# Grade 6 Health Unit 2: Healthy Decision-Making

Content Area: **Health & PE**
Course(s):
Time Period: **MP2**
Length: **3 Weeks**
Status: **Published**

## Rationale and Transfer Goals

When students think of drugs often they do not consider alcohol, tobacco, and prescription drugs to be part of the equation because these are things that can be found in various social settings or at home in the bathroom. Students will understand these drugs are harmful to health as well as illegal substances and can affect the individual, bystanders, and family. Students will also come to know the history of some of the drugs and help to today's medical breakthroughs but how use and abuse caused things to change.

## Enduring Understandings

The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

## Essential Questions

How does nicotine affect the body?

What factors may influence teens to try tobacco, alcohol, or drugs?

What are some ways you could refuse the use of tobacco, alcohol, or drugs?

What are some short and long term benefits of avoiding alcohol?

Why is it important to know the BAC of a beverage of alcohol?

What are some of the health risk associated with drug use?

What are alternatives to drug abuse?

## Content - What will students know?

- Drugs that are legal can also be harmful
- There are over 4,000 harmful chemicals found in tobacco, not just nicotine
- Setting goals help you to stay away from drugs
- Using tobacco around people is harmful to them also
- There are many factors that influence alcohol's effects: body weight, rate of consumption, amount the person consumes, presence of food, presence of other drugs, gender.
- Just because drinks look the same size they may not have the same alcohol content.
- Any type of drug can be abused.

Vocabulary

Nicotine

Carbon monoxide

Tar

Emphysema

Addiction

Snuff

Negative peer pressure

Media

Refusal skills

Second hand smoke

Alcohol

Drug

Cirrhosis

Blood Alcohol Content

Tolerance

Alcoholism

Fetal Alcohol Syndrome

Illegal drugs

Inhalants

Marijuana

Stimulants

Anabolic Steroids

Narcotics

Hallucinogens

Drug abuse

Overdose

Withdrawal

## Skills - What will students be able to do?

- Identify various drugs
- Recognize the harmful effects that drugs can have on the body
- Know the difference between legal and illegal drugs
- Understand the dangers of secondhand smoke
- Apply refusal skills when being pressured or influenced to partake in drug use

## Activities - How will we teach the content and skills?

skits

Worksheets

Discussion

Notes

PowerPoint

Videos

Research Project

Group Work

## Evidence/Assessments - How will we know what students have learned?

**Summative**

Completion of final unit writing assignments and written test

Homework

Notebook

Participation

**Formative**

Skills content sheets, including pre-tests, to drive formative grouping in Instructional Workshop

Station evaluation within Instructional Workshop

## Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit | Instructional Activity |
|---|---|---|
| Accessing Information<br>• Drug research project<br>• Tobacco mini-lab - testing how tobacco affects the heart<br>• Alcohol mini-lab - how alcohol affects the senses<br><br>Practicing Healthful Behaviors<br>• Using refusal skills<br>• Only using prescription drugs according to the doctor's suggestions<br><br>Analyzing Influences<br>• Media and other outlets can influence us by making drugs seem glamorous<br>• Drugs done in the home have a great impact on you and can be the starting point of a cycle of addiction<br><br>Communication Skills | • The Health Triangle<br>• Influences on Health<br>• A Healthy Self Concept<br>• Setting Health Goals<br>• Decision Making Process<br>• Physical Activity Effects on Health<br>• Your Body's Nutrient Needs<br>• Following a Healthful Eating Plan<br>• Making Healthful Food Choices<br>• Coping with Stress<br>• Your Friends and Peers | Health Journal<br><br>Let's Spin Alcohol Lab<br><br>Eat that Cotton - Alcohol Activity<br><br>Vocabulary Games<br><br>Heart Rate - Tobacco Activity<br><br>Group Drug Research Presentation<br><br>Crazy Drug facts<br><br>Q and A Sessions<br><br>Topics:<br><br>Tobacco: A Harmful Drug<br><br>Staying Tobacco Free<br><br>Dangers of Alcohol Use<br><br>Alcoholism and Addiction<br><br>What are Illegal Drugs |

| | | |
|---|---|---|
| • Using great communication skills can help you get our point across when you are refusing drugs<br><br>Refusal Skills<br><br>• Using many methods to say no and remain drug free.<br><br>Goal Setting<br><br>• Setting goals helps people to have something to look forward and give reason not to divert from their path with bad choices.<br><br>Advocacy<br><br>• Each student should be an advocate for a drug free life and know positive effects being drug free could have on you. | | Drug Abuse<br><br>Avoiding Alcohol and Drugs<br><br>Recognizing Alcohol Abuse |

## Key Resources

Glencoe Teen Health Course 1 (220-265)

KidsHealth.com

*Various miscellaneous resources; health non-fiction/news

## 21st Century Life and Careers

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community

agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

## Interdisciplinary Connections/Companion Standards

Science

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

MS-LS1-5 . Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

- Connections to health processes associated with physiology and anatomy
- Basic understanding of communicability of diseases in discussion of wellness

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.