

Unit 05

Content Area: **Health**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Grade 2**
Status: **Published**

Unit Overview (Content)

In Unit 05 students will continue to work on character development. They will learn about the proper and safe use of medicine. They will also learn about how tobacco can harm the smoker and the nonsmoker.

Essential Questions

- How can medicines be used safely?
- How can people who abuse alcohol, tobacco, and other drugs get help?
- How do I know which products that contain alcohol?
- How is character shown through the thoughts, feeling, and actions of oneself and others?
- What are medicines?
- What does tobacco do to a person's body?
- Which substances that should never be inhaled?
- Why do some people have difficulty controlling their use of alcohol, tobacco, and other drugs?
- Why is tobacco harmful to nonsmokers?

Student Learning Objectives (Skills)

- Determine where to access home, school, and community health professionals.
- Explain that people who abuse alcohol, tobacco, and other drugs can get help.
- Explain the effects of tobacco use on personal hygiene, health, and safety.
- Explain the meaning of character and how it is reflected in the thoughts, feeling, and actions of oneself and others.
- Explain what medicines are and when some types of medicines are used
- Explain why medicines should be administered as directed.
- Explain why tobacco smoke is harmful to nonsmokers.
- Identify products that contain alcohol.
- Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- List substances that should never be inhaled and explain why.
- Reorganize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

Lessons/Activities

- After reading "Drugs (Tough Topics)" by Ava Deboo, students will use a T-chart graphic organizer to illustrate and label good drugs on one side and bad drugs on the other side.
- Discuss inhalant abuse. Students list items that can cause damage if inhaled (nail polish, model glue, paint thinner, cooking spray, gasoline, etc).
- Make a class list of health problems that can be caused by smoking.
- Student take turns being the "doctor" and must explain to the patients (the class) what medicines they are being given, how to use it safely, and what it will do
- Student will act out or use puppets to model how to interact with people with disabilities.
- Students will make "Smoking Stinks" posters to hang in the classroom and hallway.

Vocabulary

- alcohol
- drugs
- harmful
- health professional
- inhale
- medicine
- tobacco

Cross-Curricular Connections

- Reading – Health Word Wall
- Writing – Health Journals

Extended Learning Opportunities

Students with Disabilities

- All teachers working with special needs must review the IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.
- Allow students to use adaptive devices such as pencil grips, special pens for motivational use, or special paper with color coded lines.
- Provide books on tape for the books used in the health lessons.

English Language Learners

- Rephrase and repeat
- Use visual models.

Advanced Learners

- Students write stories in which one or more of the characters is disabled.

Assessments

Formative Assessments

- Quizzes
- Skill Based Learning Centers
- Student Journals
- Teacher Observation via Skills Check List

Summative Assessments

- Unit Assessment

Standards

HE.K-2.2.2.2 HE.K-2.2.2.2.C HE.K-2. HE.K-2.2.2.2.C.1	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Character Development Character traits are often evident in behaviors exhibited by individuals when interacting with others. Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HE.K-2.2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
HE.K-2.2.2.2.E HE.K-2.	Health Services and Information Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information. Determine where to access home, school, and community health professionals.
HE.K-2.2.2.2.E.1 HE.K-2.2.3.2.A HE.K-2.	Medicines Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective. Explain what medicines are and when some types of medicines are used. Explain why medicines should be administered as directed.
HE.K-2.2.3.2.A.1 HE.K-2.2.3.2.A.2 HE.K-2.2.3.2.B HE.K-2. HE.K-2.2.3.2.B.1 HE.K-2.2.3.2.B.2 HE.K-2.2.3.2.B.3 HE.K-2.2.3.2.B.4 HE.K-2.2.3.2.B.5 HE.K-2.2.3.2.C HE.K-2. HE.K-2.2.3.2.C.1 HE.K-2.2.4.2	Alcohol, Tobacco, and Other Drugs Use of drugs in unsafe ways is dangerous and harmful. Identify ways that drugs can be abused. Explain effects of tobacco use on personal hygiene, health, and safety. Explain why tobacco smoke is harmful to nonsmokers. Identify products that contain alcohol. List substances that should never be inhaled and explain why. Dependency/Addiction and Treatment Substance abuse is caused by a variety of factors. Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HE.K-2.2.4.2.A HE.K-2. HE.K-2.2.4.2.A.1 HE.K-2.2.4.2.A.2 HE.K-2.2.4.2.A.3	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Relationships The family unit encompasses the diversity of family forms in contemporary society. Compare and contrast different kinds of families locally and globally. Distinguish the roles and responsibilities of different family members. Determine the factors that contribute to healthy relationships.

21st Century Standards

WORK.K-4.9.1.4	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.K-4.9.1.4.A	Critical Thinking & Problem Solving

WORK.K-4.9.1.4.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.K-4.9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
WORK.K-4.9.1.4.A.2	Evaluate available resources that can assist in solving problems.
WORK.K-4.9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
WORK.K-4.9.1.4.B	Creativity and Innovation
WORK.K-4.9.1.4.1	Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
WORK.K-4.9.1.4.C	Collaboration, Teamwork and Leadership
WORK.K-4.9.1.4.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.K-4.9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
WORK.K-4.9.1.4.D	Cross-Cultural Understanding and Interpersonal Communications
WORK.K-4.9.1.4.1	Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
WORK.K-4.9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

Resources & Technology

Core Resources

- Macmillian McGraw-Hill Health and Wellness, Grade 2

Supplemental Resources

- Conflict Resolution - http://www.americanhumanist.org/What_We_Do/Education_Center/HELP/6_Peace_and_Social_Justice/6.1_A/Conflict_Resolution_Lessons
- Excellent teacher resource for drug, alcohol, and medicine safety - <http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf>
- Harcourt Brace Being Healthy Teacher's Resource Book
- Smoking Prevention - <http://kidshealth.org/classroom/3to5/problems/drugs/smoking.pdf>

Intervention Resources

Literature Connections

- "Drugs (Tough Topics)" by Ava Deboo
- "Smoking Stinks!" by Kim Gosselin
- "The Berenstain Bears and the Drug Free Zone" by Stan and Jan Berenstain
- "You Can Say NO to Drugs" by Gretchen Super