



## LILIE, LLC Course Information

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*\*More detailed course curriculum can be provided upon request*

**Title of Course:** Dangerous Trends in Adolescent Behavior

**Course Description:** Educators will study the current dangerous trends that impact our students and identify how to help them meet with success within the classroom setting. Teachers will investigate ways to get children the help they need to overcome the obstacles that they face. 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 cope with the trend 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. This course will share the dangerous trends 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.

### **Overall Course Objective and Expectation(s):**

- To understand reckless behaviors that go along with children wanting to spread their wings
- To investigate "Friends with Benefits" and how it affects our children
- Assess the current alcohol and drugs trends that teens are utilizing
- To explore cutting/self-injury and how it enables a youngster to feel less pain
- To understand "The Choking Game"
- To discuss OCD
- To evaluate eating disorders and fad diets
- To discuss any new dangerous trends that our children are participating in such as Vaping and e-cigarettes

### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### **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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

**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 reflection 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

### *Week 1*

#### **Topic(s):**

- What are dangerous trends?
- Alcohol and drug trends

#### **Objectives:**

- Determine an understanding of the term “Dangerous Trends” and what it means for our students
- Assess the current alcohol and drug trends that are being utilized
- Create a working definition for the terms “alcohol use” and “drug abuse”

#### **Impact on Classroom Instruction:**

The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants’ own collegial circles at school, implementation of such with the own students and report findings to instructor and other participants ensures, through a variety of opportunities, that what is learned and then applied can have a direct, timely and meaningful impact on student learning within each of the participants experiences with students whether it be in the classroom, counseling, or other resources. Teachers will bring to their classrooms a framework and general understanding of the current status of the drug and alcohol trends that are facing our students. Teachers will have an understanding of drug use and alcohol abuse.

As a result of this first week the teachers will have an understanding of the challenges that face both the students who are using alcohol and drugs and the educators who are trying to teach them. They will examine their own practices and establish a base of knowledge of the central issues that concern the students who are abusing drugs and alcohol. They will analyze case studies from selected reading assignments, and learn about how to get their students help while gaining an understanding of their student’s behavior.

#### **Learner Outcomes:**

As a result of our work, teachers will

- Learn about the Dangerous Trends that children are participating in
- Have an understanding of drug trends as well as alcohol use amongst teens
- Share what districts seem to see these trends and how we can find ways to decrease the drug and alcohol usage within our students

**Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):**

Instruction is provided through a rich mix of text-based lecture, articles, websites, videos, instructor-student and student-student discussion centered on these questions and answers. Our online classroom settings or discussion boards require that all participants in LILIE courses log onto their course via the [lilieonline.com](http://lilieonline.com) website with a login name and confidential password.

In addition, this course has its own webpage that is designed to showcase course curricula, objectives, instructional strategies for meeting needs of diverse learners and various resources that are required for the course. These course webpages are provided at start of course through the instructor's initial posting introducing the course. The various course webpages are dynamic in nature to reflect the ever changing information research and data relevant to the course content. We pride ourselves in working with school districts and guaranteeing that the high quality professional development that we all demand is always provided.

Specific to the dangerous Trends course, participant responses are formatively assessed. The instructor will review and provide feedback on an individual basis and also through instructor postings that may highlight concise definitive collegial conversations about eating disorders in which all teachers must be cognizant. Individual teachers must abide by the rubric presented on pages 4-5 of this document and answer the specific questions by providing direct text evidence from the readings to support their findings and contributions to the class discussion.



### ***Week II***

#### **Topic(s):**

- Cutting & Self-injurious behaviors
- Needs of students who self-injure

#### **Objectives:**

- Identify and define Cutting and Self-Injurious Behaviors
- Categorize and examine the different needs of these students
- Identify the challenges in meeting the needs of this population within the school setting.

#### **Impact on Classroom Instruction:**

Teachers 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.

As a result of our work during this week, teachers will...

- Gain a more profound understanding of this individual student and their needs.
- Begin to alter how they treat and work with these students with the goal and challenges of engaging them even with their pain so they can meet with academic success.
- Begin to place greater focus on his/her needs within the larger classroom setting.

#### **Learner Outcomes:**

As a result of our work during this week, teachers will...

- Gain a more profound understanding of this individual student and their needs.
- Begin to alter how they treat and work with these students with the goal and challenges of engaging them even with their pain so they can meet with academic success.
- Begin to place greater focus on his/her needs within the larger classroom setting.

**Topic(s):**

- The Choking Game
- Friends with Benefits
- New Dangerous Trends

**Objectives:**

- Have an understanding of what the Choking Game is, its dangers and aliases.
- Be provided with facts regarding the Choking Game.
- Relationships that are harming our children; Understanding 'Friends with Benefits'

**Impact on Classroom Instruction:**

Teachers will have a greater awareness and sensitivity to the unique needs of the students experimenting with the choking game and friends with benefits, as well as the impact that it has within the classroom setting. Teachers will also have a general knowledge of the warning signs of the choking game that our youngsters are engaging in.

**Learner Outcomes:**

As a result of our work during this week, teachers will

- Have a profound understanding of the child engaging in the choking game and planking
- Have a profound understanding of what "friends with benefits" is and is casual sex is harming children.
- 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.

**Topic(s):**

- Have an understanding of the Eating Disorders that plague today's students
- Have knowledge of the "Fad Diets" that our children are engaging in

**Objectives:**

- Identify the different Eating Disorders and how they impact your student within the classroom setting.
- Be able to notice the warning signs of the various eating disorders
- 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.
- Identify the personal challenges in meeting the needs of this population
- Categorize and understand the differing "Fad Diets" that our children are engaging in and realize how these diets will impact them within the classroom setting.

**Impact on Classroom Instruction:**

Teachers 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 "Fad Diets" that our youngsters are engaging in.

**Learner Outcomes:**

- Have a profound understanding of the child with an eating disorder
- Gain an understanding of their educational needs and how to modify them or alter them until the eating disorder is under control
- Insights of "fad diets" and the impact it has on daily learning for the students will be explored