



Middle School

National FFA Organization

Lesson MS.18

UNDERSTANDING ADVERSE EFFECTS OF RISK BEHAVIORS

Unit.

Stage One of Development—ME

Problem Area.

What Foundational Skills Do I Need for Personal Growth?

Precepts.

G2: Respect one's body.

National Standards.

NPH-H5-8.3 - Distinguish between safe and risky or harmful behaviors in relationships.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define risk behaviors.
- 2 Define risk behaviors.



© 2004 National FFA Organization
It is illegal to reproduce copies of this material
without written permission from the National FFA Organization.
National FFA Organization





Time. Instruction time for this lesson: 50 minutes.

Resources



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ MS.18.TM.A
- ✓ MS.18.TM.B
- ✓ MS.18.TM.C
- ✓ MS.18.Assess—one per student
- ✓ Blank sheets of paper



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Delinquency
- ▶ Negative peer relationships
- ▶ Risk behaviors
- ▶ Substance abuse



Interest Approach

Activity: Read an article from your local newspaper about an accident involving drunken driving.



How could this accident have been prevented? What was the cause of the wreck? What was the effect of the wreck?

Correct response: had the driver not been drinking, the accident could have been prevented

Alternate activity: Contact your local Bureau of Motor Vehicles to request a video about drinking and driving or your local health official for a video about drugs, tobacco, or sexually transmitted diseases. Show the video and initiate a short discussion afterwards.



What are other risk behaviors that people engage themselves in?

See the answers below.



For today's lesson, we will be learning about the adverse effects of risk behaviors on individual health and success. We will learn what risk behaviors we can avoid to become successful leaders and how we can help others avoid those same risk behaviors.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define risk behaviors.

Activity: Teach the following material in a Little Professor Moment. Working in pairs, students take turns teaching the information learned from the teacher. Here is how it works:

- 1. In pairs, each student takes on one of two personas. Examples are: Einstein, Magellan, Madam Curie, Edison, or Lincoln.*
- 2. Next, one student of each pair listens to the teacher and takes appropriate notes.*
- 3. That student now teaches his or her partner, ensuring that the partner takes notes and learns the key information.*
- 4. Partners switch and repeat steps 2 and 3.*

Provide the following information on the writing surface, and instruct students to capture the information in their notebooks. Use MS.18.TM.A as a diagram to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.

Begin by stating:



In your pairs, determine who will be Lincoln and who will be Magellan. Magellan's, you are not to listen to anything I am about to say. Lincolns, your job will be to listen intently and take copious notes on what I am about to say so you can teach the Magellan's. Are there any questions?

Teach the following subject matter.

I. **Risk behaviors** are any behaviors that decrease the chance for student success and health. Risk behaviors include taking undue risks: substance abuse, engaging in sexual behaviors and violence, failing in school, delinquency, and developing negative peer relationships

- A. Taking undue risks involves things like failing to wear a seat belt, driving too fast, carrying weapons, or failing to take care of one's health.

Stop the lesson and instruct the students:



Lincolns, it is now your turn to teach the Magellan's what you have just learned. You may begin.

After the students have had time to teach one another, call them back together and state:



All right, Magellan's, it is your turn to listen while the Lincolns take a break. Magellan's, listen intently and take copious notes on what I am about to say so you can teach the Lincolns. Are there any questions?

Teach the following material:

B. **Substance abuse** includes smoking or chewing tobacco products, consuming alcohol, or consuming other illegal substances.



- C. Engaging in sexual behaviors may include premature sexual intercourse, intercourse or sexual behavior with a member of the same sex, or engaging in sexual experiences with multiple partners.

Stop the lesson and instruct the students:



Magellan's, it is now your turn to teach the Lincolns what you have just learned. You may begin.

After the students have had time to teach one another, call them back together and state:



- All right, Lincolns, it is your turn to listen while the Magellan's take a break. Lincolns, listen intently and take copious notes on what I am about to say so that you can teach the Magellan's. Are there any questions?

Teach the following material.

- D. Violence creates a risk of harm and punishment, both inside and outside of school.
- E. Failing academically in school limits future opportunities for education and careers.
- F. **Delinquency** is the failure to attend school daily.
- G. Students who develop **negative peer relationships**-associating with people who engage in risk behaviors or who provide an unfavorable influence on them-are at higher risk of engaging in risk behaviors themselves and failing in school.

Stop the lesson.



All right, Lincolns, you may teach the Magellan's.

Allow the students time to interact and teach.



Are there any questions?

Objective 2. Explain the negative effects of risk behaviors.

Instruct the students:



Think about how a leader determines what he or she needs in order to accomplish a task. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity: Teach the following material using a Me-You-Us Moment. This strategy creates a comfortable environment that encourages each student to contribute his or her ideas. First, each student thinks about the question and writes down his or her answer, which is the me. Next, students share with one or two others as they compare and modify their answers, which is the you. Finally, small groups or individuals share their answers with the entire class, which is the us. The topic to initiate the discussion is:





What are the negative effects of risk behaviors?

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use MS.18.TM.B to facilitate instruction about Objective 2. Relate key terms given in student definitions to the definitions given below.

II. Negative effects of risk behaviors

A. Impact a person's physical health and well-being

1. Substance abuse can impair your judgment and put you and others in harm's way.
2. Smoking reduces the rate of your lung growth, lowers the level of your lung function, and impairs your physical fitness in terms of both performance and endurance, not to mention fouls the air, your breath, and your clothes.
3. Long-term tobacco use can cause such conditions such as yellowed teeth and related dental and gum problems, and diseases such as high blood pressure, heart disease, lung cancer, liver cancer, esophageal cancer, oral cancers, and liver and renal failure, to name a few. Second-hand smoke has serious health risks too.
4. High-risk sexual behaviors can frequently result in substance abuse; lowered self-esteem; underachievement in scholastics, sports, and career goals; unplanned pregnancies; and a host of sexually transmitted diseases, including AIDS/HIV.
5. A shortened life expectancy and an untimely death can likely be the bottom line and the end result of those engaging in high-risk behaviors.

B. Impact a person's financial health and well-being.

1. A pack of cigarettes can cost in excess of \$3.00, and a six-pack of beer in excess of \$6.00, and these costs increase exponentially as the individual becomes addicted to these and other substances.
2. A person's image and respect are likely to suffer as a result of high-risk behaviors. Employers are unlikely to hire individuals who are incapable of accepting responsibility for their behavior.
3. If an individual engages in these disease-producing risk behaviors at an early age, he or she will likely incur higher medical expenses over a lifetime and a shortened life expectancy.

Objective 3. Identify methods for warding off health risks and negative peer pressure.



Think about methods for avoiding high-risk behaviors and negative peer pressure. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Teach the following material in a Marcel Marceau Moment. Students create mime movements for the content. Others guess the answers and explain how the movements help to remember the content. This is similar to a Motion Moment in that students connect content to a body motion or gesture. The Marcel Marceau Moment lets students create their own movements, whereas the Motion Moment is teacher-generated.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use MS.18.TM.C to facilitate instruction about Objective 3. Relate key terms given in student definitions to the definitions given below.



III. Methods for warding off health risks and negative peer pressure include creating positive peer relationships, exercising, studying, participating in sports or other extracurricular activities, becoming involved in FFA and/or 4-H, attending church services, and engaging in community service projects.

A. Positive alternatives to risk behaviors exist within the school setting, some in the form of extracurricular activities. Some of them are:

1. FFA
2. 4-H
3. Athletics



Other organizations include student council, class officer positions, SADD-Students Against Drunk Driving-and foreign language clubs.

B. What are the benefits of these alternatives to avoiding high-risk behaviors?

1. A student can learn leadership and teamwork skills.
2. Students can build quality friendships that will last a lifetime.
3. Participation in organizations often leads to scholarships and job opportunities.
4. Service organizations and projects add to a person's quality of life.
5. By forgoing high-risk behaviors, a person can maintain and improve his or her physical health and appearance, adding years to his or her life expectancy and vitality to his or her life.



Review/Summary

Have students think about the adverse effects of risk behaviors. This activity requires them to listen carefully, think creatively, and share ideas with the class.

Activity: Review, using a Bob the Weather Guy Moment. Students deliberate and then present an idea, concept, or process as if it were a weather report. Challenge them to forecast what will happen, show how other people and activities will be affected, and what their latest Doppler Radar explains about this idea, concept, or process. The weather report should reflect knowledge of the adverse effects of risk behaviors.



Application

►Extended Classroom Activity:

Have students identify risk behaviors currently in practice in the school and develop a plan for eliminating or avoiding those risk behaviors.



►FFA Activity:

Develop a program for encouraging positive practices and avoidance of risk behaviors that can be presented to third through fifth graders or sponsor a MADD/SADD presentation to the entire school before prom night.

►SAE Activity:

Have students identify negative risk behaviors associated with their SAE and develop alternative practices to avoid or eliminate them.



Evaluation

Use MS.18.Assess.

Answers to Assessment:

Part One: Matching

1. c
2. b
3. a
4. d

Part Two: Completion

1. seat belt, weapons
2. opportunities, careers
3. image, respect
4. FFA, student council
5. exercising, community service

Part Three: Short Answer

1. Risk behaviors generally cost great sums of money. A pack of cigarettes costs \$3.00 to \$4.00, a 6-pack of beer costs \$6.00, and the costs add up as the individual becomes addicted to these and other substances. Additionally, if a person engages in these illness- and disease-causing risk behaviors at an early age, he or she will incur high medical expenses over their lifetime, limiting the quality of life and financial resources to enjoy such things as travel, vehicles, and recreation.
2. A student can learn leadership and teamwork skills. Students can build quality friendships that will last a lifetime. Participation in organizations often leads to scholarships and college and job opportunities. Service organizations and projects add to a person's quality of life. A person forgoing high-risk behaviors maintains and improves his or her physical health and appearance, adding years to his or her life.



UNDERSTANDING ADVERSE EFFECTS OF RISK BEHAVIORS

►Part One: Matching

Instructions: Match the term with the correct response. Write the letter of the term by the definition.

- a. Delinquency
- b. Negative peer relationships
- c. Risk behaviors
- d. Substance abuse

- _____ 1. Any behaviors that decrease the chance for student success and health
- _____ 2. Include associating with people who engage in risk behaviors or who provide a negative peer influence
- _____ 3. The failure to attend school daily
- _____ 4. Includes smoking or chewing tobacco products, consuming alcohol, or consuming other illegal substances

►Part Two: Completion

Instructions: Provide the word or words to complete the following statements.

- 1. Taking undue risks involves things like failure to wear a _____, driving too fast, carrying _____, or failure to take care of one's bodily health.
- 2. Failing academically in school is a risk of limiting future _____ for education and _____.
- 3. A person's _____ and _____ generally suffer as a result of risk behaviors.
- 4. Several positive alternatives to risk behaviors exist within the school setting, some in the form of extracurricular activities, such as _____, 4-H, _____, and athletics.
- 5. Methods for warding off health risks and negative peer pressure include creating positive peer relationships, _____, studying, participating in sports or other extracurricular activities, becoming involved in FFA and/or 4-H, attending church services, and engaging in _____ projects.

►Part Three: Short Answer

Instructions. Provide information to answer the following questions.

- 1. How can risk behaviors cost large sums of money.
- 2. What are the benefits of avoiding high-risk behaviors.



RISK BEHAVIORS

◆ Risk behaviors are any behaviors that decrease the student's chance for health and success.

◆ Taking undue risks includes: failure to take care of one's health, failure to wear a seat belt, driving too fast, or carrying weapons.

◆ Substance abuse includes: using tobacco products or consuming alcohol or other illegal substances.

◆ Engaging in sexual behaviors may include: premature sexual intercourse, intercourse with a member of the same sex, or intercourse with multiple partners.

◆ Violence creates a risk of harm and punishment.

◆ Failing academically in school limits future opportunities for education and careers.

◆ Delinquency is the failure to attend school daily.

◆ Negative peer relationships include associating with people who engage in risk behaviors or who provide negative influences.



NEGATIVE IMPACTS OF RISK BEHAVIORS

- ◆ **Dropping out of school limits a person's education, and thus, his or her future career opportunities.**
- ◆ **Illnesses and diseases are often the result of by risk behaviors.**
- ◆ **Risk behaviors generally cost great sums of money.**
- ◆ **If a person engages in risk behaviors at an early age, he or she will likely incur high medical expenses over a lifetime.**
- ◆ **A person's image and respect generally suffer as a result of risk behaviors.**
- ◆ **Death may result from high-risk behaviors.**



METHODS FOR AVOIDING RISK BEHAVIORS

Several positive alternatives to risk behaviors exist within the school setting:

- ◆ Extracurricular activities
- ◆ FFA
- ◆ 4-H
- ◆ Student council
- ◆ Athletics

What are some benefits of these alternatives to avoiding high-risk behaviors.

- ◆ A student can learn leadership and teamwork skills.
- ◆ Students can build quality friendships that will last a lifetime.
- ◆ Participation in organizations often leads to scholarships and job opportunities.
- ◆ Service organizations and projects add to a person's quality of life.
- ◆ A person can maintain and improve his or her physical health and appearance, adding years to his or her life expectancy.

