**Prompt Descriptions**

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| **Prompt** | **Description** |
| 21 Questions | Students will talk to their parents/guardians about preventing violence that includes a list of guiding questions. Have students write a summary of this discussion. |
| 3-2-1 | Students will research the history of the opioid crisis in America. Students will create a 3-2-1 document including 3 new facts they learned, 2 things they found interesting, and 1 item they will share with others. |
| 5 Ways to Say NO | Students will create a list of five different ways to say no to someone who offers them alcohol. |
| Ad Review | Students will review of several samples of alcohol advertisements. They will identify who the ads/commercials are targeting. Students will create an advertisement that illustrates the effects of alcohol. |
| Advertisement | Part 1 – students will review several ads on the messaging impact of influences. Part 2 – students will create an advertisement that promotes positive health messages. |
| Building a Healthy Community | Building a healthy community. The teacher will instruct students to create a community that prohibits drugs and alcohol use.   * What activities would be included? * What can you provide individuals that don’t follow the rules? * What are the punishments for people that don’t follow the rules? * What are some rewards for people that never use alcohol or other drugs? |
| Bumper Stickers | Students will create a bumper sticker persuading others to avoid risky sexual behaviors as well as how to set a realistic personal goal to develop healthy dating relationships and positive sexual behaviors. Teacher will utilize the scoring rubric based on the established criteria to assess the poster. Teacher will utilize the scoring rubric based on the established criteria to assess the bumper sticker. |
| Case Studies | Teacher or students can create a health concern that needs to be addressed (e.g., seeing a professional). Students will choose a solution and explain why they made this choice, including the positive and negative outcomes. |
| Checklist | Students will develop a checklist to see if a medicine prescription is safe. |
| Class Message | Class message in a time capsule. As an example, students will write a message to future students on the importance of living a healthy lifestyle. |
| Classroom Board Game | Students create a classroom board game that identifies rules at home, rules at school, and laws in the community regarding alcohol. |
| Collage | By using pictures, photos, letters, students will create a collage on the health topic. Teacher will utilize the scoring rubric based on the established criteria to assess the collage. |
| Comic Strip | Give students a scenario with two endings and have them create a comic strip with their chosen solution. |
| Community Treatment Center Research Assignment | Students will research reliable treatment centers for drug use in their community and create a table of resources they can share with someone struggling with drug addiction. |
| Compare/Contrast – T Chart | Students will create a classroom list of the differences between prescription and over the counter medicines. |
| Create a Contract | Students will create a contract for using all medicines as directed. They can share this contract with members of their family. |
| Create a Cure | Students create an example of an over-the-counter prescription to cure a common disease. They will provide all instructions that they would find on a prescription label. |
| Create a Quiz | Students will develop a quiz regarding the information they provided in their presentation. |
| Create A Want Ad | Students create a Want Ad identifying characteristics and qualities of emotional health one would have in establishing and maintaining healthy relationships. |
| Critical Incidence | Teacher or students can create a situation that does not have an ending. Using the decision-making model, students will create an ending to the situation. |
| Developing a Support Group | Students will develop a support group for individuals that may have a drug or alcohol problem. (Opportunity to share resources, provide ways to get help, discuss alternatives to substance use, etc.) |
| Dialogue/Script | Teacher or student will designate roles. Teacher or students will provide a conflict or situation in which a solution needs to be made. Students apply the decision-making model to create a healthy solution. |
| Dr. Right | Students will identify important label instructions that assist with taking medicines correctly. |
| Establishing Rules | Students will create a set of rules for school and home regarding alcohol use. |
| Fact Sheet | Students will create a fact sheet describing characteristics of appropriate and reliable medicines. |
| Family Values | Students will work on listing their family values and how they influence their ability to refuse drugs and/or alcohol. |
| Gathering facts from reliable website | Students will choose from the selected drugs presented during the class discussion. They will provide Information using reliable resources to present to the class. |
| Goal-Setting | Students will set goals based on the SMART format. S-Specific, M-Measurable, A-Achievable, R-Realistic, T-Time-Oriented. Goals will be based on core concept outcomes within certain topic areas. |
| Graffiti Wall | Students moving around room, reviewing a term or terms on the wall, will contribute ideas on how parents, family values, media, technology, culture, and peers influence one’s sexual decision making and sexual behavior. |
| Graphic Organizer | Students will complete a table to include the different types of violence (school violence, gang, human trafficking). Students will access valid and reliable resources to define each type of violence and list prevention strategies. |
| Health Lesson Development | Students will create a health lesson to teach elementary school students how to say no to drugs. The lesson will explain what drugs are and how they affect the body. The lesson will also demonstrate how students go through the decision-making model. Finally, the lesson will share examples of verbal and nonverbal ways to say no. |
| I Care Letter | Students will write a short letter to a friend or family member to show support and help them avoid using tobacco products. |
| Influencer Bingo | Students will fill in a bingo board with potential influences on using or not using tobacco products. |
| Interviews | Students will conduct interviews following the criteria established by the teacher. These interview questions will be created by students, with teacher input. Teacher can provide example questions students can choose from. Teacher will utilize the scoring rubric to assess the interviews. |
| Jigsaw | In pairs or groups of three students will be assigned a specific tobacco or nicotine product (cigarettes, smokeless tobacco, e-cigarettes, Vapes, cigars, cigarillos, etc.) and each student constructs an informative collage on the given topic. Groups can share ideas but is responsible for his/her own collage. Collage must accurately and clearly identify the topic in 8 images, incorporates two accurate, impactful, and meaningful statistics/facts related to the topic. The collage must also include tobacco and nicotine prevention strategies to encourage healthy behaviors. |
| Journal | Students will be asked to journal about certain health topic areas. Each writing exercise will be aligned with the core concepts and health literacy skills for that given lesson. |
| Letters | Students create a letter to a peer member. An example would be writing a letter on the importance of personal responsibility for sexual behavior. |
| Likert Chart | Students will create a chart with possible situations they may face throughout their teenage years regarding the consumption of alcohol. The students will list each situation in separate categories (Highly Likely, Likely, Neutral, Unlikely, Never Happen). |
| Matching Mix-Up | Students will create a set of matching cards with long-term and short-term effects on a specific body part from the use of tobacco and nicotine products. |
| Media Presentation | Educational media presentation- (groups of 3) Task is to develop a 5 minute educational presentation for the class. In this presentation you need to address the following two questions:   1. Why should adolescents protect themselves from teen pregnancy and STIs? 2. How can adolescents protect themselves from teen pregnancy and sexually transmitted diseases?   First, research (using valid and reliable facts) each question. You should explore the benefits of not becoming pregnant or contracting a sexually transmitted disease. In addition, you should consider the impact that pregnancy or STIs might have on a person. For question 2, you should cover a variety of barrier methods (abstinence-only). Be sure to include abstinence (abstinence-based or abstinence-only). A minimum of four resources should be used to gather information to answer each question. Potential resources including: libraries, health professionals or other experts in in the field, respected adults (e.g., family members, community members), or health agencies.  Your goal is to persuade others to make healthy choices. When developing your presentation you should the following:  -What is your main message?  -Why is this message important to your audience?  -What materials will be used to convey the message? ( video, posters, handouts, etc.)  You must provide a script of your presentation. You will be assessed on how completely and correctly you demonstrate an understanding of health concepts and how well you advocate for personal, family, community. |
| Medicine Label | Students will create a medicine label with proper instructions and safety concerns. |
| News Article | Students will create a news article on why students choose to use marijuana. The piece will include the failure of teens to utilize refusal skills. The consequences of the teens for refusing to say no. Suggestions on how to educate teens on using refusal skills to avoid marijuana use. |
| Pamphlet/Brochure | Example 1 - Students will create a brochure persuading others to avoid or reduce risky sexual behaviors.  Example 2 - Warning Signs: Students will create a pamphlet discussing some warning signs of extreme alcohol use. |
| Poem/Rap/Song | In groups of three, students create either a poem, rap, or song of 16 lines. The selection must address how to promote healthy family and peer relationships, how to support friends who are progressing through puberty, how influences of peers, culture, media and technology affect relationships and how to persuade others that it is wrong to tease or bully others based on differences in personal characteristics. |
| Popcorn | Students freely offer ideas related to qualities and characteristics of dating relationships, categorizing according to healthy and unhealthy. |
| Poster | Students create a poster to help persuade others to know what to do to take action when someone is being embarrassed or bullied about how they look or how they may be developing at a different rate than others. Teacher will utilize the scoring rubric based on the established criteria to assess the poster. |
| Public Service Announcement | Students create a script to be used in a public service announcement on how to avoid or reduce the risk of pregnancy and the transmission of HIV/STIs. The PSA will be directed toward students in your school and should include the following:  -the script that could be used for a radio public service announcement about the potential strategies used to avoid or reduce the risk of pregnancy and or the transmission of HIV/STIs,  -the PSA should be presented in a way that will persuade the audience to adopt a healthy position |
| Public Service Announcement | Students will research statistics of how alcohol effects the health of students in middle school and high school. Students will provide a positive message to students and family members about the dangers of alcohol. Students will share their message in groups followed by participating in a contest to share the top five messages to students at each school building in their district. |
| Red Light/Yellow Light/Green Light | Using red, yellow and green cards, students will identify positive and negative ways to transmit disease. |
| Research Project | Cocaine research project. Students will locate facts from reliable resources to learn about Cocaine. |
| Resource Guide | Students will develop a resource guide that analyzes how mishandling over the counter and prescription medicines can increase the likelihood of engaging in other unhealthy behaviors. The students will also provide information on how to seek help if someone has a drug problem. |
| Role Model Advocacy Poster | Students will design a poster, emphasizing the importance of being a good role model, for younger students advocating against the use of tobacco and nicotine products. Target audience may be anywhere from 4-7 grade. Include why it is important to be a good, positive role model for those who look up to you and the importance of setting personal goals and priorities to live a healthy lifestyle. |
| Role-Play | Students will participate in the role play activity (scenario, scripts, etc.) Teacher will utilize the scoring rubric to assess the students participating in the role play based on the established criteria. |
| Rules and Laws | Students develop their own rules and laws regarding alcohol on a poster. |
| Scenarios | Teacher or students can create situations that require a solution, or a decision based on core concept outcomes within certain topic areas. |
| School Wide Event | Students will develop a student led event that shares healthy alternatives to drinking alcohol. The students will plan the activities, gather materials or equipment, and include a schedule for students from different grade levels to participate. |
| Self-Evaluation | Students will write a self-evaluation on the benefits of remaining tobacco free, including a commitment to be tobacco free. |
| Student Bio Assignment | Students will create a one-page bio on the qualities they have, activities they like, and positive health behaviors they follow. This one-page bio will be highlighted throughout the school. |
| Thank You Letter | Students create a letter of appreciation to each person identified in their visual display as providing support to the student. |
| Think-Pair-Share | Individually, the students identify the differences and similarities between friendships and romantic relationships. Once identified, students share their list with another classmate. |
| Tri-fold | Students fold 11x14 sheet of paper into thirds, labeling and addressing each section:   1. How technology can impact one’s physical and emotional safety, 2. The hazards of sexting 3. Strategies to use social media safely and respectfully |
| Vision Board | Students create a visual display to show their personal support system. Students should name five people, including at least three adults, and explain how these people are there for support. |
| Web Quest | Students identifying valid and reliable sites on HIV/STIs. How HIV is transmitted, signs and symptoms of HIV/STIs, short and long-term consequences of HIV/STIs, and how one can reduce the risk of HIV/STIs and pregnancy. |
| What’s Your Feeling? | Students will be given a thumbs up and a thumbs down sign to respond to questions of the use of alcoholic products. |