

Skills for Healthy Living

Taking Charge of Your Health

Teacher's Guide

Grade Level: 9–12

Curriculum Focus: Health

Lesson Duration: Two–three class periods

Program Description

A big part of growing up is taking on more responsibility. It's important to know how to care for your own health and where to go to get helpful, accurate health information. Meet teens who have had to wrestle with doing what's best for their health, and some who are learning from their mistakes.

Discussion Questions

Healthy Behaviors

- What do you think is the biggest health risk teenagers face?
- Why is it important to develop good health habits now?

Finding the Right Information

- Where do you get your health information?
 - How can online resources help health care? How can they hurt it?
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Lesson Plan

Student Objectives

- Identify and describe causes and symptoms of different types of skin cancer
- Explain risk factors and prevention measures for skin cancer.
- Create a public service advertisement to teach a target audience about skin cancer.

Materials

- *Taking Charge of Your Health: Healthy Behaviors*
- Computer with Internet access
- Art supplies for making a poster

Procedures

1. After viewing the *Healthy Behaviors* video, discuss the importance of general good skin care with students.
 2. Discuss students' attitudes towards tanning, sun exposure, using sunblock, and overall skin health.
 3. Divide class into three groups and assign each group to research one of the three main types of skin cancer: basal cell carcinoma, squamous cell carcinoma, and melanoma. They should find answers to the following questions:
 - What are the causes?
 - What are the symptoms?
 - What are risk factors?
 - Who is most susceptible? (men or women, young or old, racial/ethnic factors, living in a certain region)
 - What are the treatment options?
 - What is the mortality rate?
 - How can it be prevented?
 4. Students will discuss and analyze the results as a class.
 5. Students will develop a public service advertisement based on their research. They may choose to focus on one specific type of skin cancer or focus on the many common factors among skin cancers to create a more general ad. Using the theme "Prevention is the Best Cure," students will discuss the importance of taking preventive measures now to avoid skin cancer later in life. They will use facts obtained during their research to skew their presentation towards a target audience. (If the school has a Web site, students may be able to put their presentation online.)
- The following Web sites have useful information about skin cancer and teens. They are good starting points for exploring this topic:

<http://www.skincancer.org/skincancer-facts.php>

http://www.cancer.org/docroot/NWS/content/NWS_2_1x_WHO_Warns_Teens_on_Tanning_Beds.asp

<http://www.cdc.gov/HealthyYouth/skincancer/facts.htm>

<http://www.yourskinandsun.com/cancerfacts.html>

<http://www.cdc.gov/ChooseYourCover/skin.htm>

http://www.wrongdiagnosis.com/artic/what_you_need_to_know_about_skin_cancer_nci.htm



<http://seer.cancer.gov/statfacts/html/melan.html>http://www.cancer.org/docroot/MED/content/MED_2_1x_Invasive_Skin_Cancer_A_Growing_Problem_in_Hispanics.asp?sitearea=MED
http://www.cancer.org/docroot/MED/content/MED_2_1x_Invasive_Skin_Cancer_A_Growing_Problem_in_Hispanics.asp?sitearea=MED
<http://www.usc.edu/hsc/info/pr/hmm/05fall/cultures.html>

6. Students may wish to take this activity further by interviewing a dermatologist, oncologist, or skin cancer patient and writing a report on their discussion, or compare and contrast various commercially available sunscreens and explain the “protection factor” ratings, and the similarities and differences between the various products. Which ones are better, and why?

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

3 points: The student accurately described the causes and symptoms of skin cancer, accurately explained risk factors and prevention measures for skin cancer, and developed a creative and informative public service advertisement on skin cancer aimed at a specific audience.

2 points: The student accurately described one cause and one symptom of skin cancer, accurately explained some one risk factor and one prevention measure for skin cancer, and developed a public service advertisement on skin cancer aimed at a specific audience.

1 point: The student did not accurately describe the causes and symptoms of skin cancer, did not accurately explain risk factors and prevention measures for skin cancer, and did not develop a public service advertisement on skin cancer aimed at a specific audience.

Vocabulary

enamel

Definition: A hard calcareous substance that forms a thin layer capping the teeth

Context: Too many sugary drinks and poor dental hygiene can destroy tooth enamel and eventually lead to tooth loss.

hearing loss

Definition: A decrease in the ability to perceive sound; specifically, the special sense by which noises and tones are received as stimuli

Context: Many people are unaware of the hearing loss they experience from constant exposure to loud noises.

melanoma

Definition: A usually malignant tumor containing dark pigment

Context: The incidence of melanoma in the United States has nearly tripled since 1973.



mole

Definition: A pigmented spot, mark, or small permanent protuberance on the human body

Context: Moles are usually small and symmetrical; moles with an unusual shape should be checked by a doctor.

sleep deprivation

Definition: An overall lack of the necessary amount of rest required by the body

Context: Sleep deprivation can affect your health, your grades, and your lifestyle by making you too tired to function well.

ultraviolet (UV)light

Definition: The wavelength between the violet and X-ray portions of the electromagnetic spectrum, and an important component of sunlight

Context: While some exposure to ultraviolet light is necessary for humans to metabolize vitamin D, too much can lead to skin problems such as wrinkling, premature aging, and cancer.

Standards

National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K-12 to promote scientific literacy. To view the standards, visit this Web site:

<http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal and community health

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Health: Knows environmental and external factors that affect individual and community health
 - Health: Knows the availability and effective use of health services, products, and information
 - Health: Knows how to maintain and promote personal health
 - Health: Knows essential concepts about the prevention and control of disease
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the [DiscoverySchool.com](http://school.discovery.com) Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Healthy Behaviors (15 min.)

The teen years are a time to begin taking responsibility for your health, from getting enough rest, to knowing the risks of too much sun exposure, to dental health.

II. Finding the Right Information (16 min.)

Today's teenagers have access to more health information than any previous generation, but is it reliable? Learn where to go for information you can trust.

Curriculum Units

1. Overexposed

Pre-viewing question

Q: Do you think having a tan makes you look better?

A: Answers will vary.

Post-viewing question

Q: What are some of the risks of tanning?

A: The risks include skin cancer, wrinkles, dry skin, and premature aging.

2. Say What?

Pre-viewing question

Q: Have you ever been someplace where the noise was so loud it affected your hearing?

A: Answers will vary.

Post-viewing question

Q: What can teens do to avoid hearing loss?

A: Wear ear protection when exposed to loud noises or loud music for a prolonged period of time.

3. Time for Bed

Pre-viewing question

Q: How much sleep do you need?

A: Answers will vary.

Post-viewing question

Q: What do you do to take care of your health?

A: Answers will vary.

4. Tattooed for Life?

Pre-viewing question

Q: Why do you think tattoos are popular?

A: Answers will vary.

Post-viewing question

Q: What should you consider if you're thinking about getting a tattoo?

A: Answers will vary but may include if you're of legal age, if the tattoo artist is licensed, what are the health risks, what will you do if you decide you don't like it, and how might it look when you get older?

5. Melanoma

Pre-viewing question

Q: Why is it so important to use sunscreen and avoid too much sun exposure?

A: Answers will vary.



Post-viewing question

Q: What are some signs of melanoma?

A: A dark spot on the body should be checked if it's asymmetrical (the two halves don't look the same, most freckles and moles are round and symmetrical), has an uneven border (the borders on most freckles and moles are smooth), includes more than one shade of brown or black, or is larger in diameter than a pencil eraser head.

6. Talk About It

Pre-viewing question

Q: Who do you talk to about health issues?

A: Answers will vary.

Post-viewing question

Q: Why is it important for teens to talk to a professional about health concerns?

A: Answers will vary but might include getting accurate information, knowing they can ask anything without repercussions, having a trusted adult to confide in.

7. Reliable Sources

Pre-viewing question

Q: Where do you get your health information?

A: Answers will vary.

Post-viewing question

Q: Why is it important for to carefully check out information you might get from friends or online?

A: Answers will vary but should mention reliability, accuracy, known sources, trust or confidence level.

8. Online Therapy

Pre-viewing question

Q: Would you tell your innermost thoughts to someone you met online?

A: Answers will vary.

Post-viewing question

Q: What are some of the pros and cons of online therapy?

A: Sometimes it's easier to talk to a total stranger, but you may not really know who you're talking to, and the therapist can't observe your body language or facial expressions.