

PENNSYLVANIA TEEN HEALTH WEEK 2017

JANUARY 9-13

TOOLKIT

**REAL TALK WITH DR OFFUTT, LLC
COLLEGE OF PHYSICIANS OF PHILADELPHIA
PENNSYLVANIA DEPARTMENT OF HEALTH**

Pennsylvania Teen Health Week 2017

January 9-13, 2017

Table of Contents

- I. Introduction and Background**
- II. Teen Health Week 2017 Overview**
- III. Academic Standards and Laws Addressed with Teen Health Week Activities**
 - a. Academic Standards for Health, Safety and Physical Education**
 - b. Examples of Academic Standards from Math, Science and Language Arts**
 - c. Act 71**
 - d. Dating Violence Policy Law**
- IV. Health Literacy**
- V. Preparation Timeline**
 - a. September 2017**
 - b. September – December 2017**
 - c. December 2017**
- VI. January 4 - 6**
- VII. Available Media Images and Posters**
- VIII. January 9 - 13**
 - a. Monday: Healthy diet and exercise**
 - b. Tuesday: Violence Prevention**
 - c. Wednesday: Mental Health**
 - d. Thursday: Sexual Development and Health**
 - e. Friday: Substance Use and Abuse**
- IX. References**
- X. Special Thanks**

Pennsylvania Teen Health Week 2017

January 9-13, 2017

I. Introduction and Background

January 9-13, 2017 will be the second annual Pennsylvania Teen Health Week

We are pleased to introduce the second annual Pennsylvania Teen Health Week to focus on holistic teen health. Last year, organizations celebrated the Inaugural PA Teen Health Week in a variety of ways. A few examples are:

- Student discussions about health issues posted on YouTube channels.
- Students shared updates in school announcements.
- School TV clubs televised health updates.
- Libraries hosted Teen Health Week evenings with snacks and activities.
- Medical practices wore lime green in support of Teen Health, posted information in their offices, and sponsored events for daily health topics.
- Philadelphia high-rise ran Teen Health Week messages in crown lights.
- Schools and community organizations shared healthy messages through social media.
- Public Health professionals published letters to the editor and op-eds in Pennsylvania papers.

Pennsylvania Teen Health Week remains the only statewide observance in the country. While there are observances for specific teen health issues (*Teen Dating Violence Prevention Month, Teen Pregnancy Prevention Month, Youth Violence Prevention Week*), PA Teen Health Week is unique in that it focuses on a holistic view of teen health.

This packet includes suggestions for schools and organizations to meet the specific needs of their teens. Instead of a scripted curriculum, activities and topics are intended to serve as a starting point for conversations and activities that promote healthy life styles. Many of the activities can be used to satisfy PA Academic Standards across subject areas.

Rationale for a week focused on Teen Health

With more than a billion adolescents worldwide, 13 through 19 year-olds comprise one of the largest segments of the world's population. The rapid physical and emotional growth of this age group differentiates it from the needs of children and adults. Health behaviors resulting in illness later in life often start in the teen years. These areas include, but are not limited to, unhealthy choices with relationships, diet, exercise, self-harm, substance use, and violence.

Mental and sexual health are additional aspects of teen health that profoundly impact teen lives. Mental illness has immediate and lifelong negative effects. Worldwide suicide is the 3rd leading cause of death among adolescents and depression is a major source of disability. As many as half of mental health disorders start by the age of 14 and are left untreated. Sexual development occurs during these years and it is critical to teach youth the means to reduce unwanted pregnancy and communicable diseases such as HIV and other sexually transmitted diseases.

Pennsylvania Teen Health Week 2017

January 9-13, 2017

Here are some facts about Pennsylvania teens that may surprise you:

- **Diet and Exercise:**
 - More than a quarter of youth in Pennsylvania are overweight or obese.
 - Nearly all consistently eat fewer fruits and vegetables than recommended.
 - More than 75% have a sugar added beverages every day.
 - Only about one in four students obtained the recommended 60 minutes of exercise daily, and more than a tenth did not obtain even 60 minutes of exercise once in the preceding week.
- **Violence:**
 - 7% of 8th graders reported attacking someone with the intent to hurt them.
 - 20% of teens have been threatened at school by another student.
 - Dating violence is seen in PA teens as well as nationwide.
 - Most bullying occurs on school property, and students report decreasing actions taken by adults when they are made aware of bullying as students get older (80% decreasing to about 50% as students progress from 6th to 12th grade).
 - 5% of PA teens are involved in a gang across 6th – 12th grades.
- **Mental Health/Depression:**
 - Rates of depression symptoms and suicidal thought are increasing to almost 40% of youth feeling depressed or sad most days in the past 12 months
 - More than 15% of students in all grades combined indicated that they had considered suicide in their lifetime.
 - 20% self-harm.
- **Sex and STDs:**
 - Almost 8000 babies were born to Pennsylvania teens in 2014.
 - Pennsylvania teens have similar rates of STD occurrence to that in US teens as whole. US incidence and prevalence estimates suggest that young people aged 15–24 years acquire half of all new STDs.
 - In 2013, teens 15-19 account for nearly half of the cases of chlamydia and gonorrhea in Pennsylvania
 - Gonorrhea occurs at a higher rate in PA youth ages 15-24 than the national average.
- **Substance Use:**
 - **Alcohol:** Nearly 20% of 12th graders binge drink, and more than 40% of 6th-12th grade students have ever had alcohol.
 - **Prescription drug abuse:** Nearly half of all teens who abused prescription drugs obtained them from their family or from their home.
 - **Marijuana:** Almost 20% of teens have used marijuana in Pennsylvania, with more than 20% of 12th graders using it in the past 30 days. 10% of 12th graders report driving after using marijuana, more than report driving after drinking.

Pennsylvania Teen Health Week 2017

January 9-13, 2017

The Amazing Teenage Brain

Because the adolescent brain develops its *reward pathway* faster than its *planning and emotional control* pathways, it is often described as erratic. But it also has a remarkable capacity to adapt and change. These factors make exploring and experimentation normal activities during the teen years. Questioning, learning, and engaging with accurate health information are paramount in developing the necessary skills to advocate for their own health and for that of their peers. Teens are agents of change and therefore need to be included in health discussions. Really listening to what they have to say about improving adolescent health is critical. It is hoped that this toolkit will aid schools and other organizations to engage teens about health issues in a nonjudgmental and supportive way.

Pennsylvania Teen Health Week 2017

January 9-13, 2017

II. Teen Health Week 2017 Overview

Behaviors of young people are influenced by individuals, friends, family, school, community, and society. This toolkit is designed with this in mind. It is understood that each school, community or group of teens has different needs, and Teen Health Week should be recognized in a way that is most useful and appealing to each school's students.

This toolkit has been designed to support schools in meeting a number of Academic Standards and legal requirements. Obviously Standards for Health, Safety and Physical Education are directly addressed with activities in this toolkit, but additionally, Act 71, the Domestic Violence Policy law, and Standards in Math, STEM and Language Arts are also supported with some of the suggested activities.

For ease of use, a timeline has been developed for schools starting in September to update calendars, form school clubs, recruit student leaders etc. A summary of health-related observances which occur nationally between September and December (e.g., National Suicide Prevention Week) is also provided, with suggested activities for those months that can develop into Teen Health Week activities or materials.

New this year will be a kickoff celebration at the Capitol in Harrisburg on Monday January 9. Schools, student groups and other teen organizations are invited to attend and celebrate this important week with lawmakers and others. The plans for this day are still in development, and updated information can be found at <http://realtalkwithdroffutt.com/teen-health-week.html>. The tentative schedule of events is:

10am:	Students arrive via carpool or bus
10:30am - 11:15am:	Kick-off event
11:15 - 12:00:	Tour of Capitol for students
12:30 - 1:15:	Bag lunch in capitol cafeteria (students bring their own lunches)
1:15:	Students depart for schools

During PA Teen Health Week, activities are focused around specific themes each week day as follows:

- **Monday, January 9:** **Healthy diet and exercise**
- **Tuesday, January 10:** **Violence**
- **Wednesday, January 11:** **Mental Health**
- **Thursday, January 12:** **Sexual Development and Health**
- **Friday, January 13:** **Substance Use and Abuse**

In the following sections, you will find activities that have been suggested to focus students on each health pillar for the week. These activities can be school-wide, health-class oriented, or social media based. Drafted social media posts for each day are included for Twitter and Facebook and can easily be

Pennsylvania Teen Health Week 2017

January 9-13, 2017

adapted to other social media platforms. Special care has been taken to suggest activities that have minimal or no cost to schools. The week is intended to be fun, festive and interactive.

The official color for Teen Health Week is lime green. Students and staff are encouraged to wear and utilize this color while celebrating Teen Health Week to demonstrate community support and enthusiasm about teens and their health.



Pennsylvania Teen Health Week 2017

January 9-13, 2017

III. Academic Standards and Laws Addressed with Teen Health Week Activities:

a. Academic Standards for Health, Safety and Physical Education

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth and twelfth grade. They define the content for planned instruction that will result in measurable gains for all students in knowledge and skill, and schools must use these standards to develop local school curriculum and assessments that will meet the needs of the students. The Academic Standards for Health, Safety and Physical Education provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life.

Many of the required standards for grades 6th through 12 can be addressed directly with activities done in preparation for, during and in observance of PA Teen Health Week. These are too numerous to include all here, but examples Health, Safety and Physical Education Standards that can be addressed with Teen Health Week activities are provided below for illustrative purposes:

10.1 Concepts of Health Activities under: <ul style="list-style-type: none"> • Healthy Diet and Exercise • Substance Use • Mental Health 	10.1.6	1. Analyze nutritional concepts that impact health. 2. Explain factors that influence adolescent drug use (peer influence, body image (e.g., steroids, enhancers), social acceptance, stress, etc)
	10.1.9	1. Analyze factors that impact nutritional choices of adolescents (body image, eating disorders, athletic goals) 2. Analyze prevention and intervention strategies (decision-making/refusal skills, professional assistance, etc)
	10.1.12	1. Analyze factors that impact nutritional choices of adults (food prep, understanding food labels, evaluating fads) 2. Evaluate issues relating to the use/non-use of drugs (psychology of addiction)
10.2 Healthful Living Activities under: <ul style="list-style-type: none"> • Healthy Diet and Exercise • Substance Use 	10.2.6	1. Explain the relationship between health-related information and choices (dietary guidelines/food selection) 2. Explain the media's effect on health and safety issues.
	10.2.9	1. Analyze the relationship between health-related information and adolescent choices (tobacco products, weight control products)
	10.2.12	1. Assess factors that impact adult health consumer choices (access to health information) 2. Examine and apply a decision-making process to the development of short and long-term health goals.
10.3 Safety and Injury Prevention Activities under: <ul style="list-style-type: none"> • Violence 	10.3.6	1. Explain and apply safe practices in the home, school and community (communication - e.g., telephone, Internet; violence prevention - e.g., gangs, weapons) 2. Describe strategies to avoid or manage conflict and violence (anger management, peer mediation, etc)
	10.3.9	1. Analyze the role of individual responsibility for safe practices and injury prevention (violence prevention in school)

Pennsylvania Teen Health Week 2017

January 9-13, 2017

Prevention		2. Analyze and apply strategies to avoid or manage conflict and violence during adolescence (effective negotiation, assertive behavior)
	10.3.12	1. Analyze the impact of violence on the victim and surrounding community.
10.4 Physical Activity Activities under: <ul style="list-style-type: none"> • Healthy Diet and Exercise • Mental Health 	10.4.6	1. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health 2. Describe factors that affect physical activity preferences (enjoyment, personal interest, social experience, etc).
	10.4.9	1. Analyze the effects of regular participation in physical activities in relation to adolescent health improvement (stress management, disease prevention, weight management, etc). 2. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement (personal choice, amount of physical activity, etc)
	10.4.12	1. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. 2. Analyze the effects of regular participation in a self-selected program of physical activities (social, physiological, psychological)
10.5 Concepts, Principles and Strategies of Movement Activities under: <ul style="list-style-type: none"> • Healthy Diet and Exercise 	10.5.6	1. Describe and apply the principles of exercise to the components of health-related and skill-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition)
	10.5.9	1. Analyze and apply scientific and biomechanical principles to complex movements (centripetal/centrifugal force, linear motion, rotary motion, friction/resistance, equilibrium, number of moving segments.
	10.5.12	1. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use. 2. Evaluate movement forms for appropriate application of scientific and biomechanical principles (efficiency of movement, mechanical advantage, kinetic energy, potential energy, inertia)

Pennsylvania Teen Health Week 2017

January 9-13, 2017

b. Examples of Academic Standards from Math, Science, and Language Arts

Teen Health Week activities are designed to address additional academic standards such as language arts, mathematics and the sciences. There are too many examples to include here, but in honor of the week, teachers across academic subjects are encouraged to satisfy their subject area's standards using health topics.

For example:

Standard language (number)	Possible activity
Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. (CC.2.1.HS.F.3)	Analyze nutritional information. Interpret body mass index tables and graphs. Analyze and compare efficacy and failure rates of different types of contraception/
Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. Example: If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1}{2} / \frac{1}{4}$ miles per hour, equivalently 2 miles per hour. (M07.A-R.1.1.1)	Create an exercise challenge or walk-a-thon and calculate distances and rates using this standard.
Draw informal comparative inferences about two populations. (CC.2.4.7.B.2)	Look at health data from 2 different populations – smokers / non-smokers, for instance, to draw comparative inferences. Look at differences in contraceptive methods' failure rates for typical teen users' vs perfect use.
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (CC.1.2.9-10.L)	Use news or scientific articles about health topics related to teen health to work on this standard.
Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.9-10.A)	Ask students to select a health topic for activities relating to this standard.
Write narratives to develop real or imagined experiences or events. (CC.1.4.9-10.M)	Ask students to use narratives to explore how certain health behavior decisions might play out in imagined or real events (choosing to try an opioid pain pill at a party, cyberbullying a classmate, etc)
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. (CC.1.4.11-12.U)	Have students write blog posts on health topic of the day and comment on each other's posts adding new factual information and arguments.
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. (CC.1.5.11-12.F)	Have students use digital media to make presentations about health topics they find interesting.

Pennsylvania Teen Health Week 2017

January 9-13, 2017

Describe the cell cycle and the process and significance of mitosis. (3.1.10.A4)	Apply this understanding to bacterial infections such as STDs.
<p>Analyze the relationships among the net forces acting on a body, the mass of the body, and the resulting acceleration using Newton's Second Law of Motion.</p> <p>Apply Newton's Law of Universal Gravitation to the forces between two objects.</p> <p>Use Newton's Third Law to explain forces as interactions between bodies.</p> <p>Describe how interactions between objects conserve momentum. (3.2.10.B1)</p>	Apply these to sports examples. Perhaps run experiments testing these forces using athletic challenges.
Compare and contrast how the use of technology involves weighing the trade-offs between the positive and negative effects. (3.4.10.B1)	Use this as a takeoff point to discuss social media as a technology – pros and cons. Positive and negative aspects / effects.

c. **Act 71**

On June 26, 2014, Act 71 was signed into law in Pennsylvania. This law specifically requires school entities to: (1) adopt a youth suicide awareness and prevention policy; and (2) provide ongoing professional development in youth suicide awareness and prevention for professional educators in building serving students in grades 6-12. Additionally, section 1526 specifically permits school entities to incorporate curriculum on this topic into their instructional programs pursuant to their youth suicide awareness and prevention policies.

PA Teen Health Week activities around PA Teen Health Week, especially those addressing mental health issues, can be used to satisfy some of the requirements from ACT 71. For specific examples, please go to Section VIII, Wednesday, Mental Health

d. **Dating Violence Policy and Education Law**

In 2010 Pennsylvania's legislature passed a law, 24 P.S. § 15-1553 (2011), that permits schools to adopt a policy that addresses incidents of dating violence at school and to provide training and education to high school guidance counselors, nurses and other staff as well as parents. Schools may also provide dating violence education to students in grades nine through twelve as part of the school health curriculum. A school district may incorporate dating violence education that is age appropriate into the annual health curriculum framework for students in grades nine (9) through twelve (12). Dating violence education may include, but need not be limited to: defining dating violence and recognizing dating violence warning signs; characteristics of healthy relationships; information regarding peer support and

Pennsylvania Teen Health Week 2017

January 9-13, 2017

the role friends and peers have in addressing dating violence; and contact information for and the services and resources available through domestic violence centers and rape crisis centers, including detailed information concerning safety planning, availability and enforcement of protection from abuse orders and the availability of other services and assistance for students and their families.

Some of the suggested PA Teen Health Week activities address dating violence. For specific examples, please go to Section VIII, Tuesday, Violence Prevention.

IV. Health Literacy

Improving teen engagement in their health, as well as helping them learn to be their own health advocates, must include addressing health literacy among teens. Teens need to understand health issues relevant to them and to see how they stand relative to other teens on the health continuum. Teens need to master the skills necessary for them to be accountable for their own health and well-being throughout adulthood. Health literacy is a critical skill in promoting good health behaviors in all age groups, including adolescents. In fact, in this age group, a particular focus on online or web-based health literacy is critical as nearly 95% of teens look online for health information. Many activities suggest ways to improve digital health literacy. Specifically, these are two useful resources that can be used to help teens learn how to evaluate health information online. The guidance found in both of these articles can be applied to each day's activities that use online resources, or can be used for a stand-alone activity focused on online health literacy:

- Finding and Evaluating Online Resources on Complementary Health Approaches: <https://goo.gl/IZKaQB>
- How to Evaluate Health Information on the Internet: <http://goo.gl/PWRMnh>
- A video for teens: <http://goo.gl/FhVMjg>

Pennsylvania Teen Health Week 2017

January 9-13, 2017

V. Preparation Timeline

a. September 2016

School-wide ideas	<ul style="list-style-type: none">• Update online school calendars to include PA Teen Health Week from January 9 – 13, 2017.• Review the suggested activities in this packet and make a plan for how and when you will use them in your school.• Appoint a person (health teacher, gym teacher, guidance counselor, school nurse or other active, interested staff member) to take the lead in implementing Teen Health Week at your school or who can be a faculty sponsor for a student club to develop activities around Teen Health Week.• Assemble a student team of leaders who can help. This might be done within a pre-existing student club (health club, community service club) or may be used to start a new school club.• Plan to have your school represented at the kickoff event in Harrisburg at the Capitol with state government officials on January 9th. Start to make arrangements for a field trip.• Identify free or inexpensive prizes that can be awarded for different contests that occur over the course of Teen Health Week.<ul style="list-style-type: none">○ Homework pass○ Extra credit for participation○ Free snack in cafeteria○ Free dress day if your students wear uniforms○ Winner can toss a pie or water balloons (or similar fun activity) at a willing teacher or administrator in an assembly or over a lunch○ Recognition on school announcements○ Eat lunch with a faculty member or principal of the student's choice○ Pick music for lunch or other community time• Announce the event in PTO and school-based communications. Encourage PTO to coordinate activities during Teen Health Week for parent and student involvement.• Consider purchasing inexpensive spirit wear for the week – bandanas, wrist bands, etc.
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b. September – December 2016

Schools may wish to align monthly health observances with anticipated PA Teen Health Week activities. For convenience, we have listed National Health Observances for health issues which echo the 5 pillars of PA Teen Health Week. Schools may increase excitement and anticipation for the January week by promoting further attention to these health areas and by using different activities to prepare for January's celebration. Examples are provided on the next page.

Pennsylvania Teen Health Week 2017

January 9-13, 2017

<p>September 2016</p> <p>Month-long observances</p> <ul style="list-style-type: none"> • Fruits & Veggies—More Matters® Month • National Childhood Obesity Awareness Month • National Recovery Month • National Traumatic Brain Injury Awareness Month • Sexual Health Awareness Month <p>Day or Week long observances</p> <ul style="list-style-type: none"> • 5-11: National Suicide Prevention Week • 10: World Suicide Prevention Day • 15: RAINN Day (Rape, Abuse, Incest) • 24: Family Health & Fitness Day USA® 	<p>Ideas for activities:</p> <ul style="list-style-type: none"> • Have students make posters about specific health topics celebrated this month. Save them to display during Teen Health Week. Offer extra credit for participation. • Have the school newspaper write an article, or the school TV station broadcast a story about one of the health observances and mention that more will be coming in January during Teen Health Week • Announce observances in morning announcements and mention the upcoming Teen Health Week in January to continue focusing on the topic. • Students or classes can write letters to the editor of local newspapers about specific health issues and submit for publication during Teen Health Week 2017. Offer extra credit for participation. • If specific activities are done for any of these observances, link to the featured day in January. <ul style="list-style-type: none"> ○ For instance, during activities done for National Suicide Prevention Week, mention that there is another day focused on Mental Health issues on January 11. ○ In September, have students start tracking activity or fruit and vegetable consumption and look at the results on January 9, Nutrition and Fitness Day. ○ In October, have students create a video about teen dating violence that can be shared with the entire school on January 10, Violence Prevention Day ○ In December on World AIDS Day, or in September, sexual health awareness month, have discussions around safe sex and mention that there is a day focused on sexual health on January 12. Projects can be done during these observances and shared again on January 12th. • In monthly PTO communications, specific observances can be noted, with a reference to the upcoming Teen Health Week.
<p>October 2016</p> <p>Month-long Observances:</p> <ul style="list-style-type: none"> • Domestic Violence Awareness Month • Health Literacy Month • National Bullying Prevention Month <p>Day or Week-long observances</p> <ul style="list-style-type: none"> • 2-8: Mental Illness Awareness Week • 5: International Walk to School Day • 6: National Depression Screening Day® • 17-21: National Health Education Week 	
<p>November 2016</p> <p>Month-long Observances</p> <ul style="list-style-type: none"> • COPD Awareness Month • Lung Cancer Awareness Month • National Healthy Skin Month <p>Day or Week-long Observances</p> <ul style="list-style-type: none"> • 19: Great American Smokeout 	
<p>December 2016</p> <p>Day or Week-long observances</p> <ul style="list-style-type: none"> • 1: World AIDS Day • 4-12: National Influenza Vaccination Week 	

Pennsylvania Teen Health Week 2017

January 9-13, 2017

c. December 2016

School-wide ideas	<ul style="list-style-type: none"> • Announce the event in PTO and school-based communications. • Review plans for the suggested activities in this packet. • Check in with the faculty lead and the student leaders / club about their plans for the week and to encourage them to drum up excitement for the week. • Inform students and staff that they will be encouraged to wear something lime green (the official Teen Health Week color). This could be t-shirts, scarves, bandanas, nail polish, eye shadow, hair bands, shorts, anything... Start thinking about what they can use. • Create a specific Teen Health Week social media page for your class or school (Twitter, Instagram, Facebook, etc) to use over the course of the week to share student posts, teen health facts (examples provided within each theme), run contests, etc.
Health Class activities	<ul style="list-style-type: none"> • Collect anonymous student questions about the different health themes for each day to use / answer during the upcoming week. • Identify (from accurate sources) interesting health facts to share on school-wide PA announcements to occur during the upcoming Teen Health Week. • Create small posters with interesting health facts to hang inside bathrooms or stall doors during teen health week.
Social Media	<ul style="list-style-type: none"> • Start using hashtags to spread the word and to drum up excitement on Facebook, Twitter, and other social media sites: <ul style="list-style-type: none"> ○ #PATeenHealthWeek2017 ○ #BecauseTeenHealth ○ #TeenHealthIs • Encourage students to get involved, spread the word about prizes and contests and wearing lime green.
Other	<ul style="list-style-type: none"> • Confirm plans for students to attend the kickoff event in Harrisburg. • Consider purchasing inexpensive spirit wear for the week – bandanas, wrist bands, etc. if not already done. • Collect free or inexpensive prizes that can be awarded for different contests that occur over the course of Teen Health Week. <ul style="list-style-type: none"> ○ Homework pass ○ Extra credit ○ Free snack in cafeteria ○ Free dress day if your students wear uniforms ○ Winner can toss a pie or water balloons (or similar fun activity) at a willing teacher or administrator in an assembly or over a lunch ○ Recognition on school announcements ○ Eat lunch with a faculty member or principal of the student's choice ○ Pick music for lunch or other community time

Pennsylvania Teen Health Week 2017

January 9-13, 2017

VI. January 4 – 6, 2017

Happy New Year and Welcome Back!

School-wide ideas	<ul style="list-style-type: none">• Post flyers to advertising the upcoming week after the winter break and to drum up excitement for the week (print and copy the attached or make your own).• Hang posters that were created by students during monthly health observances.• Announce the event in PTO and school-based communications.• Remind students and staff that they will be encouraged to wear something lime/neon green (the official Teen Health Week color). This could be t-shirts, scarves, bandanas, nail polish, eye shadow, hair bands, shorts, anything• Have a countdown of days until the week starts.• Create a Post-It wall where students can post anonymously New Year's Resolutions to get them to start thinking about health for next week
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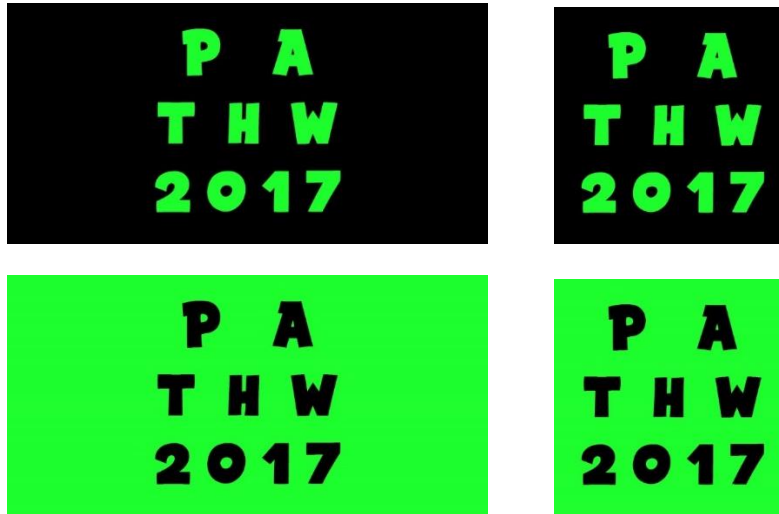
Pennsylvania Teen Health Week 2017

January 9-13, 2017

VII. Available Media Images and Posters:

Change your profile picture, or use this as a profile picture or background for a social media page created for Pennsylvania Teen Health Week. You can download files of these images here:

<http://realtalkwithdroffutt.com/teen-health-week.html>



Use the Flyer on the next page to post anywhere and everywhere for teens to see. You can copy the next page, or download the image from here as well: <http://goo.gl/1deirw>

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JANUARY 9-13

MONDAY - NUTRITION/FITNESS

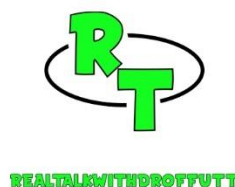
TUESDAY - VIOLENCE PREVENTION

WEDNESDAY - MENTAL HEALTH

THURSDAY - SEXUAL HEALTH

FRIDAY - SUBSTANCE USE

FOR MORE INFO...



Pennsylvania Teen Health Week 2017

January 9-13, 2017

VIII. Teen Health Week of January 9-13

School-wide ideas	<ul style="list-style-type: none"> • Have your school represented at the Kickoff Event at the State Capitol Monday January 9th. • Encourage students to wear something lime/neon green (the official Teen Health Week color). This could be t-shirts, scarves, bandanas, nail polish, eye shadow, hair bands, shorts, anything... • Consider having a dress up day where the craziest or most creative Teen Health Green outfit wins a prize. • Use morning and lunch announcements to provide a quick interesting health fact or statistic. • Run a Teen Health Poster contest with entries judged at the end of the week. All entries are hung, but the best are given ribbons (neon or lime green) and acknowledged. • Have a T-shirt decorating or signing party to include healthy messages or to show support for Teen Health. • Have a Teen Health Week Pep Rally – wear school colors and lime / neon green – to kick off the week. • Have a school assembly or invite a guest speaker about a health issue to talk to the school in honor of the week • Use sidewalk chalk to create pictures or messages around Teen Health Week in general, or for specific themes, outside the school buildings. • Have a photo contest about Teen Health – post on school Facebook or Instagram pages.
Health Class activities	<ul style="list-style-type: none"> • Choose, create or use lesson plans that focus on each day's themes, but make them relevant to your specific student population (see specific theme pages for resources). Lesson plans can address required Academic Standards. (See Section III) • Have your class make a YouTube video on one of the Teen Health Week themes of their choice over the course of the week. • Identify accurate and credible online teen health resources with students (use resources under health literacy section in intro)
Social Media	<ul style="list-style-type: none"> • Start a Teen Health Week social media page (if not done in advance) for your class or school to use over the week to share student posts, teen health facts (examples provided within each theme), run post contests (e.g., most likes/shares wins). • Have your school and/or students change their social media profile pictures to the special Teen Health Week 2017 images provided. • Tweet / Post / etc: I'm wearing green this week for #PATeenHealthWeek2017! Join me! • Have students post pictures of themselves in lime green spirit wear and use the #limegreenrocks and #teenhealthrocks • Brainstorm with students ways SnapChat can be used for Teen Health Week activities.

Pennsylvania Teen Health Week 2017

January 9-13, 2017

Monday, January 9th: Theme: Healthy diet and exercise

School-wide ideas	<ul style="list-style-type: none"> • Post nutritional information in cafeteria along with food selections. • Encourage students to take a fruit or vegetable with their lunch. • Have a dance-a-thon. • Have a free-throw contest. • Plant a garden. Useful tips here: http://goo.gl/ARQazR.
Health Class activities	<ul style="list-style-type: none"> • Use the class time for yoga, dancing, or other physical activity. • Cook or prepare a healthy snack to enjoy in the class. • Create “advertisements” to “sell” healthy foods. Teens can use the tricks they see in all sorts of advertising. Ads can be images, announcements, skits, videos. • Consider talking about sports nutrition – healthy ways to gain weight for certain sports, as well as caution when trying to “make weight” for others. • Student can use pedometers (either their own, or download an app on their phones) and have a “most steps taken over the week” contest. Sample free apps for iPhone and Android: http://goo.gl/YqpGRQ and http://goo.gl/G4ZE5x • Use Poekmon Go as a way to get students outside and active as a group searching for Pokemon.
Social Media ideas (#PATEenHealthWeek2017)	<ul style="list-style-type: none"> • Post pictures of activities to students’ social media or to dedicated Teen Health Week social media pages. • Post pictures of healthy snack creations to social media. • Create a SnapChat story showing healthy food choices or activities over the course of a day. • Help students identify accurate social media accounts that inspire health nutrition and fitness decisions. Examples: @healthymonday; @fruits_veggies, @RTwithDrOffutt
Tweets	<ul style="list-style-type: none"> • Shocker: 2 - 20oz sugar sweetened drinks a day seriously increases your risk of diabetes. And who like shots?! #PATEenHealthWeek2017 • Problems: Stress, anxiety, feeling tired. What helps: Exercise, exercise, exercise. #GetUpAndMove #PATEenHealthWeek2017 • Ever heard of "Eating the Rainbow"? Orange carrots, red tomatoes, blueberries, green lettuce. Colors=nutrients. #PATEenHealthWeek2017 • A can of soda has 10 + teaspoons of sugar?!? So do juice drinks! Pick water first to quench your thirst. #PATEenHealthWeek2017 • Hate working out? Love music? Know you should exercise? Turn up the tunes and dance! C'mon, no one's looking! #PATEenHealthWeek2017
Facebook posts	<ul style="list-style-type: none"> • What’s exercise good for? Well: <ul style="list-style-type: none"> ○ Problem: Stress - What helps: Exercise

Pennsylvania Teen Health Week 2017

January 9-13, 2017

	<ul style="list-style-type: none"> ○ Problem: Anxiety - What helps: Exercise ○ Problem: Fatigue - What helps: Exercise ○ Problem: Back pain - What helps: Exercise ● The scale doesn't measure your value as a person; but your BMI helps you know if you are in a healthy range. Check yours: http://goo.gl/Z5fndU #PATEenHealthWeek2017 ● A picture is worth a thousand words! Look at this to compare how much sugar is in your favorite beverages! http://goo.gl/wccetq ● It's #PATEenHealthWeek2017! Get a pedometer app and track those steps! Goals: More than 10,000 a day! Compete with your friends! 2 free apps for iPhone and Android: Sample http://goo.gl/AvUadY & http://goo.gl/Ox7gSS ● What's YOUR favorite fruit? Share your fruit emoji for #PATEenHealthWeek2017
Resources and links	<ul style="list-style-type: none"> ● Perils of "making weight and other sports nutrition problems: http://goo.gl/UmNNeS ● Healthy meals and snack ideas for teens: http://goo.gl/pVuSKG ● Facts about exactly how much sugar is in certain foods: http://goo.gl/8RFTIs ● General health and nutrition information blog posts written specifically for teens: http://goo.gl/R5Lh7o ● Sample free pedometer apps for iPhone and Android: http://www.pacer.cc/ and http://www.azumio.com/s/argus/index.html ● Pennsylvania State Nutrition, Physical Activity, and Obesity Profile from the CDC: http://goo.gl/5Nqmf8

Pennsylvania Teen Health Week 2017

January 9-13, 2017

Tuesday, January 10th:

Theme: Violence Prevention

School-wide ideas	<ul style="list-style-type: none"> • Violence is a broad issue and each school may have specific areas on which they wish to focus. • Remind students of resources school has available if they are threatened or attacked at school. • Celebrate random acts of kindness – notice them and highlight them. • Set up an anonymous email account or drop box where students can send an anonymous message to the counselor to receive advice on domestic violence, school violence, and potentially abusive relationships. Advertise the email address around school (on the walls, in the bathrooms, etc.), therefore making it accessible for all students to reach out for help.* • Have a Neighborhood / Community party to bring neighborhoods together to reduce the prevalence of gang violence. Include a motivational speaker component that encourages leaving violence out of schools.* • Have a presentation on cyberbullying with speakers (friends and parents of the bullied who have committed suicide) come in and talk about the horrific outcomes of cyberbullying. People can share personal experiences, give tips on how to deal with bullies, and educate on identifying bullying behavior* • Have lunch hour or after-school seminars, panel discussion consisting of a 1-hour discussion on different types of violence. Provide candy, lunch, extra credit etc. to the attendees. • Utilize CEPI Activity I (attached) to organize the School Wide Workshop on Bullying*
Health Class activities / concepts	<ul style="list-style-type: none"> • Bullying – many schools have lesson plans on bullying. This week can be a good opportunity to cover this topic. • Dating violence – Help classes understand what types of behavior constitute abuse in relationships. Some patterns are similar between bullying classmates and dating abuse. • Self Harm – Have an open discussion about self-harm behaviors, what they are and why some young people do self-harm behaviors. Educate students on better coping mechanisms for stress: http://goo.gl/fdYPPx • Have students take this online quiz “Is my relationship healthy?” http://goo.gl/WxnDjN (there are other good quizzes on the same website, specifically for students). • Use this video to initiate a conversation about consent: https://youtu.be/fGoWLS4-kU • Create and present a skit made up by students to perform for the school to show the effects of school violence.* • Have students make an informational poster about the statistics of child abuse.*

Pennsylvania Teen Health Week 2017

January 9-13, 2017

	<ul style="list-style-type: none"> Have students take the CEPI Dating Violence Quiz (attached) and use as a basis for group discussion about healthy relationships and dating violence.*
Social Media ideas (#PATEenHealthWeek2017)	<ul style="list-style-type: none"> Have a contest with creating fact based educational images to share on Instagram. Most likes wins. Post on social media healthy ways to cope with stress. Create a hashtag to you specific to your school, or use #TeenHealthWeekStressBusters – share and try to get the posts to go viral! Have students make an infographic about the statistics of child abuse to share via social media.
Tweets	<ul style="list-style-type: none"> Got a question about a relationship? Healthy or unhealthy? Go to loveisrespect.org or text "loveis" to 22522. #PATEenHealthWeek2017 Love and friendship can come in many flavors, but abuse is not one of them. #PATEenHealthWeek2017 DYK that 1/3 US adolescents is a victim of physical, sexual, emotional or verbal abuse from a partner? You are not alone. #TeenHealthWeek One of the best ways to stop bullying is when teens stand up for teens that are bullied. Don't just standby! #PATEenHealthWeek2017
Facebook posts	<ul style="list-style-type: none"> We all get mad. How do you cool down when you're mad? Fresh air? Exercise? Talking to a friend? Share what helps you since it might help another! Not sure how to help a friend who is being bullied? Don't just stand by. Here are some tips: http://goo.gl/cQfk1S Check this out for a cool video that helps explain when a relationship crosses the line into abuse: http://goo.gl/4Xc2KD Can't resist the urge to cut or harm yourself? Or you know a friend that harms him or herself? Share this: http://goo.gl/gb7luf
Resources and links	<ul style="list-style-type: none"> Striving To Reduce Youth Violence Everywhere (STRYVE) is a national initiative, led by the CDC, which takes a public health approach to preventing youth violence before it starts: http://vetoviolence.cdc.gov/apps/stryve/ Loveisrespect is a resource to empower youth to prevent and end dating abuse. It is a project of Break the Cycle and the National Domestic Violence Hotline. http://www.loveisrespect.org/ A Federal government anti-bullying website managed by the U.S. Department of Health & Human Services: http://www.stopbullying.gov/kids/ School Violence Fact Sheet from the CDC: https://www.cdc.gov/violenceprevention/pdf/school_violence_fact_sheet-a.pdf Half of Us aims to initiate a public dialogue to raise awareness

Pennsylvania Teen Health Week 2017

January 9-13, 2017

	about the prevalence of mental health issues and connect students to the appropriate resources to get help: http://www.halfonus.com/
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*activities marked with an asterisk were suggested and/or created by created by the high school students in the TEVA Pharmaceuticals Summer Internship Program 2016, at the College of Physicians of Philadelphia, Center for Education and Public Initiatives.

On the next few pages, you will find a full description of the CEPI School Wide Workshop on Bullying and the CEPI Dating Violence Quiz for use as a basis for group discussion about healthy relationships and dating violence. These activities were created specifically for PA Teen Health Week by the TEVA Summer Interns as part of their program.

Pennsylvania Teen Health Week 2017

January 9-13, 2017

CEPI Activity I: Bullying Workshop

Possibly begin with a TED talk on bullying:

TED talk: <https://www.youtube.com/watch?v=AOtsNMCRYG0>

The adapted animation: <https://www.youtube.com/watch?v=ltun92DfnPY>

The morning begins with a panel presentation, including:

1. A past student from the high school who was bullied during high school
2. A parent of a bullied child
3. A respected professional who was bullied at a kid/high school student
4. A teacher who observes bullying at the school
5. A bully

Each panel member can share their story regarding the bullying, and there will be time for Q&A after the presentations. After the panel, students are divided into small groups (within each group can be a combination of students of different grades and genders), and they will partake in the “In their shoes” activity, where they will be given stories about different students that are bullied. Each student can decide between 2 paths, which lead to different places for support or a negative outcome.

We often discuss the effects of bullying, and what the bullied can do in times of need. Less often, we discuss how to decrease the prevalence of bullying. Role play or decision trees can be a good tool to explore approaches to bullying as a problem. Students can discuss what happens if each option is pursued:

For example:

Sally is being bullied in the hallways of her high school by a classmate. There are no teachers in the hallways between classes, so no adult seems to be aware of the situation. Sally can:

- a. Go talk to her guidance counselor or a trusted teacher about what is occurring.
- b. Tell her parents.

Sally decides not to tell the teacher/counselor because she does not want to seem like a tattletale. Sally ends up telling her mother one day after school, since she feels upset by the bullying. Sally begs her mom not to call the school. From there:

- a. Sally’s mom can call the school and talk to a teacher.
- b. Sally’s mom does not call the teacher for now.

Sally’s mom decides not to call the school yet, but as the bullying continues, Sally continues to be upset and fearful of going to school, and avoids school-related activities, such as school dances and sporting events. She also does not go to the cafeteria during lunch time, so she ends up not eating during the day. Sally can:

- a. Approach her teacher for support.
- b. Wait for her mom to call the school.

Pennsylvania Teen Health Week 2017

January 9-13, 2017

Sally's mother calls the school to arrange a meeting to discuss the bullying issue in the hallways of school. A meeting is set up with Sally and the girl who is bullying her.

- a. The bully is influenced by the meeting
- b. The bullying continues...

Continue in this fashion...

Include in a bullying seminar/workshop: Education around appropriate language to use, recognizing bullying. How to apologize to someone (admitting wrong and validating feelings)

CEPI Activity II: Dating Violence Quiz – Basis for Discussion

1. Are you being told what to do?
 - a. If your answer is yes, rethink about what you are being told to do. Do you appreciate it?
2. Are they saying things to make you feel bad?
 - a. If your answer is yes, do you feel that you deserve that?
3. Are they doing things to make you feel bad?
 - a. If your answer is yes, do you feel that you deserve that?
4. Is he/she treating you with respect?
 - a. If your answer is no, you should know that you deserve respect.
5. Do they respect your opinion?
 - a. In every relationship, you have the right to express yourself.
6. Are they spreading lies/rumors about you?
 - a. If your answer is yes, you should defend yourself/seek help
7. Are you forced to do anything against your will?
 - a. You shouldn't do anything against your will!
8. Did he/she threaten to harm you?
 - a. If the answer is yes, speak to an adult.
9. Is there honesty and trust in the relationship?
 - a. If the answer is no, speak to partner about that aspect of the relationship.
10. Are you happy?
 - a. If the answer is no, you have all the right to leave. Speak to your partner to understand where you both stand.

Finding an adult that you trust can be hard. After taking this quiz, if you feel like you need to speak to someone, you can always go to your counselor or a teacher that you trust. Talking about your struggle can help you, and adults can offer you advice and support. Just know that you have someone you can talk to.

Pennsylvania Teen Health Week 2017

January 9-13, 2017

Wednesday, January 11th: Mental Health

School-wide ideas	<ul style="list-style-type: none"> Widely distribute information about the National Suicide Prevention Hotline 1-800-273-TALK <ul style="list-style-type: none"> Post on school website and on posters in school halls and bathrooms PA Announcements about the warning signs of suicide Remind students about where they can go to get help for themselves or for a friend. Institute an anonymous Care and Concern box where students can identify anonymously students whom they are worried about. Forward names to counselor or nurse. Host a Poetry Slam with topics focused on mental health – either after school or in English Classes.
Health Class activities / concepts	<ul style="list-style-type: none"> Find examples of celebrities who are open about their struggles with mental illness (ie: Demi Lovato, Jim Carey, J.K. Rowling (Harry Potter).....) Review the warning signs of suicide. Help students understand the relationship between untreated mental illness and substance abuse / addiction (can continue this activity on Day 5 (theme of substance use and abuse). Have students brainstorm to name all the places or people they can go to get help for themselves or others. Write them down and share them with others. Students can access and share thoughts on mental health on http://ok2talk.org/. Share this with students to help them know what to do if they see someone online that looks suicidal: http://goo.gl/HltF2s.
Social Media ideas (#PATEenHealthWeek2017)	<ul style="list-style-type: none"> Have a contest with creating fact based educational images to share on Instagram. Most likes wins. Download these infographics and share these suicide myths on social media: http://goo.gl/olRF8x. Share inspirational quotes and include #TeenHealthMentalHealth Help students identify accurate social media accounts that promote mental health (examples: @crisistextline, @mentalhealth)
Tweets	<ul style="list-style-type: none"> Anxiety affects more teens than other mental health disorders. So you are not alone. Treatment helps! #PATEenHealthWeek2017 Talking about suicide doesn't cause someone to become suicidal. 1-800-273-TALK #PATEenHealthWeek2017 Treatment of depression works ~70% of the time, but less than 25% of ppl w/ depression are treated. 1-800-273-TALK #PATEenHealthWeek2017 Grief can affect teens too. Grieving? Not sure how to help a

Pennsylvania Teen Health Week 2017

January 9-13, 2017

	<p>friend? Here are some tips: https://goo.gl/exNxO2 #PATeenHealthWeek2017</p> <ul style="list-style-type: none"> • I may not be a mental health professional, but that doesn't mean I can't ask "How're ya doing?" #PATeenHealthWeek2017
Facebook posts	<ul style="list-style-type: none"> • Teens can be grieving too. Losing a parent is one of the hardest things that can happen to a teen. Read here what one teen says about grief and how she healed. There are some great resources for you too: http://goo.gl/J9W77A • Have you heard of OK2TALK? It's an online community for teens and young adults struggling with mental health problems. You can talk about what you're experiencing and can add your voice by sharing poetry, inspirational quotes, photos, videos, song lyrics and messages of support in a safe, moderated space. http://ok2talk.org/ • The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people. They provide help 24/7. http://www.thetrevorproject.org/ • NAMI Air is an app for people and families struggling with mental illness. It's an anonymous way for people to find support. And it's free - https://goo.gl/swbj9B • Are you seeing someone online who looks suicidal? Facebook wants to help: Facebook: Click here to anonymously report someone as suicidal on Facebook. A member of Facebook's Safety Team will send the user an e-mail with the Lifeline number and possibly a link to chat with Lifeline counselor.
Resources and links	<ul style="list-style-type: none"> • Warning signs of suicide and how to help others: http://www.suicidology.org/resources/warning-signs • Half of Us aims to initiate a public dialogue to raise awareness about the prevalence of mental health issues and connect students to the appropriate resources to get help: http://www.halfofus.com/ • An online community for teens struggling with mental health problems where teens can talk about their experiences by sharing poetry, inspirational quotes, photos, videos, song lyrics and messages of support in a safe, moderated space. http://ok2talk.org/ • A variety of blog posts written for and by teens about mental health issues: http://goo.gl/rY9hse • Numerous resources about Suicide Prevention and Mental Health are found with more information about ACT 71: http://www.education.pa.gov/K-12/Safe%20Schools/Pages/Act-71.aspx#tab-1

Pennsylvania Teen Health Week 2017

January 9-13, 2017

Thursday, January 12th: Sexual Development and Health

School-wide ideas	<ul style="list-style-type: none"> • Use an “Is This Normal?” box to collect questions about normal physical development, gender identity, sexual orientation, or other general questions (normal periods, spontaneous erections, etc). This can be used either to address questions or identify topics to expand upon in health class discussions during Teen Health Week, or to be used later in the year. • Put sexual health facts on small posters in bathrooms or stall doors. Students can make these in advance for Sexual Health Awareness (September) and save them to share on Thursday. • Invite an outside speaker for a school assembly to address sexual health issues with humor and facts. • Have a panel discussion with LGBTQ panelists helping students understand how to create an environment of acceptance (proper vocabulary, tolerance) and to answer (moderated) questions from the audience.
Health Class activities / concepts	<ul style="list-style-type: none"> • Have students create a “Safe Sex Haiku” • Play a game of Contraception Jeopardy (many examples available online, some below in resources) • Have students break into groups to list pros/cons of specific types of birth control. Share with classmates and discuss. • Discuss LGBTQ as risk for being target of bullying or violence – can relate back to day 2, stress messages of tolerance and acceptance. • Have students play this online game about STD’s (It matches STD’s and personalities.... And much more): http://goo.gl/v8uiC6
Social Media ideas (#PATEenHealthWeek2017)	<ul style="list-style-type: none"> • Have a contest with creating fact based educational images to share on Instagram. Most likes wins. • Tweet (from school Teen Health Week Twitter or other account) Safe Sex Haikus (less than 140 characters) – most likes / retweets wins. • Create Birth Control or STD infographics – share on Instagram or Teen Health Week social media pages • Help students identify accurate social media accounts which promote sexual health information (examples: Sex, etc,@SafeTeens)
Tweets	<ul style="list-style-type: none"> • Can you get pregnant? Yes. Guy + Girl + unprotected vaginal sex = possible pregnancy. No matter when. No matter how. #PATEenHealthWeek2017 • Got a cover to protect your phone? Well, use a cover to protect your.... well, you know. Use a condom. Every time. #PATEenHealthWeek2017 • #TeenHealthWeek QUIZ: Q: How much blood do you lose during your period? A: Average = 2 tablespoons. What did YOU think?

Pennsylvania Teen Health Week 2017

January 9-13, 2017

	<ul style="list-style-type: none"> • #TeenHealthWeek QUIZ: Q: What's the most common STD? A: HPV. Yup, and the good news is, vaccines help prevent it! #GetYourShots • 70% of people personally know someone who is LGBTQ . Truth. #PATEenHealthWeek2017
Facebook posts	<ul style="list-style-type: none"> • Not sure how to start a conversation about sex with your doctor or parent or partner? This tool from Sex, etc can help! #PATEenHealthWeek2017 http://goo.gl/uLCKPV • Getting your first period means yes, you CAN get pregnant! Want to know more about normal periods and what to expect? http://goo.gl/TYGdWe #PATEenHealthWeek2017 • Too shy to ask how, exactly, to put on a condom? Well, here's a great video about how to put on a sock. Apply the information as needed: http://goo.gl/9E6xPu #PATEenHealthWeek2017 • Not sure how to understand an LGBTQ friend or family member? This helps: http://goo.gl/Je79me #PATEenHealthWeek2017 • Take this fun quiz and see what STD matches YOUR personality: http://goo.gl/tj3qy5 #PATEenHealthWeek2017
Resources and links	<ul style="list-style-type: none"> • Birth Control Jeopardy: <ul style="list-style-type: none"> ◦ https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=519420#.VnBGTxarTDc • Lesson plan resources for sexual health: http://goo.gl/aFS9zn • Resource for LGBTQ students and classmates – about telling and understanding: http://goo.gl/vudyO0 • Useful information about a variety of topics: http://www.safeteens.org/ • Variety of posts about normal sexual development and answers to questions from teens about a variety of sexual health topics: http://goo.gl/ZkRKba • STD Facts in adolescents and young adults from the CDC: http://goo.gl/kOv41a

Pennsylvania Teen Health Week 2017

January 9-13, 2017

Friday, January 13th:

Substance Use and Abuse

School-wide ideas	<ul style="list-style-type: none"> Utilize the anonymous Care and Concern box from Mental Health Day where students can identify anonymously students about whom they are worried. Substances are often used in school bathrooms – post student posters with facts in bathrooms and other visible places. Posters can be part of a poster contest, and the winning poster can be posted in a prominent location for a period of time after Teen Health Week. These can be made in advance during National Recovery Month (September) and posted on Friday.
Health Class activities	<ul style="list-style-type: none"> Look at NIDA for Teens for lesson plan ideas: http://goo.gl/Dc3bM6 Do a “Mythbusters” with students about substances with abuse potential (Marijuana; prescription pain medicine; alcohol, etc) Have students take the NIDA Drug and Alcohol IQ quiz (10 minutes): https://goo.gl/bzVmwc Create fact based informational posters about different substances to be posted in bathrooms or other school locations where drugs and alcohol may be used illicitly. Students can enter the posters into a school-wide contest. Use this example to help students calculate how many drinks cause alcohol poisoning: http://goo.gl/acINvu
Social Media ideas (#PATEenHealthWeek2017)	<ul style="list-style-type: none"> Have a contest with creating fact based educational images to share on Instagram. Most likes wins. Share images or ideas of cool ways to have fun that don’t involve substances. Most likes wins. Start a post series of #didntknowthat and then have the student pick a substance and a fact. (“#didntknowthat weed can be addictive”) Share the posts and see if they can get them to go viral. Or put onto designated Teen Health Week social media page specifically for your school.
Tweets	<ul style="list-style-type: none"> Buzzed driving is drunk driving. Stoned driving is drunk driving too. Seriously. #DesignatedDriversRock #PATEenHealthWeek2017 Beer? Vodka? Other? How much is too much? Read the answer here: http://goo.gl/HT0X57 #AlcoholPoisoning #PATEenHealthWeek2017 Did you know that drug overdoses kill more people than car accidents and guns do? #PATEenHealthWeek2017 #OpioidOverdosesAreDeadly Not sure where you can get Narcan to have at home? Plug in your zip code to show you: http://goo.gl/eOzYAO Addiction isn't a moral issue; it's a medical issue. Get help if you need it. Encourage your friends to get help too. #PATEenHealthWeek2017

Pennsylvania Teen Health Week 2017

January 9-13, 2017

	<ul style="list-style-type: none"> • More teens drive after using weed than alcohol? And that weed affects your driving too? #DesignatedDriversNeeded #PATEenHealthWeek2017 • Just cuz it's a prescription, doesn't mean you can use it if it wasn't meant for you. Your using it is abusing it. #PATEenHealthWeek2017 • Think that water filters out all the bad stuff when you Hookah? It doesn't! #PATEenHealthWeek2017
Facebook posts	<ul style="list-style-type: none"> • Did you know that drug overdoses kill more people than car accidents and guns do? If you or someone in your family struggles with prescription drug abuse or opioid addiction, get some Narcan to have in your first aid kit at home. In Pennsylvania you can get it at the pharmacy without a personal prescription. #PATEenHealthWeek2017 #OpiodOverdosesAreDeadly. • Why do people think stoned driving is safer than drunk driving? Same problem, different substance. #DesignatedDriversRock #PATEenHealthWeek2017 • So, did you know that one Hookah session is usually like smoking half a pack of cigarettes? More surprising facts like this here: http://goo.gl/FJVBGy #PATEenHealthWeek2017 • Not sure where you can get naloxone to have at home? Use this tool to plug in your zip code to show you where you can go: http://www.overdosefreepa.pitt.edu/find-naloxone/ • Have LOTS of questions about drugs? Want answers and no judgment? Check out NIDA for Teens here: https://teens.drugabuse.gov/ • What is exactly is ONE drink? These are all = to ONE drink: 12 oz beer or wine cooler = 8 oz malt liquor = 5 oz wine = 1 shot (1.5 oz) of hard liquor – 80 proof – rum, vodka, whiskey, etc. And grain alcohol is even stronger. For more information on alcohol poisoning and what to do if you think a friend is in trouble: http://goo.gl/IE4eBW
Resources and links	<ul style="list-style-type: none"> • Lessons and activities to teach teens about drug use and addiction and to help them develop a curiosity about neuroscience: https://goo.gl/2AA2mz • Cool blog from NIDA for Teens about all sorts of drugs and substances: https://goo.gl/1tcdwh • Test your knowledge about drugs and alcohol with this interactive quiz: https://goo.gl/gmEcew • Variety of blog posts written for teens about alcohol, drugs and other substances: http://goo.gl/AxOHS3

Pennsylvania Teen Health Week 2017

January 9-13, 2017

IX. References

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- The Adolescent Health section of Healthy People 2020: <http://goo.gl/HmEkYM>
- Pennsylvania Youth Survey State Report 2015: [http://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-\(PAYS\)-2015.aspx](http://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-(PAYS)-2015.aspx)
- Pennsylvania State Profile, National Campaign to Prevent Teen and Unplanned Pregnancy: <https://thenationalcampaign.org/data/state/pennsylvania>
- Pennsylvania State Health Profile 2015: https://www.cdc.gov/nchhstp/stateprofiles/pdf/pennsylvania_profile.pdf
- Pennsylvania State Nutrition, Physical Activity, and Obesity Profile: <http://www.cdc.gov/obesity/stateprograms/fundedstates/pdf/pennsylvania-state-profile.pdf>
- Finding and Evaluating Online Resources on Complementary Health Approaches: <https://goo.gl/IZKaQB>
- How to Evaluate Health Information on the Internet: <http://goo.gl/PWRMnh>

Pennsylvania Teen Health Week 2017

January 9-13, 2017

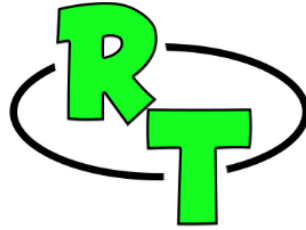
X. Special Thanks

Special thanks to the 2016 TEVA Pharmaceuticals Summer Interns who worked this past summer at the College of Physicians of Philadelphia, Center for Education and Public Initiatives to come up with specific activities to help address and decrease violence in their schools and communities. The activities that they created are found in the Violence Prevention day section. Activities created by and for students are what PA Teen Health Week is all about.

Thank you to these dedicated students from these Philadelphia High Schools:

Saviona Whack	Franklin Learning Center
Chhievling Seng	Science Leadership Academy
Siawale Vesslee	Science Leadership Academy
Darien Branche	Philadelphia High School for Girls
Samantha Akande	String Theory High School
Kembely Caro	String Theory High School
Kevin Pham	String Theory High School
Muneeba Arshad	George Washington Carver High School of Engineering and Science
AntonioGuy	Paul Robeson High School for Human Services
Marco Mitchell	Paul Robeson High School for Human Services
Giselle Ceron-Atenco	Paul Robeson High School for Human Services
Gloria Harley	Paul Robeson High School for Human Services
Sherline Georges	Paul Robeson High School for Human Services
Su Ly	Paul Robeson High School for Human Services
Nurusa Basubi	Furness High School
Aedan Will	Science Leadership Academy at Beeber

Pennsylvania Teen Health Week 2017
January 9-13, 2017



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