**Teacher Instructions**

### LESSON 1

**Never Give Up**

**Goal:** In this lesson, students will explore the importance of perseverance, or never giving up. Students will discover that perseverance is necessary for accomplishing personal goals, as well as community goals.

**Time required:** 45 minutes

**Materials required:** What Does It Take to Be a Champion? student magazine; paper; pen or pencil

**Getting Started**

1. **Ask** students if they have ever had a goal that required perseverance. If necessary, remind them that “perseverance” means never giving up, even when the task is difficult.

2. **Have** students to recall information they already know about biology to assist their discussion. Tell students that understanding the body every day for two weeks. Patients tell students that understanding the same thing in order to treat one’s health. Physicians must understand the same thing in order to treat patients. Tell students that understanding the body every day for two weeks.

3. **Distribute** Student Worksheet A. Instruct students to read “How to Be a Champion for Your Community: 3 Steps!” in the student magazine. This chart describes three steps that a person can take to better community. Students should provide specific details proposing how to meet those goals.

4. **Instruct** students to fill in the three boxes. Tell them to think about their everyday lives and to be as specific as possible.

5. **Instruct** students to read “Sunshine in April,” the interview with April Holmes, in the what Does It Take to Be a Champion? student magazine. April’s story is one of challenge and perseverance. Through hard work and determination, she met her goal many times over.

6. **Remind** students that one should have both personal and community goals and that perseverance is required for both. Discuss different behaviors that could threaten one’s community’s well-being. Ask volunteers to suggest such habits. An example of a detrimental habit is underreporting.

7. **Ask** students to consider the different ways that underreporting could affect a community—such as rudeness, unavailability, and neglect, among other problems.

8. **Instruct** students to name a few organs and processes that body parts are interconnected. Ask students to name a few organs and processes and how they are connected. Answers might include: heart, lungs, liver, brain, or skin. The brain, stomach, and intestines work together on digestion, the brain and lungs work together on respiration, an involuntary function; and so on.

9. **Direct** students to read “Sunshine in April,” the interview with April Holmes, in the what Does It Take to Be a Champion? student magazine. April’s story is one of challenge and perseverance. Through hard work and determination, she met her goal many times over.

10. **Direct** students to the “Be a Champion for Your Body” page of the student magazine. This page illustrates how bodily systems operate and how different parts of the body work together. Some of this information will be new to students and some of it will be familiar. There is also a chart that illustrates the many effects of alcohol on the body.

### LESSON 2

**Be a Valuable Community Member**

**Goal:** In this lesson, students will think about what it means to be a member of a community and consider ways they can be champions for their community. In particular, students will analyze challenges, including underreporting, that might prevent them from being useful contributors to their community.

**Time required:** 30 minutes

**Materials required:** What Does It Take to Be a Champion? student magazine; Worksheet A; pen or pencil

**Getting Started**

1. **Ask** students: What is a community? A good definition of “community” is a group of people who share similar interests or common characteristics. A community can be large or small.

2. **Ask** for examples of communities that students might be a part of. Answers might include the school band, a sports or cheer team, an after-school club, a volunteer organization, a study group, or a church.

### LESSON 3

**Play Defense for Your Body**

**Goal:** In this lesson, students will examine how the body’s organs and systems work together and the ways underreporting could impair these functions. Students will explore the intersection between science and personal behavior.

**Time required:** 30 minutes

**Materials required:** What Does It Take to Be a Champion? student magazine; Worksheet B; pen or pencil

**Getting Started**

1. **Explain** to students that their bodies are complex organisms that consist of many moving parts and countless physical and chemical processes. Describe the many ways that body parts are interconnected. Ask students to name a few organs and processes and how they are connected. Answers might include: heart, lungs, liver, brain, or skin. The brain, stomach, and intestines work together on digestion, the brain and lungs work together on respiration, an involuntary function; and so on.

2. **Point out** to students that understanding cause-and-effect relationships is crucial for studying the body. Scientists must understand causes and effects in the body in order to conduct research. Likewise, doctors must understand the same thing in order to treat patients. Tell students that understanding cause and effect can help them take care of their bodies.

3. **Discuss** how alcohol can interrupt or impair those processes. Sometimes alcohol just slows down a process, other times it might lead to more critical physical problems. Underreporting, in particular, can have detrimental effects on the young brain. Alcohol affects brain cells shortly after consumption. Those effects can create damage, and teen brains are even more sensitive than adult brains. The long-term effects of alcohol also include possible damage to the frontal lobes of the brain, the region of the brain responsible for making decisions. Alcohol is also known to damage memory.

4. **Direct** students to the “Be a Champion for Your Body” page of the student magazine. This page illustrates how bodily systems operate and how different parts of the body work together. Some of this information will be new to students and some of it will be familiar. There is also a chart that illustrates the many effects of alcohol on the body.

5. **Divide** students into small groups. Tell them that they will be reviewing the information in the student magazine about the effects of alcohol on the human body.

6. **Instruct** students to discuss how each organ or bodily system is affected by alcohol. Tell students to recall information they already know about biology to assist their discussion. Allow several minutes for discussion.

7. **Distribute** Student Worksheet B. Tell students to read the instructions. Students should be able to label at least as many body parts as were mentioned in the student magazine.

8. **Have** students write a letter, on Worksheet B, in the voice of a particular organ or bodily system. The letter will conclude with a plea to make healthy choices. Students should be able to demonstrate clear connections between cause and effect. Letters should demonstrate proper use of grammar, spelling, and persuasive language.

9. **Referring** to what they have learned, have students set three personal goals on how to say “YES” to a healthy lifestyle, and “NO” to underreporting.

10. **Set** a classroom goal to learn one new thing about the body every day for two weeks. Ask for volunteers to pair up and choose a day. Draw a 10-grid table on the board and, each day, fill in each box with a summary of that day’s facts. At the end of the two weeks, discuss the importance of each bodily system and how it might be affected by bad choices such as overeating, underreporting, and lack of exercise.
INSTRUCTIONS: Study this diagram of the human body. Label as many organs and body parts as you can. Recall information from the student magazine and from your previous knowledge of human biology.

Below, write a letter to yourself as a specific organ or body part persuading you to say “YES” to a healthy lifestyle and “NO” to underage drinking.

Dear ____________

(your name)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Sincerely, ________________

(organ or body part)