Health and Wellness

Advisory Guide: Art Grade Level: High School

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The Biggest Generation

Health and Wellness Grade Level: High School

Introduction

Scientists and physicians are calling obesity among America's youth an epidemic. In fact, some medical practitioners are predicting for the first time in American history that this generation of young people will have a shorter lifespan than their parents, all because of expected health problems later in life related to weight. Diabetes, high blood pressure, high cholesterol, heart attacks, strokes, cancer— what can we do?

The Biggest Generation, Part 1

Health and Wellness Grade Level: High School





Essential Question

How do we communicate healthy eating and exercise habits through coloring books?

Teacher

Begin by explaining that the lesson is going to focus on the poor eating habits and lack of exercise that contribute to childhood obesity in America.

- **1.** The term childhood obesity refers to children and adolescents aged 2-19 who have a BMI (Body Mass Index) at or above the 95th percentile for children and teens of the same age and sex.
- 2. This video was made several years ago; here are statistics from 2015:
 - About 17% (12.7 million) of children and adolescents aged 2-19 are obese.
 - Obesity in children aged 2-5 years has decreased significantly from 13.9% in 2004 to 8.4% in 2012.
 - Obesity is higher in homes where the adult head of household did not complete high school than in homes where the adult head of household completed college.
 - Childhood obesity among preschoolers is highest among those from the lowest income families; however, the rates are declining, albeit slowly (2.22% in 2003 to 2.07% in 2010).
 - Childhood obesity is more common among certain racial and ethnic groups (2011-12 data):
 - Hispanics 22.4%
 - Non-Hispanic blacks 20.2%
 - Non-Hispanic whites 14.1%
 - Non-Hispanic Asians 8.6%
 - Information from Center for Disease Control, www.cdc.gov/obesity/childhood/index.html.
- **3.** Ask students to discuss their thoughts about the statistics and the causes of childhood obesity in America.
- **4.** Read the summary of the video: Today more kids are overweight than ever before. This is America's 'biggest' generation of kids with a life expectancy that could be shorter than their parents.
- 5. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- **1.** According to the video, what are some of the factors contributing to the increase in childhood obesity today? How did this information compare with your pre-viewing discussion?
- 2. Which factor do you think contributes the most to childhood obesity? Why?
- 3. What are some of the consequences of obesity as mentioned in the video?
- **4.** What are three changes we can make to our daily food and exercise habits to help reduce overweight/obesity? (Eat five servings of fruits and/or vegetables, reduce sugar and fat, increase physical activity to 60 minutes a day).
- **5.** Dr. Satcher, a former U.S. Surgeon General, says that today's children may be the first in history to have a shorter life expectancy than their parents. What evidence does he give to support this statement? How do you react and respond to this statement?

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Activity: Teach It Forward

Materials

- Examples of coloring pages (provided)
- Children's coloring books
- Magazines or other sources with pictures to use as base for project (Note: these will not be torn from books)
- Paper, pencils, erasers
- Black markers

Introduction

In this unit, students will create a coloring book to teach younger children healthy eating and exercise habits.

Teacher

- 1. Show examples of coloring pages and/or distribute examples of children's coloring books.
- 2. Ask students to list what they notice about the pages/coloring books.Discuss:
 - Coloring space vs. empty space and negative space
 - Outlines: the lines that indicate the outer contours of an object or a figure.
 - How do outlines create coloring space?
 - Size: the sizes of objects and sizes of coloring spaces
 - Words or phrases (if any)
 - Humor in or seriousness of the picture
 - The skill to create a coloring page/book
 - The skill to use a coloring page/book
 - The difference between a coloring book and the comics or a comic book
- **3.** Part 1 of *Biggest Generation* is the introduction. In the next four (4) parts, we will learn about 10 tips to fight obesity. Tip no. 8 is called "Positive Peer Pressure," students acting as role models for their peers and younger students in the campaign for healthy lifestyles; the art project is based on this tip. All students will create a coloring book for a kindergartner about healthy eating and exercise habits. There are computer programs for this, but everyone will create them by hand.
- **4.** To create the coloring book students may draw pictures freehand or trace pictures from books and magazines or their own photos. Students should concentrate on the tips provided in the video as well as their own knowledge of how to stay fit and healthy.
- 5. Each coloring book must have:
 - At least four pages to color
 - Subtitles at the bottom of the page
 - A cover with an appropriate title and your name as the artist
- 6. Students should draw pictures in pencil first, then use black marker to darken the outline.
- **7.** At the end of this unit, the coloring books will be delivered to a kindergarten class with messages about healthy eating and exercise habits.
- **8.** Give students time to brainstorm the pages they would like to include in their coloring books.

Conclusion

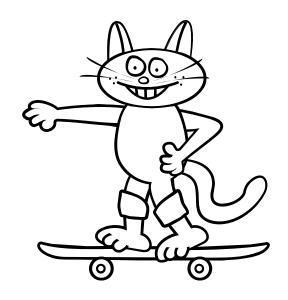
How do we communicate healthy eating and exercise habits through coloring books?

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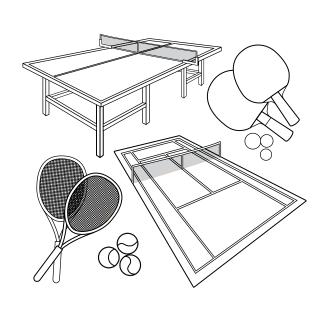
Handout: Coloring Pages



Fruits and Nuts



We should exercise and play outside 60 minutes a day!



Exercise equipment

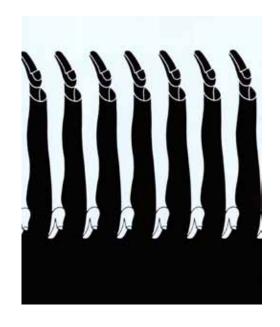


Bike Paths

Handout: Examples of Negative Space



Edgar Rubin's vase



Shigeo Fukada



Volkswagon logo



The Wildlife Federation logo

The Biggest Generation, Part 2

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

Is it a school's job to teach students about health and nutrition? Why or why not?

Teacher

Begin by explaining that the lesson is going to focus on Tips 1-4 for a healthy diet and lifestyle.

- 1. Read the summary of the video: Schools must play a role in working to decrease childhood obesity. A nutritional planner, exercise at school, bringing back physical education, and promoting healthy eating are four tips that schools can use to fight childhood obesity.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- 1. Agree or disagree: It is a school's job to teach health and nutrition. Explain your answer.
- 2. Do you think schools should offer healthy options at lunch and in vending machines? Why or why not?
- 3. How often should schools offer physical education? Why?
- **4.** Do you enjoy participating in physical education at school? Why or why not? Have you ever felt a benefit from being physically active in school? Explain your answer.

No	tes					

Activity: Coloring Book: Tips 1-4

Materials

- Examples of coloring pages (provided)
- Children's coloring books
- Magazines or other sources with pictures to use as base for project (Note: these will not be torn from books)
- Paper, pencils, erasers
- Black markers

Teacher

- 1. Review the information about coloring books from the last session.
- **2.** Ask students to review the four (4) tips from this section of the video and how they can be incorporated into their coloring books.
- 3. Students should continue to work on their coloring book pages.
- **4.** Make sure they check for correct spelling and vocabulary for the coloring pages' subtitles.

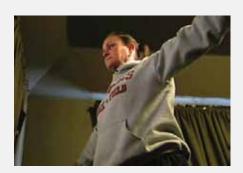
Conclusion

Ask: How did you incorporate the tips from today's video into your coloring pages?

Notes			

The Biggest Generation, Part 3

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

How do we make choices about healthy lifestyle practices?

Teacher

Begin by explaining that the lesson is going to focus on Tips 5-7 for a healthy diet and lifestyle.

- Read the summary of the video: Teaching kids to love exercise, modeling the importance of exercise, and incorporating healthy foods into your child's diet are ways for parents to help stop childhood obesity.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- 1. What advice does the video give about exercise?
- 2. Why is it important for adults to model good exercise behavior?
- **3.** The video states that if healthy choices are provided, kids will either choose one of the foods offered or choose not to eat. Do you think this is a good practice? Explain your answer.
- 4. The video also talks about the influences of the media on the choices we make. How are students your age influenced by the media to make good or bad choices about nutrition or exercise? Give specific examples.

No	tes				

Activity: Coloring Book: Tips 5-7

Materials

- Examples of coloring pages
- Children's coloring books
- Magazines or other sources with pictures to use as base for project
- Paper, pencils, erasers
- Black markers

Teacher

- **1.** Review the information about coloring books from the last sessions.
- **2.** Ask students to review the three (3) tips from this section of the video and how they can be incorporated into their coloring books.
- 3. Students should continue to work on their coloring book pages.
- **4.** Make sure they check for correct spelling and vocabulary for the coloring pages' subtitles.

Conclusion

Compared to yesterday, how did you incorporate the tips from today's videos into your coloring pages?

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The Biggest Generation, Part 4

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

How can teens provide positive pressure on peers and the school system to be healthy?

Teacher

Begin by explaining that the lesson is going to focus on Tips 8 and 9 for a healthy diet and lifestyle.

- **1.** Read the summary of the video: Kids can enforce positive peer pressure on their friends to be healthy and can fight to change what food is offered in their schools.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- **1.** Current statistics show that less than 70% of children in the country eat fruits and vegetables every day. Why do you think that statistic is so high? What should be done?
- **2.** Why is it important to learn how to read labels on food packaging? Is this something you practice? Why or why not?
- **3.** This section of the video promotes ways students can make a difference. How much influence do you think kids can have regarding health and nutrition changes in schools, communities, government?
- 4. Should soft drinks be available in school vending machines? Why or why not?
- 5. The video quotes Margaret Meade (American cultural anthropologist, author, speaker): "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." How does this quotation apply to the students in the video? How does it apply to your school?

Activity: Coloring Book: Tips 8 and 9

Materials

- Magazines or other sources with pictures to use as base for project
- Paper, pencils, erasers
- Black markers

Teacher

- **1.** Review the information about coloring books from the last sessions.
- **2.** Ask students to review the two (2) tips from this section of the video and how they can be incorporated into their coloring books.
- **3.** Discuss how this project might be considered an action of Tip #8: Positive Peer Pressure or Tip #9: Students Can Make a Difference.
- **4.** Students should continue to work on their coloring book pages.
- 5. Make sure they check for correct spelling and vocabulary for the coloring pages' subtitles.

Conclusion

How does this project provide positive pressure on peers and the school system to be healthy?

Notes			

The Biggest Generation, Part 5

Health and Wellness Grade Level: High School



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Essential Question

How do "little choices count" in a healthy lifestyle?

Teacher

Begin by explaining that the lesson is going to focus on Tip #10 for healthy diet and lifestyle.

- **1.** Read the summary of the video: Kids have to be taught that all the little choices count. A smaller serving size can make all the difference.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- 1. The video states that our eating habits and our diets are "out of energy balance." Explain what this statement means. Do you agree or disagree? Support your answer with evidence from the video as well as your own experiences.
- 2. What is the meaning of Tip #10: "Little Choices Count"? Give specific examples from the video as well as your own experiences.
- **3.** Are your parents or other adults in your life in charge of what you eat or how much you eat? Do they affect how much you exercise? Is this appropriate? Explain your answer.
- **4.** How healthy is your lifestyle?
 - What changes could you make to improve your eating habits, TV/video game habits and physical activity?
 - What prevents you from making the changes or the improvements that you want?
 - What can you do to stick to your goals when it gets tough?

Activity: Coloring Book: Tip #10 and the Cover

Materials

Note: Teachers may wish to consider making multiple copies of the coloring books to distribute to several kindergarten classes.

- Examples of coloring pages
- Children's coloring books
- Magazines or other sources with pictures to use as base for project
- Paper, pencils, erasers
- Black markers
- Colored markers
- Heavy stock paper for cover
- Stapler/brads

Teacher

- 1. Students will complete their coloring books today.
- 2. Remind students that each coloring book must have a cover. Allow them to look at the examples of coloring books for models.
- 3. Secure each coloring book using staples or other binder tools and materials.
- **4.** Ask students to write a note to the kindergarten student/s who will receive their coloring books. Ideas for notes might include:
 - Something about yourself
 - The story behind creating the coloring book
 - A supportive message about healthy diet and lifestyle
- **5.** Allow students time to share their coloring books.

Conclusion

Discuss the coloring book as a "little choice" and the students' hopes for the younger students who receive them.

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Lost and Found

Health and Wellness Grade Level: High School

Introduction

The focus of Lost and Found is loss. Loss can come in many forms... death, divorce, even moving to a new town. Grief counselors say that any time there is a major upset in a family, there is a loss to deal with. Lost and Found helps address questions, concerns and brings to the forefront ways to help cope with loss and the burdens it brings.

Note: The five (5) parts parts of this video show real teens expressing their grief about the divorce of their parents, death of parent, and relocating. The last segment will address how and why it's important to get help and support during these painful times. Teachers should be sensitive to any students who may have recently experienced a loss in their lives and assist anyone with getting support.

Explain to students that if they have experienced any loss, recently or in the past, they may find the need to speak with someone. Remind them they can speak to a trusted adult at home or in school or to a school counselor.

Lost and Found, Part 1

Health and Wellness Grade Level: High School





Essential Question

How does art express grief?

Teacher

Begin by explaining that the next five (5) lessons lessons will focus on the the impact of loss and why it is important to find ways to cope.

- **1.** Read the summary of the video: Loss can be from a death, a divorce, or even a move. Loss impacts everyone differently.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- **1.** The video begins by stating that losses can come in many forms: loss by death, divorce, relocation. What do these losses have in common? How are these losses different?
- **2.** Experts say that if young people can't handle loss and grief in a healthy way, it can seriously affect their development. What do you think this means? Why?
- 3. How do you think the statement from question #2 correlates to the program's title: Lost and Found?

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Activity: Expressions of Grief

Material

- Article "How Art Heals Grief" (provided)
- Pen
- Paper

Introduction

Explain that over the next five (5) lessons, students will explore grief and loss in art. They will analyze famous paintings about loss and have an opportunity to express grief and loss in their own artwork.

Teacher

Share the following information:

Art has been used as a means of communication, self-expression, group interaction, diagnosis, and conflict resolution throughout history. For thousands of years, cultures and religions around the world have incorporated the use of carved idols and charms, as well as sacred paintings and symbols, in the healing process. www.goodtherapy.org/learn-about-therapy/types/art-therapy

- 1. Have students read the article "How Art Heals Grief."
- **2.** Ask students to work with a partner to answer the following questions:
 - What does this article mean?
 - What is the most important statement made in this article? Explain your answer.
 - How can art help one express feelings of loss?
 - What is grief?
 - How can art help us express grief?
- 3. Gather as a group and have students share responses.
- **4.** If there is access to the Internet, or for homework, have students look up examples of art that expresses grief.

Conclusion

Summarize the theme of the lesson. Explain that everyone experiences loss differently and some losses are greater than others. However, it is important to get help with dealing with any loss.

Explain that Part 2 will deal with the feelings of grief and loss experienced by the children of divorce.

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Handout: How Art Heals Grief

Grief arises as a product of a loss that we have experienced. It is associated with losses that may include a person's health, job, relationship, pet, or loved one. We may not be able to describe the roller coaster of emotions, yet we do know that we are not ourselves. When we feel out of sorts, sensations surface such as low self-esteem, illness, depression, and confusion, which can manifest into thoughts that our feelings are out of our control. As a result, this full-body experience may be difficult to process or verbalize. To mend this sorrow, the expressive arts can create a doorway to the unspeakable by opening all channels to the grieving body.

Opening Up to Grief

Expressive arts therapy encourages movement of the imagination that we may struggle with during our grieving process. Our art influences how we look at, unblock, wrestle with, and shed light on the need to distance and detach from our pain. When we dodge grief to avoid, deny, or block the inevitable pain, the arts invite the imagination of these stuck places to come to the surface in images, movement, color, and sound. Our art process releases the tension of grief, allowing it to expand and contract, while providing a safe container in which this process can take place. When we create, we give ourselves permission to examine all that is happening within our grieving bodies.

Understanding the Experience of Grief

There are five to seven stages often associated with the grieving process. They may be experienced as denial, pain, anger, bargaining, depression, upward turn, reconstruction, and acceptance. The experience can feel like a roller coaster ride of ups and downs, mood swings, and erratic behavior. When we drop in to our art-making, the grief is given containment—a place to be held. This containment permits the pain to speak and encourages our healing. Making sense of what is happening comes to light. We may notice this in a color that strikes a mood, or a picture that recalls a memory, or an emotion to be felt. It is an opportunity for the most vulnerable parts of a grieving body to speak, feel safe, be heard, and be externalized. Once the art is created, we can then dialogue.

References

- Cameron, J. (1992). *The Artist's Way*. New York: Tarcher/Putnam Publishing.
- McNiff, S. (2004). Art Heals. Boston, MA: Shambhala Publications.
- © Copyright 2012 by Douglas Mitchell, MFTI, therapist in San Francisco, CA. All Rights Reserved.
- www.goodtherapy.org/blog/how-art-heals-grief-0327125

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Lost and Found, Part 2

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

How do specific elements of art help express grief?

Teacher

Begin by reviewing that *Lost and Found* explores the impact of loss. Today's lesson focuses on the loss one feels when parents divorce. This is a common experience and many students have either experienced a divorce personally or know someone who has.

- 1. Read the summary of the video: Part two tells the story of fourteen-year-old Lauren who shares the void she felt when her parents divorced and her dad moved away.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

3. Explain to students that if they have experienced any loss, recently or in the past, they may find need to speak with someone. Remind them they can speak to a trusted adult at home or in school or to a school counselor.

- 1. Describe Lauren Killian's loss. How has it affected her behavior?
- **2.** According to the National Center for Health Statistics, how many children each year experience the divorce of their parents? Does this surprise you? Explain your answer.
- **3.** How does Dr. Jordan interpret Lauren's behavior? What does Lauren's behavior say about her opinion of herself?
- **4.** Why does Mrs. Bickley (Lauren's mother) think this loss is worse than dealing with death? Do you agree or disagree? Why?

Activity: Expressions of Grief (1)

Material

- Paper
- Pen
- At Eternity's Gate (1890), by Vincent Van Gogh, completed two months before his own death by suicide
- The Sick Child (1907) by Edvard Munch, based on the death of Munch's sister from tuberculosis
- Copies of the Elements of Art handout (from the J Paul Getty Museum)
- Copies of the Analyses of Art Worksheet

Teacher

Note: This activity will take two (2) sessions.

- **1.** Explain that over the next two (2) sessions, the activities will focus on analyzing how artists expressed grief through art. Students will look at how the elements of art are used to express emotions.
- 2. Show students both works.
- 3. Distribute the information from the J Paul Getty Museum on the Elements of Art.
- 4. Review information with students.
- 5. Have students complete the analysis for each piece of art.

Conclusion

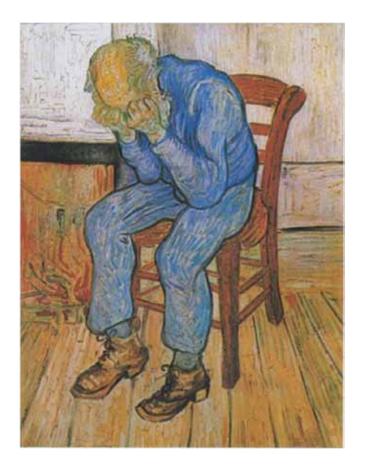
Summarize the theme of the video. Remind students that divorce is common and that if anyone has experienced this, there are people who can help. It is important to be able to express feelings and get support so one doesn't turn to drugs or alcohol to cope with painful feelings like Lauren did.

Collect the papers to use in the next sessions.

Explain that the next video is about grief and emotions after losing a parent and some behavioral challenges that can follow.

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Handout: Expressions of Grief Handout



Sorrowing Old Man ('At Eternity's Gate') is an oil painting by Vincent van Gogh that he made in 1890 in Saint-Rémy de Provence based on an early lithograph. The painting was completed in early May at a time when he was convalescing from a severe relapse in his health and some two months before his death, generally accepted as a suicide.



The Sick Child (Norwegian: Det syke barn) is the title given to six paintings and a number of lithographs, drypoints and etchings completed by the Norwegian artist Edvard Munch (1863–1944), between 1885 and 1926. All record a moment before the death of his older sister Johanne Sophie (1862–1877) from tuberculosis at 15.

Handout: Elements of Art By J Paul Getty Museum

The elements of art are the building blocks used by artists to create a work of art.

- **Line** is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.
- **Shape** is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.
- **Forms** are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.
- **Space** is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.
- **Color** is light reflected off of objects. Color has three main characteristics: hue(the name of the color, such as red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is).
 - White is pure light; black is the absence of light.
 - **Primary colors** are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors.
 - **Secondary colors** are two primary colors mixed together (green, orange, violet).
 - Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet.
 - **Complementary colors** are located directly across from each other on the color wheel (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to makebrown.
- **Texture** is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

www.getty.edu/education/teachers/building_lessons/elements_art.pdf

Handout: Analyses of Art Worksheet

2.	What is the name of the artwork?
3.	Consider the significant art elements that are present in this artwork and describe them:
	• line:
•	• shape:
•	• form:
•	• space:
(• texture:
	• color:
4.	List all the literal objects you see in the composition (trees, people, animals, shapes, mountains, etc.).
5.	What do you think the artist was trying to say though this art piece?
6.	How is grief expressed in this artwork?
7.	Describe any additional meanings you think the artists might have intended.
8.	What feelings do you have when looking at this artwork?
9.	Do you think there are things in the artwork that represent other things: Symbols? Colors? Objects?

Lost and Found, Part 3

Health and Wellness Grade Level: High School



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Essential Question

How does the act of creating art help people express grief?

Teacher

Note: Teachers should be very sensitive to any student who has experienced the loss of a parent or a recent death in the family.

Begin by explaining that this lesson focuses on the death of a parent. Since this is a very sensitive topic, students may want to think about someone they could talk to at home or at schools, especially if they have experienced the death of a parent or a recent death in the family.

- **1.** Read the summary of the video: Part 3 is the story of two teens, Christina and Doug, who share their grief and emotions after losing a parent, and reasons why some behavioral challenges followed.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

- In this video, an expert asks, "What is unmentionable, is unmanageable?" What do you think he means?
- 2. How do the grief support groups help those in the video?
- **3.** Grief counselor Paivi Tertri says as children "cope with the death of a family member or friend, sometimes grief is worse in the second year than in the first." Why do you think this may be the case?
- **4.** Experts say that kids need a "safe place" to express their emotions when dealing with a tragic loss. Even in dealing with day-to-day challenges, what is your safe place to express your emotions?
- **5.** Read the following from the The Dougy Center, The National Center for Grieving Children and Families:

Sometimes it helps to talk to other people your own age who have had a death or to read about their experiences. There are no right or wrong ways to grieve a death. But there are some helpful and not-so-helpful ways that people grieve.

- Everyone grieves differently.
- One teen may want to talk about death.
- Another may choose to cry.
- One might write about their experiences in a journal or chat room.
- Some choose to express their grief in creative/artistic ways.
- Others are physical in their grief participating in sports or other big energy activities.
- No one way is the right way to grieve your way of grieving is right for you.
- **6.** How does this information connect to the video?

Notes		

Activity: Expressions of Grief (2)

Material

- Paper
- Pen
- At Eternity's Gate (1890), by Vincent Van Gogh, completed two months before his own death by suicide
- The Sick Child (1907) by Edvard Munch, based on the death of Munch's sister from tuberculosis
- Elements of Art handout (from last session)
- Analyses of Art Worksheet (from last session)

Teacher

- 1. Students will complete the activity from the previous lesson.
- 2. Break students into pairs and have them share their analysis with a partner.
- 3. Have students identify similarities and differences.
- **4.** Gather back as a group and share their insights.

Conclusion

Summarize the theme of the video. Underscore the importance of reaching out for help during times of loss. Provide the following website as a resource for students who have experienced a significant death: www.dougy.org/grief-resources/help-for-teens

Explain that the next segment explores the loss one experiences from relocating.

lotes			

Lost and Found, Part 4

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

How does the action of creating art help cope with grief?

Teacher

Begin by explaining that this lesson focuses on how moving can cause grief. This is a common experience and many students will be able to relate to this.

- 1. Read the summary of the video: Part 4 explores the loss one experiences from relocating. Moving and leaving one's school or neighborhood can mean losing the things in life that help make us feel safe and secure.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions withstudents. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- **1.** Do you think Laura's moving away from her mother and brother to live with her father will be as difficult for her as the loss of the divorce has been? Why?
- 2. In your opinion, which is a greater loss: moving away from "home base" or a divorce? Explain your answer.
- **3.** Would you have made the same decisions as Laura? Explain your answer.
- **4.** What does Dr. Jordan say about the importance of connections? Do you think that is true? Explain your answer.

Activity: Expressing Resilience

Material

- Paper
- Colored pencils
- Markers
- Paint
- Other art materials as available

Teacher

- 1. Review that the last few lessons looked at how artists express grief in their work. This expression is important as it helps to mange feelings that may otherwise go unexpressed.
- 2. Explain that in this session and the next they will create a visual representation of who or what helps them when they experience loss. This can take the form of a drawing, a cartoon, doodles, a collage, or a work of art with words. They may use some of the art forms studied in other sessions or use a new technique. They should consider that they have this session and another to work on and complete the visual representation.
- **3.** On a piece of paper, have students draw two columns. On one side, have students create a list of ways they have experienced loss or grief. Some students may have experienced significant loss; others may have only experienced the transition to high school or the loss of a friend through a move or disagreement.
- **4.** In the other column, have students identify who or what helped them cope with the loss or grief or how they coped with their feelings.
- **5.** Tell students that the goal of this exercise is to identify who has helped or might help, how they have secured help, and/or how to get help if anything causes them grief in the future.
- **6.** If a student is unable to identify anything that helps them manage feelings of loss, have them think about what might be helpful. Refer to the video for suggestions.
- **7.** Have students begin their visual representations. Students can complete this after the next lesson.

Conclusion

Summarize the theme of the video. Remind students that this video reminds us that loss can happen even when it's not through death or divorce. While many young people are often happy and excited to move on to middle school or high school, sometimes there is a feeling of loss. These transitions can cause people to experience grief. It is important to recognize this and to ask for help and support.

Explain that the last segment in this video summarizes the content of the previous four (4) segments.

Lost and Found, Part 5

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

How does the action of creating art help cope with grief?

Teacher

Note: Explain that this video may resurface feelings for anyone who has experienced a recent death of a parent or close family member. It is important to reinforce whom the students can go to at school or at home to talk about their feelings of grief.

Begin by explaining that this lesson summarizes the last four lessons. It focuses on the importance of working through feelings of grief instead of holding them inside.

- 1. Read the summary of the video: Part 5 is the last segment in this video and summarizes the content of the previous four segments. Experts say kids need an adult who can listen, without judgment, to whatever grief they are feeling. It shows activities that help kids express their anger and sadness.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- 1. Rachel, a cancer patient, says that she has faced the loss of friends she met during her treatment, the loss of a "normal" childhood, and the possibility of losing her life. What does Rachel do to help release the intense emotions of her fear and grief?
- 2. Would a release like Rachel's work for you? Why or why not?
- 3. In the video, we see the teens at the Kids Clubhouse create a banner with words and images to help express their feelings. What happened to the banner that the kids created? What did that represent?
- 4. Would you feel comfortable participating in an activity like this? Explain your answer.
- **5.** According to the video, what are some of the normal emotions of grief? Why is it important to be aware of the emotions of grief?

Activity: Expressing Resilience

Material

- Paper
- Colored pencils
- Markers
- Paint
- Other art materials as available

Teacher

- 1. In this session, students will complete their visual representation of how they mange difficult feelings of sadness. The focus is on developing resilience and enabling students to identify and label who and what can be helpful during times of loss.
- 2. 10 minutes before the end of class, have students break into pairs and share their work.
- 3. Ask volunteers to share their artwork with the class.

Conclusion

Summarize the theme of all five (5) lessons lessons. Remind students that it is important to find ways to manage feelings that arise from loss, whether it is a death, divorce or a move. Remind them that art and music are often helpful ways to express sadness and grief. Physical activity and writing are also good ways to cope.

Encourage students to talk to an adult if they still have questions.

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Someone You Know

Health and Wellness Grade Level: High School

Introduction

When presenting this video, it is suggested that the teacher conduct these lessons with counselors and/or school social workers. Only begin the activity if it seems the class has adequately processed each video segment. It would also be helpful to have a list of local resources available for students who may need to get help.

Note: The content of this video addresses serious themes of dating violence and rape. Educators should be extremely sensitive to students in the class who may be experiencing such issues themselves, in their families or have struggled with this in the past.

Teachers may choose to complete the activities without viewing the video. Adjust the questions accordingly.

Someone You Know, Part 1

Health and Wellness Grade Level: High School





Essential Question

How are the complexities of tessellations similar to the complexities in relationships?

Introduction

Begin by explaining that the next five (5) lessons will focus on dating violence, physical and emotional abuse and rape. When it comes to physical violence like rape and assault, and emotional violence like control and manipulation, experts advise that the greatest danger is from someone you know.

Let students know that due to the serious nature of the video they may want to discuss this further with another adult, parent or school counselor.

Teacher

1. Review the following from the CDC fact sheet, *Understanding Teen Dating Violence*, page one (**Note:** Can be distributed as a handout as provided at end of lesson):

Dating violence is a type of intimate partner violence. It occurs between two people in a close relationship. The nature of dating violence can be physical, emotional, or sexual.

- **physical** This occurs when a partner is pinched, hit, shoved, slapped, punched, or kicked.
- psychological/emotional This means threatening a partner or harming his or her sense
 of self-worth. Examples include name-calling, shaming, bullying, embarrassing on purpose, or
 keeping him/her away from friends and family.
- **sexual** This is forcing a partner to engage in a sex act when he or she does not or cannot consent. This can be physical or nonphysical, like threatening to spread rumors if a partner refuses to have sex.
- **stalking** This refers to a pattern of harassing or threatening tactics that are unwanted and cause fear in the victim.

Dating violence can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online.

Unhealthy relationships can start early and last a lifetime. Teens often think some behaviors, like teasing and name calling, are a "normal" part of a relationship. However, these behaviors can become abusive and develop into more serious forms of violence.

If you have covered the lessons on bullying, point out the similarities regarding peer abuse.

2. Read the summary of the video: Statistics show that one-in-three women have been beaten, abused or raped — and that's just reported cases. Over 75 percent of the cases are by someone the victim knows. Someone You Know takes a closer look into the reliability of these statistics and the dangerous dating dynamics that can lead to abuse.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- **1.** Name at least three (3) types of violence mentioned in this section of the video. Why is it important to label types of violence?
- 2. What do the stories in the video have in common? Why is it important to notice the similarities?
- **3.** What information from the CDC supports the information in the stories? What new information did you learn from the CDC and the video? Explain your answer.

Notes	

Activity: Tessellations, Escher and the Complexities in Art and in Life

Material

- Copies of the biography of M.C. Escher
- Pen
- Paper

Introduction

Explain that over the next five (5) lessons, students will be learning about the work of M.C. Escher as well as tessellations. The topic of dating violence underscores the complexities in relationships and reminds us that things are not always as they seem. Using the artwork of M.C. Escher, students will explore complexities in art.

Teacher

- 1. Ask students what they know of M.C. Escher.
- 2. Show several images from the M.C. Escher website: www.mcescher.com
- **3.** Explore some of Escher's most popular works. Have students comment on the complexities of the images.
- 4. Have students read the biography of Escher from his website (included as a handout).
- **5.** Explain that M.C. Escher is famous for using a technique called tessellation to create optical illusions and other amazing designs. According to Scholastic:

Tessellation is the method of fitting shapes together so that there are no overlaps or gaps, just like a jigsaw puzzle.

www.scholastic.com/browse/lessonplan.jsp?id=1423

Explain that while Escher's designs are very elaborate and creative, tessellation is seen all around us such as in floor tiling and brickwork. Ask students to think of other common examples of tessellation. (Examples might include pavement stones, quilts, and some mosaics.)

- **6.** Ask students to discuss: How are the complexities of these drawings similar to the complexities in relationships?
- **7.** Have students look for tessellations for homework and bring into class. They can easily be found on the Internet.

Conclusion

Summarize the theme of the lesson and the definitions of dating violence. Explain that in the next lesson, a young woman shares her story of how dating turned to violence.

Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Handout: Selected Information from "Understanding Teen Dating Violence"

Centers for Disease Control www.cdc.gov/violenceprevention

Dating violence is a type of intimate partner violence. It occurs between two people in a close relationship. The nature of dating violence can be physical, emotional, or sexual.

- **physical** This occurs when a partner is pinched, hit, shoved, slapped, punched, or kicked.
- **psychological/Emotional** This means threatening a partner or harming his or her sense of selfworth. Examples include name-calling, shaming, bullying, embarrassing on purpose, or keeping him/her away from friends and family.
- **sexual** This is forcing a partner to engage in a sex act when he or she does not or cannot consent. This can be physical or nonphysical, like threatening to spread rumors if a partner refuses to have sex.
- **stalking** This refers to a pattern of harassing or threatening tactics that are unwanted and cause fear in the victim.

Dating violence can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online.

Unhealthy relationships can start early and last a lifetime. Teens often think some behaviors, like teasing and name calling, are a "normal" part of a relationship. However, these behaviors can become abusive and develop into more serious forms of violence.

Notes			

Handout: Biography: Maurits Cornelis Escher

Maurits Cornelis Escher (1898-1972) is one of the world's most famous graphic artists. His art is enjoyed by millions of people all over the world, as can be seen on the many web sites on the internet.

He is most famous for his so-called impossible constructions, such as Ascending and Descending, Relativity, his Transformation Prints, such as Metamorphosis I, Metamorphosis II and Metamorphosis III, Sky & Water I or Reptiles.

But he also made some wonderful, more realistic work during the time he lived and traveled in Italy.

Castrovalva for example, where one already can see Escher's fascination for high and low, close by and far away. The lithograph Atrani, a small town on the Amalfi Coast was made in 1931, but comes back for example, in his masterpiece Metamorphosis I and II.

M.C. Escher, during his lifetime, made 448 lithographs, woodcuts and wood engravings and over 2000 drawings and sketches. Like some of his famous predecessors, — Michelangelo, Leonardo da Vinci, Dürer and Holbein-, M.C. Escher was left-handed.

Apart from being a graphic artist, M.C. Escher illustrated books, designed tapestries, postage stamps and murals. He was born in Leeuwarden, the Netherlands, as the fourth and youngest son of a civil engineer. After 5 years the family moved to Arnhem where Escher spent most of his youth. After failing his high school exams, Maurits ultimately was enrolled in the School for Architecture and Decorative Arts in Haarlem.

After only one week, he informed his father that he would rather study graphic art instead of architecture, as he had shown his drawings and linoleum cuts to his graphic teacher Samuel Jessurun de Mesquita, who encouraged him to continue with graphic arts.

After finishing school, he traveled extensively through Italy, where he met his wife Jetta Umiker, whom he married in 1924. They settled in Rome, where they stayed until 1935. During these 11 years, Escher would travel each year throughout Italy, drawing and sketching for the various prints he would make when he returned home.

Many of these sketches he would later use for various other lithographs and/or woodcuts and wood engravings, for example the background in the lithograph Waterfall stems from his Italian period, or the trees reflecting in the woodcut Puddle, which are the same trees Escher used in his woodcut "Pineta of Calvi", which he made in 1932.

M.C. Escher became fascinated by the regular Division of the Plane, when he first visited the Alhambra, a fourteen-century Moorish castle in Granada, Spain in 1922.

During the years in Switzerland and throughout the Second World War, he vigorously pursued his hobby, by drawing 62 of the total of 137 Regular Division Drawings he would make in his lifetime.

He would extend his passion for the Regular Division of the Plane, by using some of his drawings as the basis for yet another hobby, carving beech wood spheres.

He played with architecture, perspective and impossible spaces. His art continues to amaze and wonder millions of people all over the world. In his work we recognize his keen observation of the world around us and the expressions of his own fantasies. M.C. Escher shows us that reality is wondrous, comprehensible and fascinating.

www.mcescher.com

Understanding Teen Dating Violence

Fact Sheet 2014

Dating violence is a type of intimate partner violence. It occurs between two people in a close relationship. The nature of dating violence can be physical, emotional, or sexual.

- Physical—This occurs when a partner is pinched, hit, shoved, slapped, punched, or kicked.
- Psychological/Emotional—This means threatening a partner or harming his or her sense of self-worth.
 Examples include name calling, shaming, bullying, embarrassing on purpose, or keeping him/her away from friends and family.
- Sexual—This is forcing a partner to engage in a sex act when he or she does not or cannot consent. This can be physical or nonphysical, like threatening to spread rumors if a partner refuses to have sex.
- Stalking—This refers to a pattern of harassing or threatening tactics that are unwanted and cause fear in the victim.

Dating violence can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online.

Unhealthy relationships can start early and last a lifetime. Teens often think some behaviors, like teasing and name calling, are a "normal" part of a relationship. However, these behaviors can become abusive and develop into more serious forms of violence.



Why is dating violence a public health problem?

Dating violence is a widespread issue that had serious long-term and short-term effects. Many teens do not report it because they are afraid to tell friends and family.

 Among adult victims of rape, physical violence, and/ or stalking by an intimate partner, 22% of women and 15% of men first experienced some form of partner violence between 11 and 17 years of age.¹ Approximately 9% of high school students report being hit, slapped, or physically hurt on purpose by a boyfriend or girlfriend in the 12 months before surveyed.²



How does dating violence affect health?

Dating violence can have a negative effect on health throughout life. Youth who are victims are more likely to experience symptoms of depression and anxiety, engage in unhealthy behaviors, like using tobacco, drugs, and alcohol, or exhibit antisocial behaviors and think about suicide.^{3,4,5} Youth who are victims of dating violence in high school are at higher risk for victimization during college.⁶



Who is at risk for dating violence?

Factors that increase risk for harming a dating partner include:⁷

- Belief that dating violence is acceptable
- Depression, anxiety, and other trauma symptoms
- Aggression towards peers and other aggressive behavior
- Substance use
- Early sexual activity and having multiple sexual partners
- Having a friend involved in dating violence
- · Conflict with partner
- · Witnessing or experiencing violence in the home

National Center for Injury Prevention and Control Division of Violence Prevention



Understanding Teen Dating Violence



How can we prevent dating violence?

The ultimate goal is to stop dating violence before it starts. Strategies that promote healthy relationships are vital. During the preteen and teen years, young people are learning skills they need to form positive relationships with others. This is an ideal time to promote healthy relationships and prevent patterns of dating violence that can last into adulthood.

Many prevention strategies are proven to prevent or reduce dating violence. Some effective school-based programs change norms, improve problem-solving, and address dating violence in addition to other youth risk behaviors, such as substance use and sexual risk behaviors. ^{8,9} Other programs prevent dating violence through changes to the school environment or training influential adults, like parents/caregivers and coaches, to work with youth to prevent dating violence. ^{10,11,12}



How does CDC approach prevention?

CDC uses a four-step approach to address public health problems like dating violence.

Step 1: Define the problem

Before we can prevent dating violence, we need to know how big the problem is, where it is, and who it affects. CDC learns about a problem by gathering and studying data.

Step 2: Identify risk and protective factors

It is not enough to know that dating violence is affecting a certain group of people in a certain area. We also need to know why. CDC conducts and supports research to answer this guestion.

Step 3: Develop and test prevention strategiesUsing information gathered in research, CDC develops and evaluates strategies to prevent violence.

Step 4: Ensure widespread adoption

In this final step, CDC shares the best prevention strategies and may provide funding or technical help so communities can adopt these strategies.



Where can I learn more?

CDC's Dating Matters: Strategies to Promote Healthy Teen Relationships

www.cdc.gov/violenceprevention/datingmatters

National Dating Abuse Helpline and Love is Respect:

1-866-331-9474 or text 77054 or www.loveisrespect.org

National Domestic Violence Hotline

1-800-799-SAFE (7233)

National Sexual Assault Hotline

1-800-656-HOPE (4673)

National Sexual Violence Resource Center

www.nsvrc.org



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1-800-CDC-INFO (232-4636) • www.cdc.gov/violenceprevention

Someone You Know, Part 2

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

How can people recognize the signs of dating violence or an abusive relationship?

Note: This content of this video addresses serious themes of dating violence and rape. Educators should be extremely sensitive to students in the class who may be experiencing such issues themselves or in their families or have struggled with this in the past.

When presenting this video, it is suggested that the teacher conduct these lessons with counselors and/ or school social workers. Only begin the activity if it seems the class has adequately processed each video segment. It would also be helpful to have a list of local resources available for students who may need to get help.

Teacher

- 1. Remind the students of the definition of dating violence from the previous lesson.
 - **Dating violence** is a type of intimate partner violence. It occurs between two people in a close relationship. The nature of dating violence can be physical, emotional, or sexual.
- 2. Ask students to name the types of dating violence described in the first lesson.
- 3. Share the following from the CDC.
 - Dating violence is a widespread issue that had serious long-term and short-term effects. Many teens do not report it because they are afraid to tell friends and family.
 - Among adult victims of rape, physical violence, and/or stalking by an intimate partner, 22% of women and 15% of men first experienced some form of partner violence between 11 and 17 years of age.
 - Approximately 9% of high school students report being hit, slapped, or physically hurt on purpose by a boyfriend or girlfriend in the 12 months before surveyed.
- **4.** Read the summary of the video: Part 2 tells the story of Theresa Densmore's physical and emotional abuse at the hands of her boyfriend. It shows how jealousy and control issues can turn to violence.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

- 1. In the video, how did Theresa's relationship with her boyfriend evolve? When did it begin to change? Why do you think it changed?
- 2. What are the 'red flags' of possessive and controlling jealousy in relationships?
- 3. Why might it be difficult for young women to recognize the 'red flags'?
- 4. Why do you think girls stay in abusive, violent relationships? What reasons do the experts give?
- 5. For those who do not identify as women: What is your reaction to Part 2 of the video? Why?
- **6.** Review the following (a single page hand-out of this material is provided):

To recognize the signs of dating violence or an abusive relationship, teens should ask themselves the following questions:

- Is this person jealous and possessive? Will this person let me have friends? Does this person constantly check up on me?
- Will this person accept breaking up?
- Does this person constantly give me orders?
- Does this person make all the decisions? Does this person consider my opinion?
- Is this person scary? Does this person threaten me with violence or own weapons? Does this person have a history of violence?
- Does this person lose his/her temper easily or quickly?
- Does this person pressure me about having sex?
- Did this person get too serious about the relationship too fast?
- Does this person abuse drugs or alcohol? Has this person pressured me to use drugs or alcohol?
- Does this person blame me for anything that goes wrong? Does this person blame me for the mistreatment I've received? Does this person tell me, "You deserved it," or "You asked for it"?
- Have my friends and family warned me about this person? Have they told me they are concerned for my safety?

lotes				

Activity: Tessellations, Escher and the Complexities in Art and in Life (1)

Material

- www.mcescher.com
- www.tessellations.org/index.shtml
- Tessellations from homework
- Pen
- Paper

Teacher

Note: Before class, look up tessellations on the Internet and check out images for tessellations in nature. (Good source: www.tessellations.org.) Some images have been provided.

- 1. Begin by having students share the tessellations they looked up for homework.
- 2. Share tessellations from the Internet and discuss the images for tessellations in nature.
 - What do they notice?
 - What do the images have in common? How do they differ?
 - How do tessellations in nature serve the host?
- 3. Share the following information:
 - The word 'tessera' in Latin means a small stone cube. Stone cubes were used to make up 'tessellata' the mosaic pictures forming floors and tilings in Roman buildings.
 - Tessellation can also mean simply filling a large surface, without gaps or overlaps, using non-square tiles. In nature, we see this kind of tessellation in cracked mud, turtle shells, and other places. In man-made areas, we see it in architecture, for example... from brick walls and bathroom floors to decorated magnificent, beautiful buildings like the Alhambra in Spain.
 - Escher often used color to help create patterns and rhythms in his designs. Discuss how using color is effective in a tessellation because it helps to set the regular shapes apart from each other. (Source: from www.Tessellations.org)
- 4. Have students work with a partner to discuss the following:
 - What goes into making tessellations?
 - What skills are needed?
 - How might one go about designing a tessellation?
- 5. Share their ideas with the large group.
- **6.** Ask students to begin to think about how they will create an original tessellation. This will be done over the next three (3) sessions.

Conclusion

Summarize the theme of the video and underscore the serious nature of the content. Remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Explain that the next video is about Tom Santoro, a dad who speaks to youth about dating violence.

Handout: Check List for Recognizing the Signs of Dating Violence/Abusive Relationships

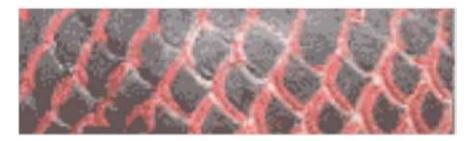
To recognize the signs of dating violence or an abusive relationship, teens should ask themselves the following questions:

- Is this person jealous and possessive? Will this person let me have friends? Does this person constantly check up on me?
- Will this person accept breaking up?
- Does this person constantly give me orders?
- Does this person make all the decisions? Does this person consider my opinion?
- Is this person scary? Does this person threaten me with violence or own weapons? Does this person have a history of violence?
- Does this person lose his/her temper easily or quickly?
- Does this person pressure me about having sex?
- Did this person get too serious about the relationship too fast?
- Does this person abuse drugs or alcohol? Has this person pressured me to use drugs or alcohol?
- Does this person blame me for anything that goes wrong? Does this person blame me for the mistreatment I've received? Does this person tell me, "You deserved it," or "You asked for it"?
- Have my friends and family warned me about this person? Have they told me they are concerned for my safety?

Notes			

Handout: Examples of Tessellations

Fish scales



Leopard Fur



Brickwork



Soccer ball



Someone You Know, Part 3

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

Why does dating violence happen?

Teacher

Note: This video contains sensitive material and discuses the murder of a teenage girl. It may be especially upsetting to any teen that is involved in or has witnessed abusive relationships. Remind students of the support personnel in school they can talk to about this topic.

Begin by explaining that this lesson focuses on the serious topic of how dating violence can lead to murder. It explores how unhealthy behaviors in a relationship can become abusive and result in severe consequences.

- **1.** Read the summary of the video: Part 3 is the story of Tom Santoro whose 18-year-old daughter was beaten to death by her ex-boyfriend after she broke up with him. He now speaks to youth about dating violence.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- **1.** Why does Tom Santoro, a retired firefighter, spend almost every day during the school year talking to high school students about dating violence?
- 2. What are the early warning signs that teens should learn so that they can get out of a relationship before it turns violent?
- **3.** How do you break up safely, according to the experts? Do you agree or disagree with those recommendations? Why?
- 4. How does social media and texting impact break ups?
- 5. Why do people continue to use social media and texts to break up?

After the discussion, share the following from the CDC, "Why Dating Violence Happens," and how to prevent violent relationships. (This is provided as a single-page hand out.)

Communicating with your partner, managing uncomfortable emotions like anger and jealousy, and treating others with respect are a few ways to keep relationships healthy and nonviolent. Teens receive messages about how to behave in relationships from peers, adults in their lives, and the media. All too often these examples suggest that violence in a relationship is normal, but violence is never acceptable.

To prevent violent relationships, CDC experts recommend the following to teens:

- Know that if a person makes you uncomfortable, there is probably a good reason. Get away from that person and seek help.
- Only go on dates in public places. Movies, popular restaurants and school sporting events are good.
- Never leave a party or an event with somebody you don't know or somebody you meet for the first time at that event.
- Avoid dating people who put you down, pressure you to do things you don't feel comfortable doing or try to control your thoughts, actions or feelings.
- Understand that when a person says, "No," it means, "No." It is a final statement, not a challenge, and it does not matter when during the date the word is said.
- Realize that rape is a violent crime punishable by law.
- Learn to recognize your own attitudes toward male and female roles in relationships.
- Find ways to deal with and possibly seek counseling for overly jealous, violent or aggressive feelings and behaviors toward the opposite sex.

Notes			

Activity: Tessellations, Escher and the Complexities in Art and in Life (2)

Material

- Pencil (colored or regular) or charcoal
- Markers
- Crayons
- Paper

Teacher

- **1.** Explain that over the next three (3) lessons, students will create a tessellation image that reflects what a healthy relationship should be. This could be done with color patterns or images.
- **2.** Have students work in pairs to create a tessellation. It can be one that might be seen in nature or one that is abstract.
- **3.** To underscore the complexity in relationships, students must create this with a partner, and both must agree on the image.
- **4.** The image should represent healthy relationships, and each pair should be able to explain their reasoning. Before creating the image students must agree upon:
 - The design of the image
 - The colors in the tessellation
 - Whether it should be a pattern from nature or abstract
 - How it connects to the theme of a healthy relationship

Once students agree on the above, they may begin creating their tessellation.

Conclusion

Summarize the theme of the video. Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Explain that part 4 is the story of Lorena Castellanos, a rape survivor.

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Handout: Why Dating Violence Happens Centers for Disease Control

Communicating with your partner, managing uncomfortable emotions like anger and jealousy, and treating others with respect are a few ways to keep relationships healthy and nonviolent. Teens receive messages about how to behave in relationships from peers, adults in their lives, and the media. All too often these examples suggest that violence in a relationship is normal, but violence is never acceptable.

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- Understand that when a person says, "No," it means, "No." It is a final statement, not a challenge, and it does not matter when during the date the word is said.
- Realize that rape is a violent crime punishable by law.
- Learn to recognize your own attitudes toward male and female roles in relationships.
- Find ways to deal with and possibly seek counseling for overly jealous, violent or aggressive feelings and behaviors toward the opposite sex.

Notes			

Someone You Know, Part 4

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

Why do you think abuse occurs in some dating relationships?

Teacher

Note: This video contains sensitive material about rape. The young woman describes how her attacker, a friend, held her down and raped her. Again, it is important to present this with sensitivity and provide information and resources if anyone needs help.

Begin by explaining that this lesson focuses on the serious topic of rape. Reinforce where students can get additional help with this topic. Explain that the young woman is a survivor and the focus is resilience.

- **1.** Read the summary of the video: Part 4 is the story of Lorena Castellanos, a rape survivor, who shows the courage to come forward in order to help others understand criminal laws about rape.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- **1.** Agree or disagree with the following statement: "Rape is about power, control and dominance." Explain your answer.
- 2. How was the above statement true for Lorena Castellanos?
- 3. Why don't most rape victims come forward and report the crime?
- **4.** Lorena knew her attacker. How might knowing one's attacker make it even more difficult to report or press rape charges?
- 5. What did Lorena do to help herself after the rape?

Activity: Tessellations, Escher and the Complexities in Art and in Life (3)

Material

- Tessellation images
- Pencil (colored or regular) or charcoal
- Markers
- Crayons
- Paper

Teacher

- 1. In this session, students will continue working in pairs to create their tessellation image.
- 2. Remind students that in order to underscore the complexity in relationships, students must create work well with a partner, and both must agree on the image.
- 3. The image should represent healthy relationships.

Conclusion

Summarize the theme of the video. Underscore the serious nature of the content and remind students that they can talk to other adults about this. Highlight the connection between the images and the complex nature of relationships. Ask them to think about one adult they could go to if they feel the need to discuss the topic of dating violence or rape.

Explain that the last segment in this video summarizes the content of the previous four (4) segments.

Notes			

Someone You Know, Part 5

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

How can adults and friends help younger students with safe relationships?

Teacher

Note: This content of this video addresses serious themes of dating violence and rape. Educators should be extremely sensitive to students in the class who may be experiencing such issues themselves or in their families or have struggled with this in the past.

Begin by explaining that this lesson summarizes the last four (4) lessons.

- 1. Read the summary of the video: Part 5 is the last segment in this video and summarizes the content of the previous four (4) segments. Studies show the majority of rape and assault victims are females; experts say that means stopping the violence is largely a men's issue.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- **1.** What is the mission of the organization "One in Four"? Why do the experts think this organization can be successful?
- 2. How can parents help their daughters protect themselves from dating violence?
- 3. How can friends help each other in regards to dating violence?
- **4.** What advice might you provide to parents about the kind of information and support that teens need from their parents when it comes to sex and relationships?
- 5. List and comment on the final pieces of advice provided from each of the following people featured in the program: Tom Santoro, Theresa Densmore, and Lorena Castellanos.

Activity: Tessellations, Escher and the Complexities in Art and in Life

Material

· Student tessellation images

Teacher

- 1. Providing everyone is finished, students should prepare to share their images and explain how they decided on the design. Students should also address what it was like to work with a partner and how they made decisions.
- **2.** Each pair will present their image and share the reason they selected it and how it relates to healthy relationships. They will also address what it was like to work together and decide on the image.

Conclusion

Summarize the theme of all five (5) lessons. Encourage students who maybe experiencing dating violence to speak with a school social worker or counselor.

Share the following about how to help a friend:

DO...

- Talk to your friend and let him/her know that you are worried.
- Remind him/ her of her talents and how strong he/she is.
- Help her/her find an adult to talk to and go with them to show your support.
- Call the authorities if you see or hear an abusive attack.

DON'T ...

- EVER try to confront the abusive partner. It could result in your being the next victim.
- Say things like, "I told you so," or "You were so stupid to get involved with him/her," or "Get yourself together and deal with this!"

Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

First Comes Love

Health and Wellness Grade Level: High School

Introduction

Early love represents all of what's exciting and magical about the teenage years but it's also the source of some of the biggest dangers. Older boys pressure young girls to have sex, sometimes causing disease, pregnancy and depression; boys pressure other boys by linking conquest to popularity; and many teen romances end with dating violence. First Comes Love examines some of today's pressures regarding love and how teens view and define relationships and dating.

Note: The content of this video, First Comes Love, addresses sensitive subjects of teen sex, dating violence, pregnancy, and depression. Educators should be extremely sensitive to students in the class who may be struggling or may have struggled with or experienced any of the above issues. When presenting this video, it is suggested that the teacher preview the materials and conduct these lessons with counselors and/or school social workers.

Teachers may choose to complete the activities without viewing the video. Adjust the questions accordingly.

First Comes Love, Part 1

Health and Wellness Grade Level: High School





Essential Question

Why is it important to know your values before dating and before having sex?

Teacher

Begin by explaining that the lesson is going to focus on the pressures teens face when it comes to dating and sex.

- 1. Read the summary of the video: In Part 1 of *First Comes Love*, explore some of the expectations, myths, and pressures that teens face when it comes to dating. Teen girls Kyle and Angelina talk about the pressures to look and act older, along with the realities of doing too much too soon.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- 1. In the video, we see scenes from high school prom. Why do you think there is so much emphasis on an event like prom or a school dance? How might you control the expectations for the evening?
- 2. The video states that teen sexual activity is on the decline except for one group: very young teen girls. Why do you think this might be?
- 3. What is the myth about teen boys that is mentioned in the video? What makes this a myth?
- **4.** In the video, 14-year-old Angelina talks about the images about sexuality that we see in the media. Think about the kind of relationships you see in characters on TV and in movies. How do those images make you feel about dating? About yourself?
- 5. Why do you think younger girls might want to date older guys? What does the video say about why older guys might date younger girls? What are some of the dangers?

Conclusion

Why is it important to know your values before dating and before having sex with someone?

Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Explain that in the next session they will begin to experiment with creating value in art.

Notes			

Handout: Cut Out Values

Looking good	Living according to my religious beliefs	Looking and living for fun
Having a romantic relationship	Having a best friend	Having time by myself
Getting a good education	Getting a lot of attention	Getting a job I really enjoy
Being successful in sports	Being respected	Being safe
Staying out of trouble	Having sex with someone I love	Avoiding sexually transmitted disease
Making a lot of money	Making a difference	Making great art
Having kids when I'm married	Having kids whenever the time is right	Having no kids

First Comes Love, Part 2

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

How does the element of value in art connect to personal values in terms of dating and having sex?

Teacher

Begin by explaining that the lesson is going to focus on the perceived status of being sexually active.

- 1. Read the summary of the video: In Part 2 teen boys talk about the dating pressures they experience to gain status and respect, from both the girls and the other boys. One boy, 17-year-old Angel Alcazar, decided it was time for a different approach.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- 1. The video says conventional wisdom has boys pressuring girls to have sex. In the video, what does the video say about who is really pressuring teenage boys ages 15 to 17?
- 2. Why do you think having sex might make some people feel more popular?
- 3. Do you think the pressure to have sex, "hook up," or "make out" is worse for girls or for boys? Why?
- **4.** List 5-10 adjectives or qualities that define manhood and then put them in order of importance. Where, if at all, do tenderness and compassion place on your list?
- **5.** What does Angel say changed his approach?

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Activity: The Element of Value

Materials

- Area to demonstrate shading/value (e.g., board, large paper, etc.)
- Shading Techniques worksheet
- Pencils (and erasers if possible)
- Tissues or paper towels for blending
- Value Statement Sheet (for teacher only)

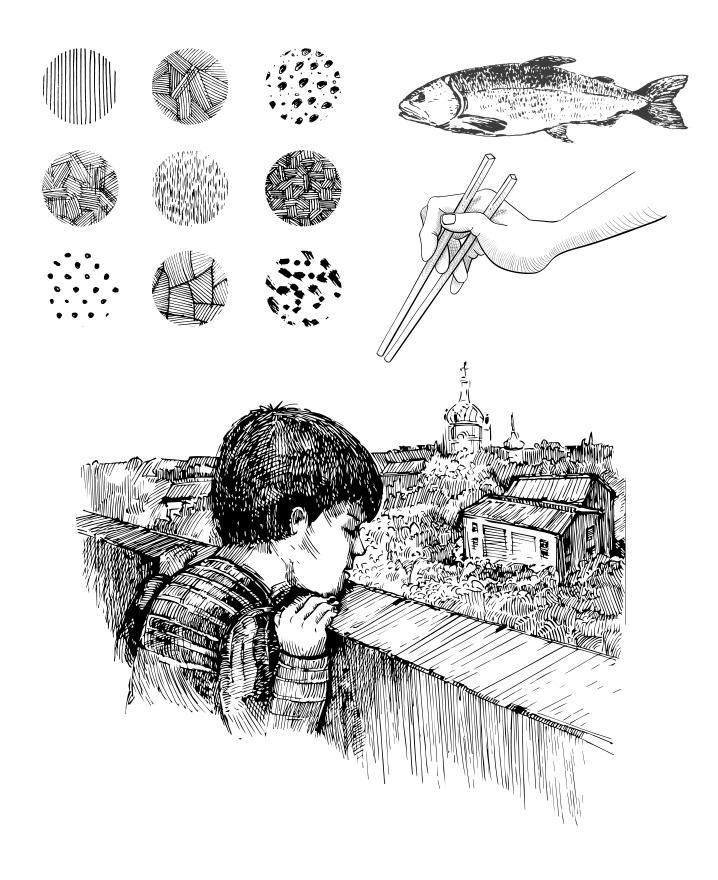
Teacher

- 1. Review the last session's discussion of personal values as they affect dating and having sex.
- 2. Explain that today they will experiment with the art element of value.
- **3.** Draw an example (or present an example) of value in drawing. An example is provided for you, but if you can demonstrate the skill, all the better.
- **4.** Discuss how value is the way one shows lightness and darkness in a drawing, painting, photograph, etc. This is done by shading. Value creates a focus area and defines space.
- **5.** In the example, where is the light coming from? If you had to assign a number from 1-5 where one is light and five is dark, how would you grade the shadow in this picture? Why?
- **6.** On the board or a large piece of paper, demonstrate four (4) techniques that can be used for shading: hatching, cross-hatching, stippling, and blending.
- **7.** Distribute Shading Techniques and pencils and tissue/paper towels and have students experiment with the four (4) types of shading.
- **8.** In the second row of boxes, ask them to use of the four (4) techniques to create shading in value levels of 1-10 where 1 is light and 10 is the darkest.
- **9.** When they are done, tell them they will use their value level chart as a measurement for their own personal values. 1 means it is very important to you, and 10 means it is unimportant. The area between is a measure of how important that value is to you. They may keep their determinations private or share with a partner.
- **10.** You will read statements from the Values Statements page for them to measure using their value level charts.

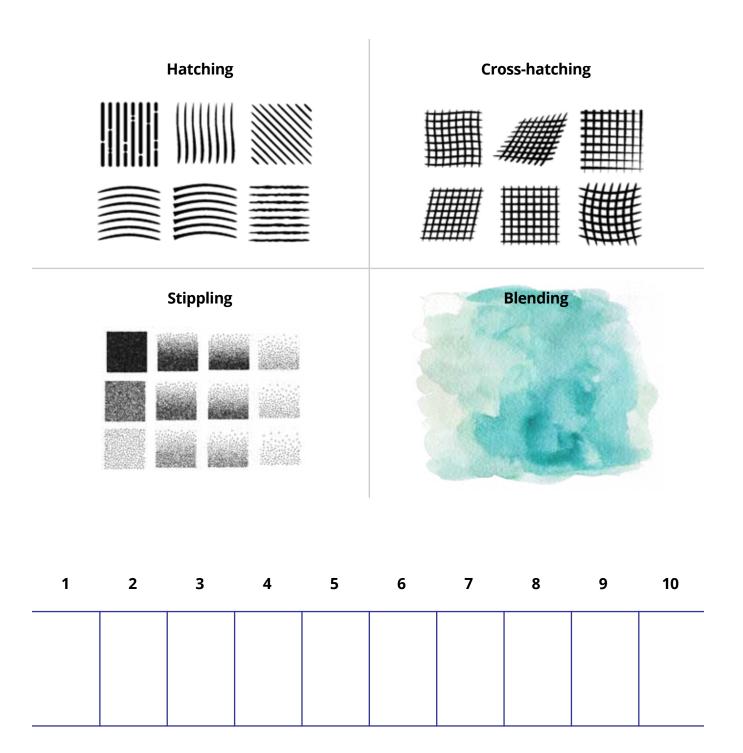
Conclusion

Discuss: How does the element of value in art connect to personal values in terms of dating and having sex? Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this. The next session is about abusive relationships.

Handout: Using Value in Drawings



Handout: Shading Techniques



Handout: Values Statements Teacher Resource

- 1. You should only have sex with someone you love.
- 2. Guys should pay for dates.
- **3.** If a girl wears tight clothing, she is asking for sex.
- **4.** Contraception is the responsibility of both people in the relationship.
- **5.** A gay or lesbian teenager should be able to bring a date of the same sex to the prom.
- 6. Waiting until you are an adult to have sex is the right thing to do.
- **7.** Raising a child on your own is better than marrying a person you don't love.
- 8. Having sex makes you more of a man/woman.
- **9.** Guys gain status when they father a child.
- **10.** Just because a person hits you doesn't mean they don't love you.

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First Comes Love, Part 3

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

What are our influences when making choices in art and in life?

Teacher

Begin by explaining that the lesson is going to focus on the power of the Internet.

- **1.** Read the summary of the video: Jenny and Mateo share their emotional story about their abusive relationship, urging other teens to take it slow and allow relationships time to develop.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- **1.** The video states that according to Harvard University research, one (1) out of every five (5) high school girls is abused by her boyfriend. Did this surprise you? Why or why not?
- **2.** What are some of the suggestions to help avoid dating violence? Do you think they work? Why or why not?
- 3. Many teens believe that sex and love go hand in hand. How do you respond to this statement?
- **4.** Why do you think that sexuality is often so hard to talk about with others, especially parents? What can be done to ease the tension?
- **5.** Jenny and Mateo became parents at a very young age. Knowing the success rate, why do you think so many teenagers don't choose abstinence?

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Activity: Drawing with Value

Materials

- Models/items for drawing
- Paper
- Pencils (and erasers if possible)
- Tissue/paper towels
- Values charts from previous session

Teacher

- **1.** Review the previous session's lesson on the element of value in drawing. Distribute their worksheets for reference.
- 2. Today students will experiment with using shadowing techniques to draw an object with emphasis on value.
- **3.** Distribute paper and pencils to each student.
- **4.** Set up areas with an object in the center and ask students to select the object they would like to draw. (Consider a variety of objects to suit the range of students' skills.)
- **5.** Tell students to begin drawing the outside shape of the object before they determine the shading technique they will use.
- **6.** Give them time to work on their art, stepping in to assist when necessary.
- 7. Near the end of class, ask students about how they decided which technique to use.
 - What influenced them?
 - Was it the ease of the technique?
 - Was it to challenge themselves?
 - Was it because a friend was doing it one way?
- **8.** Ask students to compare this experience with drawing techniques for value in art and values in making decisions about sexual relationships.

Conclusion

What are our influences when making choices in art and in life?

Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

First Comes Love, Part 4

Health and Wellness Grade Level: High School



WATCH ►

Essential Question

How is practicing a new art technique like practicing falling in love?

Teacher

Begin by explaining that the lesson is going to focus on the power of the Internet.

- **1.** Read the summary of the video: Experts discuss how learning how to be in a relationship and manage an intimate relationship is part of growing up.
- 2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

- **1.** The number of teens having sex is actually falling. But what do the teens in the video perceive about teenage sex? Why is this problematic?
- 2. What do you think it means to "practice falling in love"?
- 3. How has the information in First Comes Love affected your perception of sexual behavior?

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Activity: The Practice of Falling In Love

Materials

- Drawing paper
- Pencils, erasers
- Tissue/paper towels
- Variety of objects as models

Teacher

- **1.** The narrator in the video says, "Kids need to practice falling in love." "You need to practice," is often a mantra of teachers, parents, coaches, directors, scout masters, and others who help you learn a new skill.
- **2.** Explain to students that the last session was practice for this session: drawing an object with attention to shadowing/value.
- **3.** Set them up with centers and a variety of objects to draw.
- **4.** Give students the rest of the class time and most of a second class to complete and present their works of art.
- 5. When they present their art work, have them comment on the levels of shadow each drawing uses.
- **6.** How was this exercise like practicing falling in love?

Conclusion

Just as young people should think about their values when experimenting with love and sex, they should also think about their choices when they create art.

Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Notes			