

# Grades 6 Health Unit 2: Healthy Decision-Making

Content Area: **Physical Education & Health**

Course(s):

Time Period: **January**

Length: **4 weeks**

Status: **Published**

## Unit Overview

---

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.

In unit 2, students will engage with content regarding:

- 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.

## Learning Targets

---

Students will be able to:

- Recognize healthier food options
- Pick portions according to MyPlate Guidelines
- Read a food label
- Place food in the proper food groups

## Essential Questions

---

- Why is it important to follow the MyPlate?
- Why is important to read food labels before deciding which foods to include in our diet?
- What are eating disorders and what are ways to avoid them?
- How does your level of activity affect what type of food your body needs?
- How might your knowledge of nutrients influence your snack food choices?
- How can a healthy diet benefit you?
- Why is it important to develop a realistic body image?
- How could your diet be completely different from someone, but you still get all of the nutrients you need? How could the word “diet” be controversial?

## **NJ Student Learning Standards**

---

HE.6-8.2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
HE.6-8.2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
HE.6-8.2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
HE.6-8.2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
HE.6-8.2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
HE.6-8.2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in body image, losing, gaining, or maintaining healthy weights.
HE.6-8.2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
HE.6-8.2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

## **Learning Plan, Activities and Resources**

---

Topic	Activities
Alcohol	<a href="#">Teacher's Guide</a>
	<a href="#">Handout: Truth Teller's Latest Hit</a>
Drugs	<a href="#">Teacher's Guide</a>
	<a href="#">Handout: The Real Deal</a>
	<a href="#">Quiz</a>

Smoking

[Quiz: Answer Key](#)

[Teacher's Guide](#)

[Handout: Money Going Up in Smoke](#)

[Handout for Teachers: Money Going Up in Smoke Answer Key](#)

[Handout: Seeing Through the Smoke](#)

[Quiz](#)

[Quiz: Answer Key](#)

Bullying

[Teacher's Guide](#)

[Handout: Acting Against Bullying](#)

[Handout: Circles of Friends](#)

[Handout: Shutting Down the Rumor Mill](#)

[Quiz](#)

[Quiz: Answer Key](#)

Cyberbullying

[Teacher's Guide](#)

[Handout: Everyone's Involved](#)

[Quiz](#)

[Quiz: Answer Key](#)

Emotional and Behavioral Health

Depression

[Teacher's Guide](#)

[Handout: Recognizing Depression](#)

[Handout: Depression Factsheet for Students](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Stress

[Teacher's Guide](#)

[Handout: Stress Mail](#)

[Handout: Stress Log](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Infographic: Kids Can Help Parents  
Get Healthier \(color\)](#)

## Suicide Prevention

[Teacher's Guide](#)

[Handout: Positive Ripples](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Teacher's Guide](#)

[Handout: Summer Goal](#)

## Safe and Healthy Summer

[Quiz](#)

[Quiz: Answer Key](#)

[Teacher's Guide](#)

[Handout: Screen-Time Journal](#)

## Screen Time

[Quiz](#)

[Quiz: Answer Key](#)

[Teacher's Guide](#)

[Handout: Injury Blockers](#)

## Sports Safety

[Quiz](#)

[Quiz: Answer Key](#)

[Teacher's Guide](#)

## Sportsmanship

[Handout: Sportsmanship in Action](#)

All information can be obtained [Here](#)

Additional Lesson ideas for Instruction/Discussion

<p>Accessing Information</p> <ul style="list-style-type: none"> <li>• Drug research project</li> <li>• Tobacco mini-lab - testing how tobacco affects the heart</li> <li>• Alcohol mini-lab - how alcohol affects the senses</li> </ul> <p>Practicing Healthful Behaviors</p> <ul style="list-style-type: none"> <li>• Using refusal skills</li> <li>• Only using prescription drugs according to the doctor's suggestions</li> </ul> <p>Analyzing</p>	<ul style="list-style-type: none"> <li>• • The Health Triangle</li> <li>• Influences on Health</li> <li>• A Healthy Self Concept</li> <li>• Setting Health Goals</li> <li>• Decision Making Process</li> <li>• Physical Activity Effects on Health</li> <li>• Your Body's Nutrient Needs</li> <li>• Following a Healthful Eating Plan</li> <li>• Making Healthful Food Choices</li> <li>• Coping with Stress</li> <li>• Your Friends and Peers</li> </ul>	<p><b>Health Journal</b></p> <ul style="list-style-type: none"> <li>• <b>Let's Spin Alcohol Lab</b></li> <li>• <b>Eat that Cotton - Alcohol Activity Vocabulary Games</b></li> <li>• <b>Heart Rate - Tobacco Activity</b></li> <li>• <b>Group Drug Research Presentation Crazy Drug facts</b></li> <li>• <b>Q and A Sessions</b></li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Tobacco: A Harmful Drug</li> <li>• Staying Tobacco Free</li> <li>• Dangers of Alcohol Use</li> <li>• Alcoholism and Addiction</li> <li>• What are Illegal</li> </ul>	<p>KidsHealth.com</p> <p>*Various miscellaneous resources; health non-fiction/news</p>
--	---	---	--

<p>Influences</p> <ul style="list-style-type: none"> <li>• Media and other outlets can influence us by making drugs seem glamorous</li> <li>• Drugs done in the home have a great impact on you and can be the starting point of a cycle of addiction</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>• Using great communication skills can help you get our point across when you are refusing drugs</li> </ul> <p>Refusal Skills</p> <ul style="list-style-type: none"> <li>• Using many methods to say no and remain drug free.</li> </ul> <p>Goal Setting</p> <ul style="list-style-type: none"> <li>• Setting goals helps people to have something to look forward and give reason not to divert from their path with bad</li> </ul>		<p>Drugs</p> <ul style="list-style-type: none"> <li>• Drug Abuse</li> <li>• Avoiding Alcohol and Drugs</li> <li>• Recognizing Alcohol Abuse</li> </ul>	
--	--	--	--

<p>choices.</p> <p>Advocacy</p> <ul style="list-style-type: none"> <li>• Each student should be an advocate for a drug free life and know positive effects being drug free could have on you</li> </ul>			
---	--	--	--

### **Enduring Understandings**

---

Many factors can influence an individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness.

### **Assessments**

---

- Completion of writing assignments and written test
- Completion of teacher created assessment
- Successful completion of skill/content sheets
- Homework assignments with Google Classroom
- Notebook Participation

### **Career Awareness, Exploration, Preparation, and Training**

---

WRK.9.2.8.CAP.3

Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

## 21st Century Skills

---

TECH.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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.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).
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.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

## Interdisciplinary Connections

---

### 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.