

MANCHESTER REGIONAL HIGH SCHOOL

HEALTH EDUCATION 2

**REVISED & ADOPTED
OCTOBER 2017**

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COURSE DESCRIPTION: Health Education II

Health Education II is a quarterly course that includes the study of driver education theory. The purpose of the course is to provide students with a better understanding of the vehicle, information concerning insurance, the laws that govern us as drivers, in addition to the minimum ten hours of drug and alcohol education and ten hours of HIV/AIDS education.

COURSE DATA:

Length of Course: One Marking Period
Credits: One and One-Quarter (1 ¼)
Periods Per Week: Five
Classification: Required
Prerequisite: Health Education I

EVALUATION:

The purposes of evaluation are to provide information about student progress. Knowledge of the material presented will be determined by utilizing tests, homework assignments, class participation, daily notes from class lecture and audio-visual presentations and student projects.

EVALUATIVE ACTIVITIES:

Periodic Tests: 50%
Quizzes: 30%
Student Participation: 20%
Class attendance as per BOE policy
Student projects

GRADING STRUCTURE:

Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

MANCHESTER REGIONAL HIGH SCHOOL

Course Title: Health Education II - Driver Education Theory

Course Proficiencies:

Upon completing a course in Driver Education Theory, the students will be able to:

1. Describe the highway transportation system.
2. Describe the instruments, gauges, lights, controls and safety features.
3. Describe starting the engine of a vehicle.
4. Describe steering, accelerating, and braking in a vehicle.
5. Differentiate between automatic and standard vehicle.
6. Describe braking, lane changing, turning, backing up, and changing direction.
7. Differentiate between diagonal, perpendicular and parallel parking.
8. Describe IPDE process.
9. Describe how to handle road hazards while driving a vehicle.
10. Describe how to manage time, speed, and space around one's vehicle.
11. Describe limited visibility, limited traction, lateral access, limited space, and risk takers.
12. Describe how to apply for a New Jersey driver's license.
13. Describe the requirements needed for a New Jersey driver's license.
14. Describe driving basics that begin upon entering a vehicle.
15. Describe safe driving rules and regulations.
16. Describe defensive driving.
17. Describe traffic laws.
18. Describe how drinking and using drugs affect the ability to drive a vehicle.
19. Describe how to react to driving problems and emergency situations.
20. Describe title, vehicle registration, license plates, and insurance.
21. Describe traffic signs, signals and road markings.

MANCHESTER REGIONAL HIGH SCHOOL

Course Outline: Driver Education Theory

Student Outcome

The student will be able to:

1. Describe the highway transportation system.
2. Describe auto, highway, and traffic engineer's highway responsibilities.
3. Explain causes of HTS failures.
4. Describe the legal responsibilities of drivers.
5. Describe the personal responsibilities of drivers.
6. Describe indicators in a vehicle.
7. Describe the gauges in a vehicle.
8. Describe the controls in a vehicle.
9. Describe the lights and signal in a vehicle.
10. Describe safety features in a vehicle.
11. Differentiate between side view and rear view mirrors.
12. Understand how to start an engine.
13. Describe location and use of steering, accelerating and braking.
14. Describe automatic transmission vehicle.
15. Describe standard transmission vehicle.
16. Differentiate between changing lanes and turning lanes.
17. Describe backing up vehicle and changing directions.
18. Describe diagonal, perpendicular, and parallel parking.
19. Describe the IPDE process.
20. Describe avoiding road hazards.
21. Differentiate between separating and compromising road hazards.
22. Describe how to manage time, speed and space.
23. Describe how to adapt IPDE process to limited visibility, limited traction, limited space, lateral access, and risk taking drivers.
24. Explain how to apply a New Jersey driver license.
25. Describe the rules and regulations needed to follow when driving a vehicle in New Jersey.
26. Describe defensive driving.
27. Describe New Jersey traffic laws.
28. Describe the effects of driving while under the influence of drugs/alcohol.
29. Describe how to handle various emergency situations.
30. Describe vehicle title, registration, insurance, and license plates.
31. Describe traffic signs, signals, and road markings.

MANCHESTER REGIONAL HIGH SCHOOL

COURSE OUTLINE: HEALTH EDUCATION II

UNIT I: The Motor Vehicle and its Effect on Modern Living

TOPICS

- A. Social, economic and historical implications
 - 1. Social significance of automobile transportation
 - a. Individual and family use
 - 1) Business
 - 2) Pleasure
 - 3) Recreation
 - b. Community use of motor vehicles
 - 1) School buses
 - 2) Fire departments
 - 3) Ambulance
 - 4) Post Office vehicles
 - 5) Police
 - c. Commercial use of vehicles
 - 1) Trucks
 - 2) Buses
 - 3) Taxicabs
 - 2. Economic factors in motor vehicle transportation
 - a. Influence upon the family, community, and commercial Agencies
 - b. Vocational opportunities
 - c. Financial losses due to accidents
 - 3. History of transportation improvements in the motor vehicle and how they affect driving
 - a. Body construction
 - b. Power
 - c. Safety devices
- B. The traffic accident problem
 - 1. Statistical background
 - a. National
 - b. State
 - c. Local
 - 2. Major points of emphasis
 - a. Since 1900, more than twice as many people have been killed in traffic accidents than in all our major wars.
 - b. There is a traffic death every twelve minutes, and a critical injury every twenty seconds.
 - c. Younger drivers, constituting approximately 19% of all drivers, are involved in approximately 30% of all traffic accidents.
 - 3. Need for driving education
 - a. Producing safer drivers
 - b. Helping decrease accident rates

Time Frame: 1 week

UNIT II: Psychophysical Considerations

- A. Characteristics of good drivers
 - 1. A sense of social responsibility
 - a. Regard driving as a privilege

- b. Share the road with others
- c. Practice good citizenship
- d. Set a good example
- e. Respect the law and law enforcement
- f. Give full attention to the driving situation
- 2. A sound concept of themselves in relation to other drivers
 - a. Recognize the existence of, and need to adjust to, individual differences
 - b. Compensate own inadequacies
 - c. Recognize existence of inadequacies of other drivers
- 3. An active interest in self-improvement
 - a. Keep up to date with technological advances
 - b. Welcome constructive criticism
 - c. Keep well-informed of law changes
- 4. Emotional and physical fitness
 - a. Anticipate hazardous movements of other highway users
 - b. Are mature enough to control own emotion
 - c. Drive only when in good physical and emotional condition
 - d. Realize that ability cannot compensate for vehicle defects
- B. Physical problems that may lead to accidents
 - 1. Temporary disabilities
 - a. Fatigue
 - 1) Physical
 - 2) Mental
 - b. Intoxicants
 - 1) Types
 - 2) Initial and prolonged effects
 - 3) Legal control and restrictions
 - 4) Implied Consent Law
 - 5) Chemical testing
 - c. Illness
 - d. Drugs and narcotics
 - 1) Types
 - 2) Initial and later effects
 - 3) Legal control and restrictions
 - e. Carbon monoxide
 - f. Inattention
 - g. Nervous tension
 - 2. Compensable or correctable disabilities
 - a. Stature
 - b. Defective vision
 - 1) Visual acuity
 - 2) Depth perception
 - 3) Peripheral vision
 - 4) Color perception
 - 5) Glare vision and recovery
 - 6) Dark adaptation
 - c. Impaired hearing
 - d. Deformities
 - 1) Upper extremities
 - 2) Lower extremities
 - e. Conditional Licenses
 - 3. Permanent disabilities (Brief treatment)
 - a. Cardiovascular disease
 - b. Convulsive disorders
 - c. Organic brain disorders
 - d. Diabetics

- e. Muscular control disorders
- 4. Reaction time
 - a. Definition
 - b. Influencing factors
 - 1) Attention
 - 2) Perception
 - 3) Interpretation
 - 4) Decision
 - 5) Action
- C. Psychology of the driver
 - 1. Characteristics of problem drivers
 - a. Poor distance judgment
 - b. Improper driving attitudes
 - 1) Lack of courtesy
 - 2) The "road hog"
 - 3) Speeders
 - 4) Temperamental drivers
 - 5) The "show off"
 - 6) Overly cautious drivers
 - 7) Impatient drivers
 - 8) Irresponsible drivers
 - 9) Inattentive drivers
 - 2. Emotional factors
 - a. Fear
 - b. Anger
 - c. Depression
 - d. Elation
 - e. Anxiety
- D. Psychology in testing
 - 1. Reaction time
 - a. Detonator
 - b. Reactometer
 - 2. Hearing
 - 3. Judgment
 - 4. Vision
 - a. Glare recovery
 - b. Visual acuity
 - c. Depth perception
 - d. Peripheral vision
 - e. Color perception
 - 5. Attitude inventories

Time Frame: 1 week

UNIT III: Understanding the Automobile

- A. Principles of automobile construction
 - Body types
- B. Major component parts
 - 1. Engine
 - a. Internal combustion
 - b. Basic gasoline engine
 - c. Four-stroke cycle
 - 2. Fuel and exhaust system
 - a. Operation
 - b. Components
 - 3. Ignition and electrical system
 - a. Functions

- b. Components
 - 4. Crankcase lubrication system
 - a. Functions
 - b. Components
 - 5. Cooling system
 - a. Types
 - b. Components
 - 6. Power transmission system
 - a. Standard
 - b. Automatic
 - c. Component parts
 - 7. Steering system
 - a. Manual
 - b. Power assisted
 - c. Components
 - 8. Brake systems
 - a. Hydraulic
 - b. Power assisted
 - c. Component parts
 - d. Parking brake
 - e. Disc brakes
 - 9. Frame and suspension system
 - a. Types
 - b. Component parts
 - 10. Wheels
 - 1 Size
- C. Informational device
 - 1. Speedometer
 - 2. Odometer
 - 3. Ameter or generator
 - 4. Oil pressure indicator
 - 5. Temperature gauge
 - 6. Fuel indicator
 - 7. High-low beam indicator
- D. Operation switches
 - 1. Ignition switch
 - 2. Starter switch
- E. Auxiliary switches or controls
 - 1. Headlights
 - 2. Tail lights
 - 3. Brake lights
 - 4. Backup lights
 - 5. Dome light
 - 6. Instrument panel lights
 - 7. Windshield wipers
 - 8. Horn
 - 9. Window washer
- F. Operational control devices
 - 1. Clutch pedal
 - 2. Gearshift or selector level
 - 3. Accelerator pedal
 - 4. Foot brake
 - 5. Parking brake
- G. Additional equipment and safety features
 - 1. Directional signals
 - 2. Sun visors
 - 3. Defroster and heater unit

4. Padded dashboard
 5. Rear-view and side-view mirrors
 6. Seat belts
 7. Current developments
- H. Driver Safety Inspections
1. Steering System
 2. Brakes
 - a. Foot
 - b. Parking
 3. Tires
 4. Lights
 5. Horn
 6. Windshield wipers
 7. Clear visibility -- safety glass

Time Frame: 1 week

UNIT IV: Traffic and Highway Engineering

- A. Roads of the past and present
 1. Brief history of roads
 2. Financing
- B. Functions of traffic and highway engineers
 1. Traffic engineering
 - a. Reduce accident frequency on all streets and highways
 - b. Increase vehicle capacity of roadways through efficient control of traffic flow
 - c. Reduce delays to through streets and to traffic on adjacent streets
 - d. Determine the need for traffic control devices
 2. Highway engineering
 - a. Recommend and inspect the composition and design of roads
 - b. Determine proper grades
 - c. Consider advantages and disadvantages of access roads
 - d. Determine place and type of interchanges
- C. The roadway system
 1. Route numbers
 - a. Interstate
 - b. Federal
 - c. State
 2. Types
 - a. State highway system
 - b. County highway system
 - c. Municipal streets and roadways
 - d. Turnpikes and Parkway systems
 - 1) Basic advantages
 - 2) Characteristics
 - 3) Supervision
 - a) State
 - b) Other
- D. Traffic control devices
 1. Signs
 - a. Regulatory
 - b. Warning and advisory laws
 - c. Guide
 2. Signals
 - a. Types
 - b. Timing

- c. Location
- d. Visibility
- e. Coordination
- f. Color standards
- 3. Markings
 - a. Center line
 - b. Double line
 - c. Dotted line
 - d. Pedestrian walk
 - e. Miscellaneous
- E. Techniques used to plan and design new facilities
 - 1. Surveys
 - 2. Radar
 - 3. Counters
 - 4. Questionnaires
 - 5. Future traffic problems

Time Frame: 1 week

UNIT V: The Driving Task

- A. Basic fundamentals
 - 1. Initial considerations
 - a. Pre-driving habits
 - b. The driver
 - c. The vehicle
 - 2. Controls
 - a. Location
 - b. Use
 - 3. Starting and stopping the engine
 - 4. Putting the car in motion
 - a. General considerations
 - b. Forward
 - 1) Shifting gears
 - 2) Gear selection
 - c. Backing
 - 5. Stopping
 - a. Correct procedure
 - b. Leaving the car
 - 6. Steering
 - a. Hand position
 - b. Procedure
 - 1) Straight
 - 2) Turns
 - 3) Backing
 - c. Speed considerations
 - 7. Distance judgment
 - Recommended procedures
 - 1) Using bumpers as guide
 - 2) Tire positions
 - 3) Fixed objects
 - 4) Fender clearance
 - 8. Turning
 - a. General considerations
 - 1) Hand positions
 - 2) Blind spots
 - 3) Guidelines
 - b. Right turns

- c. Left turns
- d. "U" turns
- e. Driveway, intersection or side road turns
- f. Narrow street or 3-point turns
- g. Backing turns
 - 1) Right
 - 2) Left
- 9. Parking
 - a. General considerations
 - b. Parallel parking
 - c. Angle parking
 - d. Leaving a parking space
 - e. Grade parking
 - 1) Upgrade
 - 2) Downgrade
- B. Preparing to drive in public
 - 1. Giving signals
 - a. Directional signals
 - b. Hand signals
 - 2. Stopping distances
 - a. Reaction time
 - b. Following distance
 - c. Breaking distance
 - d. Skidding
 - 3. Speed ranges
 - a. Road conditions
 - b. Traffic
 - c. Turning
 - 4. The Smith System
 - a. Aim high in steering
 - b. Get the big picture
 - c. Keep your eyes moving
 - d. Make sure others see you
 - e. Always leave yourself an "out"
 - 5. Defensive driving
 - a. Points of emphasis
 - 1) Hope for the best, but expect the worst, from other drivers.
 - 2) Always leave yourself an "out" in case of unpredictable behavior on the part of other drivers and pedestrians.
 - b. Perception
 - c. Following distance
 - d. Anticipation
 - e. Foresight
 - 6. Variables in the driving task
 - a. Intersections
 - 1) Controlled
 - 2) Uncontrolled
 - b. Side streets
 - c. Parked cars
 - d. Traffic
 - 1) Same direction
 - 2) Opposite direction
 - e. Control signals
 - 1) Lights
 - 2) "Stop" streets
 - f. Pedestrians

- g. Traffic lanes
 - h. Distractions
 - i. Miscellaneous
- C. Advanced driving
1. Adjusting to existing conditions
 - a. Vehicle driven
 - b. Driver's condition
 - c. Road conditions--wet, dry
 - d. Weather conditions
 - 1) Rain
 - 2) Snow
 - 3) Ice
 - 4) Bright sun
 - 5) Fog
 - e. Recommended speeds
 - Prima facie speed limits
 2. Various driving situations and conditions
 - a. Points of emphasis - basic differences
 - b. City driving
 - c. Country driving
 - d. Highway driving
 - e. Expressway driving
 - 1) Freeways
 - 2) Turnpikes
 - 3) Parkways
 - f. Night driving
 - g. Winter driving
 - h. Mountain driving
 - i. Driving in heavy traffic
 3. Special maneuvers
 - a. Hills
 - b. Curves
 - c. Circles
 - d. Railroad curves
 - e. Bridges
 - f. Cloverleafs
 - g. Passing and being passed
 - h. Wheels leaving the road
 - i. Different road surfaces
 - j. Miscellaneous
 4. Emergency
 - a. Skidding
 - 1) Cause
 - 2) Pushing
 - 3) Being pushed
 - 4) Auxiliary starting
 - b. Tire failure
 - 1) Punctures
 - 2) Blow-Out
 - 3) Changing procedures
 - c. Automobile fires
 - Recommended procedure
 - d. Over-heating
 - e. Miscellaneous emergency repairs
 - f. Other emergency situations
 - 1) Car pulling into your lane
 - 2) Gas pedal sticking

- 3) Brake failure
- 4) Dog or other animal running in front of car

Time Frame: 1 week

UNIT VI: Accident Liability and Insurance

- A. Accident responsibility
 1. Liability
 2. Negligence
 3. Contributory negligence
- B. Legal procedure
 1. Criminal negligence cases
 2. Civil cases
 3. Damage costs awarded to others
 - a. Property damage--liability
 - b. Bodily damage--liability
 4. Retribution
 - a. Pay damages if able
 - b. Wages attached to make payment
 - c. Imprisonment
- C. Types of insurance
 1. Automobile owner only
 - a. Theft
 - b. Destruction by fire or collision
 - c. Personal injury
 2. Liability insurance
 - a. Bodily injury
 - 1) General information
 - 2) Minimum coverage
 - b. Property damage liability
Damages done by owner's vehicle
 - c. Medical payments
 - 1) Occupants of insured auto
 - 2) General
 - d. Collisions
 - 1) Insured car
 - 2) Deductible systems
 - e. Comprehensive physical damage
 3. Compulsory Insurance
 4. Financial responsibility laws
 - a. General information
 - b. Assigned risk plan
 - c. Motor vehicle accident fund
Protection against uninsured motorists
- D. Reduction in premiums upon satisfactory completion of driver education course
- E. Driver's responsibility when involved in an accident
 1. Stop immediately
 2. Render every possible aid to injured
 3. Exchange identification information with other driver or occupants of vehicle, or vehicles involved
 4. Complete required accident forms
 5. Notify insurance company

Time Frame: 1 week

UNIT VII: Motor Vehicle Administration

- A. Department of Law and Public Safety
 - 1. Office of the Attorney General
 - Basic functions
 - 2. Division of State Police
 - a. Traffic safety functions
 - 1) Enforcing the law as it is written
 - 2) Protecting a person's privilege as a driver
 - b. Police traffic supervision
 - 1) Enforcement--police power and deterrence
 - 2) Accident investigations and reporting
 - 3) Traffic direction and control
 - 4) Accident records
 - c. Enforcement action
 - 1) Citation
 - 2) Arrest
 - 3) Warning-oral, written and visual
 - 3. Division of Law
 - a. Traffic courts
 - b. Purpose
 - 1) Interpret traffic laws and violations
 - 2) Assign fair and justified penalties for traffic violations
 - 3) Provide a basis of respect for law
 - c. Traffic offenses
 - 1) Criminal case--violation of law misdemeanor
 - 2) Civil case--damages concerned
 - d. How one gets into court
 - 1) Summons
 - 2) Complaint and warrant
 - 3) Citation
 - 4) Notice to appear
 - 5) Corrective action
 - 4. Division of Motor Vehicles
 - a. Purpose
 - 1) Supervise and control the licensing of drives, vehicle registration and vehicle inspection
 - 2) Inform local inhabitants of changes in motor vehicle laws
 - 3) Prepare and provide drive manuals
 - b. Basic functions
 - 1) Driver licensing
 - a) Vision test
 - b) Written test
 - c) Road test
 - 2) Vehicle registration
 - 3) Vehicle inspection
 - 4) Accident reports
 - 5) Records
 - 6) Driver improvement
- B. Local police department
 - 1. Line functions
 - Traffic direction and control--most time consuming
 - 2. Supporting functions
 - 3. Staff functions

Time Frame: 1 week

UNIT VIII: Laws Governing Vehicle Operation and Ownership

A. Laws of nature

1. Their effects on vehicle operation

- a. Friction
 - 1) Tire
 - 2) Brakes
- b. Centrifugal and centripetal
 - 1) Force
 - 2) Effects on driving
- c. Kinetic energy
 - 1) Momentum
 - 2) Impact
- d. Force of gravity
 - Effect on driving
- e. Stability
 - Significance and prevalence
- f. Stopping distance
 - 1) Reaction time and distance
 - 2) Braking time and distance
- g. Acceleration and deceleration

B. Man-made laws

1. General information about traffic laws

- a. Purpose of the necessity for traffic laws
 - 1) To promote the safe, efficient flow of traffic
 - 2) To serve as guides for those who desire to drive safely and correctly
 - 3) To promote uniform driving practices
 - 4) To give some assurance that motor vehicle operation is controlled
- b. Persons and places subject to traffic laws
 - 1) All persons using streets and highways, unless otherwise specified
 - 2) All streets or highways, unless otherwise specified
- c. Origin and development of traffic laws
 - 1) Legislative enactment
 - a) Local--parking and traffic control
 - b) State--automobile registration, licensing, inspection, etc.
 - c) Federal--defense activities and interstate travel

2. Uniform Vehicle Code

- a. Contents
- b. Adoption by states

3. Basic laws

- a. The driver's license
 - 1) Qualifications
 - 2) Permits
 - 3) Types of licenses
 - 4) Examination
 - 5) Changes, duplicates and renewals
- b. Vehicle registration
 - 1) Certificate of ownership
 - 2) License plates
 - 3) Replacement of lost certificates or plates
 - 4) Change of vehicle or address
- c. Vehicle inspection

- 1) Frequency
- 2) Procedure
 - Safety equipment
- d. Rules of the road and various prohibitive action
 - 1) Title 39
 - 2) Speed
 - 3) Following distance
 - 4) Keep to the right
 - 5) Right-of-way
 - 6) Careless and reckless driving
 - 7) Turns
 - 8) Signals
 - 9) Required stops
- 4. Accident reporting
 - a. Kinds
 - 1) Oral report by driver to owner of vehicle or other property
 - 2) Report to police of personal injury or property in excess of \$200
 - 3) Time limitations
 - 4) Procedure
- 5. Penalties
 - a. Essential elements of a criminal set
 - 1) An act prohibited by law
 - 2) An omission required by law
 - 3) An act or omission sanctioned by penalty
 - b. Major offenses
 - 1) Reckless driving--willful and wanton
 - 2) Careless driving--negligence
 - 3) Driving under the influence
 - 4) Driving while impaired
 - 5) Negligent homicide--misdemeanor
 - 6) Involuntary manslaughter--felony
 - c. Kinds of actions
 - 1) Revocation--termination of license
 - 2) Suspension--temporary withdrawal
 - 3) Restriction--time, vehicle, area, etc.
 - 4) Violator's school
 - 5) Cancellation--mistaken identity
- 6. Review regulatory traffic information
 - a. Signs--types and purpose
 - b. Traffic lights
 - c. Roadmarkings

Time Frame: 1 week

UNIT IX: The Pedestrians and Other Highway Users

- A. Accident facts
 - 1. Pedestrian
 - 2. Cycles
 - a. Bicycle
 - b. Motor
 - 3. Animals, etc.
 - 4. Location factors
 - a. Urban
 - b. Rural
- B. Driver considerations

1. Individual characteristics
 - a. Pre-school children
 - b. School-age children
 - c. Elderly persons
 - d. Handicapped persons
 - e. Uniformed persons
 - f. Careless persons
 - g. Individual who takes chances
 - h. Others
 2. Dangerous practices
 - a. Driver
 - b. Pedestrian
 - c. Cyclist
 3. Animals, etc.
 - a. Mountainous areas
 - b. Farm areas
 - c. Crossing
 - d. Recommended practices
 4. Basic responsibility
- C. The pedestrian
1. Rules and regulations
 - a. Title 39
 - b. Protective devices
 - 1) Crosswalks
 - 2) Signals
 2. Safe practices
 - a. General
 - b. Crossing streets
 - c. Walking on highways
 - d. Leaving vehicles
 - 1) Automobile
 - 2) Bus
 - 3) Streetcar
 - e. Physical conditions
 - 1) The individual
 - Alcohol and drugs
 - 2) The weather
 - a) Rain
 - b) Ice
 - c) Snow
 - d) Fog
 - 3) Time of day
 - a) Dawn
 - b) Dusk
 - c) Darkness
 - 4) Time of year
 - a) Seasonal considerations
 - b) Holidays
 3. Motor driven cycles
 - a. Types
 - 1) Motorized bicycles
 - 2) Motor scooters
 - 3) Motorcycles
 - b. Characteristics
 - Dangerous practices
 - c. Basic problems
 - 1) Misuse of vehicle

- 2) Inexperienced operators
 - 3) Automobile operators not accustomed to cycles
 - 4) Faulty equipment
 - 5) High speeds
 - 6) Poor compliance with traffic laws
- D. Methods of prevention
- 1. Child training in safety habits
 - 2. Safety education
 - 3. Adult pedestrian education
 - Non-drivers
 - 4. Enforcement
 - a. Warning
 - b. Arrest
 - 5. Changing or improving poor attitudes
 - a. Driver
 - b. Cyclist
 - c. Pedestrian

Time Frame: 1 week

UNIT X: Consumer Education

- A. Purchasing an automobile
- 1. General considerations
 - a. Purpose
 - b. Make and model
 - c. Replacement
 - 2. Purchasing information
 - a. Basic prices
 - 1) New
 - 2) Used
 - 3) Extra equipment
 - b. What to look for and consider
 - c. Questions to ask
 - d. Hidden costs
 - 3. Review insurance recommendations
 - 4. Review registration and inspection requirements
- B. Preventive maintenance
- 1. Inspection adjustment and repairs
 - a. Recommended intervals
 - b. Basic procedures
 - 2. Lubrication
 - a. Engine
 - b. Chasis
 - 3. Engine tune-up
 - 4. Brake adjustment
 - 5. Tire care
 - 6. Miscellaneous
- C. Economy of operation
- 1. Driving habits
 - 2. General vehicle condition
 - 3. Fuel
 - a. Selection
 - b. Refueling practices
 - 4. Oil
 - a. Selection
 - b. Changing
 - c. Additives

- d. Replacing filter
- 5. Radiator
 - a. Water level
 - b. Antifreeze
 - c. Additives
 - 1) Rust inhibitors
 - 2) Water pump lubricants
 - d. Flushing intervals
- 6. Battery
 - a. Selection
 - b. Water level
 - c. Contact points
- 7. Tires
 - a. Selection
 - b. Sizes
 - c. Rotation
 - d. Periodic checks
- D. Trip planning
 - 1. Preparing the automobile
 - a. General check-up
 - b. Equipment necessary in event of emergency
 - 2. Selecting the route
 - a. Purpose of trip
 - b. Time for trip
 - c. Time of year
 - 3. Map reading
 - Locating and interpreting legends
 - a. Classification of roads
 - b. Classification of route markers
 - c. Measurement of distance
 - d. Locating places of interest
 - 4. Review road markings, signs and signals
 - 5. Variances in road laws, rules and regulations

Time Frame: 1 week

UNIT XI: Drug and Alcohol

Time Frame: 10 hours

A. Discuss effects of drug/alcohol use behind the wheel

Standards:

2.1.12. A- 1+2, D 3-5, 2,3.12. B 1-5

Writing Standards Grades 9-12

WHST 9-10.1, 9-10.6, 9-10.7, 9-10.8, 9-10.9

BIBLIOGRAPHY

HEALTH EDUCATION 2

Johnson, Duane R. Tomorrow's Drivers. Boston: Houghton Mifflin Company, 1986.

New Jersey Driver Manual - New Edition Each year

Crabb, Owen., Johnson, Margaret L., Opfer, Arthur A., Thiel, Randell R. Drive Right 10t Edition. Prentice Hall, Upper Saddle River, NJ, 2003.

Driver's Education Videos/DVDs:

1. Practicing Basic Control Tasks Behind the Wheel - DVD, Meridian Education, Lawrenceville, NJ
2. The Cost of Drinking and Driving
3. Street Smarts - General Motors
4. Kids and Airbags - Allstate
5. Real World Driver; Driving Skills for Life - Ford Motor Company
6. Lookin' Alive - General Motors
7. Safety Belts: For Dummies or for People? And The Game of Your Life - General Motors
8. Don't Let Up! ABS - AAA Foundation for Traffic Safety and General Motors
9. Young Drivers: The High Risk Years
10. Jane: A Film

Web Sites:

1. www.golocalnet.net
2. www.edisondriving.com
3. www.safetyfirstdriving.com
4. www.qoia.com/de

MANCHESTER REGIONAL HIGH SCHOOL

COURSE OUTLINE: Drug and Alcohol Education

Unit I: Necessity for increased knowledge in Drug Education

Unit II: Discovery of individual needs

- a. Basic physical needs
- b. Basic psychological needs

Unit III: Reasons for the uses and abuse of drugs

- a. Curiosity
- b. Social Pressure (peer pressure)
- c. Desire to please
- d. Fear of Unpopularity
- e. Escape from school, family, etc.
- f. Boredom
- g. Rebellion against authority
- h. Despair and frustration
- i. To prove that they can control drugs
- j. To relax
- k. To fulfill a purposeless life
- l. To shock the "establishment"

Unit IV: Marijuana (Cannabis)

A. Specifics

1. Medical use - none in the United States (used in the Middle East)
2. Dependence - Psychological not physical
3. Abuse - May cause drowsiness or excitability, dilated pupils. May cause excessive talking, laughter, hallucinations, and feeling of euphoria. Sense of time, distance, vision, hearing may be distorted. Ability to perform certain tasks may be impaired (drive autos, operate machinery, etc.) May cause dizziness, dry mouth, burning eyes, frequent urination, diarrhea, nausea, hunger (particularly for sweets)
4. Tolerance - (controversial point) no clear medical determination to date
5. Taken - smoked or orally
6. Controls - Marijuana Tax Act (1937) Federal

A. Comments

1. Legally defined as a narcotic at present
2. Acts like alcoholic (loosens inhibitions)
3. Can have unpredictable effects
4. A "learned substance" - it will do for a person what he wants it to do for him
5. Used in some religious rites in the Far East
6. Physical harm not established
7. May lead to other drugs if the group (subculture) also uses other drugs
8. Found in resin from flowering tops and leaves of female Indian hemp plant
9. Potency varies with geographical location and time of harvest

10. Since reaction to marijuana is psychological and to heroin physical, the use of one does not necessarily lead to the other.

Unit V: Barbiturates and Amphetamines

A. Barbiturates - (sleeping pills)

1. Specifics

- a. Medical use - sedation, insomnia, epilepsy, high blood pressure, nervous and mental conditions
- b. Dependence - physical and psychological
- c. Tolerance - created
- d. Abuse - drowsiness, staggering, slurred speech
- e. Taken - orally or by injection
- f. Controls - Drug Abuse Control Amendments (1956) (Federal)

2. Comments

- a. Prescription
- b. Original prescription expires after six months
- c. Only 5 refills permitted within this period
- d. Dependence generally occurs only with the use of high doses for a protracted period of time
- e. Combination of barbiturates and alcohol extremely dangerous
- f. Names usually end in "al"
- g. Synthetics - made from coal tar
- h. Capsules - usually colored (nicknames pertain to color)
- i. Produce - physical and strong psychological dependence
- j. Serious damage may result
- k. Detoxification - extremely dangerous if not conducted under medical supervision
 - reduction of $\frac{1}{4}$ grain for user may lead to Lethal convulsions
- l. Degree of use greater than opiates
- m. Under medical supervision - safe and effective
- n. More people die from barbiturate poisoning than from any other drug

3. Withdrawal Symptoms of Barbiturates (sleeping pills)

- a. 8-12 hours after last dose (abuser starts to improve)
- b. 12-24 hours - increasing nervousness, headaches, anxiety, muscle twitching, tremors, weakness, insomnia, sudden drop in blood pressure (may faint if tries to stand suddenly)
- c. 24 hours - symptoms very severe
- d. 26-72 hours - convulsions resembling epileptic seizures may develop
- e. May last as long as eight days
- f. Delirium Tremors may develop
- g. Convulsions may be fatal

B. Amphetamines (pep pills, diet pills, amphetamine sulfate) (Benzedrine, dextro-amphetamine, methedrine (speed))

1. Specifics

- a. Medical use - to counteract mild depression, reduce appetite, Narcolepsy (sleeping sickness) also used as a nasal vasoconstrictor in treatment of colds - for obesity, menopausal depression, senility, grief
- b. Dependence - psychological - not physical
- c. Tolerance - created
- d. Abuse - excitation, dilated pupils, tremors, talkative, diarrhea, frequent urination, insomnia
- e. Taken - orally or by injection
- f. Controls - Drug Abuse Control Amendment (1965) (Federal)

2. Comments

- a. Prescription only
- b. Original prescription expires after six months
- c. Only 5 refills permitted during this period
- d. May be physically destructive - "burns out" body (over production of adrenaline)
- e. Involved with stimulant - sedative (walkers and sleepers) cycle

Unit VI: Hallucinogens (Psychedelics) "mind expanders" or "awareness expanders"

May cause distortion of perception, dream images, hallucinations

A. LSD (lysergic acid diethylamide)

- 1. Most powerful of hallucinogens
- 2. Synthesized in 1934 from a fungus growing on rye
- 3. Obtained - small white pill, crystalline powder - powder - capsules - tasteless, colorless, odorless liquid - impregnated sugar cubes, cookies or crackers
- 4. Physical effects
 - a. Central nervous system - can produce changes in mood, behavior, and perception (sight, hearing, touch, body image, time, space relations)
 - b. Dilated pupils, tremors, elevated temperature and blood pressure
 - c. Tolerance - no clear medical evidence to date
 - d. No physical dependence
 - e. Splits chromosome structure - the possibility of creating permanent genetic damage is under investigation
- 5. Psychological effects
 - a. Trivial events and objects can assume unusual significance
 - b. Variety of moods (laughter to tears)
 - c. User
 - d. User may undergo impulsive behavior (suicidal attempts, disrobing, panic states, homicidal tendencies)
 - e. Psychological dependence (under investigation)
 - f. "Trips" - depends on dosage as to time
 - waves (alternating diminish in intensity)
 - some fatigue, tension, and recurrent hallucinations may persist for long periods
 - Psychological changes can persist for indefinite periods.

- g. Psychotic states - being admitted into hospitals in increasing numbers
- h. Reactions unpredictable - (even with experienced users_ some harmless, some "casualties"
- i. Delayed reaction may occur and recur for weeks
- j. Controls - FDA - Drug Control Amendments (1966) (Federal)

B. Other Hallucinogens

1. Mescaline

- a. Derived from Mexican cactus, peyote
- b. Used by certain southwest Indians in religious tribal rites
- c. Available as crystalline in capsules
- d. Available as liquid in vials
- e. Can be obtained as green-brown cloudy liquid
- f. Can be obtained as a whole cactus "bottom"
- g. Injected or taken orally often in tea, coffee or some beverage (because of its bitter taste)
- h. Dependence - psychological not physical
- i. Tolerance - created
- j. Abuse - can cause excitation, hallucinations or rambling speech
- k. May result in visions seen in vivid colors

2. Psilocybin

- a. Derived from mushrooms found in Mexico
- b. Used in some Indian religious rites
- c. May produce hallucinations
- d. Available in crystalline powder or liquid
- e. Dependence - psychological not physical

3. DMT (dimethyltryptamine)

- a. "Watered down" version of LSD
- b. Derived from seeds of certain West Indian and south American plants
- c. Also prepared synthetically
- d. Powder used as "snuff" for centuries - still used by some Indians (Mexico and Southwest United States)
- e. Reactions shorter than LSD (approximately ½ hour)

Unit VII: The Opiates and Cocaine, Crack - all produce physical and psychological dependence - not harmful to society or the individual if properly handled - use learned through connection with sub-culture group (in the case of the "street heroin addict")

A. Opium - seldom used by American addicts (except in its derivatives), milky juice extract from unripe seeds of opium poppy which is processed to a dark gummy extract bitter taste, heavy disagreeable odor when smoked in pipe may cause dreamy stupor

B. Morphine (derivative of opium)

- fine white powder
- usually adulterated with milk sugar (lactose) or other substances
- usually distributed in "bag" or "cap" (flat glassine packet)

1. Medical use - to relieve pain

2. Dependence - physical and psychological
3. Tolerance - create
4. Abuse - drowsiness, pinpoint, pupils, stupor
5. Taken - orally, pill form - one of the major ingredients in prescription cough syrup
6. Controls - Harrison Act (Federal)
7. Comments - The standard against which other narcotic analgesics are compared - legally available under prescription only - doctors usually avoid long use to prevent "accidental addiction"

C. Heroin (derivative of morphine) - most addictive of all opiates

1. Medical use - relieve pain (illegal in the United States even to the medical profession)
2. Dependence - physical and psychological
3. Tolerance - created
4. Abuse - drowsiness, stupor, pinpoint, pupils
5. Taken - sniffed or injected (orally for medical use in Germany)
6. Controls - Harrison Act (Federal)
7. Comments - Used medically in some countries - because of pressure by law enforcement, supplies have tended to be of low percentages - overdose can cause death

D. Codeine (derivative of opium) about 1/6 strength-Cheracol

1. Medical use - to relieve pain and suppress coughing
2. Dependence - physical and psychological
3. Tolerance - created
4. Abuse - drowsiness, pinpoint, pupils, stupor
5. Taken - orally, pill form - one of the major ingredients in prescription cough syrup
6. Controls - Harrison Act (Federal)
7. Comments - preparation containing specified minimal amounts are classified as "exempt" (differing in states) - can be obtained without prescription in some states

E. Paregoric

1. Medical use - to control diarrhea; to reduce discomfort of teething (local application)
2. Dependence - physical and psychological
3. Tolerance - created
4. Abuse - drowsiness, pinpoint pupils, stupor
5. Taken - orally
6. Controls - Harrison Act (Federal)
7. Comments - classified as "exempt narcotic" - prescription not needed in some states

F. Synthetic Opiates (continued)

1. Meperidine (morphine like drug) trade name Demerol
 - a. Medical use - to relieve pain
 - b. Dependence - physical and psychological
 - c. Tolerance - created
 - d. Abuse - orally or injected
 - e. Taken - orally or injected

- f. Controls - brought under the Harrison Act (1944) (Federal)
 - g. Shorter acting than morphine - withdrawal symptoms appear quickly - prescription only
2. Methadone (morphine-like drug)
- a. Medical use - to relieve pain-used to "block" craving for heroin in some individuals
 - b. Dependence - physical and psychological
 - c. Tolerance - created
 - d. Abuse - same morphine
 - e. Taken - orally or by injection
 - f. Controls - brought under the Harrison (1953) (Federal)
 - g. Comments - longer acting than morphine - withdrawal symptoms develop more slowly, are less intense and more prolonged
- G. Cocaine/Crack
- 1. Origins - obtained from leaves of cocoa plant (South America) - not the same as cocoa (from cocoa plant) - odorless, white crystalline powder, bitter taste
 - 2. Specifics
 - a. Medical Use - local anesthetic (although rare today)
 - b. Dependence - Psychological not physical
 - c. Tolerance - (controversial point) - no clear medical determination to date
 - d. Abuse - extreme excitation, tremors, hallucination - may produce euphoria; a sense of increased muscle strength; anxiety and fear - pupils dilate; increase in heartbeat and blood pressure - stimulation followed by period of depression - may depress heart and respiratory functions so that death occurs
 - e. Taken - sniffed or injected
 - f. Controls - Harrison Act (Federal)
 - 3. Comments
 - a. Although pharmacologically not a narcotic, classified as such in Federal and State laws
 - b. Combined with heroin to counteract sedation
 - c. May produce violent behavior
 - d. No withdrawal symptoms
- H. General Effect on Opiates
- 1. May reduce sensitivity to both physical and psychological stimuli and produce a state of euphoria in beginning and recently detoxified users
 - 2. Fear, tensions and anxieties may be dulled
 - 3. Addict may become lethargic and indifferent to his environment and personal situation
 - 4. A pregnant woman may produce an addicted child
 - 5. Side effects - nausea, vomiting, constipation, itching, flushing, constriction of pupils, respiratory depression
- I. Withdrawal - Symptoms of Opiates - typical - varies with the degree of physical dependency, is related to the amount of the drug customarily used and to the individual's physiological reactions)
- 1. Onset may start from about 4 hours on after last dose
 - 2. 12-24 hours - eyes and nose runs, excessive yawning, excessive sweating, pupils enlarge, "goose flesh" may appear

3. 35 hours - cramps in back, legs, and abdomen, painful twitching, vomiting, diarrhea, loss appetite, fever, jerking of leg muscles (kicking the habit)
4. 48-72 hours - peak of suffering
5. 5-10 days - tapering off period, symptoms gradually diminish
6. Weariness, insomnia, nervousness, muscle aches, pains may persist for several weeks
7. In extreme cases - death may result

J. Definition used in relation to drugs

1. Dependence - a state arising from the repeated administration of a drug on a periodic or continuous basis - refers to a type -

Examples:

- "Drug dependence of the heroin type"
- "Drug dependence of the cocaine type"
- "Drug dependence of the barbiturate type"

- a. Physical dependence - an adaptation wherein the body:
 - "Learns" to live with the drug
 - "Learns" to tolerate increasing doses
 - Reacts with withdrawal symptoms when deprived of its (abstinence syndrome)

2. Tolerance - refers to the body adapting to the substance so that increasing doses are required for any or all of the following reasons:

- a. In order to obtain an effect equal to the initial dose
- b. To prevent withdrawal symptoms. (Tolerance can occur within physical dependence)
- c. Addiction - a state of periodic or chronic intoxication produced by the repeated consumption of a drug and involves Tolerance, Psychological dependence, no physical dependence, and a desire (not a compulsion) to continue taking the drug for the feeling of well-being received.
- d. Habituation - a condition, resulting from the repeated consumption of a drug, which involves little or no evidence of tolerance, some psychological dependence, no physical dependence, and a desire (not a compulsion) to continue taking the drug for the feeling of well-being received.
- e. Abuse - Drugs that are not obtained by prescription, used without medical knowledge or supervision, used in amounts beyond that for which medically intended.

K. Alcohol use and abuse

1. Alcohol: What it is and what it does

- a. Alcoholic Beverages
- b. How alcohol works in the body
- c. How alcohol affects the body
- d. How alcohol affects behavior
- e. How alcohol affects mental processes

2. What Determines the Effects of Alcohol

- a. Blood Alcohol level
- b. Rate of absorption
- c. Rate of consumption
- d. Type of beverages
- e. Motivation

- f. Experience
3. Development of Drinking Habits
 - a. Drinking and the family
 - b. Drinking and teenagers
 - c. Drinking and driving
 4. Alcoholism
 - a. What is alcoholism
 - b. What causes alcoholism
 - c. Physical factors
 - d. Psychological factors
 - e. Sociological factors
 - f. Treatment

Unit VIII: Social Effects of Drug Abuse

- a. Great waste of human talent and energy
- b. Destruction of personal and family relationships on any socioeconomic level
- c. Anti-social and criminal behavior while under the influence
- d. Stealing and other criminal acts in order to keep a drug supply.

Unit IX: Alternatives to the use of Drugs - What can be done to guard against abuse?

- a. The only sane policy is complete avoidance except under the care of a physician
- b. Adopt sound mental health habits
 1. Develop an attitude toward stress, tension, anxiety, and pain as useful signs of hidden problems.
 - a. Define your problem
 - b. Try to find a positive way to solve your problems
 - c. Substitute a worthwhile project
 - d. Learn to live with situations that can't be immediately changed
 2. Consult a qualified professional for help with chronic unhappiness

Unit X: Current Laws Relating to Control of Drugs

A. International (United Nations)

1. The Permanent Central Opium Board
2. Drug Supervisory Body
 - a. Studies legitimate narcotic needs throughout the world
 - b. Encourages production and distribution quotes limited to those needs
3. Commission on Narcotic Drugs - gives technical assistance to countries requesting it.
4. World Health Organization (WHO) - disseminates information and internationally agreed upon medical and health standards
5. Interpol (International Criminal Police)
 - a. Acts as a clearing house for information about crimes and criminals
 - b. Does not have any powers to enforce laws against drug traffic

B. Federal

1. Harrison Act (1914) and amendments (amended seven times). A stamp tax act tax brings it under the Treasury Department Provisions
 - a. Registration of individuals and firms which manufacture, buy or sell narcotics
 - b. Marijuana Tax Act (1937) - Provides controls over marijuana similar to the controls the Harrison Act has over narcotics
 - c. Opium Poppy Control Act (1942) - Prohibits the growing of opium poppies in the United States except under license
 - d. Bogs Act (1951) - Establishes mandatory, severe penalties for conviction on narcotics charge.
 - e. Bogs - Daniel Amendment (1956) - Legislation intends to impose very severe penalties for those convicted on narcotics or marijuana charges
 - f. Drug Abuse Control Amendments (1956) - Adopts strict controls over stimulants, depressants, LSD, and similar substances with provision to add new substances as the need arises
 1. Specific penalties for violation of the Drug Abuse Control Amendments
 - a. First offender - \$1000 fine or up to a year in jail, or both
 - b. Subsequent offenses - \$10,000 fine, up to 3 years in jail, or both
 - c. Sellers to those under twenty-one - \$5000 or 2 years in jail, or both for first offender
 - d. Subsequent offenders - \$15,000 or 6 years or both

C. Penalties

1. \$20,000 fine and a (5 to 20 year term) (first offense)
2. Subsequent offenses - same fine and a 10-40 year term
3. Sale to persons under 18 (parole and probation denied) - life term or even death

D. Illegal Possession

1. Fine of 2-10 years (first offense)
2. 5-10 years (second offense)
3. 10-20 years for subsequent offenses
4. Parole and probation denied after first offense

Unit XI: Steroids

- A. Social reasons for abuse
- B. Availability
- C. Dangers of overuse
- D. Laws pertaining to illegal use
 1. Students will understand the reasons for steroid use.
 2. Students will understand the dangers of steroid use.

Unit XII: Tobacco

- A. What is a cigarette
- B. Smoking and disease
- C. Why people smoke
- D. Kicking the habit
 1. Students will understand the components of cigarette smoke

2. Factors that influence smoking
3. Ways to quit smoking

Drug and Alcohol education will be incorporated into the curriculum in the following manner:

Grade 9: Drugs and their effect on the individual body systems.

Grade 10: Drugs and their effect on the individual while operating a vehicle.

Grade 11: - First Aid for individuals under the influence of drugs.

- Peer group influence and the need to understand personal choices.

Grade 12: - The effect of drugs on the body.

- Understanding addiction and the emotional and physical dangers of drug use.

Bullying

Activity Statement:

Students will learn about bullying.

Materials:

1. Handout
2. Black/whiteboard or poster paper
3. Chalk/Markers

Procedures:

1. Distribute a Bullying packet to each student.
2. Discuss the definition of bullying, concentrating on the underlined words. Be sure each student has a clear understanding of bullying. (5 mins.)
3. Ask students to complete the Bullying Stories sheet in the packet. Ask them to be honest, but remind them that they are not to use any names or identify the bully or the victim. (10 mins.)
4. Discuss the students' Bullying Stories worksheets. Allow students to discuss their emotions surrounding the bullying instances. (10 mins.)
5. On the black/whiteboard or on poster paper if you have neither, ask students to brainstorm word associations with "bully" (like our web activity from the in-service). Ask students, "When I say 'Bully', what do you think of?" Record every answer, regardless of whether or not it's a myth (as you learned in the in-service) or seems off track. DO NOT let students name bullies. After students have exhausted their word associations, feel free to discuss this list as you see fit. (10 mins.)
6. Ask students to complete the "Identifying Bullying Behavior" worksheet in the packet, if time permits. Otherwise, you'll have them complete it next time. (5 mins.)
7. **Collect students' packets before the first period bell, as we'll be having two more bullying STAT sessions.**

Sample Discussion Questions:

1. How did you feel when you were bullied/when you bullied another?

2. Why do you think some people become bullies/become victims of bullies?
3. Do you think there are a lot of bullies in our school? (remember: no names!)
4. What do you think can be done about bullying behavior?

Activity Statement:

Students will learn how to properly use 'I' statements in everyday situations.

Materials:

4. Handouts
5. Black/whiteboard or poster paper
6. Pen

Procedures:

8. Review Normal Conflict vs. Bulling and Sympathy vs. Empathy. (5 mins.)
9. Write on the board or poster paper the definition of 'I' Statements
 - a. 'I' Messages are a clear, assertive, non-threatening, respectful way of telling another person how you feel and what you want.
10. Define the 'I' Statement and make sure students have a clear understanding. (5 mins)
11. Distribute "Appropriate vs. Inappropriate Responses" worksheet and have students complete and discuss answers. (10 mins)
12. Orally give students 3 bullying examples and the improper response. Have students create the proper 'I' statement. (10 mins)

Examples

1. You give a wrong answer in class, and another student laughs and calls you stupid.
Incorrect: You tell them to shut up.
What is correct 'I' statement?
 2. A student that is in several of your classes thinks he is funny and tries to trip you in the hall, but this upsets you.
Incorrect: You fake laugh and blow it off.
What is correct 'I' statement?
 3. You found something on another kid's MySpace page about you that made you mad.
Incorrect: You come to school; start a fight with the girl who wrote it.
What is correct 'I' statement?
13. Discuss why more people do not use 'I' statements.
Reasons: Not enough self-esteem, not their right to say something (5 mins.)
 14. Use examples from students' Bullying Surveys and ask students how they should properly handle the situation as a victim and a bystander. **Keep examples anonymous!!!** (5 mins.)

Sample Discussion Questions:

1. How is normal conflict different from bullying?
2. Why is it important to use 'I' Statements?
3. The importance of bystanders for bullying prevention

Activity Statement:

Students will become aware of the school consequences associated with bullying behavior.

Materials:

7. Handouts
8. Black/whiteboard or poster paper
9. Pen

Procedures:

15. If you were unable to cover any of the first two days materials please do so first thing.
16. Review 'I' Statements. (5 mins.)
17. Distribute the 'Teasing vs Bullying' Handout.
18. Identify and discuss the difference between Teasing vs. Bullying and make sure students have a strong understanding of the two types of situations. (10 mins)
19. Use examples from students' Bullying Surveys and ask students if they think some of the instances are teasing or bullying.
20. Distribute Bullying Discipline Rubric
21. Briefly discuss how to read the rubric and ask students if they have any questions (10 mins)
22. Distribute Exit inventory worksheet and have students complete. (10 mins)

Standards: 2.1B2, 2.1F2-4, 2.2A1-4, 2.2C, 2.2D

WRS 2.1- 2.10, 3.1- 3-15, 4.1- 4.11

Tech. 8.1A(5,8) 8.1B (12) 9.2A (3,2)

Lit. Stand./Writ. Stand. RH9-10.2,3,4 WHST9-10.1,6