



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

## Title of Course: Adolescent Engagement in Risky Behavior

**Course Description:** Educators will study the current dangerous and risky behaviors that impact our students. We will identify how to help students meet with success within the classroom setting despite the struggles they face. Teachers will investigate ways to get children the help they need to overcome the obstacles that they face. Course participants will discuss and research the cultural and environmental influences that lead some to dangerous choices in life. Strategies will be provided to aid the teacher and the student to work together to understand these self-destructive behaviors. Teachers' knowledge of these trends can help to modify instructional strategies to help with these issues. The teachers' knowledge may have an impact on student achievement helping them to choose wiser actions while succeeding academically. Information will also be given to help the friend who approaches their teachers looking to help and support their peers who are struggling with emotional needs. We will also study these behaviors within the various cultures represented in our classrooms and discuss why some groups may engage in different risks. This course will share the risky behaviors and be versed in identifying warning signs and strategies that can be used to help the children when they seek help. In understanding our students, we will be able to aid them in finding support and help them realize their full potential.

### Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• Determine an understanding of the term “risky behaviors” and what it means for our students.</li> <li>• Study statistics and those behaviors deemed “risky”.</li> <li>• Understand the most common risks kids are taking or engaging in these days and reflect on your own student population.</li> <li>• Assess the current trends and compare/contrast with you your own school/classroom</li> <li>• discuss how risky behaviors impacts kids, education and their lives.</li> <li>• Create talking points to communicate dangers appropriately and relevantly to students. Learn about the marginalized groups in our country and the risky behaviors in their lives</li> </ul>
<p><b>Topics</b></p>	<p><b>Intro to Risky Behaviors</b>  <b>Vaping &amp; Drugs</b>  <b>Adolescent Drinking</b>  <b>Cyberbullying</b></p>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Educators will bring to their classrooms a framework and general understanding of the current status of risky trends that are facing our students. Teachers will have an understanding of them as well as seeing how critical consciousness ties in and how it can be effective for students.</p> <p>As a result of this first week, teachers will examine their own practices and establish a base of knowledge of the central issues that concern the students who are engaging in risky behaviors. They will analyze situations from the reading assignments and learn about how to get their students help while gaining an understanding of their student’s behavior.</p>

**Session II**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Identify the reasons for behaviors such as recklessness that lead to unintentional injuries and violence.</li> <li>• Categorize and examine the different needs of these students &amp; ways to support &amp; educate students</li> <li>• Identify what unintentional injuries and violence means.</li> <li>• Collaborate and discuss proactive, preventative measures</li> <li>• Reflect on the much-needed attention of our marginalized groups and what we can do to connect, support, encourage and combat challenges for &amp; with them.</li> <li>• Discuss communication skills via lessons to students and conversations with families</li> <li>• Review various lesson plans to educate students of all ages and backgrounds.</li> </ul>
<b>Topics</b>	<p>Midterm  <b>Self-injurious Behaviors &amp; Recognizing the needs of our marginalized groups</b>  Self-injurious Behaviors  Unintentional Injuries and Violence  Midterm  Students and Poor Choices</p>
<b>Application to Instruction &amp; Student Learning</b>	<p>Educators will have a greater awareness and sensitivity to the unique needs of students who cut and self-harm. This will have an effect on subsequent behavior towards the student. Designing instructional practices through critical consciousness will help teachers to gain this awareness.</p> <p>As a result of our work during this week, teachers will...</p> <ul style="list-style-type: none"> <li>• Gain a more profound understanding of the individual student and his/her/their needs.</li> <li>• Begin to alter how they treat and work with students with the goals and challenges of engaging them, even with their struggles, so they can meet with academic success. <ul style="list-style-type: none"> <li>• Understand the types of risks students may be engaging in and the profound impact on their safety.</li> <li>• Connect background/race/religion/culture/gender identity/disability to risky choices and behaviors.</li> <li>• Begin to place greater focus on the individual student needs within the larger classroom setting.</li> <li>• Review lesson ideas to incorporate into your own classroom.</li> </ul> </li> </ul>

**Session III**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Identify the different Eating Disorders and how they impact your student within the classroom setting.</li> <li>• Be able to notice the warning signs of the various eating disorders</li> <li>• Have knowledge of how to work with the student who has an eating disorder in your classroom and the additional support that they will require both inside and outside of the school setting.</li> <li>• Identify the personal challenges in meeting the needs of this population</li> <li>• Understand the evolution of dieting in young children through teenage years.</li> <li>• Connect Covid – depression/isolation, etc. and its impact on eating disorders.</li> <li>• Learn about the various eating disorder viewpoints within diverse cultures.</li> <li>• Realize how these diets will impact them within the classroom setting.</li> <li>• Study and discuss Tiktok and other social media trends and challenges</li> <li>• Discuss the impact and safety for kids and why students choose to participate.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reflection and discussion on how to discuss these dangers with students and their families.</li> <li>• Have an understanding of the eating disorders that plague today’s students by talking with your students</li> <li>• Contemplate and plan for an appropriate and valuable lesson plan to reach students who are engaging in risky behaviors.</li> </ul>
<b>Topics</b>	<b>Eating Disorders Dangerous Trends on Social Media Midterm</b>
<b>Application to Instruction &amp; Student Learning</b>	<p>Educators will have a greater awareness and sensitivity to the unique needs of the student with an eating disorder and the impact that it has within the classroom setting. Teachers will also have a general knowledge of the dieting that our youngsters are engaging in and learn how cultural responsiveness may play a role. We learn that these students become underserved because of their medical and emotional needs. Their educational needs take a back burner due to their eating disorder.</p> <p>In our study of dangers challenges on social media, we will understand the pressure to engage and how to motivate children in a more positive direction. We will also be able to be more savvy and informed, thereby enabling more productive and important discussions with families and community members.</p> <p>As a result of our work during this week, teachers will</p> <ul style="list-style-type: none"> <li>• Have a profound understanding of a student with an eating disorder</li> <li>• Gain an understanding of their educational needs and how to modify or alter them until the eating disorder is under control</li> <li>• Insights of social media’s risky trends and challenges and how to engage students and families in healthy conversations that can lead to better decision making.</li> </ul>

**Session IV**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Have an understanding of the risky sexual behaviors many kids and teens are engaging in.</li> <li>• Relationships that are harming our children; understanding “casual sex”</li> <li>• Research resources and ways to help students through the dangers they may face from these dangerous trends.</li> <li>• Reflect and discuss cultural viewpoints about teen sex</li> <li>• Discuss the impact and safety for kids and why students choose to participate.</li> <li>• Reflection and discussion on how to discuss these dangers with students and their families.</li> <li>• Understand why kids engage in risky behaviors.</li> <li>• Practice conversations with students and families.</li> <li>• Learn about the under-developed brain of kids and teens and how it correlates to taking risks.</li> <li>• Explore skills we can teach students to help them make better choices in life – in all aged students.</li> <li>• Discuss coping skills and self-regulation in ourselves and how to teach it to our students</li> <li>• Explore mentoring, modeling, connecting with students to help lead them wiser choices</li> <li>• Discuss how to provide hope and youth empowerment to build the confidence and skills to ‘say no’.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Research and understand the role of equity in the classroom and inclusion, and it's connection to decision-making</li> </ul>
<b>Topics</b>	<b>Risky Sexual Behaviors in Teens Today</b> <b>Students Making Better Choices</b> <b>Self-Regulation</b> <b>Final</b>
<b>Application to Instruction &amp; Student Learning</b>	<p>Educators will have a greater awareness and sensitivity to the unique needs of the students experimenting with the risky sexual behaviors. We will also understand the impact that it has within the classroom setting. Teachers will also have a general knowledge of the warning signs of the choking game as well as the other risky trends that our youngsters are engaging in. Teachers may promote an open dialogue to include various perspectives through critical consciousness.</p> <p>As a result of our work during this week, teachers will</p> <ul style="list-style-type: none"> <li>• Learn about students engaging in risky sexual behaviors (IE: the choking game), the reasons and potential repercussions</li> <li>• Gain an understanding of casual sex and how it is harming children.</li> <li>• Why do you think teens participate in casual sex rather than having relationships?</li> <li>• Gain an understanding of their educational needs and how to modify them or alter them until dangerous fads are under control or are not harmful to our students.</li> <li>• Develop an understanding of methods and practices that will encourage stronger decision making skills in kids today.</li> <li>• Explore programs and activities that will promote positivity, self-esteem and lead students towards avenues of positivity. Be inclusive and culturally responsive in creating these activities.</li> <li>• Create talking points and conversation starters for difficult conversations with parents/families.</li> </ul> <p>Engage in practical, daily habits that promote hope, empowerment and pride in every student's journey and goals.</p>