

2009-2010 HEALTH LESSON PLANS

ROTATION WEEK #

6

GRADE

4

HOMEROOM

Johnna Mae Wyers

DAY 1

MAIN IDEA: Lesson on Garbage: Recycling

LESSON: Earth Day - why do we recycle.

① DVD - Vernon Hills Recycling - 20 min. Discuss
we are very lucky to have a DVD on recycling in our community. We
get a 1st hand look @ what happens to the garbage we put @ the end of
our driveways.

② Show items from EduCycle Center in Grayslake. - in file

DAY 2 ③ - H.M. #152 - Recycling - Do together

MAIN IDEA: Text - Environmental Health

LESSON: Read + Discuss pp E25-E30
- Chase -

① WHALE paper - @ 20 H.M. 147-148
see mmH binder for more info
if needed.

DAY 3

MAIN IDEA: Garbage -

LESSON: ① Do a "T" chart of garbage knowledge - 3-4 minutes

② View DVD Garbage by Bill Nye the Science Guy - 22 min

③ Garbage Quiz - Read to class - correct w/class

④ 3 page handout - with time remaining go over the vocabulary
from the DVD and discuss more about the DVD

DAY 4

MAIN IDEA: 4/29 - This 4th grade class - No class - Music Day / Referral

LESSON: 5/ + 5/ - has class.

Did new lessons: Enjoyed trying something new out of the mmH new binders ①
Did attached smoking, alcohol attached lessons from Michigan Model.
Mostly a discussion, lecture, overhead presentation class.
Give student Hand-outs on Smoking, Positive consequences of alcohol and Confidentiality
and P.R. sheets. - Put in folder.

DAY 5

MAIN IDEA: Nutrition DVD - Bill Nye the Science Guy

LESSON: Introduce lesson

① Do a "T" chart - of nutrition knowledge. What do you already
know about nutrition - 3-4 min. Now as we view the DVD,
work in the NEW information you have learned.

② View DVD

③ Discuss DVD + T-chart notes

④ Take Nutrition Quiz by self - Read statements to class
Put all papers in folder.

Recycling Aluminum

Directions: Use the chart to answer the questions.

1. Used aluminum cans are put in a recycling bin.



2. The cans are cleaned and crushed at a recycling center.



3. Machines shred the crushed cans and melt the aluminum at a factory. The melted aluminum is formed into bars.



4. The bars are pressed into thin sheets and rolled up.



5. A factory makes cans out of the sheets of aluminum.



6. The cans return to the shelves of a store.

1. Which of the steps could you carry out?

2. Which steps take place at factories?

3. What form is the aluminum in before it is made into cans?

4. What actions could happen after step 6 to connect it to step 1?

A Healthful Environment

Directions: Write the letter of the correct answer on each line.

- _____ 1. Loud or constant sound
- _____ 2. Surroundings in which people respect one another
- _____ 3. Everything around you
- _____ 4. Harmful substances on or in the soil that make it unhealthful to the environment and people
- _____ 5. Words or pictures scratched or painted on structures without the permission of the owner
- _____ 6. Harmful substances in the water
- _____ 7. Something found in nature that is useful or necessary for life
- _____ 8. What you do for enjoyment or relaxation
- _____ 9. Harmful particles or gases in air, water, or soil
- _____ 10. Air that contains harmful substances

Vocabulary

- A air pollution
- B environment
- C friendly environment
- D graffiti
- E land pollution
- F natural resource
- G noise
- H pollution
- I recreation
- J water pollution

Directions: Answer the questions on the lines provided.

11. How does pollution affect the environment?

12. How could land pollution become water pollution?

Name _____

Date _____

Study Guide

A Healthful Environment

Directions: Complete the lesson outline by filling in the blanks.

Your Environment

1. _____ are all parts of the environment.
2. People use the environment to get natural _____ and for _____.
3. Types of recreation include _____.

Types of Pollution

4. Causes of land pollution include:
 - a. harmful particles from the _____ that settle on the ground.
 - b. _____ that leak into the ground.
 - c. _____ that people drop on the ground.
5. Fuels cause air pollution when they are burned by
 - a. _____.
 - b. _____.
 - c. _____.
6. Sources of water pollution include:
 - a. poisons that people pour _____.
 - b. chemicals that wash off the _____ into lakes and rivers.
 - c. harmful particles from the _____ that settle on lakes, rivers, and oceans.

A Friendly Environment

7. Noise can cause _____ and damage a person's _____.

What about My Environment?

1. What is environment?

2. Tell what each letter stands for and give some examples.

W stands for _____

Some examples are: _____

H stands for _____

Some examples are: _____

A stands for _____

Some examples are: _____

L stands for _____

Some examples are: _____

E stands for _____

Some examples are: _____

3. How might each part of the environment be damaged? How would that affect our health?

Water might be damaged by: _____

If water is damaged, it would cause: _____

Habitat might be damaged by: _____

If habitat is damaged, it would cause: _____

Air might be damaged by: _____

If air is damaged, it would cause: _____

Life might be damaged by: _____

If life is damaged, it would cause: _____

Energy might be damaged by: _____

If energy is damaged, it would cause: _____

Water - ocean, lakes, rivers
ponds, seas, drinking water

Habitat - prairies, forests
homes, desert

Air - O_2 sky, indoor air
outdoor air, wind

Life - animals, humans
plants

Energy - electrical, gas
solar, oil, wind

Environment is the air, water,
and land we need in order
to live.

Water oceans, rivers, lakes,
ponds, drinking water

Habitat forests, homes, tundra,

Air - the sky, wind, indoor air,
outdoor air, ozone layer

Life people, animals, plants

Energy sun, solar, wind,
gasoline, coal, oil, electricity

Sick die, humans sick,
diseases, run out
of water.

chopping down trees

Smog, carbon dioxide
burning leaves, car exhaust,

Overhunting, war
pesticides

LESSON VI-3: Environment and Health

Student Learning Objectives:

- VI-6. Students will define the five components of our environment and give examples of each: water, habitat, air, life, and energy.
- VI-7. Students will list ways the environment might be damaged.
- VI-8. Students will relate environmental damage to personal health status.

Preparation

- Gather the needed materials.
- Duplicate the Student Worksheet, What about My Environment?, so that each student will have a copy.
- Decide how you will divide the class into pairs for Activities 1 and 2.
- If you have invited a resource person to speak to the class, confirm his/her availability.

Materials

Resources

- Book: *How GREEN Are You?* (Optional)
- Student Worksheet: What about My Environment?
- Teacher Key: What about My Environment?
- Resource Person: Environmentalist (Optional Activity)
- Book: *Fern Gully*, (Integration Idea)

Realia

- Pencils or pens

Time: 35 minutes, not including the Optional Activity

Lesson Procedure

Introduction: 1 minute

Connect this lesson on environmental health and water conservation with the previous lesson on seasonal health issues.

1. Share with the students:

Our last lesson was about ways to keep ourselves healthy through all four seasons of the year. We learned that we need to do special things as the seasons change—things to take care of ourselves. It is also true that we need to do special things to take care of our environment during every season so that we can stay healthy.

Environment

Geography Lesson 5

Name _____ # _____ Date _____

1. What three states come together where the Ohio River joins the Mississippi River?

AIR

WATER

Gases

2. What ocean could you go swimming in if you were in California?

Smoke

Oil spills

- cigarettes

mud slides

3. What three bodies of water border South America?

- tail pipes

litter

- leaves

fishing

4. What four Great Lakes touch the state of Michigan?

LAND

NOISE

5. What is the capital of Kentucky, the state known for its bluegrass?

Litter

car players

Garbage Dumps

Loud trucks/cars

Cutting trees down

TV

Social Studies Content

Total Points Earned: _____ out of _____ possible points

Presentation

- 4 Exceeds Standards
- 3 Meets Standards
- 2 Working Toward Standards
- 1 Below Standards

jet planes

lawn mowers

leaf blowers

Environment

Geography Lesson 5

Name _____

Date _____

AIR

1. What three states come together where the Ohio River joins the Mississippi River?

smog

2. What ocean could you go swimming in if you were in California?

smoke

- tobacco

3. What three bodies of water border South America?

- factories

- leaves burning

4. What four Great Lakes touch the state of Michigan?

- fires

- tail pipes

LAND

5. What is the capital of Kentucky, the state known for its bluegrass?

Litter

Garbage Dumps

cutting trees
down

Water

oil spills

chemicals

litter

garbage

Noise

jet planes

lawn mowers

radios

CD players

Leaf blowers

loud trucks

Social Studies Content

Total Points Earned: _____ of _____ possible points

Presentation

Exceeds Standards

3 Meets Standards

2 Working Toward Standards

1 Below Standards

Name: _____ Date: _____

Pollution, Pollution, Pollution!

Draw or write about each kind of pollution.

The form consists of four large, rounded rectangular boxes arranged in a 2x2 grid. Each box is labeled with a type of pollution in the top-left corner. The boxes are intended for students to draw or write about each kind of pollution.

- Air**: Top-left box.
- Water**: Top-right box.
- Land**: Bottom-left box.
- noise**: Bottom-right box.

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What does "E" stand for? [energy] What are some examples of energy? [solar, coal, wood, gas, electricity, etc.]

OPTION 2

State:

Many of you had excellent definitions of "environment." Our environment is everything we need in order to live. It includes air, water, land, animals, people, energy, etc.

Ask the students the following questions and write the answers on the chalkboard.

Who wants to guess what the "W" stands for? [water] What are some examples of water we have around us? [rivers, lakes, ocean, drinking water, etc.] Why do we need water? [We need water to drink, cook with, wash with, etc.]

The "H" stands for habitat. The habitat is a place or region where a plant or animal is found or lives. What is the habitat for fish? [ocean, lakes] What is the habitat for deer? [forests, wooded areas] Who can think of some other examples of habitats? [ponds, plains, mountains, rainforests, etc.] What is our habitat? [world] We use the resources in our world in order to live. We use wood from trees to build houses. We build roads and factories on the land after we have chopped down the trees.

Who wants to guess what the "A" stands for? [air] What are some examples of air? [outdoor air, indoor air, etc.] Why do we need air? [We need air to breathe. It also protects us from the rays of the sun and helps to regulate the temperature on the earth, etc.]

Who wants to guess what the "L" stands for? [life] What are some examples of life? [whales, trees, worms, people, flowers, insects, etc.]

The "E" stands for energy. Energy is what makes things work. Food gives us the energy to learn and play. Burning coal, wood, or gas provides energy. Who can think of some other examples of energy? [solar, electrical, water, etc.] With all of our cars, appliances, and other machines that use energy, we are using a lot of energy every day. We are using so much energy that some scientists wonder if we will run out.

5. Tell the student pairs to complete item 2 on their worksheets.

Optional Activity: 30 minutes

Presentation by a resource person—environmentalist.

1. Introduce the environmentalist.
2. Ask the environmentalist to be sure to discuss the following during his/her visit:
 - The environmental issues that are in your local community
 - How pollution affects everyone
 - Ways to help the local community environment
 - Successful cleanup projects that have occurred

Activity 2: 15 minutes

Describe ways the five components of environment might be damaged and the impact of this damage on health.

1. Ask the students:

If you have heard reports about pollution or parts of our environment being damaged, raise your hand.

Gather a few ideas.

When the environment is damaged, how do you think it affects us?

Gather some student responses.

Sometimes, it is easy for us to forget that we all live together on this earth, and when something hurts our environment, it will eventually hurt us.

2. Tell the students to work on item #3 on their worksheets. Each pair of students should think of ways different parts of the environment might be damaged and how the damage affects health. Use the following example to get them started:

Let's use the example of water. Water can be damaged if I throw the used oil from my car down the storm sewer. That affects health by getting into the drinking water and getting on the animals and plants that live near the place where the storm sewer drains.

3. After several minutes, call on pairs of students to share some of the ideas they wrote on their worksheets. Augment their ideas by using the information on the Teacher Key.

Closure: 2 minutes

- Summarize by asking:

If you think you remember the five components of our environment, put five fingers in the air.

Let's say them together: water, habitat, air, life, and energy.

- State:

Our next health lesson will show us ways we can help keep our environment healthy.

Integration Ideas

Language Arts

- Read the book, *Fern Gully*, by Diana Young. It is a fanciful story about the changes that occur when the rainforest is destroyed. It is also available as a video.
- Write thank-you notes to the resource person who visited the class. Ask the students to describe what they learned and/or enjoyed about his/her presentation.

Art

- Have the students draw posters showing what can happen when the environment is damaged. Tell them to write a warning on each poster.

Social Studies

- Have the students find articles in the newspaper or magazines which describe pollution and other changes in the environment that impact human, plant, or animal health.
- Have students practice being responsible for their environment by cleaning up an area of the school, neighborhood, or perhaps an elderly person's yard.

What about My Environment?

1. What is environment?

2. Tell what each letter stands for and give some examples.

W stands for _____

Some examples are: _____

H stands for _____

Some examples are: _____

A stands for _____

Some examples are: _____

L stands for _____

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3. How might each part of the environment be damaged? How would that affect our health?

Water might be damaged by: _____

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If habitat is damaged, it would cause: _____

Air might be damaged by: _____

If air is damaged, it would cause: _____

Life might be damaged by: _____

If life is damaged, it would cause: _____

Energy might be damaged by: _____

If energy is damaged, it would cause: _____

What about My Environment?

1. What is environment?

Environment is everything we need in order to live. It includes the air, water, land, animals, people, energy, etc.

2. Tell what each letter stands for and give some examples.

W stands for water

Some examples are: rivers, oceans, ponds, ground water, drinking water, lakes, etc.

H stands for habitat

Some examples are: forests, oceans, ponds, plains, mountains, world, rainforests, etc.

A stands for air

Some examples are: indoor air, outdoor air, air in the workplace, the sky, ozone layer, etc.

L stands for life

Some examples are: all varieties of people, animals, and plants

E stands for energy

Some examples are: solar, electrical, coal, water, gasoline, etc.

3. How might each part of the environment be damaged? How would that affect our health?

Water might be damaged by: using too much, wasting it (running water when you aren't using it), putting garbage/chemicals in it, etc.

If water is damaged, it would cause: plants to dry out, make plants/animals/humans sick, run out of water, etc.

Habitat might be damaged by: removing trees, erosion, garbage dumps, filled wetlands, etc.

If habitat is damaged, it would cause: plants/animals die, lose shelter and food, illness, etc.

Air might be damaged by: smoke, exhaust fumes, aerosol cans, burning leaves, factory waste, etc.

If air is damaged, it would cause: sick people and animals, plants die, loss of ozone, etc.

Life might be damaged by: overhunting, killing pests, destroying habitat, over-development, etc.

If life is damaged, it would cause: upset balance in food chain, lack of food for others, etc.

Energy might be damaged by: using too much, wasting energy (leaving lights on), not replacing sources, etc.

If energy is damaged, it would cause: lack of resources, shortages, fighting over it, etc.

Avoiding Exposure to **Secondhand Smoke**

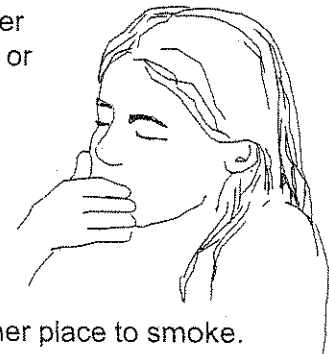


There are many reasons for people to avoid or reduce their exposure to secondhand smoke. Secondhand smoke is smoke that is exhaled or comes from a lighted cigarette, pipe or cigar. Exposure to secondhand smoke can increase:

- coughing and wheezing.
- breathing problems.
- asthma symptoms.
- the likelihood of getting bronchitis (inflammation of the membrane in the airway) or pneumonia or make it difficult for someone to recover from these illnesses.
- eye and ear problems and irritations.
- the chances for getting lung cancer.
- the chances of lower scores on achievement and IQ tests.

Your child has been learning the reasons to avoid or reduce his or her exposure to secondhand smoke and ways to do it. The next time he or she is in a smoky area you may see or hear one of these things:

- Ask family and friends not to smoke in the house or car.
- Go outside.
- Move to a different room.
- Close the door to the room, separating you from the smoker.
- Move away from the smoker.
- Respectfully ask the smoker to put out the cigarette or find another place to smoke.



Respectfully asking a smoker to put out a cigarette or find another place to smoke can be difficult to do even as an adult. Your son or daughter has practiced ways to tell someone what bothers him or her and what he or she would like to happen. For example, your child might make these requests:

- "The smoke is bothering me. Could you please put out your cigarette?"
- "Smoking bothers my eyes. Could you go somewhere else to smoke your cigarette?"
- "I have asthma. Could you please not smoke near me?"
- "Smoke makes me feel sick. Can you please smoke somewhere else?"

Visit this website for more information on the effects of tobacco use on children: www.tobaccofreekids.org.

We hope you will consider supporting your child's request to breathe clean air!

If you smoke, try to avoid exposing others to the smoke from your cigarette, pipe, or cigar. If you'd like to quit smoking, visit these web sites for helpful ideas.

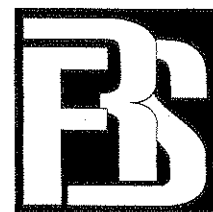
- Centers for Disease Prevention and Control: www.cdc.gov/tobacco/how2quit.htm
- Michigan Department of Community Health: www.michigan.gov/mdch or phone Michigan QuitLine at 1-800-480-7848.

To get more information and make a "Smoke-Free Home Pledge," visit the United States Environmental Protection Agency web site: www.epa.gov/smokefree.

You Can Make a Difference!

*"I don't need to worry about drug abuse yet.
My child is only in the fourth grade." But...*

**FAMILY
RESOURCE
SHEET**



We hear many news reports about young people abusing tobacco, alcohol, and other drugs. We can't wait until our children are teens to tell them what they need to know to avoid drug use. We need to start when children are young. This is when they begin to form opinions about drug use. They also form lifetime habits.

Take Action Now!

It may seem like the advertisers, movie makers, and peer pressure work against us. It's easy to get overwhelmed. We may even wonder if there is anything we can do to keep our children safe from the danger of drug use. Fortunately, you can do several things. What you say and do has a big influence on your child.

- Give your children clear messages about the dangers of drug use.
- Talk about your family values related to drug use.
- Tell your child what drugs are and their dangers.
- State clearly your expectation that he or she will not use drugs.
- Set rules against the use of alcohol and other drugs. Enforce the rules.
- Be available when your child wants to talk. Be a good listener.
- Use television shows and news articles to begin a discussion about drugs and their harmful effects.
- Model safe and responsible drug use yourself. For example, only take medicines as prescribed and use legal drugs in moderation, if at all.
- Communicate with the parents of your child's friends. Agree to watch out for your children's health and support drug-free activities that are supervised by adults.
- Encourage your schools and communities to have strong "no use" policies for children, and to provide plenty of supervised activities for children.
- Encourage your school to adopt 24-hour-seven-days-a-week tobacco-free school policies.
- Supervise your child before and after school or arrange for supervision.
- Avoid "bargaining" with teenagers. For example, teens who are allowed to drink alcohol as long as they don't drive when drinking are more likely to be in a drinking and driving accident as a passenger.
- Help your school plan and conduct Red Ribbon Week activities or other drug abuse prevention events.

For More Information Contact These Agencies or Websites!

- To get information on alcohol, tobacco, and other drugs, visit these websites:
 - Centers for Disease Control and Prevention: www.cdc.gov
 - Michigan Department of Community Health: www.michigan.gov/mdch.
- Staying connected and involved with your child is crucial in preventing your child's use of tobacco and other drugs. Learn how to become more involved with your child by contacting the Office on Smoking & Health, Centers for Disease Control and Prevention: www.cdc.gov/tobacco/ or 770-448-5705.
- For more information and resources contact:
 - American Cancer Society: www.cancer.org or 1-800-ACS-2345
 - American Lung Association: www.lungsusa.org or 1-800-LUNGUSA
- Learn about alcohol's affect on the body and ways to say "no" to alcohol at www.kidshealth.org.
- Take part in "Your Time—Their Future," a national public education campaign. The campaign shows how you can help children build confidence and self-discipline through positive activities. Its goal is to prevent and reduce the use of alcohol, tobacco, and other drugs among youth. Visit <http://www.health.org/yourtime/>.
- To find out more about peer pressure, read the article "Study: Peers sway a child's interest in smoking, drinking as early as 6th grade." The article discusses a study by the National Institutes of Health and can be found at <http://archives.cnn.com/2001/HEALTH/01/23/teen.drinking/index.html>.
- Learn more about youth responses to peer pressure and the risks of smoking at www.pbskids.org/itsmylife/body/smoking/. This is a great resource for you and your child.



The Facts About Secondhand Smoke

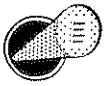
Exposure to secondhand smoke can increase:

- coughing and wheezing.
- breathing problems.
- asthma symptoms.
- the likelihood of getting bronchitis (inflammation of the membrane in the airway) or pneumonia or make it difficult for someone to recover from these illnesses.
- eye and ear problems and irritations.
- the chances of getting lung cancer.
- the chances of lower scores on achievement and IQ tests.

Many people don't like to be around secondhand smoke. Here are some of their reasons.

- It smells bad.
- The scent of smoke stays on clothes and hair.
- It can cause a burning sensation in the eyes, nose, and throat.
- It makes them sneeze and cough.





How Confident Am I?

PART 1

Rate yourself!

How confident do you feel to take action to avoid or reduce your exposure to secondhand smoke?

Write down a number between 1 and 5.

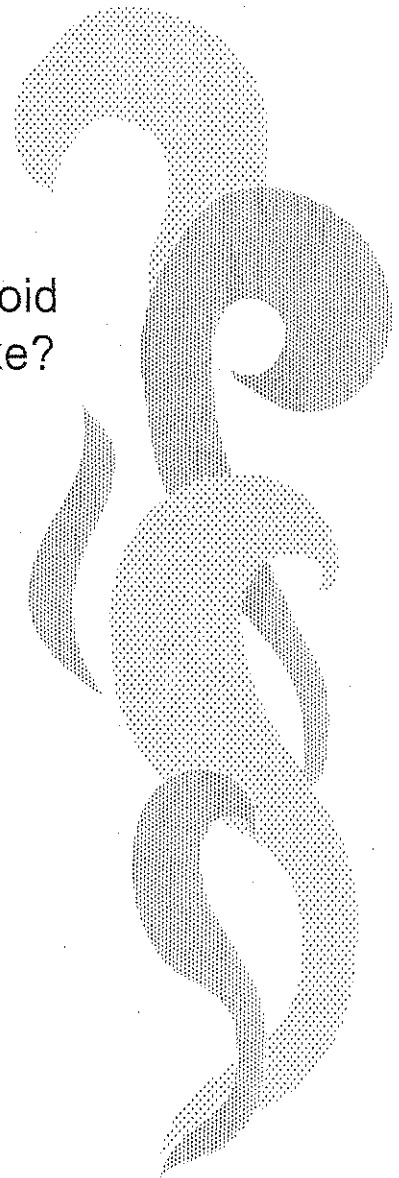
1 = I feel very little confidence.

5 = I feel very confident.

Explain your answer.

PART 2

What can you do to feel more confident?





Positive Consequences of Not Drinking Alcohol

Positive Consequences of Not Drinking Alcohol

My Rating

Class Rating

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Rating Key: 5 = Very Important, 3 = Important, 1 = Not Very Important



Positive Consequences of Not Drinking Alcohol

Positive Consequences of Not Drinking Alcohol

My Rating

Class Rating

1. Avoiding becoming addicted, or an alcoholic
2. Have more money to spend on other things
3. Take care of your body to stay healthy and feel good
4. Be able to think clearly, make healthy decisions and not take harmful risks
5. Avoid getting into fights with friends and family
6. Maintain positive relationships with family and friends
7. Miss fewer days of work or school
8. Stay in control of your thoughts and actions
9. Maintain self-respect and the respect of others
10. Adhere to a personal or religious belief about not using alcohol
11. Obey the law
12. Avoid hurting an unborn child
13. Avoid acting foolishly or aggressively
14. _____
15. _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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How Confident Am I?

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Rate yourself!

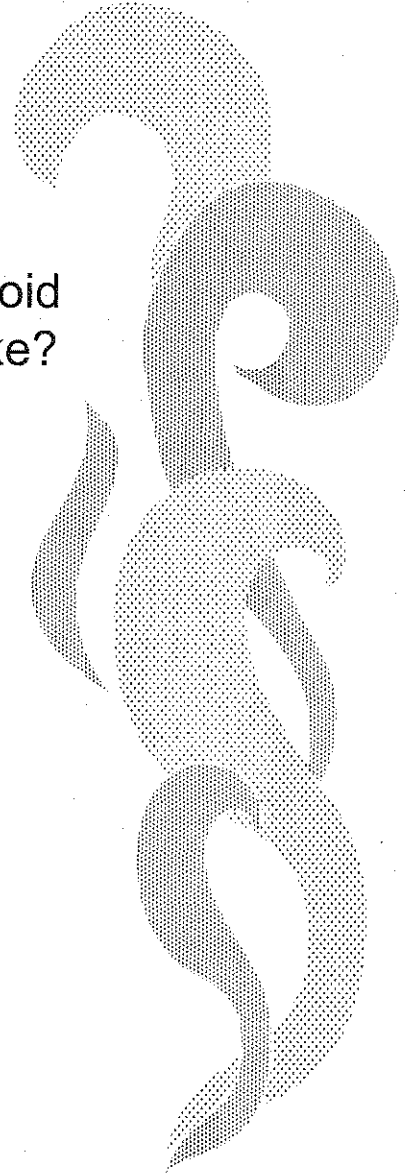
How confident do you feel to take action to avoid or reduce your exposure to secondhand smoke?

Write down a number between 1 and 5.

1 = I feel very little confidence.

5 = I feel very confident.

Explain your answer.



PART 2

What can you do to feel more confident?



Secondhand Smoke Scenarios

Part A

- 1) You are watching television at home. A friend of your parents comes into the room, sits down to watch television and lights up a cigarette.
- 2) Your mom drops you and your older sister off at the front door of a restaurant asking you to go inside and get a table for four while she and your younger brother park the car. The hostess takes you to an area of the restaurant where people are smoking. She asks you and your sister if this table will be all right.
- 3) You are at a park sitting on a bench with a couple of friends from school. Your mom or dad is nearby in another part of the park playing with your younger brother or sister. An older kid sits down on the bench near you and lights up a cigarette.

Secondhand Smoke Scenarios

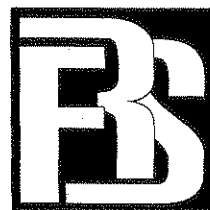
Part B

- 1) You are riding in the backseat of a car with someone smoking in the front seat.
- 2) You enter the kitchen and find your mom and older brother talking about your Dad's smoking. They are trying to figure out how to avoid the hazards of secondhand smoke. Join the conversation and share your thoughts, opinions, and any options you think should be considered.
- 3) You are at a family reunion picnic seated next to one of your cousins. You like your cousin and have been having fun with him or her. Your aunt or uncle, who is seated on the other side of you, starts smoking a cigarette. You'd really like to finish your dessert and continue talking with your cousin but hate the smell of the smoke.

You Can Make a Difference!

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My child is only in the fourth grade." But...*

FAMILY RESOURCE SHEET



We hear many news reports about young people abusing tobacco, alcohol, and other drugs. We can't wait until our children are teens to tell them what they need to know to avoid drug use. We need to start when children are young. This is when they begin to form opinions about drug use. They also form lifetime habits.

Take Action Now!

It may seem like the advertisers, movie makers, and peer pressure work against us. It's easy to get overwhelmed. We may even wonder if there is anything we can do to keep our children safe from the danger of drug use. Fortunately, you can do several things. What you say and do has a big influence on your child.

- Give your children clear messages about the dangers of drug use.
- Talk about your family values related to drug use.
- Tell your child what drugs are and their dangers.
- State clearly your expectation that he or she will not use drugs.
- Set rules against the use of alcohol and other drugs. Enforce the rules.
- Be available when your child wants to talk. Be a good listener.
- Use television shows and news articles to begin a discussion about drugs and their harmful effects.
- Model safe and responsible drug use yourself. For example, only take medicines as prescribed and use legal drugs in moderation, if at all.
- Communicate with the parents of your child's friends. Agree to watch out for your children's health and support drug-free activities that are supervised by adults.
- Encourage your schools and communities to have strong "no use" policies for children, and to provide plenty of supervised activities for children.
- Encourage your school to adopt 24-hour-seven-days-a-week tobacco-free school policies.
- Supervise your child before and after school or arrange for supervision.
- Avoid "bargaining" with teenagers. For example, teens who are allowed to drink alcohol as long as they don't drive when drinking are more likely to be in a drinking and driving accident as a passenger.
- Help your school plan and conduct Red Ribbon Week activities or other drug abuse prevention events.

For More Information Contact These Agencies or Websites!

- To get information on alcohol, tobacco, and other drugs, visit these websites:
 - Centers for Disease Control and Prevention: www.cdc.gov
 - Michigan Department of Community Health: www.michigan.gov/mdch.
- Staying connected and involved with your child is crucial in preventing your child's use of tobacco and other drugs. Learn how to become more involved with your child by contacting the Office on Smoking & Health, Centers for Disease Control and Prevention: www.cdc.gov/tobacco/ or 770-448-5705.
- For more information and resources contact:
 - American Cancer Society: www.cancer.org or 1-800-ACS-2345
 - American Lung Association: www.lungsusa.org or 1-800-LUNGUSA
- Learn about alcohol's affect on the body and ways to say "no" to alcohol at www.kidshealth.org.
- Take part in "Your Time—Their Future," a national public education campaign. The campaign shows how you can help children build confidence and self-discipline through positive activities. Its goal is to prevent and reduce the use of alcohol, tobacco, and other drugs among youth. Visit <http://www.health.org/yourtime/>.
- To find out more about peer pressure, read the article "Study: Peers sway a child's interest in smoking, drinking as early as 6th grade." The article discusses a study by the National Institutes of Health and can be found at <http://archives.cnn.com/2001/HEALTH/01/23/teen.drinking/index.html>.
- Learn more about youth responses to peer pressure and the risks of smoking at www.pbskids.org/itsmylife/body/smoking/. This is a great resource for you and your child.



10. The fifth grade teacher hears a rumor about the student's use of alcohol and talks to the student the next day expressing his or her concern for the student's health and the potential for getting into trouble.

11. The student's brother gets busted for drinking alcohol under the age of 21. Mom is angry, but Dad seems to think it isn't a big problem.

12. The student goes to a party. Half of the young people are drinking alcohol and the others are not. The student stays with the group who does not drink.

13. The student visits an uncle during a long weekend. The uncle tells the student that he, the uncle, is an alcoholic and can no longer drink alcohol. He warns the student that alcoholism is common in their family and he is willing to talk with him when he is old enough to drink.

14. The student has a girlfriend or boyfriend. She or he is against drinking and hopes the student doesn't want to go to parties where there is drinking.

15. The student's dad continues to drink a lot and frequently misses dinners on Friday evenings because he is at the bar with co-workers.

16. Mom talks to the student about his or her father's drinking saying she is concerned about the amount and frequency of the father's use of alcohol.

17. The student goes through the rest of the sixth grade without using any more alcohol.

LESSON 1

Dangers of Secondhand Smoke

Student Learning Objectives:	National Health Standards:
1. Describe the short- and long-term physical effects of being exposed to tobacco smoke.	• Core Concepts
2. Demonstrate the ability to avoid exposure to secondhand smoke.	• Self Management

Lesson Synopsis

Discuss past situations where students have been exposed to secondhand smoke or other irritating fumes. Describe the dangers of secondhand smoke. Discuss how personal freedoms and public responsibility are the key factors in the debate on secondhand smoke. Describe ways to avoid or reduce exposure to secondhand smoke. Practice choosing and demonstrating responses to secondhand smoke situations. Assess personal confidence levels in responding to secondhand smoke situations and identify how to become more confident.



Activity	Time in Minutes	Materials Needed
Introduction	5	<ul style="list-style-type: none"> None
Teacher Input	15	Teacher Manual Resources <ul style="list-style-type: none"> Student Handout: "The Facts About Secondhand Smoke" (Extension Activity) Supplied by the Teacher <ul style="list-style-type: none"> Pencils or pens (Extension Activity) Writing paper (Extension Activity)
Application or Skill Practice	15	Health Education Materials <ul style="list-style-type: none"> Book: <i>Ramona and Her Father</i>, by Beverly Cleary (Extension Activity) Teacher Manual Resources <ul style="list-style-type: none"> Student Worksheet: "Secondhand Smoke Scenarios" Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Avoiding Secondhand Smoke" Student Self-Assessment Checklist: "Avoiding Secondhand Smoke" Supplied by the Teacher <ul style="list-style-type: none"> Pencils or pens
Closure	5	Teacher Manual Resources <ul style="list-style-type: none"> Slide Master: "How Confident Am I?" Student Worksheet: "How Confident Am I?" (Optional) Family Resource Sheet: "Avoiding Exposure to Secondhand Smoke" Supplied by the Teacher <ul style="list-style-type: none"> Slide Projector Writing paper Pencils or pens
TOTAL	40	

Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. A checklist, "Assessment Checklist for Skill Development: Avoiding Secondhand Smoke," is provided for you to use at the end of this lesson.
- **Decide if you want students to assess** their own progress. **Duplicate** the checklist, "Avoiding Secondhand Smoke," for each student if you plan to have them use it.

For Teacher Input:

- **Duplicate** the student handout, "The Facts About Secondhand Smoke," for students if you plan to conduct the activities. (Extension Activity)

For Application or Skill Practice:

- **Decide how to form small groups** with three or four students in each group.
- **Duplicate and cut into two parts** enough copies of the student worksheet, "Secondhand Smoke Scenarios," so that each student will receive Part A or Part B.

For Closure:

- **Prepare a slide** of the slide master, "How Confident Am I?"
- **Duplicate** the student worksheet, "How Confident Am I?" for each student if you plan to use it.
- **Duplicate** the family resource sheet, "Avoiding Exposure to Secondhand Smoke," for each student to take home.






Time-Saver Tip: Depending on your class discussion, this lesson may take longer than the estimated time. If you want to stay within the times indicated in the lesson, you will need to limit the discussion and sharing of students' stories.

LESSON PROCEDURE

Introduction: Preview the lessons in this unit. Introduce the topic by having students recall a time when they inhaled smoke or irritating fumes.

Approximately 5 minutes






Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Preview the lessons in this unit.	<p><i>We are beginning a unit about secondhand smoke and alcohol. During this unit you will learn about the:</i></p> <ul style="list-style-type: none"> • <i>dangers of being exposed to secondhand smoke,</i> • <i>positive outcomes of not using alcohol,</i> • <i>impact alcohol use can have on family and friends,</i> • <i>strategies used by the media to discourage and encourage alcohol use, and</i> • <i>effective refusal strategies to be used when being pressured to use alcohol, tobacco and other drugs.</i> <p><i>Let's focus first on secondhand smoke.</i></p>	 <p>List the names of the five lessons on the board or a chart. Students can use this visual to track their progression through the unit.</p>

<p>Ask students to describe situations in which they have been exposed to smoke or other irritating fumes.</p>	<p><i>Think about a situation in which you have been exposed to smoke or had to breathe irritating fumes. Raise your hand if you want to describe the situation to the class.</i></p> <p>Answers: being near a bonfire, family members or other adults smoking near you, walking in front of public buildings where smoking is allowed, walking through a smoking section of a restaurant, standing near or walking by a diesel truck or bus</p> <p>Ask a few students to describe their situations. If students do not mention being around tobacco smoke, add this situation as your contribution.</p> <p>Summarize to emphasize how the fumes or smoke irritates the eyes, nose, and throat.</p>	 <p>Create a graphic organizer to record the students' ideas. "Smoke and Fumes" would be the central theme.</p>  <p>Using a spray bottle, spray water into the air. Explain that smoke floats through the air just as they see the water droplets floating. However, smoke is harmful.</p>
<p>Introduce today's topic.</p>	<p><i>During today's lesson you will learn about the dangers of secondhand smoke and learn ways to avoid or reduce your exposure to it.</i></p> <p><i>Secondhand smoke is the smoke that is exhaled or comes from a lighted cigarette, pipe or cigar.</i></p>	

Teacher Input: Explain the dangers of exposure to secondhand smoke and ways to avoid or reduce exposure to it.

Approximately 15 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Explain the dangers associated with secondhand smoke.</p>	<p><i>Many people do not like being around tobacco smoke. What are some of the reasons they give?</i></p> <p>Answers: smells bad; scent of smoke lingers on clothes and in hair; causes a burning sensation in the eyes, nose, and throat; makes people cough and sneeze</p> <p><i>Exposure to secondhand smoke can increase:</i></p> <ul style="list-style-type: none"> • coughing and wheezing. • breathing problems. • asthma symptoms. • the likelihood of getting bronchitis (inflammation of the membrane in the airway) or pneumonia or make it difficult for someone to recover from these illnesses. • eye and ear problems and irritations. • the chances for getting lung cancer. • the chances of lower scores on achievement and IQ tests. 	

<p>Describe the issue of "limited freedom" and its application to secondhand smoke.</p>	<p><i>Some individuals believe people should have the freedom to smoke anywhere they want. They are against limiting the places where people can smoke tobacco.</i></p> <p><i>Our country believes people should have freedoms. However, those freedoms become limited when they have a negative impact on other people. For example, we have the freedom to drive a car on the highway if we have a driver's license. We also have speed limits on our highways.</i></p> <p>Why shouldn't people have the freedom to drive as fast as they want? If they crash and kill themselves, it was their choice to drive fast.</p> <p>Answer: They may not only hurt themselves but also hurt or kill other innocent people.</p> <p><i>The same is true with smoking. People have the right to smoke but not to smoke in public places where the smoke from their cigarette could harm other people.</i></p>	<p> Ask students to list public places where smoking should be banned. Possible answers include:</p> <ul style="list-style-type: none"> • Outside the main entrance to malls • Restaurants • Sporting events <p>Have small groups write a convincing letter to an owner of one of the listed places requesting a ban on smoking due to the dangers of secondhand smoke. Encourage students to use the information contained in the student handout, "The Facts About Secondhand Smoke," to convince the owner of their position.</p> <p></p> <p> Have students write an editorial to the newspaper about the dangers of secondhand smoke to create public awareness. Use the information contained in the student handout, "The Facts About Secondhand Smoke."</p> <p></p>
<p>Present ways to avoid or reduce exposure to secondhand smoke.</p>	<p><i>Secondhand smoke is dangerous. Let's identify ways to avoid or reduce your exposure to secondhand smoke. Listen to these options; then, see if you can think of any others.</i></p> <p>Write the ideas on the board as you present them.</p> <ul style="list-style-type: none"> • Ask family and friends not to smoke in the house or car. • Go outside. • Open the window. • Move to a different room. • Close the door to the room, separating you from the smoker. 	<p> If you think your students can generate the list of ways to avoid or reduce exposure to secondhand smoke, have them suggest ways and record them on the board. Add any they do not mention.</p>

Discuss ways to respectfully request a smoker to put out his or her cigarette or to find another place to smoke.

- Move away from the smoker.
- Respectfully ask the smoker to put out the cigarette or find another place to smoke.

What other ideas do you have?

Write any additional ideas on the board.

Let's talk about the option of respectfully asking the smoker to put out the cigarette or find another place to smoke. I know this can be difficult to do even as an adult.

How might we phrase this request in a respectful manner by telling the person what bothers us and what we would like to happen?

Answers:

- "The smoke is bothering me. Could you please put out your cigarette?"
- "Smoking bothers my eyes. Could you go somewhere else to smoke your cigarette?"
- "I have asthma. Could you please not smoke near me?"
- "Smoke makes me feel sick. Can you please smoke somewhere else?"







For more information on secondhand smoke, visit the U.S. Environmental Protection Agency website.

www.epa.gov/smokefree

Application or Skill Practice: Practice developing and demonstrating responses to secondhand smoke situations.

Approximately 15 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Form small groups and instruct the groups to demonstrate ways to avoid or reduce exposure to secondhand smoke.</p> <p>Distribute Parts A and B of the student worksheet, "Secondhand Smoke Scenarios," and allow time for preparation.</p>  <p>Conduct role play demonstrations.</p>	<p><i>Let's practice using these ideas for avoiding or reducing exposure to secondhand smoke.</i></p> <p>Create small groups with three students in each group. Assign a student in each group to act as the leader.</p> <p>Distribute Part A of the worksheet to half of the groups and Part B to the remaining groups.</p> <p><i>Working with your small group, select two of the three scenarios and prepare a short skit to show the ways your group would avoid or reduce your exposure to secondhand smoke for each of the selected scenarios. I will play the role of the smoker.</i></p> <p>Allow groups time to prepare.</p> <p>Read one of the scenarios from Part A. Have the leaders raise their hands if their group selected this scenario.</p>	 <p>Use the checklists provided at the end of the lesson if you want to assess students' skill development.</p>   <p>Read <i>Ramona and Her Father</i>, by Beverly Cleary. In one chapter, Ramona tries to get her father to quit smoking and points out how difficult it is to quit.</p>

Select a student from one of the small groups that prepared a response. Have him or her come to the front of the room.

Set the stage for the demonstration by describing the scene and using any props that may help the demonstration.

Remind students you will play the role of the person who is smoking.

Discuss with the student what you will say and do as the smoker and ask the student what he or she is planning to do to avoid or reduce his or her exposure to the smoke. Allow the rest of the class to hear this discussion between the two of you.

Once you are confident that the role play will be successful, begin. Stop the role play when the student has had an opportunity to demonstrate some, or all, of his or her ideas.

Encourage the rest of the class to give a round of applause to the student.

Discuss the effectiveness of the methods demonstrated by the student.

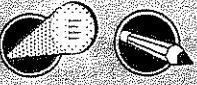


Ask if another student from a different group wants to role-play the same scenario. If not, move on to a new scenario using the same process.





Setting the stage for the scenario is an important step in making a role play work. It includes describing the scene and using props to add a sense of reality to the demonstration.

Closure: Assess personal confidence levels in responding to secondhand smoke situations in the future.

Approximately 5 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Display the slide, "How Confident Am I?" and ask students to respond in writing to the questions or use the optional student worksheet.</p>  <p>Collect the papers.</p>	<p><i>I have two questions I would like you to answer in writing on a sheet of paper.</i></p> <ul style="list-style-type: none"> <i>Using a rating scale of one to five, rate how confident you feel to take action to avoid or reduce your exposure to secondhand smoke. Write down a number between one and five, one meaning you have very little confidence and five representing you are very confident. Explain your answer.</i> <i>What would it take to increase your confidence in dealing with secondhand smoke situations?</i> <p>Collect the papers.</p>	 <p>If time permits, discuss the students' responses in small groups or as a total class.</p>  <p>Student papers can be reviewed and credit given to those who thoughtfully complete the assignment. It also provides a mechanism to find out if students need additional help to build confidence.</p>

<p>Distribute the family resource sheet, "Avoiding Exposure to Secondhand Smoke."</p> 	<p><i>Please take this information home and share it with your family members so they will know the dangers of secondhand smoke and how to reduce their exposure.</i></p> <p><i>At the bottom of the sheet is a website you and your family can visit. It has a smoke-free home pledge that family members can sign. The pledge means that your family makes a commitment to have a smoke-free home and car.</i></p>	 <p>Have students bring to class advertisements from magazines for alcohol or tobacco. You will use them in Lesson 4 of this unit.</p>
<p>Preview the next health lesson.</p>	<p><i>In our next health lesson, we'll look at the reasons why some people drink alcohol and others do not.</i></p>	





The Facts About Secondhand Smoke

Exposure to secondhand smoke can increase:

- coughing and wheezing.
- breathing problems.
- asthma symptoms.
- the likelihood of getting bronchitis (inflammation of the membrane in the airway) or pneumonia or make it difficult for someone to recover from these illnesses.
- eye and ear problems and irritations.
- the chances of getting lung cancer.
- the chances of lower scores on achievement and IQ tests.

Many people don't like to be around secondhand smoke. Here are some of their reasons.

- It smells bad.
- The scent of smoke stays on clothes and hair.
- It can cause a burning sensation in the eyes, nose, and throat.
- It makes them sneeze and cough.





Assessment Checklist for Skill Development: Avoiding Secondhand Smoke

The following table can be used as a checklist for assessing student skill development. The checklist can also be used as an analytic rubric for scoring student work by assigning a numeric value to the skill levels: Not evident and Evident.

If you assign a numeric score value to the student's skill level, you can use it in a variety of ways.

- You can assign the same weight to each element of the skill. For example, in a skill having three elements, the student would receive 5 points for each element performed correctly. The student could receive a total score of 15 points.
- You could weight the elements of the skill differently. For example, the student could earn up to 5 points for the first element, up to 9 points for the second element, and one point for the third element, for a maximum total of 15 points.

The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

Elements of the Skill

- Open the window.
- Move to a different room.
- Close the door to the room, separating you from the smoker.
- Go outside.
- Move away from the smoker.
- Respectfully ask the smoker to put out the cigarette or find another place to smoke. Tell the person what bothers you and what you would like to happen.
- Other ideas suggested by students.

	Not evident	Evident	Comments
Avoided or reduced exposure to smoke by:			
Opening the window.			
Moving to a different room.			
Closing the door to the room, separating the person from the smoker.			
Going outside.			
Moving away from the smoker.			
Other ideas suggested by students.			
Respectfully asked the smoker to put out the cigarette or find another place to smoke by:			
Stating the bothersome behavior.			
Describing what he or she would like to happen.			

**Avoiding Secondhand Smoke****Directions:**

Think about each action in the left-hand column. Place an "x" in the row after each action under the statement that best describes what you did and how easy or hard it was to do. Write any ideas or thoughts you have in the column titled "Comments."

	I did not do this strategy.	I did this strategy, but it was sort of hard.	I did this strategy, and it was sort of easy.	I did this strategy, and it was very easy.	Comments
I avoided or reduced my exposure to smoke by taking these actions:					
I opened the window.					
I moved to a different room.					
I closed the door to the room, separating me from the smoker.					
I went outside.					
I moved away from the smoker.					
Other ideas suggested by students: _____					
I respectfully asked the smoker to put out the cigarette or find another place to smoke by:					
Telling him or her what bothers me.					
Describing what I would like to happen.					

Avoiding Exposure to **Secondhand Smoke**



There are many reasons for people to avoid or reduce their exposure to secondhand smoke. Secondhand smoke is smoke that is exhaled or comes from a lighted cigarette, pipe or cigar. Exposure to secondhand smoke can increase:

- coughing and wheezing.
- breathing problems.
- asthma symptoms.
- the likelihood of getting bronchitis (inflammation of the membrane in the airway) or pneumonia or make it difficult for someone to recover from these illnesses.
- eye and ear problems and irritations.
- the chances for getting lung cancer.
- the chances of lower scores on achievement and IQ tests.

Your child has been learning the reasons to avoid or reduce his or her exposure to secondhand smoke and ways to do it. The next time he or she is in a smoky area you may see or hear one of these things:

- Ask family and friends not to smoke in the house or car.
- Go outside.
- Move to a different room.
- Close the door to the room, separating you from the smoker.
- Move away from the smoker.
- Respectfully ask the smoker to put out the cigarette or find another place to smoke.



Respectfully asking a smoker to put out a cigarette or find another place to smoke can be difficult to do even as an adult. Your son or daughter has practiced ways to tell someone what bothers him or her and what he or she would like to happen. For example, your child might make these requests:

- "The smoke is bothering me. Could you please put out your cigarette?"
- "Smoking bothers my eyes. Could you go somewhere else to smoke your cigarette?"
- "I have asthma. Could you please not smoke near me?"
- "Smoke makes me feel sick. Can you please smoke somewhere else?"

Visit this website for more information on the effects of tobacco use on children: www.tobaccofreekids.org.

**We hope you will consider supporting
your child's request to breathe clean air!**

If you smoke, try to avoid exposing others to the smoke from your cigarette, pipe, or cigar. If you'd like to quit smoking, visit these web sites for helpful ideas.

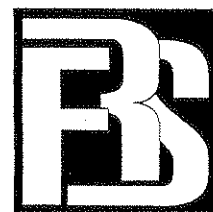
- Centers for Disease Prevention and Control: www.cdc.gov/tobacco/how2quit.htm
- Michigan Department of Community Health: www.michigan.gov/mdch or phone Michigan QuitLine at 1-800-480-7848.

To get more information and make a "Smoke-Free Home Pledge," visit the United States Environmental Protection Agency web site: www.epa.gov/smokefree.

You Can Make a Difference!

*"I don't need to worry about drug abuse yet.
My child is only in the fourth grade." But...*

**FAMILY
RESOURCE
SHEET**



We hear many news reports about young people abusing tobacco, alcohol, and other drugs. We can't wait until our children are teens to tell them what they need to know to avoid drug use. We need to start when children are young. This is when they begin to form opinions about drug use. They also form lifetime habits.

Take Action Now!

It may seem like the advertisers, movie makers, and peer pressure work against us. It's easy to get overwhelmed. We may even wonder if there is anything we can do to keep our children safe from the danger of drug use. Fortunately, you can do several things. What you say and do has a big influence on your child.

- Give your children clear messages about the dangers of drug use.
- Talk about your family values related to drug use.
- Tell your child what drugs are and their dangers.
- State clearly your expectation that he or she will not use drugs.
- Set rules against the use of alcohol and other drugs. Enforce the rules.
- Be available when your child wants to talk. Be a good listener.
- Use television shows and news articles to begin a discussion about drugs and their harmful effects.
- Model safe and responsible drug use yourself. For example, only take medicines as prescribed and use legal drugs in moderation, if at all.
- Communicate with the parents of your child's friends. Agree to watch out for your children's health and support drug-free activities that are supervised by adults.
- Encourage your schools and communities to have strong "no use" policies for children, and to provide plenty of supervised activities for children.
- Encourage your school to adopt 24-hour-seven-days-a-week tobacco-free school policies.
- Supervise your child before and after school or arrange for supervision.
- Avoid "bargaining" with teenagers. For example, teens who are allowed to drink alcohol as long as they don't drive when drinking are more likely to be in a drinking and driving accident as a passenger.
- Help your school plan and conduct Red Ribbon Week activities or other drug abuse prevention events.

For More Information Contact These Agencies or Websites!

- To get information on alcohol, tobacco, and other drugs, visit these websites:
 - Centers for Disease Control and Prevention: www.cdc.gov
 - Michigan Department of Community Health: www.michigan.gov/mdch.
- Staying connected and involved with your child is crucial in preventing your child's use of tobacco and other drugs. Learn how to become more involved with your child by contacting the Office on Smoking & Health, Centers for Disease Control and Prevention: www.cdc.gov/tobacco/ or 770-448-5705.
- For more information and resources contact:
 - American Cancer Society: www.cancer.org or 1-800-ACS-2345
 - American Lung Association: www.lungsusa.org or 1-800-LUNGUSA
- Learn about alcohol's affect on the body and ways to say "no" to alcohol at www.kidshealth.org.
- Take part in "Your Time—Their Future," a national public education campaign. The campaign shows how you can help children build confidence and self-discipline through positive activities. Its goal is to prevent and reduce the use of alcohol, tobacco, and other drugs among youth. Visit <http://www.health.org/yourtime/>.
- To find out more about peer pressure, read the article "Study: Peers sway a child's interest in smoking, drinking as early as 6th grade." The article discusses a study by the National Institutes of Health and can be found at <http://archives.cnn.com/2001/HEALTH/01/23/teen.drinking/index.html>.
- Learn more about youth responses to peer pressure and the risks of smoking at www.pbskids.org/itsmylife/body/smoking/. This is a great resource for you and your child.

LESSON 2

Why Not Alcohol?

Student Learning Objectives:	National Health Standards:
1. List reasons why individuals choose to use or not to use alcohol.	• Core Concepts
2. Explain the positive outcomes of not using alcohol.	• Core Concepts

Lesson Synopsis

Review ways to avoid or reduce exposure to secondhand smoke. Introduce the topic of alcohol. Discuss reasons adults choose to drink and not to drink alcohol. Identify additional reasons people under the age of 21 should not drink alcohol. List, evaluate and discuss positive outcomes, or consequences, for not drinking alcohol.



Activity	Time in Minutes	Materials Needed
Introduction	5	<ul style="list-style-type: none"> • None
Teacher Input	10	Teacher Manual Resources <ul style="list-style-type: none"> • Slide Master: "Positive Consequences of Not Drinking Alcohol" (Optional) Supplied by the Teacher <ul style="list-style-type: none"> • Pencils or pens • Writing paper • Slide (Optional) • Projector (Optional) • Non-permanent marker (Optional)
Application or Skill Practice	20	Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "Positive Consequences of Not Drinking Alcohol" • Student Worksheet: "Positive Consequences of Not Drinking Alcohol" (Consequences Printed) Supplied by the Teacher <ul style="list-style-type: none"> • Calculator • Pencils or pens
Closure	5	<ul style="list-style-type: none"> • None
TOTAL	40	

Preparation

For Teacher Input:

- **Decide how to form pairs.**
- **Prepare a slide** from the slide master, "Positive Consequences of Not Drinking Alcohol," if you plan to use it. You will use this slide to record students' ideas, or you can record them on the board.

For Application or Skill Practice:

- **Duplicate** the selected student worksheet, "Positive Consequences of Not Drinking Alcohol," for each student.



Time-Saver Tips: The lesson asks students to record a list of ideas onto a worksheet and rate them. Then, the ratings are calculated to reflect the class rating. This can be time consuming. Consider these ideas if you want to conserve time.


- Use the pre-printed student worksheet, "Positive Consequences of Not Drinking Alcohol." This worksheet has a list of typical consequences suggested by students. Using this option will save time. However, the students will not be rating the consequences as they worded them in class.
- After generating the class list on the board, take a break from the lesson. Ask students to write the list on their worksheet and record their personal ratings when they are finished with other work or during free time. After students have completed their personal ratings, have them record their ratings on the board after each consequence. Then, ask a small group of students to do the calculation or you can do it and resume the lesson.
- After students have completed their personal ratings, form small groups of three or four and have them average their scores. Then, average the scores of the small groups.
- Number the ideas written on the board and have students use the numbers rather than copy the ideas.

LESSON PROCEDURE

Introduction: Review the ways to avoid or reduce exposure to secondhand smoke. Introduce the topic of alcohol.

Approximately 5 minutes


Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Review the ways to avoid or reduce exposure to secondhand smoke.	<p><i>Who can remember the ways we discussed to avoid or reduce exposure to secondhand smoke?</i></p> <p>Answers:</p> <ul style="list-style-type: none">• Open the window.• Move to a different room.• Close the door to the room, separating you from the smoker.• Go outside.• Move away from the smoker.• Respectfully ask the smoker to put out the cigarette or find another place to smoke.	

	<p><i>Avoiding exposure to second hand smoke has many benefits. Who remembers one?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> • Avoid getting sick or irritating allergies. • Avoid smelling like smoke. • Avoid irritating eyes and ears. 	
State that some, but not all, adults drink alcohol.	<p><i>Let's shift our focus to another drug: alcohol. As you probably know, drinking alcohol is illegal for anyone under 21 years old. However, it is legal for adults. Many adults drink alcohol. But not all adults do.</i></p>	 <p>Have students brainstorm a list of drinks that contain alcohol if you want to define the topic or discover what students know. Avoid glamorizing alcohol use or allowing students to begin sharing stories that may not be helpful to the lesson.</p>
Introduce today's topic.	<p><i>Today's lesson will explore reasons people choose to drink or not to drink alcohol.</i></p>	

Teacher Input: Discuss reasons adults choose to drink or not to drink alcohol. Create a list of the positive consequences of not drinking alcohol.

Approximately 10 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>List reasons adults drink alcohol.</p> <p>Form pairs of students to create lists of reasons adults choose not to drink alcohol.</p> <p>Discuss the reasons adults choose not to drink alcohol.</p>	<p><i>For what reasons do you think adults choose to drink alcohol?</i></p> <p>Repeat or paraphrase and acknowledge the students' ideas, but do not write them on the board.</p> <p>Form pairs. Ask the pairs to decide who will be the recorder and reporter.</p> <p>Give each pair a sheet of paper.</p> <p><i>List a few reasons why you and your partner think adults might choose <u>not</u> to drink alcohol.</i></p> <p>Give students a few minutes to complete the assignment.</p> <p><i>What are some of the reasons you wrote for adults deciding not to drink alcohol?</i></p> <p>Use the students' words, or paraphrase, and write the students' ideas on the board. Include the following if they are not mentioned by students:</p> <ul style="list-style-type: none"> • Don't like the taste • Fear of becoming addicted, alcoholism • Expensive • Can make a person aggressive, unhappy, or depressed 	

	<ul style="list-style-type: none"> • Fear of getting aggressive when they drink and ending up in physical fights with friends, family, or strangers. • Makes it difficult to think clearly • Don't like what it does to their body • Fattening • Possibility of a hangover if they drink too much • Prefer not to ingest any type of non-medicinal drug into their body • Pregnant • Damage to an unborn baby – Fetal Alcohol Syndrome • Damage to brain cells • Illegal to drink and drive 	
<p>Ask students to suggest additional reasons young people under the age of 21 should not drink alcohol.</p>	<p><i>What are some additional reasons young people under the age of 21 should not drink alcohol?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> • It is illegal. • Parents, teachers and other caring adults would not approve of drinking alcohol before age 21. • Alcohol interferes with the healthy development of the body and mind. <p>Add these ideas to the list.</p>	
<p>List positive results or consequences of choosing not to drink alcohol. Use the slide, "Positive Consequences of Not Drinking Alcohol," if desired.</p> 	<p><i>The reasons people choose not to drink are often based on the positive results or consequences of their choice. What are some positive consequences for choosing not to drink alcohol?</i></p> <p>Write the students' responses on the board or the slide. Add some of the following consequences if not suggested by students:</p> <ul style="list-style-type: none"> • Avoid becoming addicted, or an alcoholic • Have more money to spend on other things • Take care of his or her body to stay healthy and feel good <ul style="list-style-type: none"> – avoid liver disease caused by drinking alcohol – avoid loss of brain cells • Be able to think clearly, make healthy decisions and reduce the likelihood of taking harmful risks due to the influence of alcohol • Reduce the likelihood of unnecessary or violent fights with friends and family members due to alcohol use • Maintain positive relationships with family and friends and avoid problems caused by drinking alcohol • Miss fewer days of work or school due to over use of alcohol • Stay in control of your thoughts and actions • Maintain self-respect and the respect of others by standing up for what you believe is the right choice • Adhere to a personal or religious belief forbidding the use of alcohol • Obey the law which forbids the use of alcohol by young people • Avoid hurting an unborn child • Reduce the risk of behaving foolishly or aggressively 	

Approximately 20 minutes

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Closure: Select the personally most important positive consequences of not drinking alcohol and share selections with a partner.

Approximately 5 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Select the three or four positive consequences that have the greatest impact on their decision not to drink alcohol.</p> <p>Ask students to share their selections with another student.</p>	<p><i>Read through the list of positive consequences of not drinking alcohol. Circle three or four that have the greatest impact on your decision not to drink alcohol.</i></p> <p><i>Turn to another student in the class and tell him or her which positive consequences are the most important to you right now.</i></p>	
<p>Remind students it is illegal for anyone to drink alcohol before the age of 21. Encourage them to remember the positive consequences of not drinking alcohol.</p>	<p><i>We have been talking about the decision to drink or not to drink alcohol during today's lesson. Remember, it is illegal and potentially dangerous for anyone your age to drink alcohol. I hope you won't be tempted to drink it for many years and, when you are tempted, that you remember some of the positive consequences of not drinking.</i></p>	
<p>Preview the next health lesson.</p>	<p><i>In our next health lesson, we'll explore how people influence one another when it comes to making decisions about drinking alcohol.</i></p>	





Positive Consequences of Not Drinking Alcohol

Positive Consequences of Not Drinking Alcohol**My Rating****Class Rating**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Rating Key: 5 = Very Important, 3 = Important, 1 = Not Very Important

LESSON 3

Influences of Family and Friends

Student Learning Objectives:	National Health Standards:
1. Explain how decisions about alcohol use will impact relationships with friends and family.	• Core Concepts and Influences
2. Explain how family and peers can influence choices about using alcohol and other drugs.	• Influences

Lesson Synopsis

Acknowledge the influence others have on our lives. Present and discuss situations where friends and family are impacted by a young person's decision to use alcohol. Describe and determine the positive and negative impact friends and family have on a young person's use of alcohol. List the names of people students don't want to disappoint or hurt. List the names of people they trust and whose advice they would seek.



Activity	Time in Minutes	Materials Needed
Introduction	5	<ul style="list-style-type: none"> • None
Teacher Input	15	Teacher Manual Resources <ul style="list-style-type: none"> • Slide Master: "Small Group Discussion Questions, Part One" • Slide Master: "Small Group Discussion Questions, Part Two" Supplied by the Teacher <ul style="list-style-type: none"> • Pencils or pens • Writing paper • Slides • Projector
Application or Skill Practice	15	Teacher Manual Resources <ul style="list-style-type: none"> • Teacher Master: "Good or Bad Influence" • Teacher Master: "Walking Through Life"
Closure	5	Teacher Manual Resources <ul style="list-style-type: none"> • Family Resource Sheet: "You Can Make a Difference" Supplied by the Teacher <ul style="list-style-type: none"> • Pencils or pens • Writing paper
TOTAL	40	

Preparation

For Teacher Input:

- **Prepare slides** of slide masters, "Small Group Discussion Questions, Part One" and "Small Group Discussion Questions, Part Two."
- **Decide how many incidents** will be discussed in each of the two scenarios. Two incidents are included in the lesson. A third incident is suggested. To show a complete progression of the scenarios, the third incident should be used. However, use of the third incident may lengthen the lesson.

For Application or Skill Practice:

- **Create and post two signs:** "Happy and Productive Life" and "Unhappy and Troubled Life Due to Too Much Alcohol."
- **Decide** if you will use the young adult example in the demonstration using the teacher master, "Good or Bad Influence," or the fourth through sixth grade example using the teacher master, "Walking Through Life."
- **Duplicate** one copy of either teacher master, "Good or Bad Influence" or "Walking Through Life." Cut the copy into slips that can be distributed to students.


For Closure:

- **Duplicate** the family resource sheet, "You Can Make a Difference," for students to take home.

LESSON PROCEDURE

Introduction: Introduce the topic by having students acknowledge how often they are influenced by other people's thoughts or opinions.



Approximately 5 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Ask students to acknowledge if peers or parents have influenced any of their actions today.</p>	<p><i>In a minute I am going to ask you to raise your hand if another person has influenced something you have done today. Before you decide whether or not to raise your hand, think about your responses to these questions:</i></p> <ul style="list-style-type: none"> • <i>Did anyone influence the clothes you put on today?</i> • <i>Did anyone influence what you ate for breakfast?</i> • <i>Did anyone influence your choice of seat on the bus or how you walked to school?</i> • <i>Did anyone influence what you did from the time you entered the school building until the time we started class this morning?</i> • <i>Did anyone influence what you did or will do during our recess time?</i> <p><i>Now, raise your hand if someone has influenced what you have done today.</i></p> <p>Call on a few students asking them to share how someone has influenced their behavior today.</p>	 <p>You may want to define "influence" as someone who or something that affects other people's thinking or actions. Provide an example of how you were influenced by something. For example, you chose to wear a sweater today because the weather forecaster said it would be cold.</p>

Share the topics for today's lesson.	<i>In past lessons, we discussed the positive outcomes of not drinking alcohol and the effects of secondhand smoke. Today we will explore how your decisions about alcohol can affect your relationships with family and friends and how family and peers can influence your decisions about alcohol and other drugs.</i>	
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Teacher Input: Discuss how decisions about alcohol use will impact relationships with friends and family.

Approximately 15 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Divide the class into small groups.</p> <p>Explain the scenario and the three questions to be discussed after each incident is described.</p> <p>Display the slide, "Small Group Discussion Questions, Part One."</p>  <p>Describe the first incident.</p> <p>Engage the small groups and then the entire class in discussing the three questions.</p>	<p>Divide the class into small groups with three or four students in each group. Assign one student in each small group to record the ideas and a second student to be the spokesperson for the small group.</p> <p><i>You will be discussing a situation in your small groups. Assume four young people, two girls and two boys, become friends in elementary school and their friendship lasts through middle school, high school, and college. We are going to "visit" these four friends a couple times as they grow up. During each "visit" an incident involving alcohol will take place. After describing each incident, each group will discuss three questions:</i></p> <ul style="list-style-type: none"> <i>How might the incident impact the friendship between the four young people?</i> <i>What could the three other friends do or say to have a positive impact on the fourth friend?</i> <i>How might the incident impact the relationship between the young person involved with the incident and his or her parents?</i> <p><i>First Incident: The four friends, who are now in 7th grade, are sitting at a park. One of the friends pulls a bottle of beer out of his or her backpack and suggests they all try it. The friend who brought the bottle of beer took it from his or her house.</i></p> <p>Give the small groups time to discuss and record their answers to the three questions.</p> <p>Ask the spokesperson from a couple of the groups to share his or her group's responses to each of the questions.</p> <p>Proceed to the second incident. Follow the same procedure for the second incident and for the third incident if you choose to use it.</p>	 <p>Consider doing the first scenario as a large group and the second in small groups.</p>

Describe the second incident.

Conduct small and large group discussions.

Second Incident: The four friends are in high school and attend a weekend party together. No one at the party is drinking alcohol. However, one of the four friends leaves the party with some other young people and comes back having drunk some alcohol. While the four friends are driving home from the party, the one who had the alcohol vomits in the car and all over her clothes. When the three other friends drop the fourth friend off at her house they are pretty sure her parents will know she has been drinking since her clothes and breath smell of alcohol.

When the small groups are finished discussing the three questions, ask for a few responses.

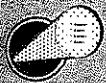


Use the same procedure for the third incident to continue the discussion if there is time and your students are engaged.

Third Incident: The four friends come home from college for the winter holidays. They enjoy getting together and talking about their college lives. One evening, one of the four friends drives the family car to a party alone. He has too much to drink and causes an accident where two people are taken to the hospital for major injuries.

Present a new scenario and new set of discussion questions.

Display the slide, "Small Group Discussion Questions, Part Two."



Describe each of the incidents and follow-up with small and large group discussions.

Let's change the people involved in the situation from friends to a family. The next set of incidents will deal with a family of four: a mother, father, sister who is in 4th grade and brother who is in high school.

Select a new recorder and spokesperson for your group.

Your small groups will be discussing the following questions:

- ***How might the other members of the family react to the incident?***
- ***How might the other members of the family try to help?***
- ***What might happen if the other members of the family ignore the incident?***

First Incident: The high school age brother is arrested for driving while intoxicated. The brother has to go to court, pay a fine, and do volunteer work in the community. The brother's driver's license is suspended for six months.

Give the small groups time to discuss and record their answers to the three questions.

Ask the spokesperson from a couple of the groups to share his or her group's responses to each of the questions.

Proceed to the second incident. Follow the same procedure for this incident and for the third incident if you use it.

Ask students for generalizations regarding the negative impact alcohol use can have on friendships and families.

Second Incident: Mom, Dad and the sister planned to go to a movie on Friday night. Dad was supposed to be home by 6:00 so they could make a 7:00 showing of the movie. Dad didn't show up until 7:10. He had gone to a bar with fellow employees after work. The three family members went to the 8:00 show but Dad fell asleep 10 minutes into the movie. Dad has gone to the bar after work on Fridays quite a few times lately.

Conduct small and large group discussions.

After discussing these situations what generalizations can we make about the negative impact drinking can have on friendships and families?

Answers:

- Drinking by people under the age of 21 is illegal and can get the person who is drinking and his or her friends in trouble.
- Sometimes friends and family feel sorry for the person who is having trouble with alcohol.
- Sometimes friends and family try to ignore the problem and that usually does not help.
- Sometimes the person who is having trouble with alcohol is more concerned about him or herself than with friends or family relationships.



Use the same procedure for the third incident to continue the discussion if there is time and your students are engaged.

Third Incident: Once or twice a week this family visits the mom's parents who live nearby. Everyone in the family knows Grandma is an alcoholic. Many times during these visits Grandma smells of alcohol and acts strange. When Grandma is drunk, she has been criticizing her granddaughter for dressing differently. Sometimes when Grandma is drunk she asks her granddaughter, in front of the whole family, "When are you going to dress like a lady?"

Application or Skill Practice: Observe and discuss how friends and family can influence choices about the use of alcohol.

Approximately 15 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Describe the activity demonstrating the positive and negative impact friends and family can have on a person's decision to use or abuse alcohol.	<i>This next activity demonstrates the positive and negative impact friends and family can have on a person's decision to use or abuse alcohol.</i>	

I will be playing the role of a young adult who is attending a local college. This young man is 22 years old and is in his third year of college. He has a girlfriend. Lately this young man has been drinking lots of alcohol.

I have posted two signs on opposite walls in our room. The one sign says "Happy and Productive Life" and the other sign reads "Unhappy and Troubled Life Due to Too Much Alcohol."

I will start by standing in the middle of the room. I will distribute slips of paper to some of you. The student who has the slip of paper with the number one on it will read what is written on the slip of paper. When the student is finished reading, we will decide as a class if what was written will have a positive or negative influence on me as the college student. If it will have a positive impact I will take a step or two towards the "Happy and Productive Life" sign. If it will have a negative impact, I will take a step or two towards the "Unhappy and Troubled Life Due to Too Much Alcohol" sign.

Distribute the slips of paper to students and follow the procedure described above.

Provide closure to this activity by asking the following questions.

Which people tried to have a positive influence on the young man?

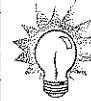
Answers: long-term girlfriend, parents, friend who convinces the young man to volunteer at the homeless center, roommate, teacher

Which people had a negative influence on the young man?

Answers: bunch of guys going to Florida, fraternity buddies, younger college students who ask the young man to buy alcohol for them

What generalizations can you make about the types of people who tend to be positive influences and those who tend to be negative influences?

Answers: People who know us for a long time or have a close relationship with us and who care about us, usually will try to have a positive influence.



If students will have a difficult time relating to the college student example, replace it with the example of fourth through sixth grade students using the teacher master, "Walking Through Life," included at the end of the lesson. You will play the role of the student.



You may not want to have the students read all twelve/seventeen of the slips. However, make sure more positive influential statements are read than negative. The goal is to show the positive influence others can have on one's life.



The event described in #11 on the teacher master, "Walking Through Life," could be both a positive and negative influence. Mom's anger would be a positive influence and Dad's apathy would be negative.



Remind the students that a generalization, by definition, is not always true. There may be people with whom we are close or have a long-term relationship who could give us bad advice or have a negative influence on our behavior.



Distribute the slips of paper to students from the teacher master you selected and start the activity.



Ask students to respond to discussion questions regarding the activity.

Closure: Identify important and specific relationships that should be considered when making decisions regarding the use of alcohol.

Approximately 5 minutes

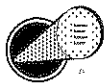
Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Ask students to create lists of people they don't want to disappoint or hurt and people they trust and whose advice they would seek.</p>	<p><i>In this lesson we have discussed how decisions about alcohol use will impact relationships with friends and family and how family and peers can influence our choices about using alcohol and other drugs. In other words, when making decisions about drug use we need to pay attention to those people who care about us.</i></p> <p>Draw a line down the middle of a sheet of paper. On the left side, list people you care about and don't want to disappoint or hurt their feelings. This list might include people like your parent(s), brothers and sisters, other family members and good friends.</p> <p>Give students time to write their list.</p> <p>On the right side of the paper, list people whose opinions you trust. These are people you would go to when you need advice regarding a difficult decision. You might find the same people on both lists and you might have some people on only one list.</p> <p>Give students time to write this list. Ask students to hand in their papers.</p> <p><i>It is important to remember your decisions about using alcohol and other drugs can have an impact on other people and other people can help you with your decision.</i></p>	 <p>Collected papers can be used to verify students are doing the work, determine participation grades, or returned to students with a check mark acknowledging you looked at the students' work.</p>
<p>Distribute the family resource sheet, "You Can Make a Difference," and encourage students to take it home.</p> 	<p><i>This family resource sheet has lots of information and resources for your family. Be sure to share it with them tonight.</i></p>	
<p>Present a preview of the next lesson.</p>	<p><i>Our next lesson will explore how the media encourages and discourages the use of alcohol. This is another form of influence that can affect your decision regarding the use of drugs.</i></p>	



Small Group Discussion Questions, Part One

1. How might the incident impact the friendship between the four young people?
2. What could the three other friends do or say to have a positive impact on the fourth friend?
3. How might the incident impact the relationship between the young person involved with the incident and his or her parents?





Small Group Discussion Questions, Part Two

1. How might the other members of the family react to the incident?
2. How might the other members of the family try to help?
3. What might happen if the other members of the family ignore the incident?





Good or Bad Influence?

1. The boy's girlfriend suggests they do more non-drinking activities, such as going to movies, playing cards, visiting friends, and/or jogging together.

2. The girlfriend is getting pretty upset with her boyfriend's drinking and tells him she likes being with him, but not when he has been drinking too much alcohol.

3. A bunch of guys suggest they all go to Florida for spring break. Lots of teens go there. It's known for lots of drinking and partying during spring break.

4. While at home one weekend, the young man gets very drunk. The next day his mom talks to him about his drinking and tells him she is worried about him and his drinking.

5. The young man joins a fraternity (group of college boys who decide to be good friends). This fraternity is known for having lots of parties where alcohol is served.

6. The young man decides to get a part-time job so he can save some money for fun activities with his girlfriend.



7. A friend convinces the young man to volunteer once a week for three hours at a local center for homeless people.



8. Some younger college students ask this young man to buy alcohol for them since they are not old enough to purchase it. The young man buys the alcohol for the other students.



9. The young man breaks up with his girlfriend and starts dating a girl who also likes to drink a lot.



10. The young man's roommate tells him he is drinking too much. They argue about drinking alcohol. After thinking about it, the young man thinks his roommate may be right.



11. A teacher asks the young man to stay after class one day. He tells the young man he has noticed alcohol on his breath and is worried about his drinking since the class takes place in the early afternoon.



12. His parents tell him he is welcome to come home but not if he continues to go to parties and drinks too much. The young man accepts these conditions and does not go drinking when he is at home.





Walking Through Life

1. In fourth grade, the student learns about the dangers of drug use.

2. In fourth grade, the student's mom successfully quits smoking. Mom is very proud of herself and so is the student.

3. In fourth grade, Dad comes home after having too much to drink and yells at the student.

4. In fifth grade, the student is offered a cigarette but refuses to try one.

5. In fifth grade while walking home from school, the student and friends find a full bottle of beer by the side of the road. They talk about drinking the beer, but decide not to drink it.

6. The student's fifth grade teacher helps the student with a playground problem. The student really likes this teacher and respects his or her opinion.

7. In sixth grade, the student joins a soccer team and enjoys the new friendships.

8. A friend on the soccer team has tried drinking beer and tries to get the student to taste beer. The student says, "No."

9. The student finally decides to try a beer with the soccer friend.

Notes from
 Bill Nye the Science Guy
 Garbage DVD
 Student "Know / New" Chart

Know

Write down what you know about the topic of the video.

New

Write down information from the video that is new to you.

every person 2 ~~kg~~ ^{a day}
 everyone 1/2 billion kg of trash
 a day

Most Trash ends in
 Landfill 40% is paper
 1% Styrofoam - paper cups
 net weight of
 the item

Reduce, Reuse, Recycle

Garbage conveyer
 Chicago to N.Y.

Rubber Tire Chips
 Cereal Demo
 net weight

Name _____

Date _____

Quiz

Garbage



True or False? Circle T or F

1. Humans are the only living things that create waste. T ☒ F
2. People in the United States create trash at the rate of 2 kg/person/day. T ☒ or F
3. The forest builds up trash at the same rate that humans do. T ☒ or F
4. Humans are the only species that make non-biodegradable waste. T ☒ or F
5. In the largest garbage dump in the world, most of the garbage is plastic bags. T ☒ or F
6. It will take the same amount of work to clean up our planet later as it takes to clean it up now. T ☒ or F
7. We can choose to reduce, reuse, and recycle our waste. T ☒ or F

Multiple Choice: Circle the letter of the best answer

8. Which of the following should you put into a compost pile?
 - A. Food wastes
 - ☒ B. Yard wastes
 - C. Both food and yard wastes
 - D. Neither food nor yard wastes
9. Which of the following statements regarding trash is correct?
 - A. Nature builds up about 20 centimeters meters of trash per day in a forest.
 - B. Humans put about 20 centimeters of trash in a typical landfill every year.
 - ☒ C. Humans put about 20 centimeters of trash in a typical landfill every week.
 - D. None of the above answers are correct.
10. Which of the following statements regarding the waste humans make is correct?
 - A. Potato peelings, chicken bones, and paper are biodegradable.
 - B. Plastic bags and soft drink bottles are not biodegradable.
 - C. Forty percent of the trash that goes into landfills is paper.
 - ☒ D. All of the above are correct.

Glossary

Garbage

Fold and cut to use as flashcards.

Bill Nye the Science Guy

NON-BIODEGRADABLE WASTE

Non-biodegradable waste

This is waste that does not breakdown or decompose through natural processes such as bacterial action. Examples are plastic items, glass, tin cans, and concrete.

Bill Nye the Science Guy

NATURAL WASTE

Natural Waste

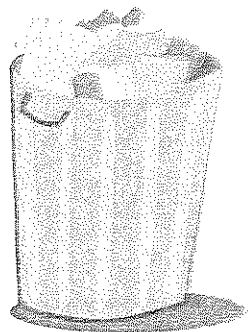
Waste produced by nature. Generally, these wastes are biodegradable and are reintroduced into the environment through natural recycling processes. An example would be dry leaves in a forest that decompose and become part of the soil.

Bill Nye the Science Guy

COMPOST

Compost

A product resulting from the biological breakdown or decomposition of organic (natural) materials such as leaves, grass clippings, yard trimmings, fruits, and vegetables. It is dark, odorless, and rich in nutrients, and is commonly used as a soil conditioner or fertilizer.



Fold and cut to use as flashcards.

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DECOMPOSING MICRO-ORGANISMS

Decomposing Micro-organisms

All micro-organisms involved in breaking down and decomposing organic material. Bacteria are the primary decomposing micro-organisms.

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BIODEGRADABLE WASTE

Biodegradable Waste

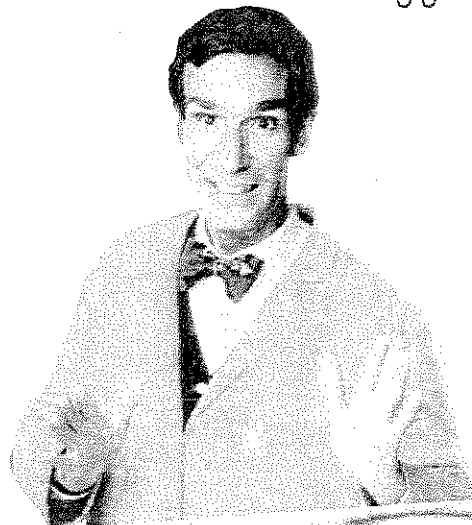
Any waste that is capable of being broken down and decomposed under anaerobic (in absence of air) or aerobic (in air) conditions. In general, biodegradable wastes are organic, natural materials that contain fats, carbohydrates, or proteins. Examples are food waste, garden waste, and animal waste. Decomposition occurs as a result of bacterial action.

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LANDFILL

Landfill

A disposal site for solid wastes on land. Wastes are deposited and compacted. The waste is covered with a layer of soil, and the process of deposit and compaction is repeated. The purpose is to confine the wastes to the smallest practical area and volume without creating hazards.



Fold and cut to use as flashcards.

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LEACHING

Leaching

The process by which liquids, usually rain and surface water, are carried down through the soil, dissolve, and then release substances from the soil. Some landfills have anti-leaching barriers that prevent fluids from leaving the landfill.

Bill Nye the Science Guy

TERRARIUM

Terrarium

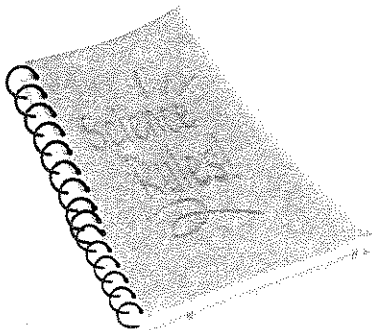
A glass container in which selected living plants are kept and observed. The conditions inside, such as high humidity, can be adjusted to meet the needs of particular species of plants.

Bill Nye the Science Guy

NET WEIGHT

Net Weight

The weight of an item alone without any wrappings. The weight of the amount of product in a container. If one weighs a can of tomato juice, then empties out the juice and weighs the empty can, the net weight of tomato juice is obtained by subtracting the can weight from the total weight.



Bill Nye the Science Guy

Student "Know / New" Chart

Know

Write down what you know about the topic of the video.

New

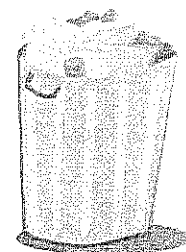
Write down information from the video that is new to you.

Name _____

Date _____

Quiz

Garbage



True or False? Circle T or F

1. Humans are the only living things that create waste. T or F
2. People in the United States create trash at the rate of 2 kg/person/day. T or F
3. The forest builds up trash at the same rate that humans do. T or F
4. Humans are the only species that make non-biodegradable waste. T or F
5. In the largest garbage dump in the world, most of the garbage is plastic bags. T or F
6. It will take the same amount of work to clean up our planet later as it takes to clean it up now. T or F
7. We can choose to reduce, reuse, and recycle our waste. T or F

Multiple Choice: Circle the letter of the best answer

8. Which of the following should you put into a compost pile?
 - A. Food wastes
 - B. Yard wastes
 - C. Both food and yard wastes
 - D. Neither food nor yard wastes
9. Which of the following statements regarding trash is correct?
 - A. Nature builds up about 20 centimeters meters of trash per day in a forest.
 - B. Humans put about 20 centimeters of trash in a typical landfill every year.
 - C. Humans put about 20 centimeters of trash in a typical landfill every week.
 - D. None of the above answers are correct.
10. Which of the following statements regarding the waste humans make is correct?
 - A. Potato peelings, chicken bones, and paper are biodegradable.
 - B. Plastic bags and soft drink bottles are not biodegradable.
 - C. Forty percent of the trash that goes into landfills is paper.
 - D. All of the above are correct.