

# HEALTH, LIFE SKILLS & SOCIAL-EMOTIONAL LEARNING®

# Choices

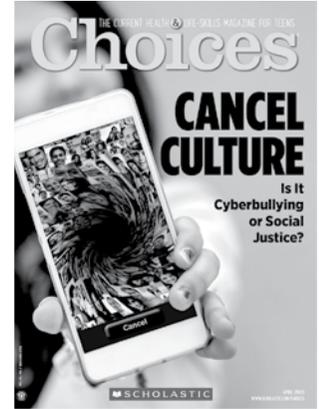
## Hello, teachers!

Welcome to spring! As we all start getting excited about the end of the school year, *Choices* has some great stories to keep your students engaged for that final push toward summer. Some features that we're especially excited about:

- **Our debate on cancel culture.** While the trend of “canceling” someone for saying or doing something offensive started with celebrities, it’s trickled down to teens—you may have witnessed it firsthand in your classrooms. When kids cancel each other, does it lead to positive change, or is canceling just bullying by another name? This debate got all of us talking about the most effective ways to raise awareness about important issues—we hope it gets your students thinking too.
- **Our careers story.** The skills students learn in the classroom today can help them land jobs they love in the future. While your students may not know yet what they want to be when they grow up (which is perfectly fine!), we hope this story will get them excited about life after school—and show them that there are plenty of great options out there they can start planning for now.

As we get to work brainstorming ideas for the coming academic year, I’d love to hear your feedback about what in this issue gets your students talking, what you’d like to see more of in the future, and how you’re using *Choices* in your classroom. We really value your input, so please be in touch!

Happy April,  
Jennie Yabroff, Executive Editor  
jyabroff@scholastic.com



### WANTED: YOUR AWESOME STUDENTS!

We’re looking for creative, opinionated, and amazing students to join the *Choices* Teen Advisory Board. If you know any teens (ages 13 and older) who would be interested, email us to nominate them.

To learn more,  
go to: **Choices**  
**.scholastic.com**  
**/teenboard**

## Our Most Popular Stories

What articles are your fellow teachers using—and loving?  
We’ve curated the top hits  
from our archives at Choices Digital.

You’ll find stories and activities to help you teach about:

- stress • bullying • sleep
- technology • alcohol poisoning • so much more!

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# Quick Look! Your April Issue

TOPICS	STORY	SUMMARY	SKILLS
<b>Social Trends</b> 	<b>Debate,</b> <b>pg. 2-5 &amp; T3:</b> Is It Ever OK to Cancel Someone?	<b>Does cancel culture spark social awareness among students or is it just another form of bullying?</b> <i>Two Choices</i> teen advisers share insights that support their opposing views.	Evaluating an argument; disagreeing respectfully; communicating effectively
<b>Mental Health</b> 	<b>Narrative Nonfiction,</b> <b>pg. 6-11 &amp; T4:</b> What We Want You to Know About ADHD	<b>Most people have heard about ADHD, but few know what the condition is really like.</b> LeAndra, Max, and Gusto open up about their experiences—and the coping strategies they've developed along the way.	Practicing healthy behaviors; increasing social awareness
<b>Journaling</b> 	<b>Nonfiction,</b> <b>pg. 12-15 &amp; T5:</b> Dear Diary . . .	<b>Is journaling key to being a happier, more confident teen?</b> <i>Choices</i> intern Francesca Mansky certainly thinks so. She outlines how and why everyone should take a break to “write it out.”	Practicing healthy behaviors; increasing social awareness
<b>Careers</b> 	<b>Nonfiction,</b> <b>pg. 16-21 &amp; T6:</b> The Best Jobs for Future You	<b>From pizza enthusiast to a “white hat” hacker, we’ve got a job for your students.</b> We give you the low-down on six undeniably amazing professions and the steps students can take to get started on each one.	Personal development; responsible decision making
<b>Empathy &amp; Activism</b> 	<b>Nonfiction,</b> <b>pg. 22-23 &amp; T7:</b> Fighting for Clean Water	<b>At 15 years old, Autumn Peltier is an advocate for indigenous people in Canada.</b> Her focus: Ensuring that all First Nation communities have access to a clean, safe water supply.	Advocacy; communicating effectively; increasing social awareness
<b>Community Advocacy</b> 	<b>Choices Explainer</b> <b>pg. 24:</b> The Global Water Crisis	<b>Globally, one out of every nine people lack access to clean water.</b> Our infographic describes the problem, shows some of the countries currently facing this issue, and explains what we can do to get involved.	Advocacy; increasing social awareness; navigating online resources



## Debate:

# Is It Ever OK to Cancel Someone?

**SUMMARY:**

Cancel culture has expanded beyond celebrities and influencers—now, anyone can be canceled. But is that a good thing? Two *Choices* advisers weigh in.

**ESSENTIAL QUESTION:**

When is it appropriate to cancel someone?

**OBJECTIVES:**

Read opposing viewpoints and take a side; evaluate how social media can influence behavior; describe strategies to manage cancel culture

**NHES 2:**

Analyze how cancel culture supports and challenges beliefs, practices, and behaviors

**CASEL COMPETENCY:**

Social awareness

**KEY VOCAB:**

spewing, bigotry, repercussions, amends

**CLOSE-READING QUESTIONS****1** What does it mean to “cancel” someone?

When someone is canceled, they are called out publicly for an offensive act and then ignored by their peers on social media.

**2** Ila says canceling can prevent people from learning from their mistakes. Explain her reasoning.

Ila says when someone is canceled, they become socially isolated and communication is shut down, making it difficult for them to apologize and understand why what they did was wrong.

**3** According to Zaid, how can cancel culture positively affect people’s behavior?

Zaid says canceling motivates people to think before they post and to be more responsible online.

**CRITICAL-THINKING QUESTIONS****1** Ila says that canceling is similar to bullying. Do you agree? Why or why not? Explain your answer.

Possible answer: No, it raises awareness around an issue; yes, it can make someone feel isolated by their peers.

**2** Is cancel culture present in your school community? If so, give an example. If not, why do you think that is?

Answers will vary.

**3** Teens have started using cancel culture in ways that don’t have anything to do with bringing about social change. Why do you think that is? Give specific examples.

Possible answer: Social media makes it really easy to launch a social attack on a person without having to take personal responsibility for starting it, which may be appealing to some teens.

## CLASSROOM ACTIVITIES

**MAKING CONNECTIONS**

NHES 2

CASEL Competency:  
Social awareness

► Last year is frequently referred to as **THE YEAR OF CANCEL CULTURE**. After researching online, students will pick one example of a celebrity who was canceled, evaluate the reason that person was called out, and reflect on whether the cancelation boosted awareness of a social issue.

**EXTENSION ACTIVITY**

NHES 2

CASEL Competency:  
Relationship skills

► When a student at Zaid’s school posted racist remarks online, the Black Student Union responded by inviting her to their meeting to make amends. Using scenarios in the **UNCANCEL CULTURE** activity sheet, students will brainstorm ideas to help those who have been canceled learn from their mistakes.



# Your Mental Health: What We Want You to Know About ADHD

## SUMMARY:

ADHD is common but still widely misunderstood. Here, three teens tell you what life with attention-deficit/hyperactivity disorder is really like.

## ESSENTIAL QUESTIONS:

What is ADHD, and how does it affect the people who have it?

## OBJECTIVES:

Describe ADHD and identify defining factors, describe executive functioning and the role it plays in daily life, identify the functions of the frontal lobe in the brain

## NHES 2:

Analyze how genetics and family history can affect personal health

## CASEL COMPETENCY:

Social awareness

## KEY VOCAB:

dysgraphia, executive functioning, neurological, socioeconomic, impulsivity

### CLOSE-READING QUESTIONS

**1** What are some of the activities that require executive functioning? List at least three.

Possible answers: keeping track of your stuff, making plans with friends, getting to school on time, organizing your homework

**2** Why did Max have a hard time making friends when he was younger?

People thought Max was intentionally trying to be annoying and they would get upset when he blurted things out.

**3** What is ADHD, what does it stand for, and how does it impact those who have it?

ADHD stands for attention-deficit/hyperactivity disorder, a medical condition that affects the brain's ability to control impulses and pay attention.

### CRITICAL-THINKING QUESTIONS

**1** Some people think that ADHD is caused by eating too much sugar or playing too many video games. Why do you think that is, and why is it incorrect?

Possible answer: They might think that these things can affect a person's ability to focus, but ADHD is a genetic condition that someone is born with.

**2** What do you think people who don't have ADHD should know about people who do? Use three facts from the article to back up your point.

Answers will vary.

**3** Gusto performs better in school when he can learn in a hands-on way. Which type of learning environment do you do best in, and why do you think that is?

Answers will vary.

## CLASSROOM ACTIVITIES



### EXTENSION ACTIVITY

NHES 3

CASEL Competency:

Self-management

► It's not just people with ADHD who could use some help with their executive functioning skills. Using the **APPS FOR EXECUTIVE FUNCTIONING** guide, students will test-drive some apps and sites designed to help with these skills, and decide which one they might be able to use.



### MAKING CONNECTIONS

NHES 5

CASEL Competency:

Self-management

► Focusing in class can be tough for most teens, not just those with ADHD. Use the **FOCUS, FRIEND** activity sheet to help students create posters for the classroom to encourage themselves and their classmates to stay on track while they're trying to learn.



## Your Life:

# Dear Diary . . .

**SUMMARY:**

Journaling helped *Choices* intern Francesca feel happier and more confident. Here, she shares tips for other teens who want to get into the habit of journaling too.

**ESSENTIAL QUESTION:**

What are the benefits of keeping a personal journal?

**OBJECTIVES:**

Describe the physical, mental, and emotional health benefits of keeping a journal; identify strategies for keeping a personal journal

**NHES 8:**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

**CASEL COMPETENCY:**

Self-awareness

**KEY VOCAB:**

mementos, empathetic, radioactive, whimsical

**CLOSE-READING QUESTIONS**

**1** According to studies, what are some of the health benefits of journaling?

People who keep a journal sleep better, feel better, and may even get sick less often.

**2** How does Francesca use journaling to help with her relationships?

When Francesca has drama with her friend group or is fighting with her dad, she writes about the situation from the other person's point of view, which helps her gain empathy for that person.

**3** How often does Francesca recommend you write in your journal as you're getting started?

Francesca says to try a 15-minute entry once a week, then work up to three times a week.

**CRITICAL-THINKING QUESTIONS**

**1** Pick one of the prompts suggested in the article and write a brief response.

Answers will vary.

**2** Out of all of the advantages of journaling mentioned in the article, which one do you think would be the most beneficial to you?

Possible answer: Journaling would help me to take a break from my phone, which might help me waste less time on social media.

**3** Do you write in a journal? If the answer is yes, what was it that prompted you to start? If not, why do you think that is?

Possible answers: Yes, I originally started writing in a journal to help me through a stressful time; No, I've never felt like I have enough time to journal.

## CLASSROOM ACTIVITIES

**MAKING CONNECTIONS**

NHES 7

CASEL Competency:  
Self-awareness

► The article on p. 14 provides several writing prompts to inspire students to **GET JOURNALING**. Using this guide, students will pick three of the prompts provided and write a self-reflection for each. Students will practice writing about a variety of topics.

**EXTENSION ACTIVITY**

NHES 4

CASEL Competency:  
Social awareness

► Studies suggest that there are numerous advantages to journaling. Using the **BENEFITS OF JOURNALING** activity sheet, students will identify the positive impact journaling can have on different domains of wellness and brainstorm ways to incorporate these health-enhancing behaviors into everyday life.



## Your Future:

# The Best Jobs for Future You

**SUMMARY:**

From a farmer selling fresh produce to her community to a hacker using his talents for good, here are six jobs of tomorrow that are actually around today.

**ESSENTIAL QUESTION:**

How can I turn my passions into a future career?

**OBJECTIVES:**

Identify several different career paths and opportunities, and describe the skills and interests needed to pursue each of these professions

**NHES 1:**

Demonstrate the ability to use goal-setting skills to enhance health

**CASEL COMPETENCY:**

Self-awareness

**KEY VOCAB:**

fonts, turbines, entrepreneurs

**CLOSE-READING QUESTIONS**

## 1 What does a Community-Supported Agriculture (CSA) farmer do?

A CSA farmer grows, harvests, and delivers fresh fruits and vegetables to members of their community.

## 2 Why do companies hire “white hat” hackers?

Companies hire “white hat” hackers to test their computer systems’ safety.

## 3 How can you prepare for a career as an interactive art director?

You can seek opportunities with your school yearbook, website, or newspaper, and follow designers you admire on social media for ideas and inspiration.

## 4 Why is rope access technician an important job of the future?

The demand for wind energy could quadruple by 2050.

**CRITICAL-THINKING QUESTIONS**

## 1 Which of the featured careers appeals to you the most? Explain why.

Answers will vary.

## 2 What are the three timeless skills you’ll need more than ever in 2030, and why do you think they’ll remain important skills to have?

Possible answer: You will need people skills, leadership, and creativity. They’ll remain important because they are skills that robots and computers won’t be able to replicate or replace.

## 3 The demand for locally grown produce continues to rise. List two possible reasons for the increase.

Possible answer: People want locally grown food because it’s healthier for them, and it’s better for the environment since it doesn’t have to travel as far.

## CLASSROOM ACTIVITIES

**MAKING CONNECTIONS**

NHES 6

CASEL Competency:

Self-awareness

► Entrepreneur Scott Weiner, who runs his own pizza tours of NYC, suggests teens research businesses they love and the people who started them. Using our research guide, students will find an example of someone who **FORGED THEIR OWN PATH** and then analyze the steps that person took toward success.

**EXTENSION ACTIVITY**

NHES 4

CASEL Competency:

Relationship skills

► The article on p. 17 provides **5 QUESTIONS FOR SOMEONE WITH YOUR DREAM JOB**. Have students partner with a classmate who has a similar career interest and brainstorm answers to those questions. Then have them reach out to someone in the field and see how their answers compare.

Changemaker:

# Fighting for Clean Water

**SUMMARY:**

By helping them gain access to clean water, Autumn Peltier, 15, is standing up for indigenous people in Canada.

**OBJECTIVES:**

Describe and define the term *indigenous*; evaluate the impact an individual can have on community health

**CASEL COMPETENCY:**

Social awareness

**KEY VOCAB:**

indigenous, infuriated

**ESSENTIAL QUESTION:**

What can I do to support the health of communities in need?

**NHES 8:**

Advocate for personal, family, and community health

**CLOSE-READING QUESTIONS**

**1** What was wrong with the water in the Serpent River First Nation community, and what needed to be done before community members could use it?

The water was contaminated, so they needed to boil it for at least a minute before they could drink it or use it to brush their teeth.

**2** What did Canadian Prime Minister Justin Trudeau promise to do about the water advisories by 2021?

Prime Minister Trudeau has promised to end all advisories in First Nation communities by 2021.

**3** What did Autumn tell the U.N. members about her future when she spoke to them in 2018?

Autumn told the U.N. that one day she would be an ancestor, and she wants her great-grandchildren to know she fought hard so they could have clean water.

**CRITICAL-Thinking QUESTIONS**

**1** Access to clean water is something many people take for granted. How do you think your life would be affected if you had a water advisory in your community?

Possible answer: It would take me much longer to get ready for school in the morning if I had to boil the water before I brushed my teeth.

**2** Why should governments have to provide access to clean water? Explain your answer.

Possible answer: Contaminated water can promote the spread of diseases in a country and lead to an epidemic.

**3** Autumn was inspired to help the Serpent River First Nation when she was 8 years old. Describe a time when you were inspired to make a change because of something you learned about at a young age.

Answers will vary.

## CLASSROOM ACTIVITIES

**MAKING CONNECTIONS**

NHES 8

CASEL Competency:

Social awareness

► In September 2019, Autumn addressed the U.N. at the Global Landscapes Forum about the water crisis in Canada. After watching her speech as a class, students will reflect on her message, then use the discussion questions to identify effective ways of **SUPPORTING AUTUMN'S CAUSE.**

**ADVOCACY IN ACTION**

NHES 8

CASEL Competency:

Social awareness

► Clean water and sanitation is just one of the **U.N. SUSTAINABLE DEVELOPMENT GOALS**, which are meant to address global challenges that people face every day. After familiarizing themselves with each of these goals, students will choose one of them to research further and make a presentation for the class.



# The Global Water Crisis

## SUMMARY:

If you took a shower this morning, brushed your teeth, or filled your glass from the tap without worrying whether the water was clean, consider yourself lucky. Here are just a few examples of how lack of access to clean water affects people around the world.

## ESSENTIAL QUESTION:

How does the global water crisis affect different communities, and what can I do to help?

## OBJECTIVES:

Describe the benefits of and barriers to community health and advocacy

## NHES 8:

Advocate for personal, family, and community health

## CASEL COMPETENCY:

Social awareness

## DISCUSSION QUESTIONS

### 1 What is considered a water-stressed area, and how many people will live in one by the year 2025?

Possible answer: It's an area where the demand for clean water exceeds the available supply. More than half of the world's population will be in a water-stressed area by the year 2025.

**2 How do some women in rural areas in India get clean water for their villages? How does that compare with your access to clean water?** They have to walk 3-12 miles each day to bring water back, while we are able to access water by turning on a tap.

### 3 What happened to the water supply in Flint, Michigan, and what else have you heard about the crisis there?

Answers will vary.

### 4 How many people in sub-Saharan Africa get their water from untreated lakes, streams, and ponds? Why might this be a problem?

About 70 million; untreated water could carry bacteria that can cause diarrhea and diseases like typhoid, cholera, and hepatitis A.

## DO THIS NOW

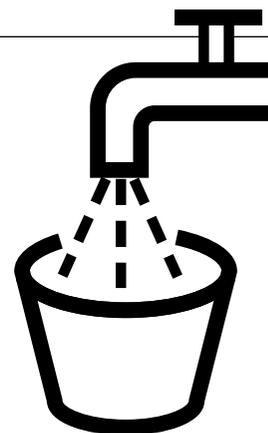
According to the World Health Organization, by 2025 half the world's population will be living in water-stressed areas, where the demand for clean water exceeds the available supply. Here's a list of trusted sources students can use for tips on how to raise awareness about the water crisis:

[THEWATERPROJECT.ORG](http://THEWATERPROJECT.ORG)

[SFSH2O.ORG](http://SFSH2O.ORG)

[CHARITYWATER.ORG](http://CHARITYWATER.ORG)

[H2OFORLIFESCHOOLS.ORG](http://H2OFORLIFESCHOOLS.ORG)



Maurice R. Robinson, 1895-1982, Founder

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