Grades 3/4 Health Unit 2: Alcohol, Tobacco, and Other Drugs

Content Area: **Physical Education & Health**
Course(s):
Time Period: **November**
Length: **45 days**
Status: **Published**

Unit Overview

In the first unit of Health for Grades 3-5 students will explore a variety of general health topics and areas of study. They will define what is means to be "well" and identify the different areas of maintaining a healthy lifestyle. In part with learning how to maintain healthy lifestyle, they will be equipped with a set of decision making skills and strategies to make health conscious decisions in the areas of wellness, nutrition, diseases / health conditions, and fitness. Students will become more knowledgeable by interacting with their peers and the adults around them in small and whole group discussions, they will be expected to survey their environments to identify how it affects their health, create healthy meal plans for breakfast-lunch-dinner, devise a plan to combat the spread of common diseases and health conditions such as the common cold inside the classroom, and seek to incorporate more time in their day for physical fitness and activity such as going for a walk outside or joining a youth athletic organization. Overall students are given decision-making skills in order to live and maintain a healthy lifestyle.

In Unit 2, students will engage with content regarding:

• Decision Making and Goal Setting

• Tobacco, Drugs, Medicines

• Dependency, Addiction, and Treatment

Learning Targets

I can...

• Effectively utilize the decision making process and goal setting process.

• Distinguish the difference between over the counter and illegal drugs.

• Identify the effects of drug use.

• Identify the warnings or symptoms a person abusing drugs may exhibit.

• Explain how a person's environment may affect one's health.

• Identify the laws in place to deter illegal drug use

Enduring Understandings

• Health is influenced by the interaction of body systems.

• Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

• Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

• All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

• Family members impact the development of their children physically, socially and emotionally.

• People in healthy relationships share thoughts and feelings, as well as mutual respect.

• Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.

• Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

• Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

• Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.

• There are strategies that individuals can use to communicate safely in an online environment.

• Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.

• There are actions that individuals can take to help prevent diseases and stay healthy.

• The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.

• Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

• The short- and long-term effects of substance abuse are dangerous and harmful to one's health

• The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

Essential Questions

• How does quipping yourself with strong decision making skills will combat alcohol, tobacco, and other drugs?

• Can medicines have positive and negative effects?

• Are laws are designed to control the consumption of alcohol and other drugs?

NJSLS Standards

HE.3-5.2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
HE.3-5.2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
HE.3-5.2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
HE.3-5.2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
HE.3-5.2.1.5.PP.1	Explain the relationship between sexual intercourse and human reproduction.
HE.3-5.2.1.5.PP.2	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
HE.3-5.2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
HE.3-5.2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.
HE.3-5.2.1.5.PGD.3	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
HE.3-5.2.1.5.PGD.4	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
HE.3-5.2.1.5.PGD.5	Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
HE.3-5.2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.
HE.3-5.2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.
HE.3-5.2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
HE.3-5.2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
HE.3-5.2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
HE.3-5.2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
HE.3-5.2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

HE.3-5.2.1.5.CHSS.1	Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
HE.3-5.2.1.5.CHSS.2	Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
HE.3-5.2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
HE.3-5.2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HE.3-5.2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
HE.3-5.2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
HE.3-5.2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
HE.3-5.2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
HE.3-5.2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
HE.3-5.2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
HE.3-5.2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
HE.3-5.2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
HE.3-5.2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
HE.3-5.2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
HE.3-5.2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
HE.3-5.2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
HE.3-5.2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
HE.3-5.2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
HE.3-5.2.3.5.ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
HE.3-5.2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
HE.3-5.2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
HE.3-5.2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
HE.3-5.2.3.5.DSDT.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
HE.3-5.2.3.5.DSDT.5	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

HE.3-5.2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
HE.3-5.2.3.5.HCDM.2	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).
HE.3-5.2.3.5.HCDM.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Learning Plan, Activities and Resources

Topic	Activities
Alcohol	Teacher's Guide Handout: Under the Influence Handout: What Would You Do? Handout: Alcohol Flowchart
Drugs	Teacher's Guide Handout: Show What You Know About Drugs Handout: Peer Pressure Situations Quiz Quiz: Answer Key
Smoking	Teacher's Guide Handout: No Smoking T-Shirt Handout: Smoking Adds Up Quiz Quiz: Answer Key

All lessons and activity resources can be found here: Kids Health in the Classroom

Other Ideas for Lessons and Implementation/Discussion

• Read Alouds

• Internet Research

• Reader's Workshop

• Graphic Organizers

• Videos

• Diagrams

Assessments

• Essays

• Posters

• Meal Plans

• Exercise Demonstrations / Plans

• Google Slides Presentations

• Lists of Goals

• Writing Pieces with Rubrics

Career Awareness, Exploration, Preparation, and Training

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

21st Century Skills

TECH.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).
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.

Interdisciplinary Connections

LA.K-12.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.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
MA.4.NF.A	Extend understanding of fraction equivalence and ordering.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.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).
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
SCI.3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
SCI.3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.