Unit 5: Medicines, Drugs and You

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 30**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In the Medicines, Drugs and You unit, students will focus on the safety rules for taking medicines and the health risks of alcohol and tobacco. Children will also learn to say "No" to unhealthy habits.

Standards

HPE.2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
HPE.2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
HPE.2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
HPE.2.3.2.A.2	Explain why medicines should be administered as directed.
HPE.2.3.2.B.1	Identify ways that drugs can be abused.
HPE.2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
HPE.2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
HPE.2.3.2.B.4	Identify products that contain alcohol.
HPE.2.3.2.B.5	List substances that should never be inhaled and explain why.
HPE.2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HPE.2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Essential Questions

What are the benefits of medicine?

What are the effects of alcohol and tobacco on a healthy body?

Application of Knowledge and Skills...

Students will know that...

- that alcohol is a drug that can cause damage to the body over time.
- that medicine labels provide valuable information.
- that medicines are legal drugs that can improve health.
- that medicines should be stored safely and taken from a trusted adult.
- that tobacco contains nicotine, which is a drug that harms the body.

Students will be skilled at...

- demonstrate safety rules for taking medicine.
- develop strategies to reject the use of drugs that can lead to unhealthful habits.
- identify appropriate times to take medicines.
- identify the dangers of alcohol use.
- identify the dangers of tobacco use.

Assessments

- Summative: Dramatization Students will work with a group to develop a skit that teaches the benefits of a healthy lifestyle. 2.1.2.A.1,2.1.2.C.1,C.2,2.1.2.D.1,2.3.2.A.1,A.2,2.3.2.B.1,B.2,B.3,B.4,B.5,2.3.2.C.1,C.2
- Diagnostic: Other written assessments Students will begin by brainstorming a list of things they know about medicines. 2.1.2.A.1,2.3.2.A.1
- Diagnostic: Visual Arts Project Students will make a poster to discourage the use of tobacco. 2.1.2.A.1,2.1.2.D.1,2.3.2.B.1,B.2,B.3,B.5,2.3.2.C.1,C.2
- Summative: Narrative Writing Assignment Students will work with a partner to create a medicine safety pamphlet. 2.1.2.A.1,2.1.2.D.1,2.3.2.A.1,A.2

Activities

- Brainstorm reasons for taking medicines and what is known about medicines.
- Make a pamphlet that will show ways to take medicines safely. Encourage students to write about each picture.
- Read a selection on smoking and the effects of the habit.
- Make a poster to discourage the use of tobacco.
- Write a skit to encourage a healthful lifestyle.

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:

- Identification of Objectives
- Pre-Assessment of student understanding
- Differentiated Activity
- Whole-Group Discussion
- Post-Assessment
- Flexible Grouping strategies:
    - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
    - Student Choice Groups
    - Interest Groups
    - Learning Profile Groups
    - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
    - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
    - Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments

Differentiation for ELL's May Include:

- General modifications may include:
    - Integrate activities into thematic units
    - Trigger student's prior knowledge and experience, which may be different from other students in the class
    - Scaffold complex texts
    - Collaboration with ELL teacher
    - Content specific vocabulary important for ELL students to understand include: medicines, drugs, nicotine, tobacco

Differentiation to Extend Learning for Gifted Students May Include:

- Draw a picture that shows one way to take medicine safely.
- Make a poster that teaches medicine safety.
- Provide outline paper where children can draw a map of safe places to store medicine.
- Write a "jingle" to discourage the use of tobacco, alcohol or drugs.
- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
    - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content

including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
- Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
- Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

- Take a trip to the nurse's office to investigate her role in the distribution and maintenance of medicine and student health.

Resources

- McGraw-Hill Health and the Health Pyramid Grade 2
- McGraw-Hill on the web: http://www.mhschool.com
- Mcmillan/McGraw-Hill Health & Wellness Grade 2
- Reader: *Medicine, Drugs and You*
- Reader: *Smoking Stinks*
- *Foldables* by Dinah Zike
- Differentiated Instruction: Different Strategies for Different Learners by Char Forsten, Jim Grant, and Betty Hollas

McGraw-Hill Online

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use

effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.