

# Hello Teachers!



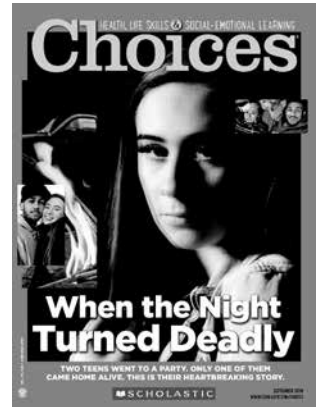
We're thrilled to be back in your classrooms for another exciting year. We here at *Choices* had great summers (always too short, never enough ice cream) and hope you all did too. We've made some changes in the months you've been away, and we hope you love *Choices* even more than before. A couple of features we're especially proud of:

- **Our new activism series:** Each month this year we'll feature a teen doing amazing work to make the world a better place. We kick off the series with a profile of Alexandria Villaseñor, a 14-year-old who united teens across the country to take on the climate crisis. Alexandria visited the Scholastic offices with her mom, and we were all blown away by her passion and dedication. We hope your students are as inspired by her example as we are!
- **Our new back page:** Act Now complements our activism series by telling students how they can “act now” to join our teen activists' causes. As Alexandria says, “Teens have to force the adults to act, because by the time we're in power, it will be too late.” The future is truly in your students' hands, and we'd love to hear their ideas for tackling the problems that matter to them the most.

As the new executive editor of *Choices*, I couldn't be more excited about the lineup of our September issue, as well as the great stories we have in the works for the rest of the year. I'd love to hear your feedback about what gets your students talking, what you'd like to see more of, and how you're using *Choices* in your classroom, so please be in touch!

Looking forward to spending the year with you,

Jennie Yabroff, Executive Editor  
jyabroff@scholastic.com









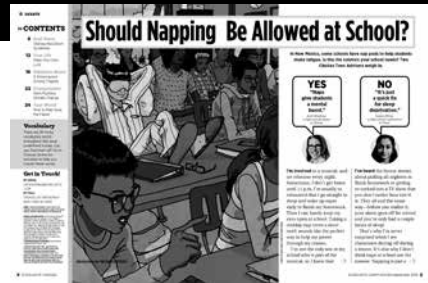
## WANTED: YOUR AWESOME STUDENTS!

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

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

# Quick Look! Your September Issue

TOPICS	STORY	SUMMARY	SKILLS
<b>Time Management</b> 	<b>Debate, pg. 2-5 &amp; T4:</b> Should Napping Be Allowed at School?	<b>Are naps a smart way to keep students alert in class, or will they encourage even more all-nighters?</b> Two <i>Choices</i> teen advisers share insights that support their opposing views.	Evaluating an argument; disagreeing respectfully; communicating effectively
<b>Advocacy</b> 	<b>Narrative Nonfiction, pg. 6-11 &amp; T5:</b> Meet Chelsea!	<b>Chelsea is a little bit different and a lot the same.</b> This empathy-building feature calls attention to the experiences of a teen with Down syndrome, illuminating the importance of inclusion in and outside the classroom setting.	Building character; developing empathy
<b>Life Skills</b> 	<b>Nonfiction, pg. 12-15 &amp; T6:</b> Make Your Own Luck	<b>Sometimes, you just have to put yourself out there and go for it.</b> This article outlines strategies for finding exciting opportunities and staying motivated to reach your goals.	Practicing health-enhancing behaviors; communicating effectively
<b>Substance Abuse</b> 	<b>Nonfiction, pg. 16-21 &amp; T7:</b> The Last Bonfire	<b>When alcohol is involved, a night out can turn into a nightmare.</b> We underscore the perils of drunk driving with a story of how one wrong decision changed three lives forever.	Practicing health-enhancing behaviors; developing decision-making skills
<b>Environmental Activism</b> 	<b>Narrative Nonfiction, pg. 22-23 &amp; T8:</b> Striking to Save the Planet	<b>Alexandria Villaseñor has a really good excuse for skipping school on Fridays.</b> She's trying to save the planet. We spotlight the inspiration, action, and outcome of this teen activist's efforts to end the climate crisis.	Activism; news literacy; communicating effectively; advocacy
<b>Choices Challenge</b> 	<b>Act Now!, p. 24 &amp; T8:</b> End the Climate Crisis	<b>Alexandria offers advice to young people who want to join her cause.</b> We devote our back page to showing students one impactful way to join the fight against climate change.	Activism; developing decision-making skills



## Debate:

# Should Napping Be Allowed at School?

**SUMMARY:** Some New Mexico schools have installed nap pods to help students shake fatigue. Is this a smart strategy for keeping everyone in class alert? Two *Choices* teen advisers weigh in.

**ESSENTIAL QUESTION:** Is napping at school a good way for teens to beat sleep deprivation?

**OBJECTIVES:** Read opposing views and take a side, describe the importance of sleep to physical and mental well-being, identify the role of personal responsibility in practicing good sleep hygiene

**NHES 2:** Evaluate how school and community can affect personal health practices and behaviors

**CASEL COMPETENCY:**  
Self-management

**KEY VOCAB:** emphasize, deprivation, countering, procrastinating, implement, incentive, efficiently

## CLOSE-READING QUESTIONS

- 1 Why does Karli have a difficult time getting enough sleep?** Karli has to rehearse for a musical after school and doesn't get home until 11 p.m., then she wakes up early to finish her homework.
- 2 How much sleep do average teens need, and how much do they actually get?** The average teen needs 8-10 hours of sleep but gets only about 7 hours.
- 3 How does Sneha manage to get eight hours of sleep each night?** Sneha manages her time with a calendar on her phone that lists what she has to do for the day.
- 4 Why does Sneha think allowing naps in school might cause teens to sleep even less?** She says that if napping in school is allowed, students might be more likely to pull all-nighters and less motivated to get enough sleep at home.

## CRITICAL-Thinking QUESTIONS

- 1 How much sleep do you get on an average school day? Do you feel like it's enough? Explain your answer.**  
Answers will vary.
- 2 Younger teens tend to brag about staying up late but as they get older, that changes. Why do you think that is?** Possible answer: Younger teens are trying to rebel against their parents, so they want to break the rules by staying up late. As they get older, they know how much better they feel after getting a full night's sleep.
- 3 The nap pods that the schools in New Mexico use cost \$13,000 apiece. What do you think a low-cost option for schools might be? Get creative!** Possible answer: Schools could provide sleeping bags that students can use in the library instead.

## CLASSROOM ACTIVITIES



**EXTENSION ACTIVITY**  
NHES 7  
CASEL Competency:  
Self-management

► Sneha is able to get enough sleep every night because she has good time management skills. In this activity, students will use the **EXTRA TWO HOURS** activity guide to discuss time management strategies that work and to set a sleep goal for the year ahead.



**ADVOCACY IN ACTION**  
NHES 8  
CASEL Competency:  
Social Awareness

► Teens often treat lack of sleep as something to be proud of. In this activity, students will use the **GET SOME SLEEP** poster template to create a campaign to let their classmates know that, in addition to being a basic necessity, getting enough sleep is very cool.

Real Teens:

# Meet Chelsea!



**SUMMARY:** She's a swimmer, a basketball player, and a best friend. She also has Down syndrome. Here's what Chelsea wants you to know about what her life is like.

**ESSENTIAL QUESTIONS:** What is Down syndrome? How are people with intellectual disabilities different than and similar to me?

**OBJECTIVES:** Explain why people with intellectual disabilities should be given the same opportunities as everyone else, identify ways people with intellectual disabilities are discriminated against

**NHES 8:** Describe the importance of being an advocate for people with different abilities

**CASEL COMPETENCY:** Social awareness

**KEY VOCAB:** chromosome, coverage, interpret, misconception, discrimination

**CLOSE-READING QUESTIONS**

- 1 What is Down syndrome?** Down syndrome is a genetic condition that is caused by an extra chromosome. People with Down syndrome may have physical and intellectual differences.
- 2 How is Chelsea involved with her school's swim team?** Chelsea practices with the team six days a week and swims in exhibition rounds before the meets. Her times aren't factored into the team score.
- 3 How does having Down syndrome affect Chelsea's diet?** Chelsea has celiac disease, which is common for people with Down syndrome, so she needs to eat foods that are gluten-free.
- 4 Why does Chelsea say it's hard to make new friends?** Chelsea says that she is shy and people don't realize she's just like everyone else.

**CRITICAL-THINKING QUESTIONS**

- 1 In what ways do you think having a student like Chelsea at school benefits the rest of the school community?** Possible answer: Schools with diverse student populations can combat ignorance and help everyone grow.
- 2 Chelsea gets frustrated that people don't take the time to get to know her. What do you think is stopping them?** Answers will vary.
- 3 What does Chelsea want to do when she's older, and how do you think her experience growing up has influenced her goals?** Chelsea wants to be a counselor to help other kids. She may want to use her experience growing up with an intellectual disability to make a difference for others.

## CLASSROOM ACTIVITIES



**EXTENSION ACTIVITY**  
NHES 4  
CASEL Competency:  
Relationship skills

► Chelsea struggles to make friends because people often don't realize how much they have in common with her. The **REACHING OUT** template helps students let Chelsea know they enjoyed her story and that she has friends across the country.



**ADVOCACY IN ACTION**  
NHES 8  
CASEL Competency:  
Social awareness

► The Special Olympics takes place in cities all over the world, and they are always looking for volunteers. In this activity, students will research how to **GET INVOLVED** with the organization in their community, then come up with a plan to follow through on their commitment.



Your Life:

# Make Your Own Luck

**SUMMARY:** Is good luck as random as it seems, or can you make luck come to you? This article helps students learn how to hack their life to make their dreams come true.

**ESSENTIAL QUESTIONS:** How much of what happens to me is within my control, and what can I do to increase my luck?

**OBJECTIVES:** Identify strategies to achieve long-term goals, explain the role of visualization in setting personal goals

**NHES 6:** Demonstrate the benefits of goal-setting skills to enhance health

**CASEL COMPETENCY:** Self-management

**KEY VOCAB:** envisioning, visualization, repetition, informational

## CLOSE-READING QUESTIONS

- 1 How does visualization work?** Visualization is your brain's dress rehearsal for something you're about to accomplish. It helps you practice behaviors that bring you closer to your goal.
- 2 How does the article suggest using your phone to help you achieve goals?** You can set an image of your goal as your lock screen. It will serve as a daily reminder to make behavioral changes that get you closer to achieving your goal.
- 3 How can taking risks get you closer to your goal?** By taking risks, you open yourself up to more possibilities to achieve your goal.
- 4 Why is it important to expose yourself to new people and experiences when you have a goal?** New people could connect you to unexpected opportunities.

## CRITICAL-Thinking QUESTIONS

- 1 When is the last time you took a risk that paid off? Describe the situation and what you learned in the process.** Answers will vary.
- 2 Think of someone you admire. How did they demonstrate these luck-enhancing skills to reach their goals?** Answers will vary.
- 3 What's your dream job? How can you help yourself get closer to it today? Think of at least three things you can do.** Possible answers: I can reach out to a local business or organization for internship opportunities; I can reach out to family friends who work in the industry that I want to join; I can attend free events and try to network with people to make new connections.

## CLASSROOM ACTIVITIES



**EXTENSION ACTIVITY**  
NHES 6  
CASEL Competency:  
Self-management

► The No. 1 one secret of lucky people is that they set goals. In this skill builder, students will use the **I GOT THIS** goal-setting guide to identify something they would like to achieve and break it down into manageable steps.



**MAKING CONNECTIONS**  
NHES 6  
CASEL Competency:  
Self-management

► Visualization is a huge part of the goal-setting process. Using the **SEE IT, BELIEVE IT, ACHIEVE IT** template, students will create their own vision boards. It's also a great way to recycle old magazines!



## THE LAST BONFIRE

It started as a fun, carefree fall night—a party deep in the woods. But by the time it was over, one person would be dead, one would be under arrest, and one would be in the hospital trying to make sense of it all.

**T**he night was dark, and the fire was bright. It was a beautiful scene, a perfect end to the season. But for the three teens who were there, it was a night that would change everything. One would be dead, one would be under arrest, and one would be in the hospital, trying to make sense of it all.

### Substance Abuse:

# The Last Bonfire

**SUMMARY:** It started off as a fun party deep in the woods. But by the time it was over, one person would be dead, one would be under arrest, and one would be in the hospital trying to make sense of it all.

**ESSENTIAL QUESTION:** How can I make smart decisions when alcohol is involved in a social situation?

**OBJECTIVES:** Describe the impact of alcohol on the decision-making process, explain the ways alcohol affects the teenage brain

**NHES 5:** Examine barriers that can hinder healthy decision making

**CASEL COMPETENCY:** Responsible decision making

**KEY VOCAB:** caravanned, distinctive, impaired, overcorrected, lacerated, hazy, mitigate

### CLOSE-READING QUESTIONS

**1** According to the CDC, how many teens die in car accidents each day? How many of those accidents involve alcohol? Six teens die in car accidents each day, and more than a third of those accidents involve alcohol.

**2** What is B.A.C., and what is the legal limit for adults to have in their system before driving? What about for teens? B.A.C. stands for blood alcohol concentration, and it refers to the amount of alcohol in the bloodstream. The legal limit for adults is .08. There is no legal B.A.C. for teens.

**3** What happened to the driver of the car in the crash that killed Malek? The driver pleaded guilty to charges of homicide and assault and was sentenced to six years in jail.

### CRITICAL-THINKING QUESTIONS

**1** Kids who start drinking at a young age are seven times more likely to be in an alcohol-related crash than those who wait until they're 21 to drink. Why do you think that is? Answers will vary.

**2** What could Tristan, Malek, and Bryson have done differently to avoid what happened? Possible answers: gone to the movies instead, designated a sober driver, called a parent for a ride.

**3** Out of all the creative answers the article suggests for refusing a drink, which one do you think you'd be most likely to use? Why is that? Answers will vary.

## CLASSROOM ACTIVITIES



### ADVOCACY IN ACTION

NHES 8  
CASEL Competency:  
Responsible decision making

► Teens who have been drinking are five times more likely to get into accidents than those who are sober. Using the **SPREAD THE WORD** guide, students will create an advocacy campaign to create awareness about the dangers of getting in a car with someone who's been drinking.



### EXTENSION ACTIVITY

NHES 5  
CASEL Competency:  
Social awareness

► The story of Malek and Tristan is just one of far too many tragedies involving teens and drunk driving. Using the **TOO CLOSE TO HOME** guide, students will research and find information about a past incident in their city or state—either by going online or by talking to adults in the community.



## Changemaker:

# Striking to Save the Planet

**SUMMARY:** After witnessing the Camp Fire in California—and realizing it was made worse by climate change—Alexandria Villaseñor decided to take action.

**ESSENTIAL QUESTION:** How can I get those in power to act on issues that matter to me?

**OBJECTIVES:** Outline facts about climate change, identify teens who are fighting to make a difference, explain the role of advocacy in prompting social change

**NHES 8:** Advocate for personal, family, and community health

**CASEL COMPETENCY:**

Social awareness

**KEY VOCAB:** inhalation, emissions, catastrophe, carbon dioxide, climate change

**CLOSE-READING QUESTIONS**

- 1 Why did Alexandria's mother want her to leave Davis once the Camp Fire broke out?** Alexandria's mom saw videos of people collapsing on the street and felt it was too dangerous for Alexandria because of her asthma.
- 2 How did climate change help the Camp Fire spread?** As a result of climate change warmer temperatures caused trees to die and become kindling for the fire.
- 3 What has Alexandria been doing to bring attention to climate change?** Alexandria began skipping school on Fridays to sit on a bench outside of the United Nations and used social media to lead the nationwide School Strike 4 Climate. She also launched a nonprofit and spoke at the UN.

**CRITICAL-THINKING QUESTIONS**

- 1 Do you think skipping school is an effective way to bring attention to social issues? Explain your answer.**  
Possible answer: It would get the attention of administrators and adults.
- 2 How mindful are you of climate change? Is it something you think about often and learn about in school? If so, how? If not, why do you think that is?**  
Answers will vary.
- 3 Protest movements often get attention through social media. In what ways could you use social media to bring attention to environmental issues? Come up with at least two ideas.** Answers will vary.

## CLASSROOM ACTIVITIES



**WATCH & DISCUSS**  
NHES 8  
CASEL Competency:  
Social awareness

► Swedish activist Greta Thunberg inspires people all over the world with her passion and determination. After watching her TED Talk, **THE DISARMING CASE**, students will use the questions from the discussion guide to talk about what they've learned.



**MAKING CONNECTIONS**  
NHES 6  
CASEL Competency:  
Self-management

► We can all do more to help combat climate change, whether at home or in the community. The **MY ENVIRONMENTAL GOAL** activity asks students to identify a goal to work on over the course of a month, tracking their progress and reflecting on what they've learned along the way.