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PREFACE

From A to Z, *Adolescent Health and Wellbeing* presents high-interest activities to further student understandings, skills, and concepts related to the ever expanding world of health and wellbeing. The collection of instructional tools, techniques, projects, and lessons has been designed to stretch the mind and increase problem-solving abilities while at the same time capturing and holding the students' interest and imagination.

Special features include activities:

- that use literature-based research for their design
- with established taxonomies and models for their organisational structure
- that focus on both directed and nondirected teaching methods for their delivery
- that provide options for both reinforcement and enrichment

Teachers will find extensive use of Bloom's Taxonomy of Cognitive Development, Williams' Taxonomy of Creative Thought, and Gardner's Theory of Multiple Intelligences. Higher-order thinking skills and collaborative learning experiences have been infused throughout the book to add meaning and excitement to the established health and wellbeing curricula and/or exploratory and enrichment courses.

Activities are designed to meet Level 4 and Level 5 Health and Physical Education Outcomes

Finally, the book features a comprehensive appendix employing exemplary ideas, an overall plan for a schoolwide health and wellbeing fair, journal entry starters and writing ideas, investigation cards, independent study topics, and authentic assessment measures including research challenges, product challenges, performance challenges, and test challenges.

In short, this book will provide the middle grades educator with a comprehensive resource featuring instructional and assessment strategies and techniques to integrate and enhance authentic instruction throughout the entire school year.



IS FOR THE A TO Z OF HEALTH AND WELLBEING

BRAINSTORMING

- A** alcohol, acne, antibiotics, allergies, ailments, aging process
- B** bacterial infections, building bones, braces
- C** causes of mental illness, conflict resolution, CPR, cleanliness, community health services, couch potato
- D** diet, diet disorders, dental health, drugs, digestive system, diabetes
- E** exercise, energy, environment, eyes, eating habits
- F** food pyramid, first aid, food chains, fruit groups, fat grams, fitness
- G** gateway to good health, germs, grooming, growth
- H** human body, HIV, hiccups, hygiene, heart, health care plans
- I** immune system, immunisations
- J** junk food, jogging, jobs in health, jargon
- K** knowledge of health, kidneys, keys to good health, kilojoules
- L** learning disabilities, larynx, lifesaving techniques, lungs, life styles
- M** muscles, media, medicine, microscope, martial arts
- N** nutrition, nervous disorders, neurology
- O** occupations, options, opinions (versus facts), obesity
- P** preventive medicine, physical education, pain, prescription drugs, personal health plan
- Q** quantum leaps in health, quagmires
- R** rest, recreation, relaxation, research
- S** stress management, socialisation, sexual development, special health needs
- T** tobacco, teeth, teenage pregnancies
- U** unanswerable questions, urinary tract, uncommon symptoms, unconquerable diseases, unexpected health care issues
- V** vitamins, vaccinations/vaccines, violence, vision
- W** weight control, wellbeing, winks, and blinks
- X** examples, X-rays
- Y** yawns (& sleep disorders), youthful concerns
- Z** zits, zest for life



IS FOR BUILDING POSITIVE RELATIONSHIPS WITH OTHERS

FIVE W'S AND HOW

DIRECTIONS

Write a series of personal responses and reflections to each of the Five W's and How questions about building and retaining healthy relationships with both kids and adults.

WHO QUESTIONS

1. WHO can you talk to if you are having problems with a teacher, a parent/step-parent/guardian, or a friend?
2. WHO can you tell things to in confidence?
3. WHO can help you do better in school?

WHAT QUESTIONS

1. WHAT can you do if your parents don't like your friends?
2. WHAT can you do if your teacher embarrasses you in front of the class?
3. WHAT can you do if your best friend wants you to smoke, drink alcoholic beverages, or take drugs?

WHEN QUESTIONS

1. WHEN is it right to 'rat' on someone?
2. WHEN is it okay to laugh at someone and not okay to laugh at someone?
3. WHEN is it okay to criticise someone?

WHERE QUESTIONS

1. WHERE can you get help if you are a victim of child abuse?
2. WHERE can you go to have a serious talk with a friend?
3. WHERE can you find healthy things to do and places to go?

WHY QUESTIONS

1. Why does it hurt your feelings when your best friend tells a secret you told him or her?
2. Why is it important to have a good relationship with your parents?
3. Why do you enjoy positive achievements?

HOW QUESTIONS

1. HOW can you break up with a boyfriend or girlfriend and still maintain his or her friendship?
2. HOW can you tell when you hurt somebody's feelings?
3. HOW can you tell your parents or guardians something they don't want to hear?



IS FOR CAREGIVER

SURVEY AND RESEARCH

A caregiver is a person who is responsible for the care of another person who is chronically ill or disabled. Make a list of all the people you know and the people you see in the media who would be considered caregivers. Beside each person's name, list their sex and approximate age.

Beside each name, write the ill person's name, approximate age, and relationship to the caregiver. Determine what relationships (parent, child, sibling, employer, etc.) show up more frequently on the list. Analyse your list carefully to determine as much as you can about these caregivers. Are more of them male or female? What is the average age of the caregivers?

In Rosalyn Carter's book *Helping Yourself Help Others: A Book for Caregivers* (Times Books, New York, 1994), she cites a study that found that 10 to 20 percent of people requiring care in The United States receive it in an institution. If this percentage holds true in Australia, how are the other 80 to 90 percent of the people cared for? Survey social agencies and community resources available for providing services and aid to the chronically ill and disabled.

Graph your findings.

What are some differences in the role of a primary caregiver and a support caregiver? Justify your answer by writing a definition for each of the terms.

Make a list of things people of your age might do to assist caregivers in your own community.

Find out how indigent persons without family support are provided for in your community.