



CHOICES®

ISSUE DATE SEPT. OCT. NOV./DEC. JAN. FEB./MAR. APR./MAY

A SUPPLEMENT TO CHOICES

Turn each issue of *Choices* into hours of instruction! Inside this Teacher's Edition you'll find:

- 5 Lesson plans
- 24 Discussion questions
- 5 Classroom activities
- 3 Reproducible sheets
- 12 Resources

49 ways to support and enrich your curriculum

TURN THE PAGE AND BEGIN YOUR LESSON PLAN!

THANK YOU FOR USING *CHOICES* IN YOUR CLASSROOM!

WELCOME TO THE SEPTEMBER 2010 ISSUE OF *CHOICES*, a magazine that covers family and consumer science, health, and life skills.

We have an exciting issue to start off the school year. Listed below are the main feature articles in this issue, along with the family and consumer science standards and health education standards that each article meets. In addition, each feature article contains SAT/ACT vocabulary words.

If you have questions about the content of *Choices*, please contact me at (212) 343-6434 or at bhugel@scholastic.com.

Sincerely,
Bob Hugel, Editor
Scholastic Choices

PAGE	CURRICULUM	FEATURE ARTICLE	STANDARDS (see p. T7)	
4	PERSONAL RESPONSIBILITY	Exposing Bullies This article gives examples of bullying behavior and challenges readers to determine what type of bullying is going on. QUIZ: Is it physical, verbal, nonverbal, or cyberbullying?	FCS 12, 13	Health 1, 2, 3, 4, 5, 6, 7
8	SUBSTANCE ABUSE	Sobering Facts About Alcohol Many teens think it's no big deal to drink beer. This article explains why consuming beer is just as dangerous as drinking wine or hard liquor. QUIZ: Answer questions based on a bar graph.	FCS 3, 8, 9, 12, 13, 14	Health 1, 2, 3, 4, 5, 6, 7
12	HEALTH	luv 2 txt To the dismay of many adults, teens love sending text messages. But all that texting can actually help teens lead healthy lives. QUIZ: Fill in the blanks in these statements about texting and teens.	FCS 3, 12, 13	Health 1, 2, 3, 4, 5, 6, 7
15	FAMILY	Breaking Free Teens yearn for independence from their parents. Here are ways to get it so that everyone—teens and their parents—wins. QUIZ: Are these statements true or false?	FCS 6, 7, 12, 13, 15	Health 1, 2, 3, 4, 5, 6, 7
18	NUTRITION	Caffeine Alert! This article explains what caffeine is, how it affects the body, and why teens need to keep their consumption of it to moderate amounts. QUIZ: Are these statements true or false?	FCS 8, 9, 14	Health 1, 2, 3, 4, 5, 6, 7

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Check out www.scholastic.com/choices

Get involved with Peace One Day, a worldwide effort to promote peace and friendship:

- Do an activity to help teens avoid alcohol.
- Practice calculating sales tax.
- See a list of caffeine content in different food and drinks.
- Learn more about job applications.



Exposing Bullies

SUMMARY: THIS ARTICLE EXPLAINS WHAT BULLYING IS AND WHY IT HARMS BOTH BULLIES AND THEIR VICTIMS. STUDENTS READ SCENARIOS INVOLVING BULLYING BEHAVIOR AND IDENTIFY WHAT TYPE OF BULLYING IS HAPPENING.

DISCUSSION QUESTIONS

- **Of the four types of bullying** listed in the article, which one do you think is the most common among teenagers? Why do you think so?
- **Were you surprised to find out** that Demi Lovato had been bullied when she was younger? Explain why you were surprised or not surprised.
- **According to the article, teens** who are being bullied physically need to get help from an adult. What types of adults do you think are the best ones to approach? Why?
- **The article says that giving a** person the silent treatment is a form of bullying. Why is this bullying?
- **Why is cyberbullying so**

dangerous? How is cyberbullying different from physical, verbal, and nonverbal bullying?

ADDITIONAL ACTIVITY

Teaching point: *This activity will help students understand the power of spreading a peaceful message.* Ten years ago, Jeremy Gilley founded the Peace One Day movement. Its purpose is to promote worldwide peace for at least one day, September 21. If you have an interactive whiteboard in your classroom, we recommend that you share the Peace One Day Web site, www.peaceoneday.org, with your students. The site includes tips on how students can

promote friendship and camaraderie in their own communities.

RESOURCES

- Online Information.** The following Web sites offer detailed information on how teens can prevent bullying:
- Pacer Center's Teens Against Bullying:** www.pacerteensagainstbullying.org.
 - Bully Beware Productions:** www.bullybeware.com
 - Stop Bullying Now:** www.stopbullyingnow.hrsa.gov/kids
 - Video:** Watch Demi Lovato speak out against bullying at www.facebook.com/video/video.php?v=1297831212135.



Sobering Facts About Alcohol

SUMMARY: MANY TEENS BELIEVE BEER IS SAFE TO DRINK. THIS ARTICLE EXPLAINS WHY DRINKING BEER CAN BE JUST AS DANGEROUS AS CONSUMING WINE OR HARD LIQUOR. THE ARTICLE ALSO OFFERS ADVICE ON HOW TO DEAL WITH SITUATIONS INVOLVING ALCOHOL.

DISCUSSION QUESTIONS

- **The article says that 75 percent** of teens (3 out of 4 teens) have tried alcohol by the time they graduate from high school. Does that surprise you? Why or why not?
- **Did you know that it is illegal for** anyone younger than 21 to drink alcohol? Do you think that law discourages teens from drinking? Why or why not?
- **The article says that many teens** feel pressure to drink alcohol. Why do you think that is? Where does the pressure come from?
- **Using information from the** article, name at least three bad things

that could happen if a teen drinks alcohol. What do you think are the chances of those things happening if a teen doesn't drink alcohol?

ADDITIONAL ACTIVITY

Teaching point: *This role-playing activity will give students practice in how to avoid dangerous situations involving alcohol.* Divide students into small groups and assign each group a different scenario that involves teens drinking. Examples include drinking and driving, being offered alcohol at a party, and being told that drinking beer is not dangerous. Have the groups work on scripts in which teens

are faced with deciding whether or not to drink. Then have each group act out its scene in front of the rest of the class.

RESOURCES

- Online Information.** The following Web sites offer information on the perils of alcohol abuse:
- Students Against Destructive Decisions (SADD):** www.sadd.org
 - National Institute on Drug Abuse (NIDA):** www.drugabuse.gov/DrugPages/Alcohol.html
 - The Partnership for a Drug-Free America:** www.drugfree.org/Portal/drug_guide/Alcohol



luv 2 txt

SUMMARY: SENDING TEXT MESSAGES IS A FAVORITE HABIT OF MANY TEENAGERS. THIS ARTICLE EXPLAINS THAT TEXTING CAN BE HEALTHY FOR TEENS BECAUSE IT BUILDS THEIR COMMUNICATION SKILLS. THE ARTICLE ALSO REVIEWS POTENTIAL TEXTING PROBLEMS FOR TEENS.

DISCUSSION QUESTIONS

- **Do you send many text** messages? How many do you send a day? Do you think you text too much? Why or why not?
- **Matt Schlegel says that texting** helps him manage his social life. Does texting do the same for you? Why or why not?
- **Which of the three texting** problems listed in the article are you guilty of doing? Do you think you will be able to change your texting behavior? Why or why not?
- **How long do you think you** could last not sending any texts?
- **Why do you think texting is so** popular among teens? Do you think

you'll text as much when you become an adult?

ADDITIONAL ACTIVITY

Teaching point: *This activity will help students start to understand how much they rely on technology in their daily lives.* Challenge students in your class who have cell phones to go one evening without sending any text messages or reading any texts they receive. Ask them to write down what they do with their time when they aren't sending or reading texts. Tell them what they do is their choice and that the only rule they have to follow is the no-text rule. The next time you meet as a class, ask students to

report on how the experiment went. How long did they last before sending a text or reading one sent to them? What did they do during their no-texting time? Did they indulge in other sources of technology, like the computer or the TV? Or did they do activities that had nothing to do with technology? Ask them to think about how much technology rules their lives.

RESOURCE

Online Information. Read about an innovative way teens are learning about the perils of texting while driving: http://news.yahoo.com/s/ap/20100516/ap_on_bi_ge/us_no_text_while_driving



Breaking Free

SUMMARY: THE TEEN YEARS ARE A TIME WHEN YOUNG PEOPLE WANT MORE INDEPENDENCE FROM THEIR PARENTS BUT ARE OFTEN UNSURE ABOUT HOW TO GET IT. THIS ARTICLE EXPLAINS THAT THE KEY FOR TEENS TO GET MORE FREEDOM IS TO DO THINGS TO EARN IT.

DISCUSSION QUESTIONS

- **How much freedom do you have** at home? Do you think it's the proper amount? Why or why not?
- **When you want to do something** and need your parents' permission, how do you go about getting it? Do you use any of the tactics listed in the article? If so, which ones?
- **What did Eric Hoffman do to get** more freedom from his parents? Did his tactics work? Why or why not?
- **The article says that teens don't** have to tell their parents everything that is going on in their lives. Do you think that is true with you and your parents? Why or why not?

• **The article advises teens not to** lie to their parents. Why does lying lead to trouble?

ADDITIONAL ACTIVITY

Teaching point: *This activity will help students think about how much they rely on their parents to get through an average day, and to begin to understand what it takes to be completely independent.* Ask students to list all the things their parents do for them. Examples: make meals, drive them to school or extra-curricular activities, help with homework, do laundry, clean the home, and pay bills. After students make

their respective lists, ask them which items on the list the teens could do for themselves without compromising their lives as teens. Then ask them what skills they would have to learn to accomplish the remaining items on the list. (For example, learn to drive, learn to cook, or get a job to earn money to pay for items.)

RESOURCE

Online Information. This link provides insight into the issues teens and their parents face when it comes to freedom and independence: <http://parents.berkeley.edu/advice/teens/askingquestions.html>



Caffeine Alert!

SUMMARY: CONSUMING CAFFEINATED BEVERAGES IS AN EFFECTIVE WAY FOR TEENS TO GIVE THEIR BODIES A BOOST IN ENERGY. BUT TOO MUCH CAFFEINE CAN BE HARMFUL. THIS ARTICLE EXPLAINS WHAT CAFFEINE IS AND HOW TEENS CAN MODERATE THEIR INTAKE.

DISCUSSION QUESTIONS

- **Have you ever experienced** caffeine withdrawal? If so, what did it feel like?
- **Were you surprised to find out** how many different food and medicine products contain caffeine? Why or why not?
- **Instead of relying on a caffeine boost,** what are other, healthier ways to give your body a boost of energy?
- **The article provides a** recommended amount of coffee that adults should limit themselves to daily. Do you think it's hard for people to stick to that amount? Why or why not?
- **In what ways can consuming** caffeine help a person's health?

ADDITIONAL ACTIVITY

Teaching point: *This activity will help students comprehend the concepts in the article while also enhancing their research skills.* Tell students that there are healthier things than caffeine that they can consume to give their bodies a boost in energy. Have them research on the Internet to come up with a list of these items. After they compile their lists, challenge them to come up with practical ways that they can get these food products into their respective diets.

RESOURCES

Online Information. The **U.S. Food and Drug Administration** has a

report on caffeine in food products and medicine. You can read it at <http://www.fda.gov/downloads/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/UCM205286.pdf>

Center for Science in the Public Interest. For a list of the caffeine content of different products, go to <http://www.cspinet.org/new/cafchart.htm>

Mayo Clinic. The Mayo Clinic also offers information on the caffeine content of different items. Go to <http://www.mayoclinic.com/health/caffeine/an01211>

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All About Alcohol

DIRECTIONS: After reading “Sobering Facts About Alcohol” on pages 8 to 11 of this issue of *Choices*, answer these questions to see how much information you remember and how well you understood the vocabulary. Answers are on page T7.

- The alcohol that is in every alcoholic beverage is a chemical called _____.
 - fermentation
 - liquor
 - ethanol
 - sodium
- _____ is a sign that a person has drunk too much alcohol.
 - Slurred speech
 - Staggering
 - Passing out
 - all of the above
- Ounce for ounce, wine has more than _____ the alcohol content that beer has.
 - twice
 - three times
 - four times
 - eight times
- Though it is dangerous to drink alcohol and then drive a car, it's safe to be a passenger in a car being driven by someone who has been drinking alcohol.
 - true
 - false
- If you are _____ years old, it is legal for you to drink alcohol.
 - 20
 - 21
 - 22
 - both b and c
- The _____ of the container holding an alcoholic drink plays a big role in determining how much alcohol is in the drink.
 - color
 - weight
 - outside
 - size
- A standard drink of alcohol contains 1.2 _____ of pure alcohol.
 - ounces
 - teaspoons
 - tablespoons
 - liters
- Alcohol _____ activity in parts of the brain, which affects the motor coordination and alertness of the person drinking the alcohol.
 - speeds up
 - slows down
 - halts
 - starts up
- Teens have limited access to alcohol, so they tend to be cautious when they have an opportunity to drink alcohol.
 - true
 - false
- Drinking _____ can harm a person's body or cause them to do something that could lead to trouble.
 - beer
 - wine
 - liquor
 - all of the above



Awesome Application?

DIRECTIONS: Read "Job Hunt" on page 23 of this issue of *Choices*. Then, using information in the story, find the mistakes in the job application below. Write your answers on a separate sheet of paper. Answers are on page T7.

KOOL KLOTHES Application for Employment

Personal Information *(please print clearly)*

- Name: John R. Smith
 First Middle Last
 Initial
- Social Security Number: 217-94-
- Address: 12 Franklin Raod
- City: Woodside
- State: NH Zip Code: _____
- Telephone: 603-478-99361

Availability

- Are you legally able to be employed in the United States? Yes: No:
- What type of position are you seeking?
 Part-time: Full-time:
- Hours available:
 Sun. Mon. Tues. Wed. Thurs. Fri. Sat.
 From: _____
 To: _____
- Total hours available to work each week: _____
- Date available to start work: whenever

School most recently attended

- Name: Woodside High School
- Address: _____
- City: Wodside
- State: NH Telephone: _____
- Last grade completed: 10th Grade Point Average: 2.9
- Have you graduated? no
- Do you currently attend this school? yes

- List sports or activities you are involved in: soccer
school paper

Most recent employment

- Company: Larry's Landscapers
- Address: 48 Millburn St.
- City: Woodside
- State: NH Telephone: 603-
- Position: did stuff
- Supervisor: Larry
- Dates worked: From: June 2010 To: August 2010
- Wage: \$7.25 per hour
- Reason for leaving: School started

- Company: _____
- Address: _____
- City: _____
- State: _____ Telephone: _____
- Position: _____
- Supervisor: _____
- Dates worked: From: _____ To: _____
- Wage: _____
- Reason for leaving: _____

References *(Please do not use family members.)*

- Name: My dad
- Telephone: 603-555-6673
- Address: 12 Franklin Road
- City: Woodside State: NH
- Name: Mr. Smith
- Telephone: _____
- Address: Woodside High School
- City: _____ State: _____

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ANSWERS

p. 11: Test Yourself

1. false; 2. false; 3. true; 4. true

p. 11: Try This

1. alcohol
2. The 18-20 age group had the highest percentage of alcohol users. The 12-13 age group had the lowest percentage of alcohol users.
3. The older teens are, the more likely they are to drink alcohol, smoke cigarettes, and do drugs.

p. 14: Test Yourself

1. illegal; 2. one third; 3. strengthen; 4. positive
5. technical

p. 17: Test Yourself

1. false; 2. true; 3. true; 4. false; 5. false

p. 20: Test Yourself

1. false; 2. false; 3. false; 4. false

p. 22: Try This

The sales tax is \$2.

The total cost of the MP3 player is \$52.

p. T5: All About Alcohol

1. c; 2. d; 3. a; 4. b; 5. d; 6. d; 7. c; 8. b; 9. b; 10. d

p. T6: Awesome Application?

The applicant did not write in his entire Social Security number. His is missing the last four digits.

He misspelled the word "road" in his address.

He left out his ZIP code.

He added a digit to his telephone number.

He did not list what hours he is available to work during the week.

He did not list a date when he could start work.

He did not list the address of his high school.

He did not fill in the telephone number of his school.

He misspelled his city's name. It should be Woodside.

His writing is hard to read in the section where he lists his extracurricular activities.

He did not list the complete number of Larry's Landscapers.

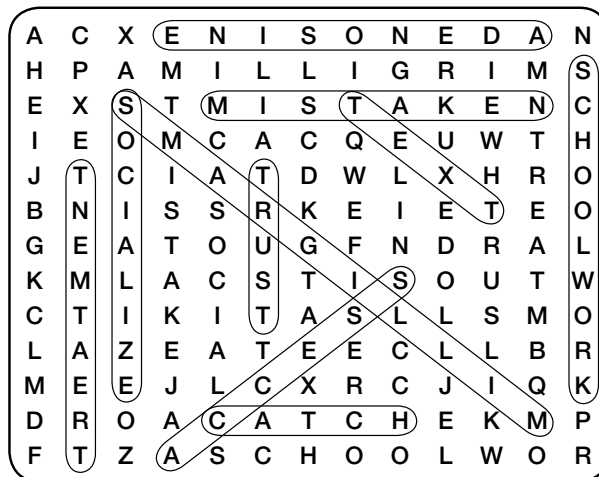
Under "position" in Most Recent Employment, he did not list what his job duties were.

He listed his dad as a reference when the instructions said not to use family members.

He did not give Mr. Smith's complete name. He did not give complete contact information for Mr. Smith.

p. T8: The Hunt Is On

- | | | |
|---------------|---------------|--------------|
| 1. socialize | 5. mistaken | 9. adenosine |
| 2. trust | 6. text | 10. access |
| 3. treatment | 7. schoolwork | |
| 4. milligrams | 8. catch | |



NATIONAL STANDARD FAMILY & CONSUMER SCIENCE: FCS

<p>FCS1. Career, community, family FCS2. Consumer, family FCS3. Consumer services FCS4. Early childhood FCS5. Facilities management FCS6. Family FCS7. Family, community FCS8. Food production, services</p>	<p>FCS9. Food sciences, nutrition FCS10. Hospitality, tourism FCS11. Housing, interiors FCS12. Human development FCS13. Interpersonal relationships FCS14. Nutrition and wellness FCS15. Parenting FCS16. Textiles, apparel</p>	<p>Teachers can obtain a copy of the national standards by contacting the American Association of Family and Consumer Sciences. The address is 1555 King St., Alexandria, VA 22314. Phone: (800) 424-8080. The standards are also posted at the National Coalition for Family & Consumer Sciences Education's Web site: www.facse.org/nat.htm</p>
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NATIONAL STANDARDS FOR HEALTH EDUCATION: HEALTH

<p>H1. Comprehend concepts related to health promotion and disease prevention. H2. Demonstrate the ability to access valid health information and health-promoting services. H3. Demonstrate the ability to practice health-enhancing behaviors and to reduce health risks.</p>	<p>H4. Analyze the influence of culture, media, technology, and other factors on health. H5. Demonstrate the ability to use interpersonal communication skills to enhance health. H6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>H7. Demonstrate the ability to advocate for personal, family, and community health. Teachers can obtain a copy of the standards by contacting the American School Health Association (ASHA). Phone: (330) 678-1601. Web site: www.ashaweb.org.</p>
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The Hunt Is On

DIRECTIONS: How closely did you read the five feature articles (“Exposing Bullies,” “Sobering Facts About Alcohol,” “Luv 2 Txt,” “Breaking Free,” and “Caffeine Alert!”) in this issue of *Choices*? Find out by filling in the

blanks in each sentence below using the word list. Each word is used once. Then find the words in the puzzle and circle them. Words are listed horizontally, vertically, diagonally, and backward. Answers are on p. T7.

1 Texting can help teens _____ because the technology enables them to stay in touch with friends even when they are apart.

2 Lying to your parents will lead them to question whether they can _____ you to stay out of trouble.

3 Giving someone the silent _____ is one form of nonverbal bullying.

4 According to the U.S. Food and Drug Administration, adults should not consume more than 300 _____ of caffeine each day.

5 Teens are _____ if they believe that it is safer to drink beer than wine or hard liquor.

6 More than 20 states have passed laws making it illegal to send _____ messages while driving a vehicle.

7 Acting responsibly by doing chores, getting _____ done, and avoiding trouble helps you gain your parents’ trust.

8 If you’re being cyberbullied, keep track of e-mails, text messages, and chat logs that can help _____ the bullies.

9 _____ is a compound that the body produces to prepare itself for sleep by quieting nerve cell activity and widening blood vessels to increase oxygen flow.

10 One reason alcohol is dangerous for teens is that young people tend to drink a lot of alcohol when they can get _____ to it.

WORD List

- access
- adenosine
- catch
- milligrams
- mistaken
- schoolwork
- socialize
- text
- treatment
- trust

A	C	X	E	N	I	S	O	N	E	D	A	N
H	P	A	M	I	L	L	I	G	R	I	M	S
E	X	S	T	M	I	S	T	A	K	E	N	C
I	E	O	M	C	A	C	Q	E	U	W	T	H
J	T	C	I	A	T	D	W	L	X	H	R	O
B	N	I	S	S	R	K	E	I	E	T	E	O
G	E	A	T	O	U	G	F	N	D	R	A	L
K	M	L	A	C	S	T	I	S	O	U	T	W
C	T	I	K	I	T	A	S	L	L	S	M	O
L	A	Z	E	A	T	E	E	C	L	L	B	R
M	E	E	J	L	C	X	R	C	J	I	Q	K
D	R	O	A	C	A	T	C	H	E	K	M	P
F	T	Z	A	S	C	H	O	O	L	W	O	R