision making.

Choose healthy alternatives over unhealthy alternatives when making a decision.

**SPUR**

**ADVOCACY**

Work cooperatively to advocate for healthy individuals, families, and schools.

Demonstrate how to influence and support others to make positive health choices.

State a health-enhancing position on a topic and support it with accurate information.

Identify ways that health messages and communication techniques can be altered for different audiences.

**FANDANGO**

**Can you solve the puzzle?**

2
10
14
12
11
2
10
7
6
4
14
11
13
3
5
1
3
4
8
9

Clues:

4 = C    9 = S    5 = N    7 = D    8 = K    10 = E    11 = T  
 6 = U    3 = O    12 = L    1 = R    13 = I    14 = A    2 = H

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## Brief Introduction

**What is** *Crew 66: Health Education Dialogues for Middle School Students*?

**Goal** - Health literacy is the capacity of the individual to identify, examine, critically evaluate, and apply health knowledge and skills for the purpose of adopting and maintaining health-enhancing attitudes and beliefs to make health-enhancing decisions for the purpose of overall wellness. It is the overarching goal of this volume to help students achieve health literacy.

**Action** - Activities for students begin with dialogues, which are two-page, two-character plays. Students pair up and read the dialogues out-loud. Each dialogue sets up a scenario that directly or indirectly teaches an important concept or skill.

**Performance Tasks** - After reading each of the dialogues, students complete a series of performance tasks that are indicators of learning and understanding.

**Tracking Clues and Puzzle** - As students complete the tasks at an 80% level or higher level they earn the “Crew 66 Clue” for that lesson. The more clues the students collect the closer they come to solving the mystery puzzle at the end of the book. The end of the book contains the full cipher puzzle and accompanying clues.

**Prologue: How Crew 66 Got Their Start** - The Prologue introduces the eight main characters at Nine-Band High School; the main characters featured in the 40 Dialogues. The Prologue provides the context in which they are interconnected as well as introduces the puzzle that students will work to solve as they successfully complete the performance tasks through out the book. Students should read the prologue first before reading any of the dialogues, or completing any of the Performance Tasks.

**Units** - There are eight Units contained within *Crew 66: Health Education Dialogues for Middle School Students*. Each Unit features a character whose special ability is to teach the specific Health Education Standard. The eight Units and characters are:

- Unit 1 Functional Health Knowledge featuring Koy
- Unit 2 Analyzing Influences featuring Rumor
- Unit 3 Accessing Valid Health Information featuring Blip
- Unit 4 Communication featuring Claire Voyant
- Unit 5 Decision Making featuring Spur
- Unit 6 Goal Setting featuring Puck
- Unit 7 Self Management featuring Tranquility
- Unit 8 Advocacy featuring Fandangoo





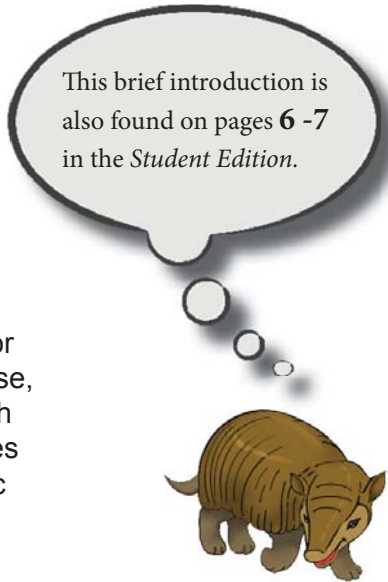
**Unit Outline** - Each Unit contains five dialogues for a total of 40 individual dialogues in the book. Each Unit contains a Unit Outline that provides the following key ideas:

- \* Brief Description of the Dialogue
- \* National Health Education Standard
- \* Grade Level Performance Indicator
- \* Health Education Topic Area
- \* HECAT Healthy Behavior Outcomes
- \* Common Core Writing Standards
- \* Health Education and Other Terms

**Additional Considerations** - The *National Health Education Standards*, the *Common Core Standards*, and the *Centers for Disease Control and Prevention Priority Topic Areas* were utilized when writing this book. All 8 NHES were used as well as the *English Language Arts Common Core Standards of Writing, Reading, Language, and Speaking & Listening*. Additionally a range of *Health Education priority Topic Areas* as established by the CDC for Health Educators were used. Additionally, given the recent attention to environmental health issues as it relates to personal health as well as the focus on improved consumer literacy in Healthy People 2010, the author elected to add *Environmental Health and Consumer Health as Topic Areas*. Therefore, the *Topic Areas* included within this volume are:

- \* Alcohol and Other Drugs
- \* Healthy Eating
- \* Mental and Emotional Health
- \* Personal Health and Wellness
- \* Physical Activity
- \* Safety
- \* Sexual Health
- \* Tobacco Use
- \* Environmental Health
- \* Consumer Health

Some of the dialogues represent long-standing challenges for Health Educators such as addressing tobacco and alcohol use, whereas other dialogues represent new challenges for Health Educators such as sexting, cyber bullying, sedentary lifestyles due to excessive screen time, pro-social behaviors at athletic events, living in a fast food culture, and Health Education information literacy in an age of digital learning. Many of the dialogues include modern references to texting, cellular telephones, computers, social networking websites, and screen time.



This brief introduction is also found on pages 6 -7 in the *Student Edition*.

## Prologue - How Crew 66 Got Started

*The Prologue introduces the eight main characters in the 40 dialogues. It provides the context in which they are interconnected as well as introduces the puzzle that students will work to solve as they successfully complete the performance tasks through out the book.*

Somewhere in the middle of the desert on Route 66, eight students rush blindly after a mysterious creature near their high school, Nine-Band High. They meet abruptly in a collision...

CRASH!!!

"OOOF!"

"Ow!"

"Watch it!"

"Sorry!"

"You're stepping on my--"

"Hey!"

"What are you doing here?"

"EVERYBODY, HOLD IT!!!" A tall girl with a beautiful dark complexion and curly hair brought calm to the commotion. The clump of eight Nine-Band High School students slowly began to straighten themselves out having collided in their blind haste. "Now, everyone, what just happened?"

The group erupted into a chorus of explanations, each one talking over the next.

"STOP!" A girl in a pink shirt shouted, putting both hands over her ears. "We need some order here. Let's each of us say who we are and take turns, alright?"

"That's a good idea," the curly haired girl said again. "Let's start with... you." She pointed to a boy in a hockey jersey.

"Me?" He asked smugly. "They call me Puck. Captain of the street hockey team. And I was just looking for my--"

"We have a street hockey team?" Another boy interrupted.

"Please wait your turn." The girl in pink said.

"And who are you to tell us what to do?" someone murmured.

The group went into chaotic arguing again.

"Enough!" The girl with the radiant smile curly hair, and a purple shirt stopped the grumbling again, turning to the girl in pink. "You're name is Claire, right? I think you're in my math class."

"Yes." Claire smiled. "And you are?"

She turned to the rest. "I'm Tranquility. And I think Claire is right. We need to communicate with respect if we're going to get anywhere. Claire, why don't you go next."

Claire nodded both in agreement and gratitude. "Well, I'm Claire. And I lost my radio. I thought I heard it back here, and was following the sound."

"You mean your iPod?" A small boy with red-brown hair piped up. "Sorry, I'm Koy. I just moved here from the city." He shyly apologized for jumping into the conversation.

"It's nice to meet you, Koy." Claire gave him a small smile. "But no. Not an iPod. A handheld radio. It's kinda old, and nothing fancy, but it has a lot of sentimental value."

"I'm missing something too." A thick Texan accent broke in. A girl with long

braided blonde hair crossed her arms. “A small decorative charm from my bracelet. Name’s Spur.”

“Spur?” Puck snorted. “What kind of a name is that?”

“I don’t know. What kind of a name is Puck?” She threw back with confidence.

Puck shrugged, smiled, and leaned against a stone wall.

“I’m Fandango.” Another girl took her turn and told her tale with sincerity, “I was bird watching on the other side of the courtyard, but now I can’t find my binoculars. I was chasing after a Mockingbird I’ve been watching when I crashed into all of you.”

Koy tilted his head in interest. “Mocking Birds are very popular among birdwatchers and are supposed to have really impressive songs. They’re the Texas state bird.”

“Wow,” Fandango exclaimed. “Do you bird watch too?”

“No.” Koy drew into himself, bashful from the attention. “No, I just know weird stuff sometimes.”

“I’m Rumor” the next boy announced, and introduced the boy to his left as well. “And this is my friend Blip.” Blip waved hello, before Rumor went on. “Would I be right in guessing that everyone here is missing a personal possession?”

Everyone looked at the puzzled faces around them realizing that they all were.

“What are you missing?” Tranquility questioned.

“Well,” Rumor began. “I’m missing a book of riddles and puzzles.” He gave a cough and quickly changed the subject. “Nothing that special. But Blip here, he’s missing his smart phone.”

Tranquility stepped to the center of the circle. “Okay... Let me get this straight. Rumor, you’re missing a book. Blip, a smart phone. Spur, you’re missing a charm from your bracelet. Fandango is missing binoculars. Claire is missing a handheld radio. And I’m missing my daily planner.” Am I right so far?

Everyone nodded.

“Good.” Tranquility continued. “That just leaves Puck and Koy. What are you two missing?”

“A memory card for my computer,” Koy answered. “It had a lot of important information on it.”

“I’m missing a souvenir from a hockey game my dad took me to once. It’s just an old ticket stub, but it means a lot to me,” Puck assured.

“I know this sounds crazy, but...” Rumor trailed off rethinking if he should say anything.

“Go ahead, Rumor.” Spur encouraged.

“It’s just that, right before our stuff went missing, I thought I saw this armadillo,” he finished.

“An armadillo?” Fandango repeated. “Like Lone Star, our school mascot?”

“I saw one too.” Puck’s attention peaked. “I thought I was losing my mind. I didn’t want to say anything, but that’s what I was chasing after. He took my ticket!”

“Okay,” Tranquility nodded. “Now we’re getting somewhere. As strange as it is, did anyone else have a run in with this armadillo?”

A round of affirmative head nodding ensued.

Puck stepped into the middle of the circle. “Then I guess the next question is, what do we do next? We need a plan. Our goal is clear. Find our stuff. But how?”

Fandango offered her suggestion, “We need to gather information. What do we know about armadillos?”

Tranquility thought about it for a minute. “Koy, you said you know a lot of information. Anything about armadillos? Their behaviors and habits?”

“Only a little.” Koy answered. “The only species of armadillo to live in the United States is the Nine-Banded Armadillo, like our school is named after. I know the Nine-Banded Armadillo eats insects. They’re good swimmers and they lay eggs that always hatch into four identical babies. They like to build their nests out of leaves and rocks and things. And they are really good at digging.”

“That’s a ‘little’ information?” Blip asked with amazement.

Koy sheepishly smiled.

“Okay,” Puck moved things along. “That’s a great start. Now can anyone think of somewhere that would be a perfect place for an armadillo to make a nest?”

“You think if we find the nest we’ll find our stuff?” Claire asked.

Tranquility agreed. “I certainly hope so.”

“Oh!” Fandango lit up with an idea. “There’s a spot I know, behind the school, just a little farther from here by the Lacrosse fields. I use it to bird watch sometimes. It’s like a little cactus garden or something.”

Spur smiled as well. “I know what you’re talking about! I always see the school custodian hanging out back there for some reason. I can show us the way.”

Spur led the others around the back edge of the school’s property.

“Hmmm. This isn’t where I thought I’d be spending my evening, I’ll say that much.” Puck complained while climbing through some prickly bushes. Once he broke free he stopped in awe of the desert garden they all stood in. “Whoa!”

“I know, right?” Fandango replied.

It was a beautiful place, with a fountain, cacti, and a large stone table in the center of a patio.

“Wow! This is beautiful! Now I know why the custodian hangs out back here!” Explained Spur.

“How long has this been back here?” Tranquility couldn’t understand how such a place could go unnoticed by so many students.

“Hey look!” Fandango yelled. “On the table!”

And there, in plain sight were all of their belongings.

“The armadillo!” Rumor pointed, just in time to see it scurry through a hole in the wall. “Oh! He got away!”

“It doesn’t matter,” Puck replied as he walks to the table with the others, “we did what we set out to do. We found our belongings. Is everything here?”

“It looks like it.” Tranquility answered.

“Hey! Over there! Look!” Blip said excitedly. “A wooden box!”

Walking over to a cactus, Claire crouched down to find a wooden box under its prickly cover. She carefully grabbed the box and traced her fingers over the wood carving and then slowly opened it. “The carving on the top of the box says ‘amulets.’”

“What’s an amulet?” inquires Fandango.

“An amulet is a trinket that carries special powers.” replied Koy.

Claire slowly opened the lid, the hinges squeaking at her. She scanned the box for its contents and counted eight amulets, picking one up and cupping it in her palm carefully. At the same moment she felt a tingling in her fingers spreading through her body giving her a feeling of something extraordinary happening to her. “There are eight amulets here.” Scanning the group, she looked up and declared “And there are eight of us.”

“That cannot be coincidence.” Muttered Koy as he walked over to Claire and picked up one of the amulets. “It says something on the back of each amulet.”

Spur shuffled over and rubbed the face of one of the amulets on the corner of her dress to reveal writing. “It says ‘Crew 66.’ I wonder what that means?”

“A crew is defined as a group of people who have a common purpose, a collective mission so to speak. They work together to achieve a common goal,” Koy responds

“You know, we already work pretty well together as a team, finding our belongings and all.” said Spur.

“Kinda like a crew!” says Rumor, looking up from his puzzle book. “But what is the significance of ‘66’?”

Koy brightened up and stated “Nine-Band High School is located on old Route 66. If you read the plaque on the front of the building, it describes Route 66 and its path from Chicago to Los Angeles. Interestingly, the exact beginning of the route in Chicago changed several times due to the World’s Fair. The original federal route was established in 1926 and has even been written about in the famous novel, ‘The Grapes of Wrath’ written by John Steinbeck.”

“This guy is unbelievable. A fountain of knowledge!” whispers Fandango to Spur.

The group is speechless until Puck speaks. “And what’s this over here?” Picking up a note that was tucked under each of their belongings, he unfolds it and reads it out loud.

“Let me begin by apologizing. I didn’t mean to be so secretive, but I had to make sure you were all as capable as I suspected.”

“Capable of what?” Tranquility interrupts, suspiciously.

“And who wrote the note?” Claire inquired.

Puck continued to read.

“My little friend here was helping me put together a team. A team of talented students like yourselves to help others. He brought you all together by taking something from each of you that represented each of your unique gifts.”

The eight students looked at the pile of trinkets on the table. Puck paused reading momentarily and then continued.

“Blip, “You’re very talented with computers and finding ways to access information you need, using devices like your smart phone. Rumor, you have a talent for analyzing a situation or a problem, like puzzles in your brain teaser book. Claire, communication is important to you, so it’s no wonder that you carry around an antique radio. Puck, you understand the importance of teamwork and setting goals for yourself and others. Koy, you have a memory for information like I’ve never seen. Spur, your ability to make good decisions is amazing. Your confidence knows no bounds. You’re a true cowgirl. Fandango, you are always watching out for others.”

Fandango fingered the binoculars.

“And you, Tranquility, show fantastic planning, organizational, and leadership skills.”

Tranquility turned a little bashful for the compliment.

“But...” Puck stopped reading and looked up.

“But WHAT!!” The remaining 7 shouted simultaneously.

Puck continues. “Well, the note has been ripped. I don’t know what the remainder of it says. It looks like we’re going to have to work together to solve the rest of this mystery. Does anyone have any ideas about what to do next?”

The rest of the letter is located in Appendix A on page 252 of the Teacher Edition. Students who score high enough on the performance task for each dialogue receive the Crew 66 Clue for that dialogue. Clues are entered into the blank puzzle in Appendix A of the Student Edition and gradually the contents of the letter begin to fill in. The key to this puzzle is located in the Teacher Edition, Appendix B, page 253.

The Prologue is also found on pages **8-12** in the *Student Edition*.



## Background Information for Teachers

**In a Nutshell** - *Crew 66 Clues: Health Education Dialogues for Middle School Students* incorporates dialogues that promote reading, comprehension, communicating and acting, and activities that foster high levels of student engagement, with performance tasks and rubrics that provide assessments of student work. The activity begins with students reading/performing a dialogue, the teacher teaching the skill and or Functional Health Knowledge, followed by whole group, small group, or individual work. Then students demonstrate what they know or have learned by completing a performance task(s). Rubrics help guide their action and work. Completing the performance task at an 80% or higher earns them a clue to solve the mystery puzzle, located in Appendix C of the Teacher Edition and Appendix A of the Student Edition.

**Using the Dialogues** - A dialogue is a two-page, two-character play. Dialogues are intended to be read out-loud to encourage active engagement in the classroom. The dialogue sets up a scenario that directly or indirectly teaches a *National Health Education Standard Performance Indicator* (NHES PI), a *Common Core Standard* (CCS) and *Health Education Curriculum Evaluation Tool Healthy Behavioral Outcome* (HECAT HBO). Teachers are encouraged to begin the lesson by explaining the targeted NHES skill or *Functional Health Knowledge and Performance Indicator* to be focused on in each lesson. Students should then be paired off to read the dialogue out loud or two students should be selected to read the dialogue out loud while the remaining students listen, read and follow along. Teachers are encouraged to use their knowledge about the learning profiles of the students in the class to best pair the students for the dialogues (or have students self-select a partner based on interest level and/or reading readiness).

**After Reading the Dialogue** - Teachers are then encouraged to regroup for whole group instruction to further discuss and teach the *Functional Health Knowledge, Skills, and PI*. “How” to teach is not prescribed, as the author believes that teachers can best determine the needs of his/her students. The author recognizes that teaching should reflect the existing knowledge, skills, attitudes, and ability levels of the students of which are only known to the teacher that is implementing the curriculum. Depending on the dialogue, the teacher should then set the students off to begin either small group or independent work to complete the Performance Task, later coming together as a whole group to share their findings and work.

With each dialogue additional information is included that helps further explain the dialogue, such as:

- Prompting Questions/Statements that Personalize the Information
- Functional Health Knowledge
- Understanding the Grade Level Performance Indicator
- Understanding the Common Core Standard
- Ideas for Exploration
- Additional Information
- Analytic rubric based on the performance task that addresses the:
  - National Health Education Standards Performance Indicators
  - Common Core Standards for Writing, Speaking & Listening, Reading and Language

These additional features help provide information that further develop the lesson and that set students up to successfully complete the performance task. It is assumed that teachers will use the additional information after each dialogue to teach the necessary information to their students based on the knowledge and skill set that the students already have. Each student will be different in his/her knowledge base, ability, and skill level, therefore, a prescribed time frame for completing each lesson is not suggested.

**Performance Tasks** - After completing the reading of the dialogue, as well as teachers teaching the functional health knowledge, NHES skill and other related information, students will then complete a series of challenging and personally meaningful performance tasks. Each performance task specifically outlines what the student should be able to know or do at the end of each dialogue. As students complete the tasks at an 80% level or higher they earn the “Crew 66 Clue” for that lesson. The more clues the students collect, the closer they come to solving the mystery puzzle at the end of the book.

Performance tasks are based on the *National Health Education Standards (NHES) Performance Indicators (PI)*, the *Common Core Standards (CCS) for English Language Arts (ELA) Reading, Writing, Speaking & Listening, and Language (RWSLL)* as well as *Healthy Behavioral Outcomes (HBO)* outlined by the *Centers for Disease Control and Prevention (CDC)* within the *Health Education Curriculum Evaluation Tool (HECAT)*. *Bloom’s Revised Taxonomy* was also considered when constructing the Performance Tasks to ensure cognitive complexity within each dialogue and within the volume overall. An overview of the performance tasks can be found in the table “Performance Tasks Aligned with Dialogues” located on page 37.

Teachers should encourage students to be creative and critical in their thinking in relationship to the dialogues when considering the performance tasks. Teachers should adjust the level of rigor and adherence to the Performance Task rubrics based on knowledge of individual student learning profiles.

**Analytic Rubrics** - Analytic rubrics were developed for each dialogue to align with the NHES PI, the CCS for ELA (RWSLL) as well as the HECAT HBO. The goal of the analytic rubrics are to provide a clear path for students to successfully demonstrate the specific Health Education knowledge or skill to be evaluated when completing the performance task. Composite scoring guides based on the individual analytic rubrics are found in Appendix F of the Teacher’s Edition starting on page 295.

**21st Century Learner** - *Crew 66 Clues: Health Education Dialogues for Middle School Students* incorporates differentiated instruction methods into the classroom by providing teachers with a variety of instructional strategies to meet the demands of 21st Century Learners. Opportunities such as directing a Toontastic video, creating a screen saver, Tweeting, developing cards using emoticons, YouTubing an idea, as well as “traditional” digital skills such as developing a PowerPoint are some of the opportunities for practicing digital skills that are built into the volume. Teachers are encouraged to adapt the performance tasks using available technology to achieve school and district standards.



**Differentiated Learners** - Teachers are encouraged to use a diversity of auditory, visual and body kinesthetic teaching methods to explain the NHES PI and CCS based on his/her working knowledge of individual student profiles. Providing students with opportunities to learn using personalized learning profiles will help students construct and link the information to their existing knowledge and skill base. Allowing students opportunities to engage in question-asking/seeking that is personally relevant to them while learning about the NHES PI is important.

**Target Audience: Students in Grades 6-8** - *Crew 66: Health Education Dialogues for Middle School Students* was written with the Grades 6-8 NHES PI and the Grade 8 CCS for ELA (RWSLL) in mind. The PI and the Grade-Specific standards indicate the “benchmarks” that should be achieved by the end of 8<sup>th</sup> grade. Therefore, the dialogues in this volume are appropriate for students in grades 6 and 7 as well as grade 8. As students become young adults, they begin to make choices that may have lifelong consequences, therefore, it was the prerogative of the author to write a book for the Middle School student that helps them address health challenges before they encounter risky behaviors that may have negative life-long consequences.

## Framework of the Dialogues

**Units** - There are eight Units contained within *Crew 66: Health Education Dialogues for Middle School Students*. Each Unit features a character whose special ability is to teach the specific NHES within that Unit. The eight Units are based on the eight NHES featuring the following characters:

- Unit 1 Functional Health Knowledge featuring Koy
- Unit 2 Analyzing Influences featuring Rumor
- Unit 3 Accessing Valid Health Information featuring Blip
- Unit 4 Communication featuring Claire Voyant
- Unit 5 Decision Making featuring Spur
- Unit 6 Goal Setting featuring Puck
- Unit 7 Self Management featuring Tranquility
- Unit 8 Advocacy featuring Fandango



**Unit Outline** - Each Unit contains five dialogues for a total of 40 individual dialogues in the book. At the beginning of each Unit an individual outline of each of the five dialogues is provided. Each outline provides an overview of the dialogue so that teachers can quickly and easily assess the knowledge and skills contained within the dialogue. Each outline contains the following key ideas:

- Brief Description of the Dialogue
- National Health Education Standard
- Grade Level Performance Indicator
- Health Education Topic Area
- HECAT Healthy Behavior Outcomes
- Common Core Writing Standards
- Health Education and Other Terms
- Additional characters in the Unit

**21<sup>st</sup> Century Skills and College & Career Readiness** - With the need to purposefully align subjects to establish relevancy across the curriculum, dialogues are positioned to meet the demand for 21<sup>st</sup> Century Skills so that students are College & Career ready. The primary purpose of *Crew 66: Health Education Dialogues for Middle School Students* is to teach the eight NHES and their accompanying PI's. The performance task for each dialogue assesses a student's understanding of the NHES knowledge or skill and that also aligns with the CCS for ELA (RWSLL). This is important because establishing cross-curricular connections is critical in helping students understand the relevance of Health Education in relationship to other subject areas. The ideas presented in this volume are a reflection of the belief that Health Education and other core subjects can be purposefully aligned to achieve the common goal of a robust, meaningful, rigorous and personally-relevant curriculum for all students.

**The National Health Education Standards and Performance Indicators** - The NHES and PI are the primary focus of this volume. The full range of NHES PI's that are addressed in *Crew 66: Health Education Dialogues for Middle School Students* are outlined in the table titled "National Health Education Standards Performance indicators and Common Core Standards Aligned with Dialogues." The key words used throughout this volume and that reflect the NHES are listed below:

- 1 Functional Health Knowledge
- 2 Analyzing Influences
- 3 Accessing Valid Health
- 4 Communication
- 5 Decision Making
- 6 Goal Setting
- 7 Self Management
- 8 Advocacy

**Centers for Disease Control and Prevention Priority Topic Areas** - The dialogues represent a range of Health Education priority Topic Areas established by the CDC for Health Educators. These Topic Areas include:

- Alcohol and Other Drugs
- Healthy Eating
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco Use
- Environmental Health
- Consumer Health

The author elected to also add *Environmental Health and Consumer Health as Topic Areas* given the recent attention to environmental health issues as it relates to personal health as well as the focus on improved consumer literacy in Healthy People 2010. Some of the dialogues represent long-standing challenges for Health Educators such as

addressing tobacco and alcohol use, whereas other dialogues represent new challenges for Health Educators such as sexting, cyber bullying, sedentary lifestyles due to excessive screen time, pro-social behaviors at athletic events, living in a fast food culture, and Health Education information literacy in an age of digital learning. Many of the dialogues include modern references to texting, cellular telephones, computers, social networking websites, and screen time.

**HECAT Healthy Behavior Outcomes** - The CDC developed the HECAT whose primary purpose was to assist school district administrators and curriculum coordinators in evaluating existing Health Education curricula. Within the HECAT a series of HBO's were identified. These HBO's further support the NHES PI. The HBO's are listed as part of the information contained within the Unit overview, as well as part of the individual dialogue descriptions that can be found following each of the individual dialogues and just before the performance task rubrics.

**Health Literacy** - Health literacy is the capacity of the individual to identify, examine, critically evaluate, and apply health information knowledge and skills for the purpose of adopting and maintaining health-enhancing attitudes and beliefs to make health-enhancing decisions for the purpose of overall wellness. It is the overarching goal of this volume to help students achieve Health Literacy.

### **“Crew 66” and Characteristics of an Effective Health Education Curriculum<sup>1</sup>**

This supplemental Health Education curriculum aligns with “Best Practices” in Health Education. These ideas have been outlined by the CDC in a document titled “Characteristics of an Effective Health Education Curriculum.”<sup>1</sup> The following framework and accompanying ten headings and descriptions below are a reflection of a sampling of these characteristics and how they align with “Crew 66 Health Education Dialogues for Middle School Students.”

**1. Clear Goals and Behavioral Outcomes** - Each of the dialogues was written with the Backwards Design framework in mind. The primary emphasis was to teach and assess the NHES and PI for grades 6-8. Additionally, the CCS for ELA (RWSLL) as well as HBO outlined by the CDC within the HECAT were incorporated into the design of the lessons. The analytic rubrics are a reflection of the NHES PI and the CCS.

**2. Theory-Driven** - *Bloom's Revised Taxonomy* was used as a framework to write the performance tasks as well as the *Prompting Questions/Statements that Personalize the Information* for the students. These questions appear directly after each dialogue. Teachers can select the questions that he/she feels best suit the needs of the students in his/her class. Also, different students could address different questions based on their individual learning profiles (Differentiated Instruction). These prompting questions/statements reflect the six different levels within the taxonomy that build cognitive complexity into the lesson. Additionally, concepts within the Health Belief Model (as well as concepts within other theories and models) have been embedded into the Dialogues and Performance Tasks. An example from Dialogue 1.4 includes the concept of “perceived barriers to taking action.” Task: Students will describe the benefits of and barriers to practicing healthy behaviors related to physical activity and the F.I.T.T. formula by researching information and journaling over a designated period of time.

**3. Addresses Values, Attitudes, Beliefs** - “Crew 66 Clues: Health Education Dialogues for Middle School Students” consistently addresses and challenges students to examine their values, attitudes and beliefs in relationship to making healthy choices. The interaction between the characters within each dialogue establishes multiple perspectives with which to view a health problem. At the conclusion of each dialogue and within the performance tasks students are encouraged to establish a health-enhancing attitude and make the healthy choice.

**4. Addresses Individual and Group Norms** - Individual and group norms are consistently addressed within “Crew 66 Clues: Health Education Dialogues for Middle School Students.” An example from “Dialogue 1.1: Koy and Puffy Analyze Tobacco Use” clearly demonstrates this idea.

**KOY:** You may be surprised to know that in 2009, the Centers for Disease Control and Prevention reported that 5.2% of middle school students were currently smokers, but you might not know that because of the way that smoking is often portrayed on television and in the movies.

**PUFFY:** I guess that’s a lot lower percentage than I thought it would be, but American’s have plenty of unhealthy habits, so what’s a cigarette or two?

**5. Identifies Protective Factors and Perception of Risk** - Protective factors are those factors that reduce a person’s risk of engaging in unhealthy behaviors. Protective factors include friends and family members that support healthy choices, schools with policies that assist health-enhancing decisions, as well as community norms that encourage healthy lifestyles. An example of a dialogue that addresses a protective factor is “Dialogue 7.5: Tranquility and Thesine have a Showdown about Sexting.” This dialogue reflects a conversation about receiving and forwarding text messages that contain sexual pictures.

**TRANQUILITY:** What helps me avoid the risky behavior is imagining what my grandmother would be thinking if I told her what I was doing. And I know for sure, my grandmother wouldn’t approve of the text message I just received. I would be embarrassed for her to see it. And even though it’s not **me** pictured in the text, just having it on my phone makes me feel like I’ve betrayed my grandmother’s trust.

**Perception of risk** reflects a person’s thoughts in relationship to the odds of unfavorable consequences affecting them personally after engaging in a risky behavior that may endanger a person’s health.

An example of addressing perception of risk comes from “Dialogue 5.3: Magical Thinking: Alakazam – Alaka...Zoom – Zoom – Zoom” where Spur and Sally discuss magical thinking, thoughts of invincibility, and texting...all while driving.

**SALLY:** What are you talking about? It’s no big deal. I text all the time while I drive.

**6. Analyzes Social Pressures** - Adolescents are often approached with social pressures that can adversely impact their health. Within “Dialogue 2.3: Rumor and Rumble Fumble with Friendship” peer pressure to use marijuana is described. This dialogue actively addresses social pressures from the perspective of an adolescent.

**RUMOR:** *[deciding to turn around and confront the situation]* Ya know, smoking marijuana is illegal and it’s harmful to your health.

**FUMBLE:** *[Smiling and no longer trying to hide the joint]* Why don’t you stay and take a hit?

**RUMOR:** *[from across the street]* I’d be letting my parents down if I stayed. I can only imagine what they would be feeling if they saw me bleary-eyed and not thinking clearly and I’m sure it would jeopardize my spot on the basketball team if I got caught by the police, and besides it simply smells bad!

**7. Provides Functional Health Knowledge** - The primary emphasis in Unit 1 (NHES 1) is an understanding of *Functional Health Knowledge* related to selected primary Topic Areas. Additional *Functional Health Knowledge* sections are embedded following many of the other dialogues within Units 2-8. “Dialogue 5.5: Spur and Rev Review the Risks of Date Rape Drugs.” It contains *Functional Health Knowledge* about date rape drugs.

**2 prescription drugs that are sleep aids and that are also date rape drugs:**

- GHB (Gamma-hydroxybutyric acid)
- Rohypnol (“Roofies”) (flunitrazepam)

**8. Personalizes the Lesson** - Health Education is about making sense of the world and making it personally relevant. The Health Education dialogues address and apply real-life ideas and skills. A section following the dialogues is titled “Prompting Questions/Statements that Personalize the Information.” This section is a series of six questions based on the six levels within Blooms Revised Taxonomy. Below is a sampling of these questions from “Dialogue 6.5: Puck and Pirro Practice Patience with the Parents.” Heckling the referee at a volleyball match is the catalyst for a discussion about emotionally healthy school environments and how personal health goals vary and change with ability level, priorities, and responsibilities.

**Evaluating**

- How would you rate the level of positive sportsmanship at your school? Justify your response by considering how a collective goal of positive sportsmanship can be evaluated based on changing abilities, priorities, and responsibilities.

**9. Age-Appropriate/Developmentally-Appropriate Practice Recommendations** - An age-appropriate curriculum addresses the needs, desires, attitudes, and concerns of a specific target audience, in this case, the adolescent in grades 6 – 8. The materials contained within this (supplemental) curriculum are relevant to the lives of adolescents

and address the emotional maturity level of the adolescent learner. Often times, a “quirky” sense of humor is interjected in the dialogue to reach and connect with the adolescent. Modern references to technology are also included to further connect with the adolescent learner. An example of this comes from “Dialogue 1.2: Koy and Killian Get the Skinny on Sleep.”

*Killian is at the computer at 5:00 a.m. changing his “status” to “tired because I’ve been up all-night.” His friend Koy set his alarm for 6:00 a.m. because he has a Social Studies test first hour at school and he wanted to get up early to study.*

**KILLIAN:** That’s a lot of information to consider. I guess I didn’t realize that one choice impacted so many other parts of my life. I will see you in a few hours at school. TTYL.

**10. Culturally Inclusive** - A curriculum that is culturally inclusive integrates and approaches information and ideas from multiple perspectives and that represents the views of different populations. Acknowledging various forms of diversity (age, ethnicity, gender, race, sexual orientation, etc.), and providing examples that are culturally relevant promote and foster cultural inclusiveness. “Dialogue 5.4: Spur and Scout Count STI’s” asks students to reflect on sexual risk taking in relationship to the attitudes and beliefs of the community as well as the opinions of family members.

A culturally inclusive curriculum also builds on community capacity. Within “Dialogue 3.3 Blip and Bling Score One for Nine-Band High School” Blip and Bling discuss the accessibility of community agencies that provide free health services. They devise a plan of action to identify, evaluate, and display information about the community agencies.

The United States has many vibrant sub-cultures. Within “Dialogue 7.2: Tranquility and Tripp Holler a Big Yeeeeehawwwww!” the sub-culture of ranching/farming provides the context for this particular dialogue. This is contrasted with “Dialogue 6.2: Puck and Pan Slurp a Smoothie” that takes place in an urban downtown area.

Finally, the eight main characters within “Crew 66 Clues: Health Education Dialogues for Middle School Students” represent a vision of an ethnically diverse American population in the 21<sup>st</sup> Century.

## References

\* Centers for Disease Control and Prevention. Characteristics of an Effective Health Education Curriculum. <http://www.cdc.gov/healthyyouth/sher/characteristics/index.htm>

\* Glanz, K., Rimer, B.K., & Viswanath, K. (2008). Health behavior and health education: Theory, research, and practice. 4th Edition. San Francisco, CA: Wiley, John & Sons Incorporated.

\* National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, Division of Adolescent and School Health and National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health. [Accessed 2012 October 25].

\* Joint Committee on National Health Education Standards (2007). *National Health Education Standards: Achieving Excellence 2nd Edition*. Atlanta, GA: American Cancer Society.

## Alignment of Dialogues with Crew 66 Clues

After completing the reading of the dialogue, and any whole or small group activities related to such, students then complete a series of challenging and personally meaningful performance tasks. Each performance task specifically outlines what the student should be able to know or do at the end of each dialogue. As students complete the tasks at an 80% level or higher they earn the “Crew 66 Clue” for that lesson. The more clues the students collect, the closer they come to solving the mystery puzzle. The blank mystery puzzle is located in *Appendix C* on pages 261-265 (and also in the *Student Edition*, Appendix A on pages 349-353) and the Answer Key (the puzzle with answers) is located only in the *Teacher Edition* in Appendix B on pages 253-260.

Dialogue	Crew 66 Clue:
1.1	24 = R
1.2	26 = H
1.3	3 = S
1.4	25 = I
1.5	20 = F
2.1	18 = L
2.2	11 = N
2.3	13 = Q
2.4	35 = 8
2.5	38 = !
3.1	10 = A
3.2	16 = O
3.3	14 = D
3.4	23 = Y
3.5	6 = E
4.1	15 = V
4.2	33 = ,
4.3	22 = Z
4.4	39 = “
4.5	2 = J

Dialogue	Crew 66 Clue:
5.1	12 = B
5.2	4 = K
5.3	27 = .
5.4	1 = C
5.5	9 = W
6.1	21 = P
6.2	29 = (
6.3	7 = T
6.4	8 = U
6.5	28 = ?
7.1	32 = -
7.2	19 = G
7.3	37 = :
7.4	17 = X
7.5	40 = ‘
8.1	36 = ’
8.2	31 = )
8.3	30 = 6
8.4	34 = ☺
8.5	5 = M

## Tracking Crew 66 Clues

Students can use this table below to track their “Crew 66 Clues” as they earn them.

Dialogue	Crew 66 Clue:
1.1	24 =
1.2	26 =
1.3	3 =
1.4	25 =
1.5	20 =
2.1	18 =
2.2	11 =
2.3	13 =
2.4	35 =
2.5	38 =
3.1	10 =
3.2	16 =
3.3	14 =
3.4	23 =
3.5	6 =
4.1	15 =
4.2	33 =
4.3	22 =
4.4	39 =
4.5	2 =

Dialogue	Crew 66 Clue:
5.1	12 =
5.2	4 =
5.3	27 =
5.4	1 =
5.5	9 =
6.1	21 =
6.2	29 =
6.3	7 =
6.4	8 =
6.5	28 =
7.1	32 =
7.2	19 =
7.3	37 =
7.4	17 =
7.5	40 =
8.1	36 =
8.2	31 =
8.3	30 =
8.4	34 =
8.5	5 =

As students complete the performance tasks at an 80% level or higher they earn the “Crew 66 Clue” for that lesson. The clue is added to this table and then used to fill in the mystery puzzle located in Appendix A on pages 349-353 of the *Student Edition*.

This table is also found on page **13** in the *Student Edition*.





## Health Education Topic Areas Aligned with Dialogues

Dialogues	Topic Areas
1.1	Tobacco Use (Cigarette smoking)
1.2	Personal Health and Wellness (Sleep)
1.3	Personal Health and Wellness (Type 2 Diabetes)
1.4	Physical Activity (F.I.T.T.)
1.5	Personal Health and Wellness (Sunblock)
2.1	Healthy Eating (Cultural impact on eating practices)
2.2	Alcohol and Other Drugs (Caffeine and refusal skills)
2.3	Alcohol and Other Drugs (Marijuana)
2.4	Safety (Seat belt safety)
2.5	Personal Health and Wellness (Hand washing)
3.1	Personal Health and Wellness (Consumer Health)
3.2	Mental and Emotional Health (Suicide Prevention)
3.3	Consumer Health (Advertisements in schools)
3.4	Personal Health and Wellness (Prevention and control of disease)
3.5	Personal Health and Wellness (Quackery)
4.1	Sexual Health (Talking to a prospective date)
4.2	Personal Health and Wellness (Noise-induced hearing loss)
4.3	Mental and Emotional Health (Cyber bullying)
4.4	Mental and Emotional Health (Non-responses)
4.5	Mental and Emotional Health (Gender non-conforming)
5.1	Alcohol and Other Drugs (Using minimizing language)
5.2	Healthy Eating and Physical Activity (Caloric expenditure and caloric intake)
5.3	Safety (Texting while driving)
5.4	Sexual Health (Making safe and healthy choices)
5.5	Alcohol and Other Drugs (Date rape drugs)
6.1	Personal Health and Wellness (Consumer health)
6.2	Environmental Health (Where garbage goes)
6.3	Mental and Emotional Health (Risk taking)
6.4	Healthy Eating (Limiting, fat, salt, and sugar)
6.5	Mental and Emotional Health (Sportsmanship on and off the field)
7.1	Personal Health and Wellness (Making choices about what is posted online)
7.2	Alcohol and Other Drugs (Alcohol)
7.3	Mental and Emotional Health (Cutting)
7.4	Alcohol and Other Drugs (Alcohol)
7.5	Sexual Health (Sexting)

8.1	Environmental Health (Carbon footprint)
8.2	Physical Activity (Supplement use)
8.3	Personal Health and Wellness (Hygiene)
8.4	Environmental Health (Farm to School)
8.5	Healthy Eating (Food insecurity)

## National Health Education Standards Performance Indicators Aligned with Dialogues

Dialogue	NHES Performance Indicator
1.1	1.8.1 Analyze the relationship between healthy behaviors and personal health.
1.2	1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.3	1.8.3 Analyze how the environment affects personal health.
1.4	1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
1.5	1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
2.1	2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
2.2	2.8.3 Describe how peers influence healthy and unhealthy behaviors.
2.3	2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
2.4	2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.5	2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
3.1	3.8.1 Analyze the validity of health information, products, and services.
3.2	3.8.2 Access valid health information from home, school, and community.
3.3	3.8.3 Determine the accessibility of products that enhance health.
3.4	3.8.4 Describe situations that may require professional health services.
3.5	3.8.5 Locate valid and reliable health products and services.
4.1	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
4.2	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
4.3	4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
4.4	4.8.3 Demonstrate effective conflict management or resolution strategies.
4.5	4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
5.1	5.8.1 Identify circumstances that can help or hinder healthy decision making.
5.2	5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
5.3	5.8.5 Predict the potential short-term impact of each alternative on self and others.
5.4	5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
5.5	5.8.7 Analyze the outcomes of a health-related decision.

6.1	6.8.1 Assess personal health practices.
6.2	6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
6.3	6.8.3 Apply strategies and skills needed to attain a personal health goal.
6.4	6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
6.5	6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
7.1	7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
7.2	7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.3	7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.4	7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.
7.5	7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.
8.1	8.8.1 State a health-enhancing position on a topic and support it with accurate information.
8.2	8.8.2 Demonstrate how to influence and support others to make positive health choices.
8.3	8.8.2 Demonstrate how to influence and support others to make positive health choices.
8.4	8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
8.5	8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.

## Common Core Standards Aligned with Dialogues

Dialogue	Common Core Standard for English Language Arts
1.1	Writing Standard 1.a.: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
1.2	Writing Standard 8.: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
1.3	Writing Standard 2.b.: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
1.4	Writing Standard 10.: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
1.5	Reading Standard for Literature 6.: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
2.1	Language Standard 4.c.: Consult general and specialized reference materials (eg. Dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Writing Standard 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
2.2	Speaking and Listening Standard 1.c.: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
2.3	Reading Standard for Literature 3.: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
2.4	Writing Standard 2.b.: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
2.5	Writing Standard 1.e.: Provide a concluding statement or section that follows from and supports the argument presented.
3.1	Writing Standard 1.a.: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Writing Standard 1.e.: Provide a concluding statement or section that follows from and supports the argument presented.
3.2	Speaking and Listening Standard 1.c.: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
3.3	Reading Standard for Literature 6.: Analyze differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
3.4	Speaking and Listening Standard 3.: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

3.5	Speaking and Listening Standard 2.: Analyze the purpose of information presented in diverse media and formats (eg., visually, quantitatively, orally) and evaluate the motives (eg., social, commercial, political) behind its presentation.
4.1	Reading Standard for Literature 3.: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
4.2	Speaking and Listening Standard 1.b.: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
4.3	Speaking and Listening Standard 1.c.: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
4.4	Speaking and Listening Standard 4.: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
4.5	Speaking and Listening Standard 1.d.: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
5.1	Writing Standard 2.b.: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
5.2	Reading Standard for Literature 3.: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
5.3	Reading Standards for Literature 5.a.: Interpret figures of speech (eg. Verbal irony, puns) in context. Reading Standards for Literature 5.b.: Use the relationship between particular words to better understand each of the words. Reading Standards for Literature 6.: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
5.4	Speaking and Listening Standard 1.b.: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
5.5	Writing Standard 1.b.: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
6.1	Speaking and Listening Standard 3.: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
6.2	Writing Standard 2.f.: Provide a concluding statement or section that follows from and supports the information or explanation presented.
6.3	Reading Standard for Literature 6.: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
6.4	Writing Standard 2.b.: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

6.5	Speaking and Listening Standard 1.b.: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
7.1	Reading Standard for Literature 3.: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
7.2	Speaking and Listening Standard 6.: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7.3	Speaking and Listening Standard 3.: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
7.4	Writing Standard 6.: Use technology, including the Internet, to produce and publish writing and present relationships between information and ideas efficiently as well as to interact and collaborate with others.
7.5	Reading Standard for Literature 3.: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
8.1	Speaking and Listening Standard 5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
8.2	Speaking and Listening Standard 3.: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
8.3	Writing Standard 6.: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
8.4	Language Standard 4.a.: Use context (eg. The overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
8.5	Writing Standard 1.d.: Establish and maintain a formal style.

## HECAT Healthy Behavior Outcomes Aligned with Dialogues

Dialogue	HECAT Healthy Behavior Outcomes
1.1	Quit using tobacco if already using. Support others to be tobacco free, including supporting a tobacco-free environment.
1.2	Get an appropriate amount of sleep and rest.
1.3	Eat a variety of whole grain products, fruits and vegetables, and fat-free or low-fat milk or equivalent milk products every day. Eat healthy snacks. Limit foods and beverages high in added or processed sugars.
1.4	Avoid injury during physical activity. Engage in moderate to vigorous physical activity for at least 60 minutes every day. Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.
1.5	Prevent damage from the sun.
2.1	Choose foods that provide ample amounts of vitamins and minerals. Limit the intake of fat, avoiding foods with saturated and trans fats. Eat healthy snacks.
2.2	Get an appropriate amount of sleep and rest.
2.3	Avoid the use of illegal drugs.
2.4	Practice safety rules and procedures to avoid injury. Use appropriate seat restraints when riding in a motor vehicle.
2.5	Drink plenty of water. Drink plenty of water before, during, and after physical activity. Practice behaviors that prevent infectious disease.
3.1	Prevent health problems that result from fads or trends.
3.2	Get help for self or others who are in danger of hurting themselves. Seek healthcare professionals for appropriate screenings and examinations. Seek help for troublesome feelings.
3.3	Seek healthcare professionals for appropriate screenings and examinations.
3.4	Practice behaviors that prevent infectious diseases.
3.5	Prevent damage from the sun.
4.1	Express feelings in a healthy way.
4.2	Prevent hearing and vision loss.
4.3	Avoid bullying, being a bystander to bullying or being a victim of bullying. Engage in activities that are mentally and emotionally healthy. Establish and maintain healthy relationships. Express empathy for others.



4.4	Establish and maintain healthy relationships. Manage interpersonal conflict in nonviolent ways. Prevent and manage conflict and stress in healthy ways.
4.5	Establish and maintain healthy relationships.
5.1	Avoid experimentation with alcohol and other drugs.
5.2	Balance caloric intake with caloric expenditure.
5.3	Refuse to engage in or encourage others to engage in risky behaviors.
5.4	Practice and maintain sexual abstinence. Practice behaviors that prevent infectious diseases.
5.5	Use self-control and impulse-control strategies to promote health.
6.1	Carry out personal responsibilities.
6.2	Eat healthy foods when dining out.
6.3	Support others to avoid sexual risk behaviors. Use self-control and impulse-control strategies to promote health.
6.4	Limit the intake of fat, avoiding foods with saturated and trans fats. Prepare foods in healthful ways.
6.5	Express feelings in a healthy way. Use self-control and impulse-control strategies to promote health.
7.1	Avoid the use of alcohol. Practice safety rules and procedures to avoid injury.
7.2	Avoid driving while under the influence of alcohol and other drugs. Engage in positive, helpful behaviors. Quit using alcohol and other drugs if already using.
7.3	Engage in activities that are mentally and emotionally healthy. Express feelings in a healthy way. Get help for self or others who are in danger of hurting themselves.
7.4	Avoid the use of alcohol. Prevent and manage conflict and stress in healthy ways.
7.5	Avoid pressuring others to engage in sexual behaviors.
8.1	Prepare foods in healthful ways.
8.2	Practice behaviors that prevent chronic diseases. Prevent health problems that result from fads or trends.
8.3	Practice appropriate hygiene habits.
8.4	Choose foods that provide ample amounts of vitamins and minerals. Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.
8.5	Choose foods that provide ample amounts of vitamins and minerals. Eat the appropriate number of servings from each food group every day.

## Performance Tasks Aligned with Dialogues

Dialogue	Performance Task
1.1	News broadcast/Alternative ending
1.2	Facebook post
1.3	Carnival-related experience
1.4	Journal
1.5	Make an announcement
2.1	Poll peers/Display on bulletin board
2.2	All school announcement/TV broadcast
2.3	Map out the dialogue
2.4	Bumper sticker
2.5	Locker logo
3.1	Tri-fold board
3.2	Pamphlet/brochure
3.3	Radio broadcast/Community map Google Earth
3.4	Scavenger Hunt
3.5	YouTube your idea
4.1	Erase and replace
4.2	Comic strip
4.3	Tweet about it
4.4	Act out an ending
4.5	Flash cards
5.1	Crossword puzzle
5.2	Play horseshoes/Diagram the dialogue
5.3	Movie theatre trailer
5.4	Futuristic podcast
5.5	Playbill and song lyrics
6.1	Build an oral argument/walk and talk
6.2	Screen saver
6.3	Pop-up book
6.4	Book cover to a best selling self-help book
6.5	T-shirt logo
7.1	Emoticon playing cards
7.2	Manipulatives
7.3	Accordion book famous quote
7.4	Toontastic - Direct the sequel
7.5	Photo collage

8.1	PowerPoint
8.2	6-sided die - Finish the Dialogue
8.3	Historical fiction
8.4	Advocacy acronym recipe
8.5	Pop-up message for the Internet

## Personal Application Units in Review with College and Career Anchor Standards for Writing

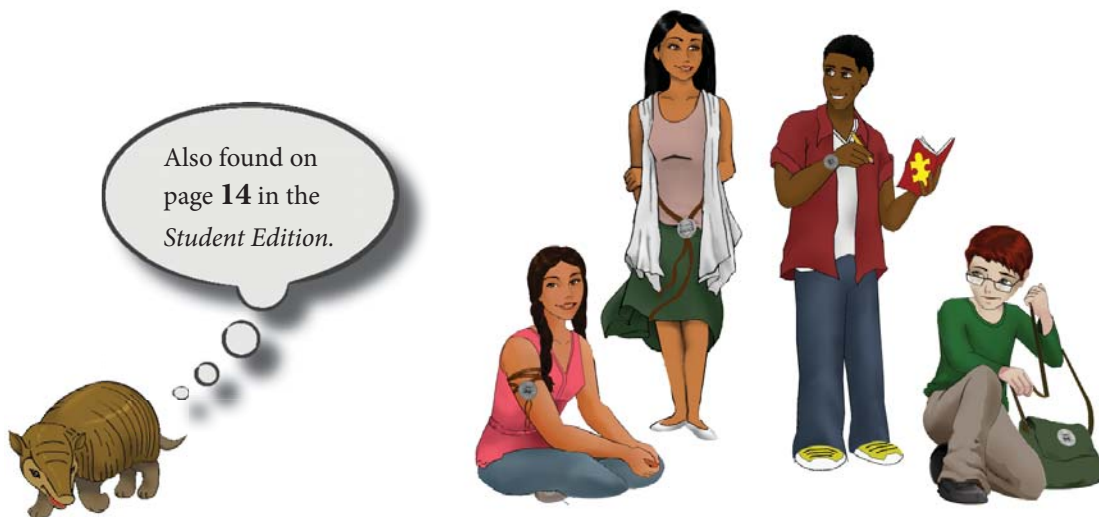
Personal Application Unit in Review	College and Career Anchor Standards for Writing
Unit 1 in Review	Text Types and Purposes 3.
Unit 2 in Review	Production and Distribution of Writing 4.
Unit 3 in Review	Research to Build and Present Knowledge 8.
Unit 4 in Review	Range of Writing 10.
Unit 5 in Review	Text Types and Purposes 3.
Unit 6 in Review	Text Types and Purposes 1.
Unit 7 in Review	Production and Distribution of Writing 4.
Unit 8 in Review	Range of Writing 10.

## Building a Safe and Supportive Learning Environments

As you complete the performance tasks with your fellow students, keep in mind the following suggestions that will help to develop and maintain a productive and positive classroom environment in which you and your fellow students can maximize involvement and learning. You might refer back to this page to remind yourself of the following actions that promote the type of classroom and activities that you enjoy and desire.

- ▶ Encourage your peers through positive remarks and body language.
- ▶ Respect the beliefs and ideas of your peers.
- ▶ Avoid judging and “put downs.”
- ▶ Practice socially appropriate and supportive behaviors.
- ▶ Listen first. Speak second.
- ▶ One person speaks at a time.
- ▶ *Stop and Think before you Respond.*
- ▶ Share resources.
- ▶ Participate based on your comfort level.
- ▶ Trust the process.

This page should be used to remind students of behavioral expectations and participation. Use a few minutes to talk about appropriate behavior in the classroom.



## Description of the Forty Dialogues

### Unit 1 – Functional Health Knowledge with Koy

*1.1: Koy and Puffy Analyze Tobacco Use* - Koy and Puffy discuss the harmful short-term and long-term effects of smoking. Information regarding health choices and tobacco are discussed.

*1.2: Koy and Killian get the Skinny on Sleep* - Killian has been up all-night on a social networking website. Through a series of early morning text messages Koy and Killian discuss sleep debt and its connection to irritability, aggressive or inappropriate behaviors, and limiting comprehension, all of which are behaviors that will negatively impact Killian's ability to do well on his Social Studies test that morning.

*1.3: Koy and Kite Discuss Diabetes* - Koy and Kite are at the carnival nibbling on cotton candy, trying to win a goldfish when the conversation turns to hot dogs, corn dogs, slushies, batter-fried cheese curds, hush puppies, cow pies, and Type II Diabetes. The nutritional values of these foods are discussed as well as the impact that the environment has on personal health choices.

*1.4: Koy and Kit get F.I.T.T.* - Koy and Kit are kayaking when the conversation flips to talking about the F.I.T.T. formula and the Physical Activity Pyramid. They discuss the benefits and barriers to participating in lifestyle activities.

*1.5: Koy Coaxes Cleopatra off the Couch* - Koy travels back in time to meet Cleopatra VII to discuss SPF (Sun Protection Factor), Ultraviolet A and Ultraviolet B rays, as well as the benefits of a broad-spectrum sunscreen and the potential seriousness of sun damage to the skin.

### Unit 2 - Analyzing Influences with Rumor

*2.1: Rumor and Ril Take a Trip to a Tropical Island* - Rumor and Ril feel lazy after going on vacation to a tropical island. They consider the cultural factors that influence their food choices. Other factors such as peer pressure, lifestyles, and budgets are also discussed.

*2.2: Rumor and Remy get the Jitters* - Rumor contemplates using a super-charged caffeinated beverage with a warning label that says "Using this product may cause heart palpitations, nervousness, irritability, and hand tremors." When considering whether or not to try the product Rumor begins to analyze how factors such as peers influence health behavior choices.

*2.3: Rumor and Rumble Fumble with Friendship* - Rumor and Rumble are at a Nine-Band High School football game talking about marijuana use. They discuss school and community services that impact health practices and behaviors.

*2.4: Rumor and Rogue Ride Responsibly* - Rumor and Rogue are on their way to a bonfire in the countryside when Rumor notices that Rogue is not wearing a seat belt. They discuss the influences of personal values, beliefs, practices and behaviors as they relate to seatbelt use.

*2.5: A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T-U-V-W-X-Y-Z* - Rumor and Rip take a 26 second break from baseball practice to sing about the virtues of preventing the spread of diseases. They discuss various factors that influence health behaviors related to hand washing and sharing water bottles.

### **Unit 3 - Accessing Valid Health Information with Blip**

*3.1: Blip and Ping Analyze Unexpected Inventions* - Blip and Bling discuss unexpected inventions such as plastic, Teflon, and Post-it notes. They use the acronym “SUPER” to locate and analyze accurate health information regarding common household products.

*3.2: Blip and Pixie Save a Friend* - Blip, Pixie, and Lone Star are concerned about a friend who may be suicidal. A series of text messages and a change in Facebook status encourages Blip and Pixie to A.C.T.

*3.3: Blip and Bling Score one for Nine-Band High School* - Blip and Bling discuss the accessibility of community agencies that provide free health services. They devise a plan of action to identify, evaluate and display information about the community agencies.

*3.4: Blip and Flip Fret about Being Wet* - After having a snowball fight Blip and Flip talk about old wives tales related to catching a cold. They use “evaluate the credibility/ validity of their information” and determine when it is necessary and appropriate to seek professional medical assistance for health-related issues. They walk to the library to review information about frostbite and hypothermia.

*3.5: Blip and Bonnett Question Quackery* - Blip and Bonnett are at their favorite pond swimming when they try to determine fact from fiction in relationship to understanding the impact of the sun on the skin. They discuss valid health information and not falling victim to quackery.

### **Unit 4 - Communication with Claire Voyant**

*4.1: Claire Voyant and Calamine Consider Cooties Versus Cuties* - Passive, aggressive, and assertive behaviors are discussed as Claire Voyant coaches Calamine into talking to a cute boy. Calamine learns to Stop. Think. Respond. as a tool for practicing effective interpersonal communication.

*4.2: Claire Voyant and Cattie say “Huh? What did you say?” Over Noise-Induced Hearing Loss* - Miscommunication between Claire Voyant and Cattie creates misunderstandings as they get ready to go to the school dance. They recognize the need to effectively communicate and discuss strategies for being proactive about communicating with each other.

4.3: *Claire Voyant and Cynch “Delete” Cyber Bullying* - Claire Voyant and Cynch watch as a cyber cat fight unfolds. As a friendship intervention they use effective interpersonal communication skills to advocate for healthy online behavior. Restorative justice and social justice are addressed.

4.4: *Claire Voyant and Crill Talk about Conflict Management* - Carp hasn't responded to a text message and it's driving Crill nutty, putting a strain on their friendship. Claire Voyant teaches Crill about passive-aggressive behaviors and conflict avoidance and describes strategies for effective interpersonal communication and self management.

4.5: *Claire Voyant and Storm ask for Assistance in Picking Pronouns* - Storm just doesn't seem to fit in at her new school. She desperately wants to play on the basketball team, but it seems as though her peers have prejudged her. Claire Voyant reaches out to Storm and a conversation about gender non-conformity and preferred gender pronouns bridges the gap for a new friendship to begin.

## **Unit 5 - Decision Making with Spur**

5.1: *“Just” One...Person Can Make a Difference* - Spur and Spud discuss the word “just” in relationship to health-enhancing and risky behaviors. Gateway drugs (alcohol, marijuana and tobacco) are discussed.

5.2: *Spur and Saddle Pitch Horseshoes* - Spur and Saddle compare and contrast caloric intake with caloric expenditure when contemplating whether or not to eat a hot fudge sundae with whipped cream. A simple mathematical calculation helps them distinguish healthy alternatives from unhealthy alternatives.

5.3: *Magical Thinking: Alakazam-Alaka...Zoom-Zoom-Zoom* - Spur and Sally discuss magical thinking, thoughts of invincibility, and texting...all while driving.

5.4: *Spur and Scout Count STI's* - Spur and Scout discuss the “Sexual Exposure Chart” which visually displays the exponential effect of having multiple sexual partners. They discuss risk taking, functional health knowledge, and choosing healthy alternatives based on values.

5.5: *Spur and Rev Review the Risks of Date Rape Drugs* - Spur and Rev want to go to an all-night dance jam but pause to thoughtfully consider date rape drugs and potential consequences of going or staying home.

## **Unit 6 - Goal Setting with Puck**

6.1: *Puck and Pall go Shopping* - Puck and Pall assess personal health practices related to consumer spending while on a shopping spree at the mall.

6.2: *Puck and Pan Slurp a Smoothie* - Puck and Pan consider the concept of “away” while discussing and developing an environmental health goal related to Styrofoam.



6.3: *Puck and Yippy Take a Thrill Ride* - Puck and Yippy spend the day at the amusement park when the topic of addiction and addictive personalities comes up.

6.4: *Puck and Pre Figure out the Facts about Fat, Food, and Feeling Fit* - Puck and Pre are in the grocery store having a conversation about healthy eating and feeling full.

6.5: *Puck and Pirro Practice Patience with the Parents* - Heckling the referee at a volleyball match is the catalyst for a discussion about emotionally healthy school environments and how personal health goals vary and change with ability level, priorities and responsibilities.

## Unit 7 - Self Management with Tranquility

7.1: *Tranquility and Brim Investigate the Internet* - Brim gets an unexpected email inviting him to a party on Saturday night. The conversation turns to assuming responsibility for personal health behaviors while on social networking websites.

7.2: *Tranquility and Tripp Holler a Big Yeeeeee Hawwww* - Tranquility and Tripp plan an alcohol-free party at the old barn down by the Sleepy River. Twister and throwing bean bags are ways that Tranquility and Tripp demonstrate health-enhancing behaviors that avoid or reduce health risks.

7.3: *Tranquility and Poppy Pet a Puppy* - Tranquility discovers that Poppy has been cutting as a result of having sad feelings. Tranquility and Poppy discuss volunteering at the animal shelter as a health-enhancing behavior.

7.4: *In Vino Veritas* - Tranquility and Riesling are at the theatre watching a movie about a princess and a pirate sailing on the high seas. The pirate lost his inhibitions due to drinking too much Rum. This Dialogue discusses practicing health-enhancing behaviors as a tool for effective self management.

7.5: *Tranquility and Thesine Have a Showdown about Sexting* - After a text message that contains a sexual picture is forwarded to Tranquility, a discussion about information flow and demonstrating behaviors that avoid or reduce risks to self and others is the topic at hand.

## Unit 8 - Advocacy with Fandango

8.1: *Locavores: Fandango and Frenchie* - Fandango and Frenchie consider fast food at the mall versus fresh food from the Farmer's Market. The nutritional value as well as the carbon footprint of foods is addressed. Fandango and Frenchie discuss passion and conviction when stating a health-enhancing position.

*8.2: Fandango Suggests Skipping the Supplements* - Slak has her eyes on setting the school shot put record, when Fandango discovers that she has been taking protein powder to “get strong.” Fandango clarifies inaccurate health information and encourages Slak to make a positive health choice by eating healthy and training versus taking supplements. The conversation turns to advocating for others through the use of positive peer power (p<sup>3</sup>).

*8.3: Fandango and Fischer Face the Funk* - Fandango and Fischer take a step back in time to learn about personal hygiene habits, antiperspirant, and deodorant. They discuss ways to encourage positive health choices related to personal hygiene.

*8.4: Fandango and Fleur Figure out Farm to School* - Fandango and Fleur dream of transforming an abandoned weed-filled parking lot into a vegetable and flower garden paradise. Working cooperatively to encourage healthy lifestyles and to provide nutritious food to schools is discussed.

*8.5: Fandango and Fenix Learn about Food Insecurity and Alternative Food Sources* - Fandango and Fenix watch a television broadcast about food insecurity. This prompts a discussion about communicating health information to advocate to various target audiences through multiple platforms.

## Unit 1 - Functional Health Knowledge with Koy

1.1

### Koy and Puffy Analyze Tobacco Use

**Use** - Koy and Puffy discuss the harmful short-term and long-term effects of smoking. Information regarding health choices and tobacco are discussed.



1.2

### Koy and Killian Get the Skinny on Sleep

**on Sleep** - Killian has been up all-night on a social networking website. Through a series of early morning text messages Koy and Killian discuss sleep debt and its connection to irritability, aggressive or inappropriate behaviors, and limiting comprehension, all of which are behaviors that will negatively impact Killian's ability to do well on his Social Studies test that morning.

1.3

### Koy and Kite Discuss Diabetes

- Koy and Kite are at the carnival nibbling on cotton candy, trying to win a goldfish when the conversation turns to hot dogs, corn dogs, slushies, batter-fried cheese curds, hush puppies, cow pies, and Type II Diabetes. The nutritional values of these foods are discussed as well as the impact that the environment has on personal health choices.

1.4

### Koy and Kit Get F.I.T.T.

**Get F.I.T.T.** - Koy and Kit are kayaking when the conversation flips to talking about the F.I.T.T. formula and the Physical Activity Pyramid. They discuss the benefits and barriers to participating in lifestyle activities.

1.5

### Koy Coaxes Cleopatra Off the Couch

**Cleopatra Off the Couch** - Koy travels back in time to meet Cleopatra VII to discuss SPF (Sun Protection Factor), Ultraviolet A and Ultraviolet B rays, as well as the benefits of a broad-spectrum sunscreen and the potential seriousness of sun damage to the skin.

## Unit 1 Overview

### Unit 1 Overview

#### Brief Description of Dialogues:

**1.1: Koy and Puffy Analyze Tobacco Use** - Koy and Puffy discuss the harmful short-term and long-term effects of smoking. Information regarding health choices and tobacco are discussed.

**1.2: Koy and Killian get the Skinny on Sleep** - Killian has been up all-night on a social networking website. Through a series of early morning text messages Koy and Killian discuss sleep debt and its connection to irritability, aggressive or inappropriate behaviors, and limiting comprehension, all of which are behaviors that will negatively impact Killian's ability to do well on his Social Studies test that morning.

**1.3: Koy and Kite Discuss** on cotton candy, trying corn dogs, slushies, and II Diabetes. The nutritional impact that the environ

**1.4: Koy and Kit get** flips to talking about t discuss the benefits a

**1.5: Koy Coaxes Cleo** Cleopatra VII to discuss B rays, as well as the seriousness of sun da

#### National Health Educati

Students will comprehend prevention to enhance he

#### Grade Level Performan

- Analyze the relative
- Describe the inter health in adolescence
- Analyze how the
- Describe the benefits
- Examine the potential behaviors.

#### Health Education Topic

- Tobacco Use (Cig
- Personal Health a
- Personal Health a
- Physical Activity (
- Personal Health a

#### HECAT Healthy Behavior Outcomes:

- Quit using tobacco if already using.
- Support others to be tobacco free, including supporting a tobacco-free environment.
- Get an appropriate amount of sleep and rest.
- Eat a variety of whole grain products, fruits and vegetables, and fat-free or low-fat milk or equivalent milk products every day.
- Eat healthy snacks.
- Limit foods and beverages high in added or processed sugars.
- Avoid injury
- Engage in r day.
- Regularly endurance,
- Prevent dan



**1.3:** Health-enhancing choices, insulin, lifestyle choices, nutritional value, physical activity, sedentary lifestyle, Type II Diabetes.

**1.4:** Activity-related injuries, aerobic activity, cardio-respiratory endurance, F.I.T.T. Formula (Frequency, Intensity, Type, Time), flexibility, lifestyle activity, muscle endurance, muscle fitness, muscle, physical activity plan, Physical Activity Pyramid, sports and recreation, strength.

**1.5:** Broad-spectrum sunscreen, Elastosis, premature aging of the skin, sunblock, Sun Protection Factor, Ultraviolet A (UVA) rays, Ultraviolet B (UVB) rays.

#### Common Core Sta

**Writing Stand** claim(s) from all logically.

**Writing Stand** sources, using s source; and quod plagiarism and

**Writing Stand** definitions, con

**Writing Stand** research, reflect or two) for a ra

**Reading Stand** of the character dramatic irony)

#### Health Education

**1.1:** Addictive, disease, Cente smoking, will po

**1.2:** Aggressive inappropriate be social domain.

These *Student Edition* pages, located at the beginning of each unit, provide students with an overview of dialogues, standards, performance indicators and concepts included within the unit.

Unit 1 Overview is found on pages **16-18** in the *Student Edition*.



## Key Elements of Dialogue 1.1

**Title:** Koy and Puffy Analyze Tobacco Use

**Brief Description of Dialogue:** Koy and Puffy discuss the harmful short-term and long-term effects of smoking. Information regarding health choices and tobacco are discussed.

**National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. (Functional Health Knowledge)

**Grade Level Performance Indicator 1.8.1:** Analyze the relationship between healthy behaviors and personal health. (Grades 6 – 8)

**Health Education Topic Area:** Tobacco Use (Cigarette smoking)

**HECAT Healthy Behavior Outcomes:** Quit using tobacco if already using. Support others to be tobacco free, including supporting a tobacco-free environment.

**Common Core Writing Standard 1.a.:** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (Grade 8)

**Performance Task:** Students will write the ending to the dialogue by continuing the conversation between Koy and Puffy. Students should introduce the idea that smoking tobacco is linked to illness and death and should describe the relationship between healthy behaviors, tobacco use and personal health using the remainder of the factors (functional health knowledge) provided in the rubric below. Finally, students should acknowledge the opposing perspective by providing functional health knowledge that aligns with the counter-claims organizing the reasons and evidence logically by providing a back-and-forth pattern to the dialogue. (Claim and then counter-claim).

**Health Education Terms or Concepts Include:** Addictive, atherosclerosis, cancer, cardiorespiratory system, cardiovascular disease, Centers for Disease Control and Prevention, nicotine, premature death, smoking, will power.



## Dialogue 1.1 Koy and Puffy Analyze Tobacco Use

*Koy and Lone Star see Puffy sitting on a park bench at the end of the block. Noticing that Puffy is smoking, Koy turns to walk in the other direction, not wanting to be exposed to secondhand smoke. Before Koy gets too far, Puffy calls his name. Trying to look surprised Koy turns around and says "hello."*

**PUFFY:** Hi Koy.

**KOY:** *[pointing to the cigarette]* Hi Puffy. Do know that stuff will kill you? Don't even think about offering me a hit on that cancer stick.

**PUFFY:** You worry too much. My grandpa smoked two packs a day for fifty years and he died of old age.

**KOY:** I wonder what your grandpa would be thinking right now knowing that you just started a deadly health habit that could last a lifetime. It has the potential to decrease your number of healthy years and even cause premature death.

**PUFFY:** I'm sure... (Koy cuts him off)

**KOY:** I'm sure he'd want you to never have started smoking.

**PUFFY:** But I can stop any time I want to.

**KOY:** Really?! Nicotine is the active ingredient in cigarettes, and it is very addictive.

**PUFFY:** Maybe so, but I have strong w

**KOY:** I am not sure it's just about ha  
body to crave the substance.  
So, let me ask you, why do yo

**PUFFY:** That's simple. It's cool!

**KOY:** Tell me more about why it's co

**PUFFY:** It's cool because it makes me

**KOY:** It sure will make you look olde  
turning the tips of your fingers

**PUFFY:** Um...well, it makes me look o

**KOY:** *[sarcastically]* I can see why y  
your lungs and shortness of b

**PUFFY:** *[defensively]* Well, maybe we  
everyone our age smokes.

Prior to doing the first dialogue, remind students that they should read and act out their part; point out the acting cues. Emphasize that they get out of it what they put into it. Perhaps model a short segment, speaking and acting in the manner you would like to see from the students.

**KOY:** You may be surprised to know that in 2009, the Centers for Disease Control and Prevention reported that 5.2% of middle school students were currently smokers, but you might not know that because of the way that smoking is often portrayed on television and in the movies.

**PUFFY:** I guess that's a lot lower percentage than I thought it would be, but American's have plenty of unhealthy habits, so what's a cigarette or two? I'm going to have to die of something aren't I?

**KOY:** The number one killer of Americans is cardiovascular disease and it is directly linked to smoking, because smoking causes atherosclerosis, a buildup of fatty substances in the arteries. The arteries deteriorate, become narrow, and prevent normal blood flow. The good news is that cardiovascular disease is largely within ones control because it is based on lifestyle choices. Quitting smoking now is a healthy choice.

**PUFFY:** I'm young. I have plenty of time to quit.

**KOY:** Don't kid yourself. Smoking has short-term and long-term effects that are definitely not cool. Let's get down to business and talk about giving up smoking. As a friend, I'd support you quitting smoking and replacing it with a healthier habit such as rock climbing, playing soccer, or volunteering at the Senior Center.

**PUFFY:** You might also find that quitting smoking will help you breathe easier, which is especially important if you are playing soccer, which requires a strong cardiorespiratory system.

**KOY:** So how would having a strong cardiorespiratory system help me while volunteering at the Senior Center?

**PUFFY:** It wouldn't necessarily, but quitting smoking would keep your clothes from smelling and your breath from stinking, both of which are important when you are sitting close to someone while having a conversation. It's a friendly thing to do!

**KOY:** *[laughing]* I suppose I wouldn't want to go there smelling like an ash try.

**PUFFY:** Now that's the spirit!

Found on pages  
19-20 in the  
Student Edition.



### Questions and Background Information

- **Prompting Questions/Statements that Personalize the Information:**
- Remembering**
    - Can you recall a time when you knew someone had been smoking without actually seeing him/her smoke? How did you know?
  - Understanding**
    - Within the dialogue what facts or ideas show the connection between healthy behaviors and personal health related to smoking? In your own words, state how these facts or ideas could impact your own personal health if you decided to start smoking.
  - Applying**
    - What approach could you use to convince someone of the connection between healthy behaviors and personal health related to smoking?
  - Analyzing**
    - What's the evidence within the dialogue to support quitting smoking? What factors would convince you to quit smoking if you had already started?
  - Evaluating**
    - What judgments can you now make about smoking and how it can impact your life and personal health?
  - Creating**
    - What might happen to your health if you started smoking?

After students read the dialogue, these pages provide questions students can answer or the teacher can use for discussion. There is also additional information for students and the teacher that relates to the subject of the dialogue.

► **Functional Health Knowledge:**

**According to the 2009 National Vital Statistics Reports:**

- Is the cause of 1 in 4 deaths in the United States?
- The leading cause of death for men in the United States?
- The leading cause of death for women in the United States?

Kochanec, KD, Xu JQ, Murphy SL, et al. 2009. <http://www.cdc.gov/nchs/data/Statistics Reports>.

► **According to the Centers for Disease Control and Prevention:**

- The habit of cigarette smoking and/or using smokeless tobacco use is generally initiated and established during adolescence.

The following is a breakdown of the percentage of middle school student who were current cigarette smokers in 2009:

- 5.2% of middle school students
- 4.7% of female middle school students
- 5.6% of male middle school students
- 5.2 % of black non-Hispanic middle school students
- 2.5% of Asian non-Hispanic middle school students
- 6.7% of Hispanic middle school students
- 4.3% of white, non-Hispanic middle school students

Centers for Disease Control and Prevention. Tobacco Use Among Middle and High School Students – United States, 2000-2009. <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5933a2.htm> Morbidity and Mortality Weekly Report 2010; 59(33); 1063-8 [accessed 2012 October 23].

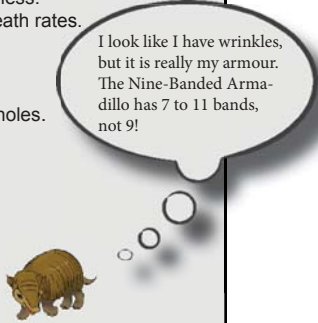
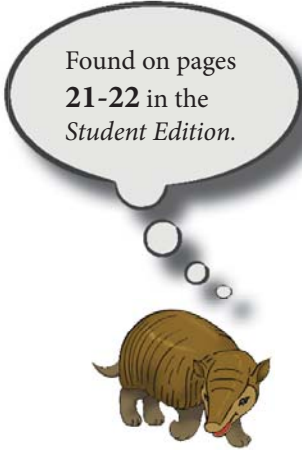
Smoking tobacco causes: bad breath, wrinkles on the face, discoloration of the fingertips, raspy voice, increased blood pressure, cancer of the throat, larynx, mouth, and lungs, difficulty breathing, and emphysema.

► **Understanding the Grade Level Performance Indicator:**

**What are the factors that describe the relationship between healthy behaviors, tobacco use and personal health specifically related to adolescence?**

- Analyzes that healthy behaviors are directly linked to illness.
- Analyzes that healthy behaviors are directly linked to death rates.
- Avoiding smoking keeps your clothes smelling fresh.
- Avoiding smoking helps keep your breath fresh.
- Avoiding smoking helps you breathe easily.
- Avoiding smoking helps keep your clothes free of burn holes.

I look like I have wrinkles, but it is really my armour. The Nine-Banded Armadillo has 7 to 11 bands, not 9!



## Performance Task

Students will write the ending to the dialogue by continuing the conversation between Koy and Puffy. Students should introduce the idea that smoking tobacco is linked to illness and death and should describe the relationship between healthy behaviors, tobacco use, and personal health using the (functional health knowledge) provided for rubric C below. Finally, students should acknowledge the opposing perspective by providing functional health knowledge that aligns with the counter-claims, organizing the reasons and evidence logically by providing a back-and-forth pattern to the dialogue. (Claim and then counter-claim).

**Task 1:** Students should introduce the idea that smoking tobacco is linked to illness and death.

**A. Analyzes that healthy behaviors are directly linked to illness.**

1	2	3	4
The work <b>minimally</b> analyzed the healthy behavior by not linking it to illness.	The work partially analyzed the healthy behavior at an <b>effective</b> level by indirectly linking it to illness.	The work analyzed the healthy behavior at a <b>proficient</b> level by linking it to illness.	The work analyzed the healthy behavior at an <b>exceptional</b> level by directly linking it to illness.

**B. Analyzes that healthy behaviors are directly linked to death rates**

1	2
The work <b>minimally</b> analyzed the healthy behavior by indirectly linking it to death rates.	The work partially analyzed the healthy behavior at an <b>effective</b> level by indirectly linking it to death rates.

**Task 2:** Students should describe the tobacco use, and personal health using the remaining knowledge provided for rubric C below.

**C. What are the factors that describe tobacco use and personal health specifically?**

- Factor 1:** Avoiding smoking keeps your clothes clean.
- Factor 2:** Avoiding smoking helps keep your teeth clean.
- Factor 3:** Avoiding smoking helps you breathe easier.
- Factor 4:** Avoiding smoking helps keep your hair clean.

Dialogue 1.1 has a five part performance task that targets writing, proficient communication, organization, and logical processes.

1	2	3	4
The work <b>minimally</b> described the relationship between avoiding smoking and <b>1</b> of the healthy factors listed.	The work <b>effectively</b> described the relationship between avoiding smoking and <b>2</b> healthy factors.	The work <b>proficiently</b> described the relationship between avoiding smoking and <b>3</b> healthy factors.	The work <b>exceptionally</b> described the relationship between avoiding smoking and all <b>4</b> healthy factors.

**Task 3:** Students should acknowledge the opposing perspective by providing functional health knowledge that aligns with the counter-claims organizing the reasons and evidence logically by providing a back-and-forth pattern to the dialogue. (Claim and then counter-claim).

**D. Did the dialogue acknowledge the opposing perspective for each of the claims?**

1	2	3	4
The work <b>minimally</b> acknowledged the opposing perspective for <b>1</b> of the 4 factors.	The work <b>effectively</b> acknowledged the opposing perspective for <b>2</b> of the 4 factors.	The work <b>proficiently</b> acknowledged the opposing perspective for <b>3</b> of the 4 factors.	The work <b>exceptionally</b> acknowledged the opposing perspective for each of the <b>4</b> factors at a proficient level.

**E. Was the dialogue set up as a back-and-forth exchange?**

1	2	3	4
The work <b>minimally</b> incorporated a back-and-forth exchange.	The work incorporated a back-and-forth exchange at an <b>effective</b> level.	The work incorporated a back-and-forth exchange at a <b>proficient</b> level.	The work established a clear back-and-forth exchange at an <b>exceptional</b> level.

The total number of points that you earned out of 20 is \_\_\_\_\_.

A combined rubric score of 16 or higher earns the "Crew 66 Clue" 24 = \_\_\_\_\_.





## Key Elements of Dialogue 1.2

**Title:** Koy and Killian Get the Skinny on Sleep

**Brief Description of Dialogue:** Killian has been up all-night on a social networking website. Through a series of early morning text messages Koy and Killian discuss sleep debt and its connection to irritability, aggressive or inappropriate behaviors, and limiting comprehension, all of which are behaviors that will negatively impact Killian’s ability to do well on his Social Studies test that morning.

**National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. (Functional Health Knowledge)

**Grade Level Performance Indicator 1.8.2:** Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. (Grades 6 – 8)

**Health Education Topic Area:** Personal Health and Wellness (Sleep)

**HECAT Healthy Behavior Outcome:** Get an appropriate amount of sleep and rest.

**Common Core Writing Standard 8.:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Grade 8)

**Performance Task:** Students will create a fictional Facebook page for a fictional character who posts functional health knowledge and that describes the interrelationships of emotional, intellectual, physical, and social health in adolescence regarding healthy sleep habits. In order to prepare functional health information for the Facebook page the student must first gather relevant information from multiple print and digital sources. Students will use search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Health Education Terms or Concepts Include:** Aggressive behavior, caffeine, emotional domain, illness, impaired driving, inappropriate behavior, intellectual domain, irritability, sleep debt, sleep deprivation, social domain.



## Dialogue 1.2 Koy and Killian Get the Skinny on Sleep

*Killian is at the computer at 5:00 a.m. changing his "status" to "tired because I've been up all-night. His friend Koy set his alarm for 6:00 a.m. because he has a Social Studies test first hour at school and he wanted to get up early to study.*

**KOY:** *[yawning and rubbing his eyes. He reaches over to turn off his alarm to see that he has several text messages from Killian.]* What do you mean, what am I doing? It's 6:00 a.m. and I should still be sleeping! Darn Social Studies test.

**KILLIAN:** I knew you'd be awake!

**KOY:** I just woke up because I want to do a little last minute studying for my Social Studies test. I studied yesterday afternoon after school, but I want a quick refresher.

**KILLIAN:** I've been up all-night too...sort of...studying for the Social Studies test.

**KOY:** What do you mean, sort of?

**KILLIAN:** Well, I started checking a social networking site and then that led to surfing the Net for a while which led to sending texts, which led to, well, not actually a lot of studying.

**KOY:** Perhaps if you would have to sleep at a reasonable h

**KILLIAN:** I do just fine with very little

**KOY:** How much...or let me reph

**KILLIAN:** An hour, I think.

**KOY:** It is recommended that tee per night.

**KILLIAN:** I'll just go to sleep really ea

**KOY:** That's not the way the body

**KILLIAN:** What's that?

**KOY:** It's the accumulation of the between the amount of sle you actually get.

**KILLIAN:** I'll just have some coffee t

**KOY:** Clearly sleep deprivation h with funny jokes.

**KILLIAN:** Very funny.

**KOY:** But seriously, getting enou

The amount and quality of sleep can influence a person's capacity to think and reason. It can also impact the body physically as well as emotionally. Have students evaluate the role that sleep plays in their lives.

**KILLIAN:** Will it get me an "A" on my Social Studies test?

**KOY:** Not likely, but it will help you deal with the stress of it all.

**KILLIAN:** That would be helpful in just a few hours.

**KOY:** Not getting enough sleep causes irritability, limits your ability to comprehend information, leads to aggressive or inappropriate behaviors, contributes to illness and impairs your ability to drive safely.

**KILLIAN:** What do you mean my ability to drive safely?

**KOY:** Driving while sleep deprived is like driving drunk. Driving drowsy is the equivalent of having a blood alcohol content of .08%, which means you are a danger to yourself and others on the road. But there *are* some things you can do to ensure that you get enough sleep.

**KILLIAN:** Like...???

**KOY:** Go to bed at the same time each night and set a bedtime routine like taking a shower or reading a book. This lets your body know it's time to sleep.

**KILLIAN:** That sounds easy enough. I usually spend an hour texting friends before I go to bed.

**KOY:** Actually, powering down all of your electronic gadgets is a good thing before going to bed. Sending and responding to texts just keeps your mind working, making it more difficult for you to relax and fall asleep.

**KILLIAN:** That'll be a hard habit to break.

**KOY:** There are lots of other things you can do to get ready to go to sleep.

**KILLIAN:** Such as?

**KOY:** Avoid things such as caffeine and exercise a few hours before you go to bed. You can also keep a journal by your bedside to record things you might need to remember so that you can focus on sleeping, not staying awake trying to remember something. Physical factors such as sleep, caffeine and test taking, are related to your overall emotional, intellectual, social and physical well-being. These factors are called domains and are interrelated and greatly impact each other. That is why it is so important to make sleep a priority.

**KILLIAN:** That's a lot of information to consider. I guess I didn't realize that one choice impacted so many other parts of my life. I will see you in a few hours at school. TTYL

Found on pages  
25-26 in the  
*Student Edition.*



## Questions and Background Information

### ► Prompting Questions/Statements that Personalize the Information:

#### Remembering

- Can you recall a time when you didn't get enough sleep? Tell the class about that time.

#### Understanding

- How would you compare Killian not getting enough sleep to a time when you didn't get enough sleep?

#### Applying

- Using what you've learned about the benefits of sleep, how might you help Killian solve his problem about not getting enough sleep?

#### Analyzing

- What conclusions can you draw about the amount of sleep you get in your life?

#### Evaluating

- Why would you recommend to a friend getting enough sleep each night?

#### Creating

- How could you change or modify your own life to get enough sleep on a daily basis?

Consider setting up a class Facebook page and vote on your favorite Crew 66 character! See you on Facebook!

### ► Functional Health Knowledge:

Sleep debt is the accumulation of the lack between the amount of sleep you should actually get the recommended number of  $\frac{1}{2}$  and  $9\frac{1}{4}$  hours of sleep.

#### Benefits of getting enough sleep:

Helps you deal with stress  
Less irritability  
Helps you concentrate on tasks

#### Not getting enough sleep:

- Causes irritability
- Limits your ability to comprehend information
- Trouble remembering information
- May lead to aggressive or inappropriate behavior
- Contributes to illness
- Impairs your ability to drive safely
- Causes problems with the functioning of the body

#### Suggestions for getting enough restful sleep:

- Avoid caffeine before bed.
- Go to bed at the same time each night.
- Set a bedtime routine like taking a shower or reading a book. This lets your body know it's time to sleep.
- Avoid, texting or playing on the computer before going to bed. These activities require you remain alert, which is the opposite of what your body is trying to do when it is trying to relax and go to sleep.
- Avoid exercise a few hours before you go to bed.
- Keep a journal by your bedside to record things you might need to remember so that you can focus on sleeping, not staying awake to try to remember something.

Driving drowsy is the equivalent of having a blood alcohol content of .08%.

### ► Understanding the Grade Level Performance Indicator:

**What is the relationship between emotional, intellectual, physical, and social health in adolescence?** All domains are interrelated and impact each other. Understanding the relationship between the domains may help a person lead a healthier lifestyle.

Found on pages  
**27-28** in the  
*Student Edition.*



Did you know that CREW 66 is on Facebook? Log on to Facebook to vote for your favorite CREW 66 character!



## Performance Task

Students will create a fictional Facebook page for a fictional character who posts functional health knowledge and that describes the interrelationships of emotional, intellectual, physical, and social health in adolescence regarding healthy sleep habits. In order to prepare functional health information for the Facebook page the student must first gather relevant information from multiple print and digital sources. Students will use search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Task 1:** Create a fictional Facebook page for a fictional character that posts functional health knowledge.

**A. Includes complete profile information.**

1	2	3	4
The mock Facebook profile page <b>minimally</b> included profile information and <b>1</b> picture and other criteria established by the teacher.	The mock Facebook profile page <b>effectively</b> included profile information and <b>2</b> pictures and other criteria established by the teacher.	The mock Facebook profile page was <b>proficient</b> in that it included profile information and <b>3</b> pictures and other criteria established	The mock Facebook profile page was <b>exceptional</b> in that it included profile information and <b>4</b> or more pictures and other criteria

Additional criteria established by the teacher:

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**B. Contains functional health knowledge**

1	2
The profile included at least <b>1</b> piece of functional health knowledge related to healthy sleep habits.	The profile included at least <b>2</b> pieces of functional health knowledge related to healthy sleep habits.

This performance task has students create a fictitious Facebook page. In order to promote safe Internet practices, be sure to remind students that the Facebook page they create should be void of any personal identifying markers. Be sure to get administrative and parental support before proceeding with this performance task.

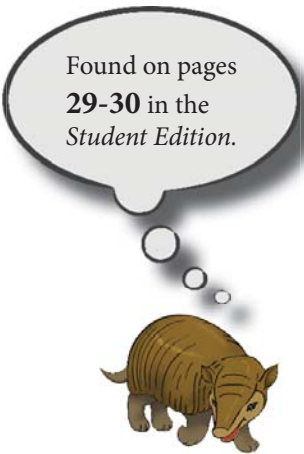
**Task 2:** Students will describe the interrelationships and social health in adolescence regarding healthy sleep habits.

**C. Describes the interrelationships between emotional, intellectual, physical, and social health as related to healthy sleep habits.**

1	2	3	4
The Facebook character <b>minimally</b> described <b>1</b> of the following 4 dimensions of health:	The Facebook character <b>effectively</b> described the interrelationships between <b>2</b> of the following 4 dimensions of health:	The Facebook character <b>proficiently</b> described the interrelationships between <b>3</b> of the following 4 dimensions of health:	The Facebook character <b>exceptionally</b> described the interrelationships between <b>all 4</b> of the following 4 dimensions of health:
1) Emotional	1) Emotional	1) Emotional	1) Emotional
2) Intellectual	2) Intellectual	2) Intellectual	2) Intellectual
3) Physical	3) Physical	3) Physical	3) Physical
4) Social health	4) Social health	4) Social health	4) Social health
...as related to healthy sleep habits	...as related to healthy sleep habits	...as related to healthy sleep habits	...as related to healthy sleep habits

**D. Example is relevant to the adolescent and is related to healthy sleep habits.**

1	2	3	4
The work was <b>minimally</b> related to healthy sleep habits of adolescents.	The work was <b>effectively</b> related to healthy sleep habits of adolescents.	The work was <b>proficiently</b> related to healthy sleep habits of adolescents.	The work was <b>exceptionally</b> relevant to healthy sleep habits of adolescents.



**Task 3:** Students gather relevant information from multiple print and digital sources. Students will use search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**E. Gather relevant information from multiple print and digital sources.**

1	2	3	4
The relevant information was from 1 print and/or digital source.	The relevant information was from 2 print and digital sources (ideally 1 print and 1 digital).	The relevant information was from 3 print and digital sources.	The relevant information was from 4 print and digital sources (ideally 2 print and 2 digital).

**F. Use search terms effectively.**

1	2	3	4
The work <b>minimally</b> used search terms.	The work <b>effectively</b> used search terms.	The work <b>proficiently</b> used search terms.	The work demonstrated use of search terms <b>exceptionally well</b> .

Write the search terms used:

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It is assumed that students are proficient in *National Health Education Standard* number 3 (accessing valid health information) and therefore, a general statement about the credibility and accuracy of sources is assessed rather than in-depth criteria.

**G. Assess the credibility and accuracy of each source.**

1	2	3	4
The work <b>minimally</b> assessed the credibility and accuracy of each source.	The work <b>effectively</b> assessed the credibility and accuracy of each source.	The work <b>proficiently</b> assessed the credibility and accuracy of each source.	The work <b>exceptionally</b> assessed the credibility and accuracy of each source.

**H. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.**

1	2	3	4
The work <b>minimally</b> quoted or paraphrased the data and conclusions of others. Did not successfully avoid plagiarism.	The work <b>effectively</b> quoted or paraphrased the data and conclusions of others while avoiding plagiarism.	The work <b>proficiently</b> quoted or paraphrased the data and conclusions of others while avoiding plagiarism.	The work <b>exceptionally</b> quoted or paraphrased the data and conclusions of others while successfully avoiding plagiarism.

**I. Follow a standard format for citation.**

1	2	3	4
The work <b>minimally</b> followed a standard format for citation.	The work <b>effectively</b> followed a standard format for citation.	The work <b>proficiently</b> followed a standard format for citation.	The work <b>exceptionally</b> followed a standard format for citation.

The standard format for citation used was: \_\_\_\_\_.

The total number of points that you earned out of 36 is \_\_\_\_\_.

A combined rubric score of 28 or higher earns the "Crew 66 Clue" 26 = \_\_\_\_\_.



## Key Elements of Dialogue 1.3

**Title:** Koy and Kite Discuss Diabetes

**Brief Description of Dialogue:** Koy and Kite are at the carnival nibbling on cotton candy, trying to win a goldfish when the conversation turns to hot dogs, corn dogs, slushies, batter-fried cheese curds, hush puppies, cow pies, and Type II Diabetes. The nutritional values of these foods are discussed as well as the impact that the environment has on personal health choices.

**National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. (Functional Health Knowledge)

**Grade Level Performance Indicator 1.8.3:** Analyze how the environment affects personal health. (Grades 6 – 8)

**Health Education Topic Area:** Personal Health and Wellness (Type 2 Diabetes)

**HECAT Healthy Behavior Outcomes:** Eat a variety of whole grain products, fruits and vegetables, and fat-free or low-fat milk or equivalent milk products every day. Eat healthy snacks. Limit foods and beverages high in added or processed sugars.

**Common Core Writing Standard 2.b.:** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (Grade 8)

**Performance Task:** Students will create a mock carnival booth where the task is to have “carnival-goers” learn about Type II Diabetes in an interactive game format. In preparation for creating the game, students will analyze how an environment of their choosing (such as a carnival) affects personal health choices. The analysis of the environment should be evident in the construction of the game and it’s rules. Students will create a carnival booth that encourages health-enhancing choices related to learning about the connection between sedentary lifestyles, healthy food choices, and Type II Diabetes. Students will develop their mock carnival booth with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples to teach about Type II Diabetes. Students will use precise language and domain-specific vocabulary to inform about or explain the topic.

**Health Education Terms or Concepts Include:** Health-enhancing choices, insulin, lifestyle choices, nutritional value, physical activity, sedentary lifestyle, Type II Diabetes.



**Dialogue 1.3 Koy and Kite Discuss Diabetes**

*Koy, Kite, and Lone Star are at the carnival walking around when they stop to play a game.*

**KOY:** Look! The fishbowl game!

**KITE:** *[reaching in his pocket for his ticket]* Watch this. I am going to win the goldfish with the black spot on its side.

**KOY:** Let me hold your cotton candy for you.

**KITE:** *[Kite tries to throw ping pong balls into the fish bowl without success]* Just wait, I'll get it yet.

**KOY:** *[nibbling on the cotton candy]* This is pretty good stuff! I better not have too much of it as a snack though.

**KITE:** *[still trying to win a goldfish]* Why not? It's just whipped sugar. Just remember to brush your teeth really well when you get home.

**KOY:** Thanks for the friendly reminder, but it's not just my teeth I am worried about.

**KITE:** *[jumping up and down]* Yes! I won the goldfish! Oh, yeah, what were you saying about your teeth?

**KOY:** While I am concerned about my teeth, I'm also worried about my blood sugar going wonky because of my diet.

**KITE:** I didn't know you had Diabetes!

**KOY:** Yep. Did you know that Type II Diabetes is on the rise for young people?

**KITE:** I didn't know that. But why? And what can I do about it?

**KOY:** Well, it has something to do with the lifestyle choices we make, which is probably due to the high fat and sugar foods we consume. And many American's all GOOD news about Type II Diabetes.

**KITE:** *[disbelief]* Good news?

**KOY:** Unhealthy lifestyle choices largely contribute to the development of that it is a disease that is largely preventable. Active lifestyle are health-enhancing and can help prevent getting Type II Diabetes.

**KITE:** Come on, American's don't REALIZE they're making bad choices, do they? And what's up with all of the

**KOY:** Sedentary means inactive. Kids these days tend to have a lot of screen time, whether it's watching movies or playing on the computer, but they tend not to get enough movement time. It is important to make healthy food choices along with incorporating physical activity into a daily routine. The carnival is a pretty extreme example, but just for kicks, let's walk around and have a look at the snack food choices offered here.

**KITE:** *[grabbing his goldfish]* What do you think I should name my goldfish?

**KOY:** *[laughing]* I am not exactly sure! Look! You see, this is what I'm talking about.

**KITE:** What?!

**KOY:** OK, look at the snack foods the vendors are selling. You can get a hot dog, corn dog, slushie, cotton candy, batter-fried cheese curds, hush puppies or a cow pie.

**KITE:** A cow pie!?

**KOY:** It's deep fried dough covered with whipped cream or powdered sugar.

**KITE:** *[Lone Star licks his lips]* Yummy!

**KOY:** Well, it would certainly taste good, but there is no nutritional value in that food. It is grease coated in sugar. And think about the other foods we just saw. They are deep-fried, loaded in sugar, or bathed in salt.

**KITE:** I see what you mean.

**KOY:** If a person wanted to eat healthy while at the carnival it wouldn't be an option. There isn't a green leafy vegetable anywhere to be seen. And no fruit either.

**KITE:** *[sarcastically]* Now wait, I saw a strawberry flavored slushie back there.

**KOY:** *[laughing and speaking sarcastically]* You're right, you could choose a blueberry flavored slushie as well! I need to go and eat some healthy food. Perhaps I will have whole grain pasta, a spinach salad, with a nice big bowl of honeydew melon and a glass of low-fat milk.

**KITE:** That sounds great! But I still have one question... What should I name my goldfish?!

**KOY:** *[laughing]* No idea! I'll see you tomorrow!

The number of people getting Type II Diabetes is on the rise. This important health issue impacts many adolescents and their families.

Found on pages 33-34 in the Student Edition.



## Questions and Background Information

### ► Prompting Questions/Statements that Personalize the Information:

#### Remembering

- Can you recall a time when you went to a carnival? What did you eat while you were there?

#### Understanding

- How would you classify the type of food that you ate at the carnival?

#### Applying

- What approach could you use to convince a friend that eating foods loaded with salt, sugar and fat as well as being sedentary both contribute to an overall unhealthy lifestyle?

#### Analyzing

- Why would you recommend eating healthy and leading an active lifestyle if a friend asked you?

#### Evaluating

- What judgments can you now make about eating healthy and exercising in relationship to your life that you were not able to before reading the dialogue?

#### Creating

- What changes would you need to make ("environment") in order to reduce the amount of sugar in your diet?
- What changes would you need to make ("environment") in order to incorporate more physical activity into your daily routine?

### ► Functional Health Knowledge:

Diabetes is a metabolic disorder, which means it affects the way the body digests our food for energy and growth. The body needs a substance called glucose. The body needs the pancreas, to help get the glucose from the food. The pancreas reduces the blood sugar level. A person with diabetes does not produce enough insulin and is called hyperglycemic.

There are two types of Diabetes: Type I and Type II.

Type I Diabetes was previously known as juvenile diabetes. It is caused by a lack of insulin in the blood or urine can lead to increased hunger and increased thirst. It is normally treated with insulin. There is no correlation between diet and disease.

The *Functional Health Knowledge* provided in Dialogue 1.3 helps explain the various forms of Diabetes.

Type II Diabetes means that **either the body does not produce enough insulin or that the cells ignore the insulin (or that the insulin is not working properly)**. The body breaks down sugars and starches into glucose. Insulin is needed to transfer glucose from the blood into the body's cells so that it can be used.

Type II Diabetes is on the rise in American youth. This is due to the increase in the incidence of obesity (high fat, high sugar, and salt diets). Lifestyle choices largely contribute to this disease, which means that it is largely preventable. Exercise and diet are often used to help manage the disease. Blood sugar that remains too high over time can lead to amputation of the limbs due to poor circulation. Loss of eyesight or hearing can occur, and cognitive abilities can be reduced.

Sedentary means leading an inactive lifestyle.

### ► Understanding the Grade Level Performance Indicator:

#### In what ways can the environment affect personal health?

The environment can impact a person's health by creating a space that encourages health-enhancing choices.

Found on pages  
**35-36** in the  
*Student Edition*.



It's a good thing I do not  
have a diet high in sugar,  
because my teeth do not  
have enamel!





**Performance Task**

Students will create a mock carnival-related experience (booth, fun-house, etc.) where the task is to have “carnival-goers” learn about Type II Diabetes in an interactive game format. In preparation for creating the game, students will analyze how an environment of their choosing (such as a carnival) affects personal health choices. The analysis of the environment should be evident in the construction of the game and its rules. Students will create a carnival booth that encourages health-enhancing choices related to learning about the connection between sedentary lifestyles, healthy food choices, and Type II Diabetes. Students will develop their mock carnival booth with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples to teach about Type II Diabetes. Students will use precise language and domain-specific vocabulary to inform about or explain the topic.

**Task:** Students will create a mock carnival-related experience (booth, fun-house, etc.) where the task is to have “carnival-goers” learn about Type II Diabetes in an interactive game format.

This performance task provides an excellent opportunity for students to think ahead to the skill to be taught in Unit 2 (Analyzing Influences). Ask students to brainstorm the influences at a carnival related to making health-enhancing choices.

**A. Create a mock carnival-related experience where “carnival-goers” learn about Type II Diabetes in an interactive game format.**

1
The work <b>minimally</b> reflected a mock carnival-related experience where “carnival-goers” learned about Type II Diabetes in an interactive game format.

**B. Analyze how an environment of their choosing affects personal health choices.**

1
The work <b>minimally</b> analyzed how a specific environment (of their choosing) affects personal health choices. The analysis of the environment was <b>minimally</b> evident in the construction of the game and rules.

**C. Create a carnival-related experience that encourages health-enhancing choices related to learning about the connection between sedentary lifestyles, healthy food choices, and Type II Diabetes.**

1	2	3	4
The work <b>minimally</b> described and connected health-enhancing choices, sedentary lifestyles, healthy food choices, and Type II Diabetes.	The work <b>effectively</b> described and connected health-enhancing choices, sedentary lifestyles, healthy food choices, and Type II Diabetes.	The work <b>proficiently</b> described and connected health-enhancing choices, sedentary lifestyles, healthy food choices, and Type II Diabetes.	The work <b>exceptionally</b> described and connected health-enhancing choices, sedentary lifestyles, healthy food choices, and Type II Diabetes.

**D. Relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples to teach about Type II Diabetes.**

1
Student <b>minimally</b> created a mock carnival-related experience with <b>very limited relevant</b> facts, definitions, concrete details, quotations, or other information and examples to teach about Type II Diabetes.

**E. Precise language and domain-specific vocabulary inform about or explain Type II Diabetes.**

1	2	3	4
The work <b>minimally</b> used precise language and domain-specific vocabulary to inform about or explain the topic.	The work <b>effectively</b> used precise language and domain-specific vocabulary to inform about or explain the topic.	The work <b>proficiently</b> used precise language and domain-specific vocabulary to inform about or explain the topic.	The work <b>exceptionally</b> used precise language and domain-specific vocabulary to inform about or explain the topic.

**F. Carnival-related Experience: Use of color, concluding statement, images, and an organized arrangement of information.**

1	2	3	4
The carnival-related experience <b>minimally</b> demonstrated 1 of following: 1) Effective use of color 2) Creative display of information 3) Use of an image 4) An organized arrangement of the information	The carnival-related experience <b>effectively</b> demonstrated 2 of following: 1) Effective use of color 2) Creative display of information 3) Use of an image 4) An organized arrangement of the information	The carnival-related experience <b>proficiently</b> demonstrated 3 of following: 1) Effective use of color 2) Creative display of information 3) Use of an image 4) An organized arrangement of the information	The carnival-related experience <b>exceptionally</b> demonstrated all 4 of following: 1) Effective use of color 2) Creative display of information 3) Use of an image 4) An organized arrangement of the information

Found on pages 37-39 in the Student Edition.



The total number of points that you earned out of 24 is \_\_\_\_\_.  
A combined rubric score of 19 or higher earns the “Crew 66 Clue” 3 = \_\_\_\_\_.



## Key Elements of Dialogue 1.4

**Title:** Koy and Kit Get F.I.T.T.

**Brief Description of Dialogue:** Koy and Kit are kayaking when the conversation flips to talking about the F.I.T.T. formula and the Physical Activity Pyramid. They discuss the benefits and barriers to participating in lifestyle activities.

**National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. (Functional Health Knowledge)

**Grade Level Performance Indicator 1.8.7:** Describe the benefits of and barriers to practicing healthy behaviors. (Grades 6 – 8)

**Health Education Topic Area:** Physical Activity (F.I.T.T.)

**HECAT Healthy Behavior Outcomes:** Avoid injury during physical activity. Engage in moderate to vigorous physical activity for at least 60 minutes every day. Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.

**Common Core Writing Standard 10.:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Grade 8)

**Performance Task:** Students will describe the benefits of and barriers to practicing healthy behaviors related to physical activity and the F.I.T.T. formula by researching information and journaling over a designated period of time as prescribed by the teacher. Students will complete this task by writing routinely over extended time frames providing (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Within the journal students will research, reflect, and revise ideas related to the benefits and barriers of Physical Activity as well as the benefits and barriers of using the F.I.T.T. formula.

**Note:** For each day of the journaling process have students do a Think. Pair. Share. while walking for a designated period of time. This “Walk and Talk” strategy builds movement into the activity and assists in differentiated learning.

**Health Education Terms or Concepts Include:** Activity-related injuries, aerobic activity, cardio-respiratory endurance, F.I.T.T. Formula (Frequency, Intensity, Type, Time), flexibility, lifestyle activity, muscle endurance, muscle fitness, muscle strength, physical activity plan, Physical Activity Pyramid, sports and recreation, strength.



**Dialogue 1.4 Koy and Kit get F.I.T.T.**

*Koy and Kit are kayaking when the kayak flips over and they both flop into the water.*

**KOY:** What happened?? I thought we were doing really well paddling.

**KIT:** My arms got tired so I stopped to look over the side of the kayak when I saw a fish jump. It startled me and I guess that's when I lurched backwards and the kayak flipped over.

**KOY:** *[laughing]* We've only been paddling for a few minutes. Are your arms tired?

**KIT:** Yes. I guess I don't really ever do anything to work my arms so they are not very strong.

**KOY:** What do you do to keep physically active?

**KIT:** Well, hmmm.

**KOY:** Swim? ... Hike? ... Bike? ... Walk?

**KIT:** I like walking the dog. And besides, it's one of my chores that I get an allowance for.



**KOY:** Getting an allowance for participating in physical activity is a great plan! I wish my parents would do that. Walking the dog is a good start to get your heart rate up? And what about endurance? And flexibility?

**KIT:** *[embarrassed]* Ummm...nothing. I only walk the dog a few times a week that that would qualify.

**KOY:** Walking the dog is good for you and an occasional leisurely dog walk is a good fit in your working form. What keeps you from participating in other activities like soccer or fencing?

**KIT:** I guess a lot of factors influence me. For example, the rules to fencing or Lacrosse, and soccer are one of those activities. But I suppose I don't want to play soccer. I have cleats and my friends plan a quick pick-up game with my Grandma so I guess I'll take the dog for a walk and all that.

**KOY:** That's an awesome first step! Walking the dog is considered a lifestyle activity on the Physical Activity Pyramid.

**KIT:** I think I remember the Physical Activity Pyramid from Mr. Tangen's Health class, but you'd better refresh my memory.

**KOY:** The Physical Activity Pyramid shows various categories of physical activity such as lifestyle activities, aerobic activity, sports and recreation, as well as muscle fitness and strength and flexibility. The Physical Activity Pyramid can help you think about the types of physical activities in which you enjoy participating, and then you can go from there to ensure you are achieving the F.I.T.T. Formula.

**KIT:** *[sighing]* The F.I.T.T. Formula? Sounds like math class.

**KOY:** *[laughing]* F.I.T.T. is an acronym that stands for "Frequency," "Intensity," "Type" and "Time."

**KIT:** Explain, please.

**KOY:** "Frequency" means how often you do an activity; "Intensity" refers to how hard you push yourself while doing the activity; "Type" refers to the different category of activities you are doing such as running or weight lifting; and "Time" is how long you do the activity each time you do it. Using the F.I.T.T. Formula is a good way to create a well-rounded physical activity plan.

**KIT:** That seems pretty easy to remember.

**KOY:** Using the F.I.T.T. Formula as one part of the overall guidelines that help people plan physical activity helps them increase health benefits such as increasing flexibility and that also help reduce the risk of activity-related injuries, as well as participating in moderate to vigorous physical activity for at least 60 minutes on a daily basis.

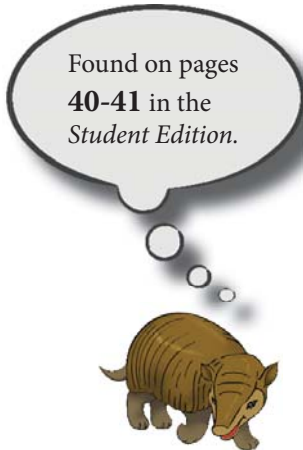
**KIT:** I guess I have a lot to learn about keeping F.I.T.T.

**KOY:** Let me say one more thing about "Type" in the F.I.T.T. Formula. It is important to remember to have a balance of physical activities that increase muscle strength and endurance, flexibility, as well as enhance cardio-respiratory endurance.

**KIT:** So, assuming when we get back in the kayak, we will be paddling at a vigorous intensity. That would mean that we would be working towards cardio-respiratory endurance, muscle strength and muscle endurance, as well as increasing our upper body flexibility. I suppose later this week we should then balance our "Type" with a lower body workout.

**KOY:** *[both begin to playfully splash each other as they get back in the kayak]* That's exactly right! There is one more thing, however. For many people talking about regular physical activity is easy, but it's the doing that is the challenging part because there are many barriers to participating in physical activity. However, there are many benefits as well. Let's get back to paddling and discuss both the benefits and barriers to keeping physically active.

Dialogue 1.4 compliments Dialogue 1.3. The interaction between healthy food choices and consistent physical activity helps build healthy lifestyles.



**Questions and Background Information**

► **Prompting Questions/Statements that Personalize the Information:**

**Remembering**

- Describe a time when you wanted to participate in a lifestyle activity but that you didn't because of a barrier. What was the barrier?

**Understanding**

- How would you classify the type of exercise that you typically get? (Use the Physical Activity Pyramid to explain your answer). In your own words explain the benefits of the types of exercise that you participate in.

**Applying**

- How are the barriers to participating in physical activity different from those that you experience?

**Analyzing**

- What motive is most likely to influence your physical activity?

**Evaluating**

- How would you evaluate those that you experience?

**Creating**

- What changes would you make to overcome barriers and promote physical activity?

► **Functional Health**

**Cardio-respiratory**  
Circulatory System  
Together these two systems can sustain physical activity

**Muscle endurance**  
over a long period

**Muscle strength**  
the level of oxygen

**The F.I.T.T. Formula**

- Frequency** – How often you do an activity
- Intensity** – How hard you push yourself while doing the activity
- Type** – What different category of activities you are doing
- Time** – How long you do the activity each time you do it

**The Physical Activity Pyramid\***

- Limit
- Mus
- Spo
- Aer
- Lifes

\*Note: There are various components to physical activity.

2008 Physical Activity Professional Guidelines

Children and adolescents should be physically active every day.

- Be physically active for at least 60 minutes every day.
- Do muscle-strengthening activities at least 3 times a week.
- Do vigorous-intensity aerobic activities at least 3 times a week.

Office of Disease Prevention and Control  
Glance: A Framework for Action

<http://www.hhs.gov/physical-activity/>

► **Understanding**

**Benefits to Physical Activity:**

- F – Increased fitness
- I – Improved mood
- T – The ability to perform physical activity
- T – Various other benefits

**Benefits to Physical Activity:**

- Mental** – Improved outlook
- Mental** – Feel like you are doing something healthy for your body
- Physical** – Body feels like it has endurance, strength, flexibility (depending on the physical activity)
- Social** – Going to a workout facility provides a social component to working out. Group activities provide socialization
- Spiritual** – The body as a temple

**Barriers to F.I.T.T.:**

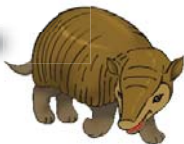
- F** – Physical activity that is too frequent and repetitive may cause injury
- I** – Physical activity that is too strenuous can cause fatigue, injury and lack of motivation to continue
- T** – Long bouts of physical activity can put a strain on relationships (When other responsibilities such as school work, relationships, family are neglected to participate in physical activity)
- T** – Repetition of the same physical activity may cause boredom and lack of interest over time in that activity

**Barriers to Physical Activity:**

- Mental** – Peer pressure to be sedentary (screen time)
- Emotional** – Lack of familiarity with physical activity may prevent a person from feeling success at participation
- Physical** – Capacity to participate in physical activity is limited because of not being in shape
- Social** – Individual physical activities do not necessarily provide socialization with others. No one to participate in physical activity with
- Spiritual** – Faith may dictate participation (Clothing. Movement of the body)
- Occupational/vocational** – Time committed to school, work, and/or job responsibilities may limit time available to participate in physical activity
- Environmental** – No place to work out. Neighborhood is not safe
- Intellectual** – Does not perceive a benefit to participation in physical activity
- Family** – Responsibility to help care for siblings

Ask your students to reflect on the ways that peers can influence participation in physical activity. Ask them to evaluate whether or not they perceive the influences to be barriers or benefits.

Found on pages 42-44 in the Student Edition.



I am a F.I.T.T. armadillo!



**Performance Task**

Students will describe the benefits of and barriers to practicing healthy behaviors related to physical activity and the F.I.T.T. formula by researching information and journaling over a designated period of time as prescribed by the teacher. Students will complete this task by writing routinely over extended time frames providing (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Within the journal students will research, reflect, and revise ideas related to the benefits and barriers of Physical Activity as well as the benefits and barriers of using the F.I.T.T. formula

**Task:** Students will describe the benefits of and barriers to practicing healthy behaviors related to physical activity and the F.I.T.T. formula by researching information and journaling over a designated period of time as prescribed by the teacher.

**A. Benefits of Physical Activity**

**1**  
The work **minimally** demonstrated the benefits of physical activity related to **2** of the dimensions of health (mental, emotional, physical, social, spiritual).

**B. Barriers of Physical Activity.**

	1	2	3	4
	The work <b>minimally</b> demonstrated the barriers of physical activity related to <b>2</b> of the dimensions of health:	The work <b>effectively</b> demonstrated the barriers of physical activity related to <b>3</b> of the dimensions of health:	The work <b>proficiently</b> demonstrated the barriers of physical activity related to <b>4</b> of the dimensions of health:	The work <b>exceptionally</b> demonstrated the barriers of physical activity related to <b>4</b> of the dimensions of health:
1) Mental				
2) Emotional				
3) Physical				
4) Social				
5) Spiritual				

**E. Wrote routinely over extended time frames.**

	1	2	3	4
	The student <b>minimally</b> demonstrated the process of writing routinely over an extended time frame providing <b>minimal evidence</b> of:	The student <b>effectively</b> demonstrated the process of writing routinely over an extended time frame providing <b>effective evidence</b> of 1 of the following:	The student <b>proficiently</b> demonstrated the process of writing routinely over an extended time frame providing <b>proficient evidence</b> of the following:	The student <b>exceptionally</b> demonstrated the process of writing routinely over an extended time frame providing <b>exceptional evidence</b> of the following:
1) Research		1) Research	1) Research	1) Research
2) Reflection		2) Reflection	2) Reflection	2) Reflection
3) Revision		3) Revision	3) Revision	3) Revision

**C. Benefits of using the F.I.T.T. Formula.**

**1**  
The work **minimally** demonstrated the benefits of **1** of the 4 parts of the F.I.T.T. Formula.

**D. Barriers of using the F.I.T.T. Formula.**

**1**  
The work **minimally** demonstrated the barriers of **1** of the 4 parts of the F.I.T.T. Formula.

**F. Wrote routinely over shorter time frames.**

	1	2	3	4
	The student <b>minimally</b> demonstrated the process of writing over a single sitting for a day or two and for a discipline-specific task, purpose, and audience.	The student <b>effectively</b> demonstrated the process of writing over a single sitting for a day or two and for a discipline-specific task, purpose, and audience.	The student <b>proficiently</b> demonstrated the process of writing over a single sitting for a day or two and for a discipline-specific task, purpose, and audience.	The student <b>exceptionally</b> demonstrated the process of writing over a single sitting for a day or two and for a discipline-specific task, purpose, and audience.

The total number of points that you earned out of 24 is \_\_\_\_\_.

A combined rubric score of 19 or higher earns the "Crew 66 Clue" 25 = \_\_\_\_\_.



This performance task has students journal over a period of time. This achieves the *Common Core Standard - Writing Standard* "routinely over extended time frames."

For each day of the journaling process have students do a Think-Pair-Share while walking for a designated period of time. This "Walk and Talk" strategy builds movement into the activity and assists in differentiated learning.

Found on pages 45-47 in the Student Edition.



## Key Elements of Dialogue 1.5

**Title:** Koy Coaxes Cleopatra Off the Couch

**Brief Description of Dialogue:** Koy travels back in time to meet Cleopatra VII to discuss SPF (Sun Protection Factor), Ultraviolet A and Ultraviolet B rays, as well as the benefits of a broad-spectrum sunblock and the potential seriousness of sun damage to the skin.

**National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. (Functional Health Knowledge)

**Grade Level Performance Indicator 1.8.9:** Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. (Grades 6 – 8)

**Health Education Topic Area:** Personal Health and Wellness (Sunscreen)

**HECAT Healthy Behavior Outcome:** Prevent damage from the sun.

**Common Core Reading Standard for Literature 6.:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (Grade 8)

**Performance Task:** Students will formulate an announcement that Cleopatra VII will make to her “subjects” when she arrives at the Nile crocodile race regarding her “magic” salve. Students will evaluate the dialogue to analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. Students will highlight key lines that indicate point of view, irony, suspense or humor. Students will then attempt to build dramatic irony, suspense, or humor into the announcement that Cleopatra VII gives so that she appears very intelligent and witty to her “subjects!”

Students will then examine the potential seriousness of injury or illness if engaging in unhealthy behaviors such as failing to be proactive about safety in the sun and the potential damage it can cause to the skin.

**Health Education Terms or Concepts Include:** Broad-spectrum sunscreen, Elastosis, premature aging of the skin, sunblock, Sun Protection Factor, Ultraviolet A (UVA) rays, Ultraviolet B (UVB) rays.

**Additional Characters in Unit 1 Include:** Puffy, Killian, Kite, Kit, Cleopatra, Mr. Tangen and Lone Star.



**Dialogue 1.5 Koy Coaxes Cleopatra off the Couch**

*Koy just stepped out of a time machine with a bag full of beach supplies. He landed in Egypt, in the year 51 B.C.E. at the time of Cleopatra VII. Koy leaps up the stairs of a pyramid to find the queen being fanned to keep her cool. Her guards let him through when the queen demands to see the curious looking stranger.*

**CLEOPATRA:** Come here. Who are you?

**KOY:** *[sheepishly, and not knowing what to say since he just stepped out of a time machine after having been on the beach]* Um...I brought you a gift.

**CLEOPATRA:** *[smiling, she takes the beach bag]* A gift? For me?

**KOY:** *[bowing]* Yes.

**CLEOPATRA:** *[looking through the bag]* A floppy hat, a gauzy shawl, and a white creamy substance in a jar. What is it?

**KOY:** It's a salve that helps protect your skin from the harmful effects of the sun. It's called sunblock and it has a Sun Protection Factor of 70.

**CLEOPATRA:** I've never seen nor heard of such a thing! Where did you get it and what is the significance of the number 70?

**KOY:** The SPF or Sun Protection Factor helps to absorb or reflect sunlight, and reduce the harmful effects of the sun. A good idea is to think about the amount of sunblock you apply. Assume you apply a thin layer of sunblock where it would wash off of your skin. In this case the SPF is 70.

**CLEOPATRA:** And why would I want to use golden and radiant?

**KOY:** The sun can also burn your skin, causing premature aging of the skin. Sunblock is better than you really are. You are keeping you looking healthy.

**CLEOPATRA:** Why, thank you!

**KOY:** It's also important to remember to use sunscreen because it filters out the harmful rays of the sun, both of which are important for your skin. Only the best for your skin.

**CLEOPATRA:** *[Cleopatra smiles because she is so magical.]*

Dialogue 1.5 provides an opportunity to work with the history teacher given that this dialogue is set in 51 B.C.E.

**KOY:** A person also needs to be concerned about Elastosis, which is the inability of the skin to remain elastic, causing fine lines and wrinkles. Those fine lines and wrinkles would distract from your beauty.

**CLEOPATRA:** Wouldn't it be wonderful if there were a magical machine, something like a bed where you could take a short nap and when you awoke your skin would look golden and radiant but that you wouldn't have to worry about wrinkles and be bothered to understand such things as UVA and UVB?!

**KOY:** Queen Cleopatra, you have such a lively imagination! That magical gadget sounds very inventive, but I wonder if it would still cause premature aging of the skin just like the sun?

**CLEOPATRA:** Never mind those futuristic inventions. I must hurry as I am going to the crocodile races on the Nile this afternoon. Quickly, help me apply this SPF salve so that my skin remains healthy and beautiful while I am in the sun.

**KOY:** *[working quickly Koy helps apply the sunblock to her nose]* Forgive me, I must apply some of the sunblock to your nose as well, as it is a common place for sunburn to occur.

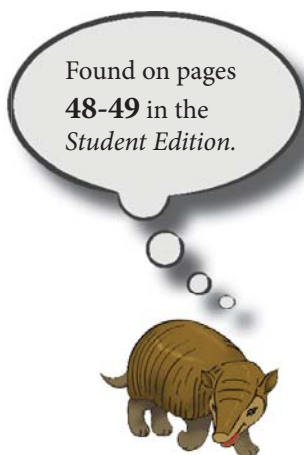
**CLEOPATRA:** *[clapping her hands together and sending sunblock everywhere]* I have an idea! I want to make an announcement at this afternoon's crocodile race and I want you to write down what I am going to say about this magic salve!

**KOY:** *[shocked, stammering, and wiping sunblock out of his hair]* Ahhh...yes, of course. And what exactly would you like me to say?

**CLEOPATRA:** I want you to tell all of my subjects about the magic salve you brought with you. I want you to explain the harmful effects of the sun and the benefits of using this magic salve. Hurry, my chariot awaits!!

**KOY:** Excellent idea, your radiance! Let me help you with your shawl and floppy hat as well. I will begin thinking immediately about what I will say in my announcement.

**CLEOPATRA:** Off to the races!



## Questions and Background Information

### ► Prompting Questions/Statements that Personalize the Information:

#### Remembering

- When did you last use sunblock?

#### Understanding

- How would you classify the type of sunblock that you used most recently?

#### Applying

- Using what you've learned, how might you solve the problem of convincing your peers to use sunblock to avoid the potential seriousness of damage to the skin due to exposure to the sun?

#### Analyzing

- What's the evidence to support the need to use sunblock?

#### Evaluating

- Why would you recommend using sunblock to a friend?

#### Creating

- What might happen if you didn't use sunblock? (Think of short-term and long-term consequences.)

### ► Functional Health Knowledge:

Exposure to the harmful ultraviolet rays of and long-term health effects such as:

- Redness or soreness of the skin blisters
- Premature aging
- Sun spots
- Skin cancer
- Benign tumors
- Freckles
- Discolored patches in the skin (mottled)
- Telangiectasias, the dilation of small blood vessels
- Elastosis, the inability of the skin to repair wrinkles

The use of sunscreen prevents squamous cell carcinoma. It does not prevent UVA (Ultraviolet A) radiation.

Choose a broad-spectrum product because it blocks both UVA and UVB rays.

SPF - The Sun Protection Factor refers to how long it takes for the sun to reflect sunlight, thus protecting you against sunburn.

This dialogue has students reflect on point of view, dramatic irony, suspense and humor.

The general formula for remembering how SPF works is that a sunblock with an SPF of X (you fill in the number) allows you to stay in the sun X times longer without burning. Yet, other factors need to be considered, such as:

- Swimming tends to wash off sunscreen
- The skin can absorb sunscreen
- Skin types vary so it is easier for some people to get sunburns
- The intensity of the sun is much greater during mid-day than morning or late afternoon

The sun causes wrinkles by causing fibers called elastin to break down. When this happens, the skin loses its elasticity and it begins to sag and stretch. It also takes the skin longer to heal and it tears and bruises more easily.

### ► Understanding the Common Core Standard:

**What is point of view?** Point of view is the lens or perspective through which the reader experiences the information. For example, point of view can be written from an outside narrator or third person, or through first person as character within the story.

**What is dramatic irony?** Dramatic irony is when the characters in the reading have a different understanding of the meaning of words or actions versus the reader of the words.

**How is suspense created?** Incorporating uncertainty within a story creates suspense. Providing partial clues to information or upcoming incidents that propel the action forward can also create suspense. The information may be vague or unclear to provide an element that is hidden to the reader. Suspense may be anticipated by the reader and drawn-out to create an element that elapses over time to keep the reader interested.

**How is humor created?** Interjecting unanticipated or unpredictable characteristics or events that have universal qualities that the reader can relate to is one way to create humor. Hyperbole and satire are also ways to create humor in writing. The structure of the writing includes pace and timing, both of which play key roles in creating humor.

Found on pages  
50-51 in the  
*Student Edition.*



I definitely do not  
want to get a sunburn!





**Performance Task**

This performance task has students create historical fiction!

Students will formulate an announcement that Cleopatra VII will make to her “subjects” when she arrives at the Nile crocodile race regarding her “magic” salve. Students will evaluate the dialogue to analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. Students will highlight key lines that indicate point of view, irony, suspense or humor. Students will then attempt to build dramatic irony, suspense, or humor into the announcement that Cleopatra VII gives so that she appears very intelligent and witty to her “subjects!”

Students will then examine the potential seriousness of injury or illness if engaging in unhealthy behaviors such as failing to be proactive about safety in the sun and the potential damage it can cause to the skin.

**Task 1:** Evaluate the dialogue and then build in dramatic irony, suspense, and humor into the announcement that Cleopatra VII gives so that she appears very intelligent and witty to her “subjects!”

**A. Evaluate the dialogue.**

1	2	3	4
The work <b>minimally</b> analyzed differences in points of view and <b>did not demonstrate</b> an effective evaluation of the Dialogue by failing to clearly indicate which lines were ironic, suspenseful, or humorous.	The work <b>effectively</b> analyzed differences in points of view and <b>effectively</b> demonstrated an evaluation of the Dialogue by indicating which lines were ironic, suspenseful, or humorous.	The work	The work

**B. Build dramatic irony, suspense, or humor**

1	2
The work <b>minimally</b> built irony, suspense or humor into the announcement.	The work <b>effectively</b> built in 1 of the following into the announcement: irony, suspense or humor.

**Task 2:** Students will formulate an announcement that Cleopatra VII will make to her “subjects” when she arrives at the Nile crocodile race regarding her “magic” salve.

**C. Formulate an announcement that examines the potential seriousness of injury or illness if engaging in unhealthy behaviors related to exposure to the sun.**

1	2	3	4
The announcement <b>minimally</b> built in 1 piece of functional health knowledge related to sun exposure and weakly examined its potential for seriousness injury or illness.	The announcement <b>effectively</b> built in 2 pieces of functional health knowledge related to sun exposure and moderately examined its potential for seriousness injury or illness.	The announcement <b>proficiently</b> built in 3 pieces of functional health knowledge related to sun exposure and effectively examined its potential for seriousness injury or illness.	The announcement <b>exceptionally</b> built in 4 pieces of functional health knowledge related to sun exposure and exceptionally examined its potential for seriousness injury or illness.

The total number of points that you earned out of 12 is \_\_\_\_\_.

A combined rubric score of 10 or higher earns the “Crew 66 Clue” 20 = \_\_\_\_\_.



Found on pages 52-53 in the Student Edition.



## Functional Health Unit 1 in Review

**Personal Application** - Now that you've had a chance to review the *Functional Health Knowledge* in Unit 1 it is time to apply these concepts to your life. Think of a time when understanding accurate information in relationship to one of the following ideas helped you make a health-enhancing choice: Avoiding peer pressure to smoke cigarettes, understanding Type 2 Diabetes, getting enough sleep, staying F.I.T.T, or using sunblock. Describe the situation below. If you have never encountered one of these situations, describe another health-related situation.



A spiral-bound notebook with a red cover and a small cartoon pig illustration on the top right of the page. The notebook is open to a blank page with horizontal lines for writing.

This *Unit in Review* writing exercise meets the College and Career Ready Anchor Standard for Writing: "Write narratives to develop real or imagine experiences or events using effective techniques, well-chosen details, and well structured event sequences."

Found on page  
**54** in the *Student Edition*.

