

**Standard 1:** Students will comprehend *concepts* related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will *analyze the influence* of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to *access* valid *information* and products and services to enhance health.



**Standard 4:** Students will demonstrate the ability to use *interpersonal communication* skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use *decision-making* skills to enhance health.



**Standard 6:** Students will demonstrate the ability to use *goal-setting* skills to enhance health.


**Standard 7:** Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to *advocate* for personal, family, and community health.




# Health National Education



National Standard	Skill Ques
	<ul style="list-style-type: none"> <li>• Use complete, factual information.</li> <li>• Be sure the facts are accurate.</li> <li>• Show relationships among ideas.</li> <li>• Make factual conclusions about health.</li> </ul>








	<ul style="list-style-type: none"> <li>• Identify sources of information</li> <li>• Explain how to find the needed help</li> <li>• Explain what type of help the source offers</li> <li>• Explain why it is a good source</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate habits that contribute to health</li> <li>• Describe or demonstrate specific first aid and safety techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify strategies to avoid or manage unhealthy or dangerous situations</li> <li>• List the steps in the correct order if applicable</li> </ul>
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	<ul style="list-style-type: none"> <li>• Show a variety of influences</li> <li>• Show both internal and external influences</li> <li>• Explain the complexity of influences</li> <li>• Show how the influences affect health choices</li> </ul>
	<ul style="list-style-type: none"> <li>• Show dialogues that express needs, ideas and opinions</li> <li>• Be clear and organized</li> <li>• Show effective ways to say no</li> <li>• Use appropriate and effective verbal and nonverbal strategies             <ul style="list-style-type: none"> <li>◦ I messages</li> <li>◦ Body language</li> <li>◦ Appropriate tone</li> <li>◦ Attentive listening</li> </ul> </li> </ul>

National Standard	Skill Ques
 <p><b>Decision Making</b></p>	 <ul style="list-style-type: none"> <li>• Show all of making process</li> <li>• Identify the decision to be made</li> <li>• Identify options and possible consequences</li> <li>• State the decision clearly</li> <li>• Evaluate and reflect on the decision</li> </ul>
 <p><b>Goal Setting</b></p>	<ul style="list-style-type: none"> <li>• Show all the steps in a goal setting process</li> <li>• Write a clear goal statement</li> <li>• Be sure the goal is realistic</li> <li>• Make a plan for meeting the goal</li> <li>• Show how to evaluate and adjust the plan if needed.</li> </ul>
 <p><b>Advocacy</b></p>	 <ul style="list-style-type: none"> <li>• To a healthy choice</li> <li>• Explain why the stand taken is good for health</li> <li>• Use information to support the choice</li> <li>• Show awareness of the audience for the message</li> <li>• Be persuasive</li> <li>• Show conviction about the message</li> </ul>

# MISSION: POSSIBLE

All students will be responsible for completing the website detective (AI) and Just the facts ma'am (CC) portion of this assignment. Then, you may choose one of the other 6 assignments. You will be doing a total of 3 of the 8 sections of this assignment..

 <b>AI</b> Accessing Information	 <b>CC</b> Core Concepts	<b>Just the facts, Ma'am</b>
 <b>SM</b>	 <b>INF</b>	<b>The Analyzer</b>
 <b>IC</b> Interpersonal Communication	 <b>DM</b> Decision Making	<b>You D.E.C.I.D.E</b>





Keep your goals away from Trolls

Action Jackson



# Website Detective

**Scenario:** You have just been hired as the lead research assistant to the local District Attorney's office. They have been seeing a dramatic increase in teenage sexting in the Virginia area and want to deal with this problem at the judicial level. Your job is to research if <http://www.virginiarules.com/virginia-rules/technology-and-you>, which has current information about sexting and the law, is a valid and reliable website.

**Task:** You are going to be the lead researcher of your team to gather crucial valid and reliable information about sexting laws. Your research must be accurate because you are the foundation of the entire class project.

**You must:**

- Use the [Website Evaluation Checklist](#) to determine if the [site](#) is a credible source.



- If the site is valid and reliable, continue on to find the answers to your research using this [worksheet](#) as your guide.
- Using your newfound skills, Search the internet to find a different site that has information on sexting laws that would be helpful for your report
- Use correct spelling, grammar and conventions of writing
- Submit your [worksheet](#) and [Website Evaluation Checklist](#) to your teacher.



# Just the Facts, Ma'am.

**Scenario:** You and your partner are detectives on the sexting taskforce. You two will be a team completing this part of the project as well as the Accessing Information (AI) part of the project. You have a very important job as your information will be the foundation of the next part of your next project. Good luck.

**Task:** After you and your partner have determined if your website is valid and reliable, research the following items on the [worksheet](#) and then make a Google Slides Presentation with the information

**You must:**

- Have already completed the [Website Evaluation Checklist](#) to determine if the site is a credible source.



- If the site is valid and reliable, continue on to find the answers to your research using this [worksheet](#) as your guide.
- Work with your partner and search the internet to find another valid site that has information on sexting laws that would be helpful for your report.
- Make your Google Slides engaging and informative
- Use correct spelling, grammar and conventions of writing
- Submit your [worksheet](#) and Google Slides into Google Classroom.



# Ask The Expert

**Scenario:** In your Health class you have been reading about and discussing sexting. You have learned some information that you did not know about sexting, especially about some of the legal consequences and how it can interfere with school success and your future. You find yourself wishing you had known some of the dangers associated with sexting when you were in middle school so you could have talked to your friends and warned them of the pitfalls.

**Task:** You are going to write a letter to a middle school student about the dangers and consequences of sexting. The letter must include information about the following:

- The impact sexting has on one's physical, emotional and social health
- How Sexting will impact their success once in high school and beyond





- Describe three strategies to becoming a healthy digital citizen.
- Dispel at least 1 myth about sexting in your letter

**You must:**

- Write it in letter format
- Strongly encourage abstinence from sexting
- Have at least 4 paragraphs
- Use correct spelling, grammar and conventions of writing
- Submit your project into Google Classroom.



# The Analyzer

**Scenario:**

Survey

**Task:** You are brought into this project because of your great analytical skills. You are going to analyze how sexting can affect all aspects of a young person's life.

**You must Analyze the following:**

**How would sending**





# Right to Refuse

**Scenario:**

**Task:** Write a script and act using refusal skills

**You must:**

- 5





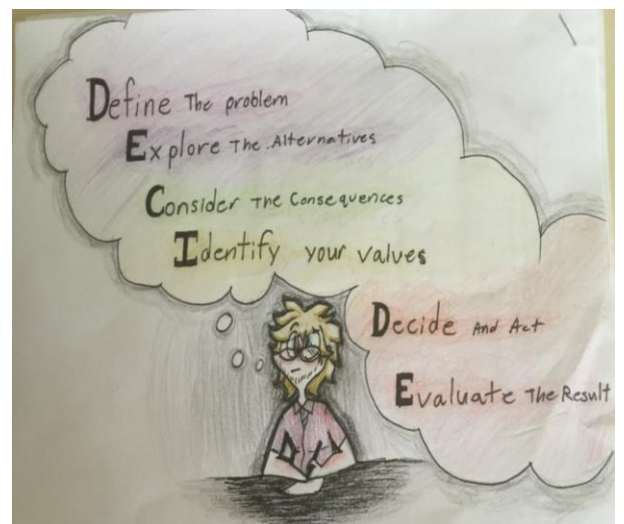
# You D.E.C.I.D.E.

**Scenario:** You have had a crush on Alex since Freshman year. They have asked you for your cell phone number and wants to hang out with you. You have hung out a few times and text each other every day. You now are even walking to class with each other every day. Alex starts asking for nude pictures.

**Task:** Using the D.E.C.I.D.E. model, type up the possible outcome(s) of this scenario

**You must:**

- Se





## Keep your Goals away from Trolls

**Scenario:**

**Task:** Write out a SMART goal and then analyze how sending an inappropriate pic will affect your goal(s)

**You must:**

- 5



# Action Jackson

**Scenario:** You were hired as the class director. Your video editing skills and your ability to direct a project are second to none.

**Task:** You are going to create a PSA highlighting the negative effects of sexting. The PSA will be in video format.

**You must:**

- Write a storyboard of your PSA and get it approved.
- Use information from the the CC and the AI portion of this assignment to get valid and reliable information for your PSA
- Film and edit your PSA and then convert it into an mp4





- **Have your PSA between 1–2 minutes**
- **Highlight at least 5–7 facts about sexting into your PSA**
- **Submit your PSA into Google Classroom.**



## **Reflection**

# Rubrics

<b>Concepts</b>		<b>Skills</b>	
<b>4</b>	The response is complex, accurate and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.	<b>4</b>	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill
<b>3</b>	the response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies	<b>3</b>	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
<b>2</b>	The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.	<b>2</b>	The response shows some evidence of the ability to apply skills; the response may have inaccuracies or be incomplete.
<b>1</b>	The response addresses the assigned task but provides little or no accurate information about the relationships between health and concepts.	<b>1</b>	The response shows little or no evidence of the ability to apply health skills.



# WHAT PARENTS

SHOULD KNOW ABOUT

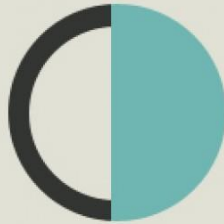
# SEXTING

Sexting is the main cause of pregnancies according to the teenage pregnancy statistics

## BOYS & GIRLS

Girls do more Sexting than boys. 53% of teens who sext are girls

**53%**



while only 47% of sexters are boys.

40% of all teenagers have posted or sent sexually suggestive messages.

## NUDE PHOTOS & VIDEOS

**20%**



of teens have sent or posted nude or semi-nude photos or videos of themselves



## MESSAGE SHARING

**17%**



of sexters share the messages they receive with others, and 55% of those share them with more than one person

## RELATIONSHIP

**15%**



of teens who have sent or posted nude/semi-nude images of themselves send these messages to people they have never met, but know from the Internet

