



Rhinebeck CSD High School Health Curriculum 2019

Created by the teachers from the Rhinebeck Central School District

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RHINEBECK PRIORITIZED CURRICULUM HIGH SCHOOL HEALTH

INTRODUCTION

This high school Health Curriculum document is designed to be a resource for teachers of Health in the Rhinebeck Central School District. It is an articulation of the essential knowledge and skills students need to acquire to meet the demands of the New York State Learning Standards in Health at the commencement level. This document is aligned with the New York State Learning Standards, aligned with the New York State Core Curriculum for Health, aligned with the NYSED Mental Health Literacy in Schools guidance document, and is enhanced with practical ideas for classroom activities and assessments from Rhinebeck classroom teachers.

The New York State Education Department (NYSED) has partnered with the New York State Office of Mental Health to set new standards for mental health education literacy in schools. The goal is to support mental health education instruction at the elementary and secondary levels. NYSED has issued a new document entitled, “Mental Health Literacy in School: Linking to a Continuum of Well-Being” in which they articulate four key mental health literacy components important to everyone’s well-being and success:

1. Understanding how to obtain and maintain good mental health;
2. Decreasing stigma related to mental health;
3. Enhancing help-seeking efficacy (know when, where, and how to obtain good health with skills to promote self-care); and
4. Understanding mental disorders (i.e., anxiety, depression) and treatments.

These literacy components have been incorporated into this curriculum document and it is hoped that with the expansion of mental health education in schools, school personnel, students, families and communities will be more openly discussing mental health well-being and mental health challenges which, in turn, will positively impact change in our children’s awareness of mental health prevention, treatment and stigma.

Mental health is a critical part of overall health and well-being and is important throughout the life cycle, affecting thinking and learning, feelings, and actions that ultimately relate to healthy decision making. “In childhood and throughout adolescence, mental health means attaining developmental and emotional milestones, while learning healthy social skills and how to cope with challenging situations. Mentally healthy children/youth have a positive quality of life and can function well at home, in school, and in their communities”. When young people are educated about mental health, the likelihood increases they will be able to effectively recognize signs and symptoms in themselves and others and will know where to turn for help. According to the Centers for Disease Control and Prevention (CDC), “focusing on establishing healthy behaviors during childhood is more effective than trying to change unhealthy behaviors during adulthood”.

Health education that respects the importance of mental health, as well as the challenges of mental illness, will help young people and their families and communities feel more comfortable seeking help, improve academic performance and, most importantly, even save lives. In May 2018, the Board of Regents adopted amendments to Commissioner’s Regulation §§135.1 and 135.3 to comply with amendments made to Education Law §804 by Chapter 390 of the Laws of 2016 and Chapter 1 of the Laws of 2017 which clarified that a satisfactory program in health education developed in accordance

with the needs of pupils in all grades must include instruction in the several dimensions of health, and must:

- Include mental health and the relation of physical and mental health; and
- Enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.

According to the World Health Organization (WHO), mental health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community. Fully embracing this definition requires a cultural shift that views mental health as an integral part of overall health.

As part of overall health and wellness, mental health includes:

- A sense of self-esteem and self-confidence;
- The ability to identify, express and regulate emotions;
- The ability to set and achieve goals;
- Recognition of one's creative skills;
- The ability to expand knowledge and skills;
- The ability to feel and show empathy for others; and
- The ability to create and maintain satisfying relationships.

Further, a fuller definition of mental health will include an understanding of the effects of Adverse Childhood Experiences (ACEs) on an individual's overall health. ACEs are stressful or traumatic events that can lead to social, emotional and cognitive impairment, which, in turn, can lead to the adoption of high-risk behaviors, disease, and early death. Children who experience these traumatic events often struggle in school. The cumulative effect of trauma and toxic stress can be significant and result in unhealthy behaviors, an inability to focus and process information and challenging responses to classroom and social situations.

The following recommendations promote mental health in the educational setting:

Support children and youth in the development of:

- Positive routines and practices;
- Physical activity, exercise and play;
- Good nutrition;
- Regular sleep habits;
- Stress management skills; and
- Caring relationships.
- Institute efforts to reduce stigma around mental health.
- Foster warm and caring relationships.
- Promote positive school climate and culture.
- Support development of social-emotional skills and help-seeking behaviors.

The overriding goal of the Health Education Program is to have our students become knowledgeable about what constitutes physical, psychological and social wellness. We believe that the practice of healthful living will affect students in all areas of learning and improve their health, prevent disease, and avoid or reduce health-related risk behaviors. Therefore, it is our desire to empower young people with the skills, functional knowledge, and positive attitudes they need to make informed decisions to promote their own lifelong health and wellbeing.

We recognize the diversity of values, which exist in our pluralistic society, and understand and respect that our students will interpret the information we present in the context of the perceptions and experiences that they bring with them. We strive to create an atmosphere where an appreciation of their similarities and differences - based on race, ethnicity, culture, religion, economic status, gender and sexual orientation - can help students see the value of various points of view.

The ultimate goal is to produce health literate citizens, through the application of self-management, relationship management, stress management, communication, decision making, planning and goal setting, and self-advocacy. Students are prepared to be critical thinkers and problem solvers, responsible and productive citizens, self-directed learners and effective communicators.

REFERENCES

The following New York State Education documents were utilized in the development of this curriculum.

1. Mental Health Education Literacy in Schools: Linking to a Continuum of Well-being, 2018.

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/continuumofwellbeingguide.pdf>

2. A Guidance Document for Achieving the New York State Standards in Health Education, 2005.

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/guidancedocumentfinal1105.pdf>

CURRICULUM REVIEW PLAN

This curriculum will be reviewed on an annual basis, and will be fully revised and updated within three to five school years.

ACKNOWLEDGEMENTS

The following teacher contributed to the writing and revising of this document. His expertise and professionalism are to be complimented.

David Aierstok: High School Health and Physical Education Teacher

A special thank you to Elizabeth Mastro, MPH, CHES of Ulster County BOCES. Her consultant support on this project is much appreciated.

NEW YORK STATE LEARNING STANDARDS FOR HEALTH EDUCATION

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

HEALTH EDUCATION SKILLS

Seven developmental personal and social skills, comprised of multiple sequential subskills, which when mastered, enable individuals to enhance personal, family, and community health and safety. The seven skills include the overall encompassing skills of Self-Management and Relationship Management, as well as Stress Management, Communication, Decision Making, Planning and Goal Setting and Advocacy. The seven skills are listed below:

Self-Management: Overall personal health skill that enables an individual to assess and analyze one's current health and safety status, apply appropriate knowledge and skills, monitor, evaluate and adjust one's behavior to enhance personal health and safety. Self-management includes the personal application of Stress Management, Communication, Decision Making, and Planning and Goal Setting to enhance personal health and safety.

Relationship Management: Overall personal health skill that enables an individual to assess and analyze one's current interpersonal and intra-personal knowledge and skills, monitor, evaluate and adjust one's behavior to enhance personal, family, and community health and safety. Relationship management includes the application of Stress Management, Communication, Decision Making, and Planning and Goal Setting to enhance personal, family, and community health and safety.

Stress Management: Personal and social skills comprised of multiple subskills, that when performed together, enable an individual to manage positive and negative change in health enhancing ways. Stress management is performed as a separate skill and often in conjunction with the other health skills.

Communication: Sequential personal and social skills comprised of multiple subskills, that when performed together, enable an individual to listen, understand and express oneself in respectful, safe and health enhancing ways. This skill includes verbal and non-verbal communication, assertiveness, refusal, negotiation, conflict management and collaboration.

Decision Making: Sequential personal and social skills comprised of multiple subskills, that when performed together, enable an individual to make well informed choices that enhance personal, family, and community health.

Planning and Goal Setting: Sequential personal and social skill comprised of multiple subskills, that when performed together, enable an individual to develop health enhancing short-term and long-term goals, and develop, implement, evaluate and revise health enhancing plans to accomplish the goals.

Advocacy: Sequential personal and social skill comprised of multiple subskills, that when performed together, enable an individual to persuade others to promote, support or behave in ways that enhance personal, family, and community health. Advocacy is a natural outgrowth of Self-Management, Relationship Management and the other four Health Education Skills.

COMMENCEMENT LEVEL SKILLS

SELF-MANAGEMENT

Demonstrates the ability to practice strategies and skills to enhance personal health and safety

SM.C.1	Conducts a personal assessment of health and safety knowledge and skills
SM.C.2	Analyzes the attributes (knowledge, skills, competencies) of a safe and healthy person
SM.C.3	Compares and analyzes the personal assessment to the healthy attributes to identify personal health and safety strengths and needs
SM.C.4	Predicts short- and long-term benefits and harmful consequences of behaviors based on the personal health and safety assessment
SM.C.5	Selects and applies a health skill to improve personal health and safety
SM.C.6	Identifies and accesses personal support persons or systems
SM.C.7	Accesses, manages and evaluates related health and safety resources
SM.C.8	Celebrates and rewards self for personal health and safety accomplishments
SM.C.9	If appropriate, extends to relationship and/or to health advocacy skill

RELATIONSHIP MANAGEMENT

Demonstrates the ability to apply interpersonal and intra-personal strategies and skills to enhance personal, family, and community health

RM.C.1	Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills
RM.C.2	Analyzes the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person
RM.C.3	Compares and analyzes the personal assessment results in relation to the attributes to identify personal strengths and need areas

RM.C.4	Predicts short- and long-term benefits and harmful consequences of behaviors based on the assessment
RM.C.5	Selects and applies a health skill to improve personal health and safety
RM.C.6	Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)
RM.C.7	Demonstrates win-win strategies to prevent and manage conflict in healthy and safe ways
RM.C.8	Accesses, manages and evaluates related health and safety resources
RM.C.9	Celebrates and rewards self for inter-personal and intra-personal health and safety accomplishments
RM.C.10	If appropriate, extends to health advocacy skill

STRESS MANAGEMENT	
Demonstrates the ability to apply stress management strategies and skills to enhance personal health	
ST.C.1	Differentiates between positive and negative stress and prioritizes personal stressors
ST.C.2	Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health
ST.C.3	Monitors physical and emotional reactions to personal stress
ST.C.4	Analyzes and evaluates personal stressful situations and current ways of dealing with them
ST.C.5	Selects and applies a strategy to manage stress in health-enhancing ways
ST.C.6	Clarifies expectations of self and others and their relation to personal stress
ST.C.7	Recognizes personal capabilities and limitations in relation to personal stress
ST.C.8	Monitors, evaluates and adjusts the personal stress management strategies for wellness and coping with stressful situations

COMMUNICATION	
Demonstrates the ability to apply communication strategies and skills to enhance personal, family, and community health	
CM.C.1	Employs active listening and response skills in health-enhancing ways
CM.C.2	Applies effective verbal (assertiveness) and non-verbal communication skills in real-life health situations
CM.C.3	Demonstrates healthy ways to express needs, wants and feelings

CM.C.4	Analyzes how interpersonal communication affects and is affected by relationships
CM.C.5	Demonstrates strategies for overcoming health-related communication barriers
CM.C.6	Demonstrates ways to communicate care, consideration, and respect of self and others
CM.C.7	Demonstrates effective refusal skills in real-life health-related situations
CM.C.8	Demonstrates strategies to prevent and manage conflict in healthy ways
CM.C.9	Applies collaboration skills to address a complex health issue

DECISION MAKING

Demonstrates the ability to apply decision making strategies and skills to enhance personal, family, and community health

DM.C.1	Identifies personal health decisions and analyzes related internal and external influences
DM.C.2	Recognizes personal capabilities and limitations as they relate to possible healthy solutions
DM.C.3	Gathers, synthesizes, and evaluates available information to enhance health
DM.C.4	Personalizes health risk of decisions to self and others
DM.C.5	Applies a decision making model to real-life health-related situations
DM.C.6	Analyzes perceptions of peer, family, and community normative health-related behavior
DM.C.7	Describes how personal health decisions may affect subsequent decisions
DM.C.8	Assumes responsibility for personal health decisions

PLANNING AND GOAL SETTING

Demonstrates the ability to apply planning and goal setting strategies and skills to enhance personal, family, and community health goals

PG.C.1	Critically analyzes and articulates the benefits of planning and setting personal health goals
PG.C.2	Makes a personal commitment to achieve a personal health goal
PG.C.3	Develops a personal health goal and a plan to achieve it
PG.C.4	Analyzes and develops strategies to overcome barriers to achieving the personal health goal
PG.C.5	Implements the plan and adjusts plan as needed to achieve the personal health goal
PG.C.6	Analyzes the impact of decisions on the personal health goal

PG.C.7	Identifies personal support systems and explains their importance in achieving the personal health goal
PG.C.8	Assesses, reflects on and adjusts the plan to maintain and enhance personal health and safety, as needed

ADVOCACY	
Demonstrates the ability to apply advocacy strategies and skills to enhance personal, family, and community health	
AD.C.1	Conducts a personal, family, or community health assessment and/or reviews data from current similar health assessments
AD.C.2	Analyzes data to determine priority area(s) in need of advocacy
AD.C.3	Thoroughly researches the health advocacy issue
AD.C.4	Identifies and familiarizes self with agencies, organizations, and others who advocate for and against the health issue
AD.C.5	Clarifies personal beliefs regarding the health advocacy issue
AD.C.6	Takes a clear health-enhancing stand
AD.C.7	Identifies an audience and adapts the health message(s) and communication technique(s) to the characteristics of the individual or group
AD.C.8	Uses communication techniques to persuade the individual or group to support or act on the health-enhancing issue
AD.C.9	Works collaboratively with individuals, agencies and organizations to advocate for the health of self, families and communities
AD.C.10	Evaluates the effectiveness of the advocacy effort(s) and revises and adjusts as needed

STRESS AND MENTAL HEALTH UNIT

SCHOOL NAME: RHINEBECK HIGH SCHOOL

UNIT TITLE/THEME: STRESS AND MENTAL HEALTH UNIT

DATE CREATED: SUMMER 2019

STANDARDS

This unit will incorporate the NYS Mental Health Mandate as it pertains to stress and depression/suicide.

NEW YORK STATE STANDARDS

- State Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- State Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- State Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

NEW YORK STATE HEALTH EDUCATION SKILLS

- SM.C.1: Conducts a personal assessment of health and safety knowledge and skills
- SM.C.2: Analyzes the attributes (knowledge, skills, competencies) of a safe and healthy person
- SM.C.5: Selects and applies a health skill to improve personal health and safety
- SM.C.7: Accesses, manages and evaluates related health and safety resources
- RM.C.5: Selects and applies a health skill to improve personal health and safety
- RM.C.8: Accesses, manages and evaluates related health and safety resources
- ST.C.1: Differentiates between positive and negative stress and prioritizes personal stressors
- ST.C.2: Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health
- ST.C.3: Monitors physical and emotional reactions to personal stress
- ST.C.6: Clarifies expectations of self and others and their relation to personal stress
- ST.C.7: Recognizes personal capabilities and limitations in relation to personal stress
- ST.C.8: Monitors, evaluates and adjusts the personal stress management strategies for wellness and coping with stressful situations

ESSENTIAL KNOWLEDGE AND SKILLS

Students will be able to:

- Conduct a personal assessment of health and safety knowledge and skills as it pertains to stress and mental health
- Define stress and analyze the impact of physical, emotional, social, family, school, and environmental understand the relationship between stress and the effects on their immune system and overall health
- Analyze and identify the attributes of a safe and healthy person.
- Differentiate between positive and negative stress and prioritize personal stressors - what causes you stress?
- Monitor physical and emotional reactions to personal stress - Fight or Flight discussion
- Examine the health risks that may occur with chronic stress and apply a health skill to improve your chronic stress

- Recognize personal capabilities and limitations in relation to personal stress and what are the expectations of self and others and how they relate to your stress
- Identify, select, and monitor the specific management strategies an individual can use to cope with stressful situations
- Identify how alcohol and drug use can impact stress management
- Explain the effect that an individual's personality has on stress levels
- Identify and evaluate local resources or people, both in the RCSD and the community, that they can go to for assistance in dealing with stress
- Identify the signs and symptoms of depression

ACADEMIC VOCABULARY

- Adrenal Glands
- Adrenaline
- Anxiety Disorder
- Conflict
- Cortisol
- Distress
- Eustress
- Fight/Flight
- Homeostasis
- Overload
- Psychotherapy
- Stigma
- Stress Management
- Stressor

DIAGNOSTIC AND GUIDING QUESTIONS

- What are some issues/situations that cause adolescent stress?
- What changes can you make to manage your stress level? i.e. Do you have to be on social media, how can you be on social media and limit the stress you feel? Do you have to be on all social media outlets?
- How do my peers' attitudes and behaviors influence my health?
- How can I resist unhealthy pressures?
- Has your life been improved by being on social media?
- What effect does your personality type have on your daily stress?
- How can I reduce my health and safety risks? What strategies do you use when you are feeling stressed out or becoming emotional?
- Who do you feel you can talk to when you can't manage your stress levels on your own? What support do I need and who can support me?
- How does it make you feel when you can't lower your stress levels or control them on your own? i.e. a leading question to open up the discussion on decreasing the stigma related to mental health and receiving therapy
- How can I develop the confidence to use the knowledge and skills I need to be safe and healthy?
- What do you do when a friend/loved one is showing early warning signs of depression/suicide and may need counseling?

STUDENT CENTERED CLASSROOM IDEAS AND SUGGESTED VIDEOS

Student Centered Classroom Ideas

- General Adaptation Syndrome (GAS) worksheet (Groups working on their notes) - after watching short video
- Role playing stressful situations (Group)
- Guest speaker

Suggested Videos

- **How Stress Affects Your Body** - Sharon Horesh Bergquist on Ted-Ed.com
- **Stress Management Strategies: Ways to Unwind** - You Tube
- **General Adaptation Syndrome Model** - Josh Knapp on You Tube
- **What is Depression?** - Helen M. Farrell on Ted-Ed.com

ASSESSMENTS

- Intro to Common Language Worksheet
- General Adaptation Syndrome (GAS) worksheet (Group) - after watching short video
- Stress Management Worksheet (on their own)
- Mental Illness in the Middle Ages Worksheet
- Unit Test

STRESS AND MENTAL HEALTH UNIT BLOCK PLAN

Day 1

- Stress Vocabulary Worksheet and personal assessment

Day 2

- What is stress?
- What does stress look like, sound like, and feel like?
- Is stress all negative?
- Looking at different types of stress through PowerPoint - Physical, Mental, Social, Emotional, Environmental, and Spiritual

Day 3

- Sources of stress - distress/eustress
- Who affects your stress and how do you manage it?
- Video - **How Stress Affects Your Body**
- Self-Reflection and discussion on the film

Day 4

- Body's Response to Stress
- Video - **General Adaptation Syndrome Model** - Josh Knapp on You Tube
- General Adaptation Syndrome (GAS) Worksheet (Group/Role Play)
- Discussion on Fight/Flight Response

Day 5

- Managing Stress
- Video - **Stress Management Strategies: Ways to Unwind**

- Discussion on the film
- Stress Management Worksheet (on their own) - See worksheet below

Day 6

- Stress and the Immune System
- Personality Types

Day 7

- Do Now Activity on depression and will power
- When to seek professional help
- Video - **What is Depression?** - Helen M. Farrell on Ted-Ed.com
- Depression is an illness?

Day 8

- Where do I get the support I need? and the stigma of mental illness
- Symptoms of depression
- Who's at risk?

Day 9

- Depression - Fact or Fallacy Activity
- Anxiety Disorders
- Treatment
- Suicide and your friend - the do's and don'ts

Day 10

- Dealing with mental illness in the middle ages worksheet
- Different types of mental illness - Bipolar Disorder, Schizophrenia, PTSD

Day 11

- Unit Test

Day 12 – **Movie - A Beautiful Mind**

LESSON PLAN EXAMPLE STRESS MANAGEMENT:

1. What are three stressors in your life?
 - a.
 - b.
 - c.

2. What happens to you when you are stressed (physically, emotionally)?

3. Identify three strategies from our discussion that you will try to use next time you are stressed?
<https://www.skillsyouneed.com/ps/stress-tips.html>
 - a.
 - b.
 - c.

4. Write down when you were stressed, what caused it, what strategy you used to manage it, and whether it was successful or not and why. (This can be done on the back if you need more room)

5. How might alcohol or drug use impact stress management?

6. What personality type are you and how does that affect your stress levels if at all?

7. What are some local resources/people (RHS & Community) where you can go and get assistance on dealing with the stress in your life?

VIOLENCE UNIT

SCHOOL NAME: RHINEBECK HIGH SCHOOL

UNIT TITLE/THEME: VIOLENCE UNIT

DATE CREATED: SUMMER 2019

STANDARDS

This unit will incorporate the NYS Mental Health Mandate as it pertains to learning healthy social skills and how to cope with challenging situations, relationship between mental health and physical health, and teaching students the skills needed to make healthy decisions throughout their lifetime.

NEW YORK STATE STANDARDS

- State Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- State Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- State Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

NEW YORK STATE HEALTH EDUCATION SKILLS

- SM.C.1: Conducts a personal assessment of health and safety knowledge and skills
- RM.C.1: Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills
- RM.C.2: Analyzes the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person
- RM.C.3: Compares and analyzes the personal assessment results in relation to the attributes to identify personal strengths and need areas
- RM.C.4: Predicts short- and long-term benefits and harmful consequences of behaviors based on the assessment
- RM.C.7: Demonstrates win-win strategies to prevent and manage conflict in healthy and safe ways
- ST.C.1: Differentiates between positive and negative stress and prioritizes personal stressors
- ST.C.5: Selects and applies a strategy to manage stress in health-enhancing ways
- ST.C.6: Clarifies expectations of self and others and their relation to personal stress
- ST.C.8: Monitors, evaluates and adjusts the personal stress management strategies for wellness and coping with stressful situations

ESSENTIAL KNOWLEDGE AND SKILLS

Students will be able to:

- Conduct a personal assessment of health and safety knowledge and skills as it pertains to violence
- Define violence, abuse, and be able to identify the different forms of abuse (physical, emotional, mental/psychological)
- Identify and discuss the societal and personal factors that contribute to violence in Society (poverty, unemployment, discrimination, living environment, etc.)
- Identify the warning signs of an aggressive, controlling, and/or violent person
- Explain the Cycle of Violence
- Discuss strategies for prevention and risk reduction of violence and injuries

- Identify and discuss major areas of crime that are common on college campuses and strategies an individual can implement to try and prevent from being a victim
- Identify and analyze specific qualities of a healthy relationship (mutual respect, honesty, cooperation, compromise, trustworthiness, good communication)
- Practice the essential skills and strategies needed across multiple scenarios involving domestic violence/unhealthy relationship situations by using dialogue practice
- Identify how alcohol use, drug use, and personality can impact violence
- Identify local resources or people, both in the RCSD and the community, that individuals can go to for safety and assistance when in an abusive or dangerous relationship

ACADEMIC VOCABULARY

- Advocacy
- Assault
- Bias
- Bullying
- Bystander
- Child Abuse
- Coercion
- Compromise
- Cyberbullying
- Decision Making
- Discrimination
- Diversity
- Domestic Violence
- Emotional Abuse
- Gang
- Harassment
- Hate Crime
- Hazing
- Intimidation
- Perpetrator
- Physical Abuse
- Prejudice
- Psychological Abuse
- Racism
- Rape
- Sexual Assault
- Stereotyping
- Violence
- Yes Means Yes

DIAGNOSTIC AND GUIDING QUESTIONS

- Conduct a personal assessment of managing a healthy relationship (nurturing, empathy, respect, responsibility, communication)
 - What are some traits that should be a part of a healthy relationship?
 - Is violence always easy to recognize?

- Where does jealousy fit in in a relationship and should it fit in?

- Analyze the personal assessment results to help identify personal strengths and need areas
- Predict short-and-long-term benefits and harmful consequences of behaviors based on the personal assessment
- Do video games play a role in violence in society today and if so, how?
- Who or what impacts my ability to be safe and healthy?
- What does it mean to be assertive and can you provide some examples where someone would need to or should be assertive?
- What are some different types of emotions and ask yourself, is the person I'm dating an emotional person and if so, does that matter?
- How can I reduce my risk of being in an abusive relationship?
- Who do you feel you can talk to when you can't manage your relationship on your own? What support do I need and who can support me?
- Are there factors that lead to violence and if so what are they?
- What are some changes or situations that are difficult for an adolescent to deal with that could lead to anger or violence?
- What are common causes of domestic violence?
- What is the 'yes means yes' law? What are some strategies for overcoming the communication barrier between a victim and their family and friends?
- What factors or situations increase one's risk for sexual assault?
- What is your role as a bystander?
- What are your thoughts on why people initiate bias or hate crimes against people they don't even know?
- How can I develop the confidence to use the knowledge and skills I need to be safe and healthy?
- Demonstrates strategies to prevent and manage conflict in healthy ways
- Demonstrate ways to communicate care, consideration, and respect of self and others

STUDENT CENTERED CLASSROOM IDEAS AND SUGGESTED VIDEOS

Student Centered Classroom Ideas

- Cycle of Violence worksheet (Groups working on their notes) - after watching short video
- 'Yes Means Yes' classroom discussion
- Role playing situations (Relationship Management)
- Guest speaker

Suggested Videos

- **Cycle of Violence** - You Tube 2:28 by Cal State San Bernardino
- **Consent Explained** - You Tube 1:46 By AMAZE.Org
- **Tea and Consent** - You Tube 2:50 By Blue Beat Studios - Yes Means Yes Law
- **Teen Dating Violence and Healthy Relationships** - You Tube 10:42 - Healthy Relationships (Shelter from the Storm - Youth Advisory Council)

ASSESSMENTS

- Intro to Common Language Worksheet
- Cycle of Violence worksheet
- 'Yes Means Yes' worksheet
- Unit Test

VIOLENCE UNIT BLOCK PLAN

Day 1

- Violence Vocabulary Worksheet and personal assessment

Day 2

- What is violence?
- What are the different forms of abuse?
- Identify and discuss societal causes of violence
- Video game discussion

Day 3

- Define domestic violence
- Warning signs of aggression and control
- Video - **Cycle of Violence** - You Tube 2:28 by Cal State San Bernardino and worksheet

Day 4

- Video - **Teen Dating Violence and Healthy Relationships** - You Tube 10:42 - Healthy Relationships (Shelter from the Storm - Youth Advisory Council)
- Identify the traits/qualities of a healthy relationship
- How do we manage jealousy? (self-management & communication skills)

Day 5

- Video - **Consent Explained** - (You Tube 1:46 By AMAZE Org)
- Video - **Tea and Consent** - (You Tube 2:50 By Blue Beat Studios)
- Introduction to 'Yes Means Yes'
- Discuss areas of crime on college campuses
- What is/Define assault, hate crime, sexual harassment, sexual assault, rape
- Discuss the impact and the role alcohol and drug use has on violence

Day 6

- 'Yes Means Yes' Law worksheet
- Class Discussion - sexual assault, rape and the law
- Examine the role of a bystander who has knowledge of an unlawful event
- Identify and list strategies for reducing the risk of being a victim of a violent crime

Day 7

- Where to go for help if someone is being abused (Local Resources in the Community)
- Guest Speaker on Domestic Violence - Grace Smith House Dutchess County

Day 8

- Unit Test

HUMAN GROWTH AND DEVELOPMENT UNIT

SCHOOL NAME: RHINEBECK HIGH SCHOOL

UNIT TITLE/THEME: HUMAN GROWTH AND DEVELOPMENT UNIT

DATE CREATED: SUMMER 2019

STANDARDS

This unit will incorporate the NYS Mental Health Mandate as it pertains to learning healthy decision making and social skills on the topics of puberty, reproduction, pregnancy, and the risks involved. The unit will also include the NYS Mental Health Mandate as the students learn how to cope with challenging situations as it pertains to the physical, emotional, and social aspects of becoming sexually active and the skills necessary to make healthy decisions throughout their lifetime.

NEW YORK STATE STANDARDS

- State Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- State Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- State Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

NEW YORK STATE HEALTH EDUCATION SKILLS

- SM.C.1: Conducts a personal assessment of health and safety knowledge and skills
- SM.C.2: Analyzes the attributes (knowledge, skills, competencies) of a safe and healthy person
- SM.C.6: Identifies and accesses personal support persons or systems
- SM.C.7: Accesses, manages and evaluates related health and safety resources
- RM.C.2: Analyzes the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person
- RM.C.6: Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)
- RM.C.8: Accesses, manages and evaluates related health and safety resources
- RM.C.10: If appropriate, extends to health advocacy skill
- DM.C.1: Employs active listening and response skills in health-enhancing ways
- DM.C.4: Analyzes how interpersonal communication affects and is affected by relationships
- DM.C.6: Demonstrates ways to communicate care, consideration, and respect of self and others
- DM.C.7: Demonstrates effective refusal skills in real-life health-related situations
- DM.C.9: Applies collaboration skills to address a complex health issue
- DM.C.1: Identifies personal health decisions and analyzes related internal and external influences
- DM.C.3: Gathers, synthesizes, and evaluates available information to enhance health
- DM.C.4: Personalizes health risk of decisions to self and others
- DM.C.5: Applies a decision making model to real-life health-related situations
- DM.C.6: Analyzes perceptions of peer, family, and community normative health-related behavior
- DM.C.7: Describes how personal health decisions may affect subsequent decisions
- DM.C.8: Assumes responsibility for personal health decisions
- AD.C.2: Makes a personal commitment to achieve a personal health goal

- AD.C.4: Analyzes and develops strategies to overcome barriers to achieving the personal health goal
- AD.C.6: Analyzes the impact of decisions on the personal health goal
- AD.C.7: Identifies personal support systems and explains their importance in achieving the personal health goal

ESSENTIAL KNOWLEDGE AND SKILLS

Students will be able to:

- Conduct a personal assessment of health and safety knowledge and skills as it pertains to human growth and development
- Identify the stages of human growth and development across the lifespan
- Explain what happens to a male and female during puberty
- Identify different organs of the male and female reproductive system
- Identify the relationships characteristics of the physical, emotional, social, and intellectual aspects of human growth and development
- Identify and explain the different types of birth control
- Discuss fetal development during pregnancy
- Explain what can be expected during childbirth
- Demonstrate understanding of procedures required for the care of an infant or young child
- Discuss some experiences young children may go through which promote physical, social, emotional, and intellectual growth and development
- Define peer pressure
- Analyze the impact of decisions as they relate to dating
- Assume responsibility for personal health decisions
- Gather, Discuss, and evaluate the role and influence that peer pressure has on decision making along with the influence of family, the media, and others
- Recognize that adolescents experience common problems
- Describe the ways personal image is projected to others through physical appearance, verbal and nonverbal communication, behavior, and action
- Discuss strategies for strengthening human relationships
- Examine “family” as the basic unit of society and what does “family” looks like in the 21st century
- Practice the essential skills needed by performing dialogue practice across scenarios involving relationship situations.
- Identify and evaluate local resources or people, both in the RCSD and the community, that individuals can go to for information and assistance involving relationships and/or a possible pregnancy

ACADEMIC VOCABULARY

- Abstinence
- Adolescence
- Adulthood
- Bisexual
- Cervix
- Childhood
- Contraception

- Cowper's Gland
- Egg
- Embryo
- Endocrine System
- Epididymis
- Fallopian Tube
- Fertilization
- Fetus
- Heterosexual
- Homosexual
- Hormones
- Infancy
- Intercourse
- Menstrual Cycle
- Ovaries
- Ovulation
- Polyamorous
- Polysexual
- Prenatal Care
- Prostate Gland
- Puberty
- Scrotum
- Semen
- Seminal Vesicle
- Testes
- Toxic Shock Syndrome
- Transgender
- Urethra
- Uterus
- Vagina
- Vas Deferens
- Zygote

DIAGNOSTIC AND GUIDING QUESTIONS

- What are the stages of development an individual can expect to go through across the lifespan?
- What changes do you expect to go through during puberty?
- How do my peers' attitudes and behaviors influence my health?
- After conducting a personal assessment on your adolescent development, what are some of your strengths and weaknesses?
- What are some examples of peer pressure adolescents can expect to face as it pertains to dating?
- How can I resist unhealthy pressures? Analyze how interpersonal communication affects and is affected by relationships.
- Make a personal commitment to keep a clear mind when it comes to decisions about dating
- What barriers are there in keeping a clear mind and what strategies can you develop and use to achieve your goal?
- How can I reduce my health and safety risks as it pertains to intercourse?

- Who can support me and what resources are there to assist me?
- How can I access these resources that can assist me and how important are they?
- What are the various methods of contraceptives and where can I get access to them?
- What are some sources of stress and peer pressure in my life on the topic of dating and sex? What are the expectations I have for myself and others?
- What advice can I give to a friend who thinks she is pregnant or who is pregnant?
- What can an individual expect during pregnancy?
- What can an individual expect during labor?
- How do I care for an infant?

STUDENT CENTERED CLASSROOM IDEAS AND SUGGESTED VIDEOS

Student Centered Classroom Ideas

- Guest Lecturer on Delivery Options and Pregnancy
- Guest Lecturer from Grace Smith House on relationships
- View video clips of displaying characteristics of healthy and unhealthy human relationships
- Role playing situations (Dealing with Peer Pressure in regards to the topic of dating)
- Guest speaker

Suggested Videos

- **What Makes A Relationship Healthy?** - <https://www.youtube.com/watch?v=UB9anEZx9LU>
- **What to Expect the Day of Delivery** - tour of the hospital room and options for delivery - <https://www.youtube.com/watch?v=AVVaXuv7Kis>

ASSESSMENTS

- Intro to Common Language Worksheet
- Stages of Human Growth and Development Worksheet
- Contraception Worksheet
- Worksheet - How much Does an Infant Cost During First Year
- Unit Test

HUMAN GROWTH AND DEVELOPMENT UNIT BLOCK PLAN

Day 1

- Human Growth and Development Vocabulary Worksheet and personal assessment

Day 2

- Different Types of Relationships
- Sexual Identity
- Group Worksheet - Stages of Human Growth and Development (In Class)

Day 3

- Stages Continued
- Puberty - What Can One Expect?
- SDQ's - Student Directed Questions

Day 4

- Male Reproductive System

Day 5

- Female Reproductive System

Day 6

- Menstrual Cycle
- Contraception/Birth Control Methods
- What does a woman do if she thinks she is pregnant? Who does she go and see?

Day 7

- Guest Lecturer - What mothers can expect during pregnancy and delivery
- Care of an infant and cost

Day 8

- Healthy and Unhealthy Relationships
- Grace Smith House Speaker on unhealthy/healthy relationships

Day 9

- Peer pressure and influence on dating from friends and other adolescents
- Dialogue scenarios involving relationship situations

Day 10

- Family in the 21st Century
- Local Resources in the Community

Day 11

- Unit Test

SEXUALLY TRANSMITTED DISEASES (STD) AND HIV/AIDS

SCHOOL NAME: RHINEBECK HIGH SCHOOL

UNIT TITLE/THEME: SEXUALLY TRANSMITTED DISEASES (STD) AND HIV/AIDS

DATE CREATED: SUMMER 2019

STANDARDS

This unit will incorporate the NYS Mental Health Mandate as it pertains to learning healthy social skills and how to cope with challenging situations as it pertains to STDs, determining and communicating what an individual desires in a relationship, and teaching students the skills needed to make healthy decisions throughout their lifetime.

NEW YORK STATE STANDARDS

- State Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- State Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- State Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

NEW YORK STATE HEALTH EDUCATION SKILLS

- SM.C.1: Conducts a personal assessment of health and safety knowledge and skills
- SM.C.2: Analyzes the attributes (knowledge, skills, competencies) of a safe and healthy person
- SM.C.4: Predicts short- and long-term benefits and harmful consequences of behaviors based on the personal health and safety assessment
- SM.C.6: Identifies and accesses personal support persons or systems
- SM.C.8: Celebrates and rewards self for personal health and safety accomplishments
- SM.C.9: If appropriate, extends to relationship and/or to health advocacy skill
- RM.C.1: Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills
- RM.C.2: Analyzes the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person
- DM.C.2: Applies effective verbal (assertiveness) and non-verbal communication skills in real-life health situations
- DM.C.3: Demonstrates healthy ways to express needs, wants and feelings
- DM.C.8: Demonstrates strategies to prevent and manage conflict in healthy ways

ESSENTIAL KNOWLEDGE AND SKILLS

Students will be able to:

- Conduct a personal assessment of health and safety knowledge and skills as it pertains to STDs and HIV/AIDS
- Identify the most common STDs in the U.S., Dutchess, Ulster, and Columbia Counties
- Discuss the meaning of STDs being called the “Silent Epidemic”
- Discuss the various ways to prevent STDs
- Assume responsibility for personal health decisions
- Explain the different treatment options that are available for STDs
- Discuss a brief history of HIV/AIDS

- Discuss what HIV/AIDS is
- Identify how someone acquires the virus, how HIV/AIDS affects the immune system, and what the methods of transmission are
- Discuss how in 2019 individuals are living longer with the virus and are able to have children
- Identify local resources or people, both in the RCSD and the community, that individuals can go to for information and assistance in the diagnosis and treatment of STDs
- Discuss and compare the role and influence of family, the media, and others has on decision making when it comes to having sex and getting tested for STDs

ACADEMIC VOCABULARY

- Acquired
- AIDS
- Asymptomatic
- AZT
- CD4 Count
- Chlamydia
- Condom
- Contagious
- Diagnose
- ELISA Test
- Epidemic
- Genital Herpes
- Gonorrhea
- GRID
- Helper T-Cells
- HIV
- Human Papillomavirus
- HPV Vaccine
- Infectious Disease
- Infertility
- Oral Sex
- Pelvic Inflammatory Disease
- Ryan White
- Safe Sex
- Sexually Transmitted Diseases (STD)
- Sexually Transmitted Infections (STI)
- Symptom
- Syphilis
- Treatment
- Transmit
- Western Blot

DIAGNOSTIC AND GUIDING QUESTIONS

- What are STDs/STIs?
- Why are STDs called the silent epidemic?

- Analyze the attributes of a safe and healthy person and what are some high-risk behaviors when it comes to STDs?
- How is HIV acquired and when does an individual get diagnosed with AIDS?
- How common are STDs in the U.S.?
- How can I reduce my health and safety risks as it pertains to STDs and HIV?
- What are the common symptoms of STDs?
- What advice can I give to a friend who thinks they have an STD or who has an STD?
- How do we treat STDs? What treatments are available today and what can one expect during the treatment(s)?
- What are some short and long term benefits and harmful consequences of behaviors based on the personal health and safety assessment?
- Who or what impacts my ability to be safe and healthy?
- What are the positives in waiting to date and being involved in a physical relationship?
- Should you reward yourself for personal health and safety accomplishments?
- Is it appropriate to extend your beliefs with the thought to educate others in the community?
- What support do I need?
- What resources are there to assist me?
- How can I access these resources that can assist me?
- What are the various methods of contraceptives and where can I get access to them?
- How do my peers' attitudes and behaviors influence my health?

STUDENT CENTERED CLASSROOM IDEAS AND SUGGESTED VIDEOS

Student Centered Classroom Ideas

- Guest Lecturer on STDs
- STD Group Jigsaw with approximately two slides of each STD
- HIV/AIDS Small Group Activity
- Role playing situations (Dealing with Peer Pressure in regards to the topic of getting tested and using protection)

Suggested Videos

- **HIV/AIDS 40 Years Later** - <https://nbcpalmsprings.com/2019/02/04/in-depth-series-hiv-aids-40-years-later/>
- **AIDS at 30: The U.S. Epidemic** - History of the first 30 years
<https://www.youtube.com/watch?v=QPEONF3hUBI>
- **30 Years of HIV** - https://www.youtube.com/watch?v=kc0_Rh6f6dw
- AIDS Memorial Quilt, Ryan White and Ryan White Care Act, AZT

ASSESSMENTS

- Intro to Common Language Worksheet
- STD Group Jigsaw with approximately two slides of each STD - Laptops
- HIV/AIDS Group Worksheet - Laptops
- Unit Test

STD'S AND HIV/AIDS UNIT BLOCK PLAN

Day 1

- STDs & HIV/AIDS Vocabulary Worksheet and personal assessment

Day 2

- The “Silent Epidemic” - Why?
- Define STDs/STIs
- U.S. Statistics on STIs
- Small Group Discussion/Role Playing - How can we prevent the spread of HIV and other STIs?

Day 3

- STD Group Jigsaw
- Student Directed Questions

Day 4

- Guest Lecturer - STDs

Day 5

- What is HIV, how can I acquire the disease, and why has it been so devastating?
- Video - **AIDS at 30: The U.S. Epidemic**
- Video - **HIV/AIDS 40 YEARS LATER**
- HIV/AIDS Group Worksheet

Day 6

- Continue Worksheet
- What resources are there to help with getting tested and what are the treatment options?
- Where to purchase and get the various methods of contraception

Day 7

- Unit Test

ALCOHOL UNIT

SCHOOL NAME: RHINEBECK HIGH SCHOOL

UNIT TITLE/THEME: ALCOHOL UNIT

DATE CREATED: SUMMER 2019

STANDARDS

This unit will incorporate the NYS Mental Health Mandate as it pertains to learning healthy decision making skills, social skills, and the risks involved on the topics of alcohol, tobacco, and other drugs. The unit will also focus on the social skills needed to cope with challenging situations involving alcohol, tobacco and other drugs in order for the individual to make healthy decisions throughout their lifetime.

NEW YORK STATE STANDARDS

- State Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- State Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- State Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

NEW YORK STATE HEALTH EDUCATION SKILLS

- SM.C.1: Conducts a personal assessment of health and safety knowledge and skills
- SM.C.4: Predicts short- and long-term benefits and harmful consequences of behaviors based on the personal health and safety assessment
- SM.C.5: Selects and applies a health skill to improve personal health and safety
- SM.C.6: Identifies and accesses personal support persons or systems
- SM.C.7: Accesses, manages and evaluates related health and safety resources
- SM.C.8: Celebrates and rewards self for personal health and safety accomplishments
- RM.C.3: Compares and analyzes the personal assessment results in relation to the attributes to identify personal strengths and need areas
- RM.C.6: Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)
- ST.C.1: Differentiates between positive and negative stress and prioritizes personal stressors
- ST.C.2: Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health
- ST.C.3: Monitors physical and emotional reactions to personal stress
- ST.C.8: Monitors, evaluates and adjusts the personal stress management strategies for wellness and coping with stressful situations
- DM.C.1: Identifies personal health decisions and analyzes related internal and external influences
- DM.C.2: Recognizes personal capabilities and limitations as they relate to possible healthy solutions
- DM.C.3: Gathers, synthesizes, and evaluates available information to enhance health
- DM.C.4: Personalizes health risk of decisions to self and others
- DM.C.5: Applies a decision making model to real-life health-related situations
- DM.C.6: Analyzes perceptions of peer, family, and community normative health-related behavior

- DM.C.7: Describes how personal health decisions may affect subsequent decisions
- DM.C.8: Assumes responsibility for personal health decisions

ESSENTIAL KNOWLEDGE AND SKILLS

Students will be able to:

- Conduct a personal assessment of health and safety knowledge and skills as it pertains to alcohol
- Discuss the short and long term effects of alcohol on the body
- Define the term blood alcohol concentration and its importance in determining intoxication levels
- Explain the dangers of drunk driving and drunk driving alternatives
- Describe the three stages of alcoholism
- Identify support groups that help alcoholics and family and friends of alcoholics
- Discuss reasons young people drink
- Discuss why and how drinking as an adolescent is adverse for the body and explain the effects on the six aspects of wellness (physical, mental, emotional, social, environmental, and spiritual)
- Explain the effects of alcohol on a fetus
- Discuss techniques to resist peer pressure from friends and family
- Identify certain laws on alcohol use as both a minor and an adult

ACADEMIC VOCABULARY

- Addiction
- Alcohol (beer, wine, liquor)
- Alcoholism
- Alcohol Abuse
- AA (Alcoholics Anonymous)
- Al-anon
- Alateen
- Alcohol Poisoning
- Binge Drinking
- Blood Alcohol Concentration (BAC)
- Blood Alcohol Content
- Brain Stem
- Cerebral Cortex
- Cirrhosis
- Detoxification
- Ethanol
- Hangover
- Intoxication
- Limbic System
- Minor
- Proof and Percentage
- Refusal Skills

DIAGNOSTIC AND GUIDING QUESTIONS

- How does alcohol affect the body?
- What are the dangers of alcohol use?
- Why is the legal drinking age 21?

- Are the dangers of alcohol use different for teens than adults?
- Why do some people choose to drink and others don't?
- As you move through the different stages of life, how does alcohol help you achieve your goals?
- How does alcohol affect the family and communities?
- How can I reduce my health and safety risks as it pertains to alcohol use?
- What are the warning signs of alcoholism?
- Who can support me?
- What resources are there to assist me in my community? (Support Groups)
- How can I access these resources that can assist me?
- What does one go through during detoxification?
- What are the laws governing alcohol use in N.Y.S. and in the U.S.?
- What are some healthy alternatives to using alcohol?

STUDENT CENTERED CLASSROOM IDEAS AND SUGGESTED VIDEOS

Student Centered Classroom Ideas

- Group worksheet on different types of alcohol and Blood Alcohol Concentration (BAC)
- Video on drunk and distracted driving
- Role playing situations (Dealing with Peer Pressure in regards to the topic of alcohol use) and options to driving home intoxicated
- Guest speaker

Suggested Videos

- **Under Construction: Alcohol and the Teenage Brain**
https://www.youtube.com/watch?v=g2gVzVIBc_g
 - Brain Development
 - Inhibitions
 - Frontal Lobe (25yrs old)
 - Hangover
- **Every 15 Minutes at Servite High School** February 4, 2019
<https://www.youtube.com/watch?v=0kbrtcFeNSc>
 - Decision Making
 - Social Host Law
 - Peer Pressure
 - Self-Advocacy
- **Drinking and Driving Kills** - New Dimension Media and their Drugs and Alcohol Series

ASSESSMENTS

- Intro to Common Language Worksheet
- Group Worksheet on alcohol and blood alcohol content
- Role Playing situations
- Worksheet - How much Does a Driving While Intoxicated (DWI) cost
- Unit Test

TOBACCO UNIT

SCHOOL NAME: RHINEBECK HIGH SCHOOL

UNIT TITLE/THEME: TOBACCO UNIT

DATE CREATED: SUMMER 2019

STANDARDS

This unit will incorporate the NYS Mental Health Mandate as it pertains to learning healthy decision making skills, social skills, and the risks involved on the topics of alcohol, tobacco, and other drugs. The unit will also focus on the social skills needed to cope with challenging situations involving alcohol, tobacco and other drugs in order for the individual to make healthy decisions throughout their lifetime.

NEW YORK STATE STANDARDS

- State Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- State Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- State Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

NEW YORK STATE HEALTH EDUCATION SKILLS

- SM.C.1: Conducts a personal assessment of health and safety knowledge and skills
- SM.C.4: Predicts short- and long-term benefits and harmful consequences of behaviors based on the personal health and safety assessment
- SM.C.5: Selects and applies a health skill to improve personal health and safety
- SM.C.6: Identifies and accesses personal support persons or systems
- SM.C.7: Accesses, manages and evaluates related health and safety resources
- SM.C.8: Celebrates and rewards self for personal health and safety accomplishments
- RM.C.3: Compares and analyzes the personal assessment results in relation to the attributes to identify personal strengths and need areas
- RM.C.3: Compares and analyzes the personal assessment results in relation to the attributes to identify personal strengths and need areas
- RM.C.6: Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)
- RM.C.9: Celebrates and rewards self for inter-personal and intra-personal health and safety accomplishments
- ST.C.1: Differentiates between positive and negative stress and prioritizes personal stressors
- ST.C.2: Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health
- ST.C.3: Monitors physical and emotional reactions to personal stress
- ST.C.8: Monitors, evaluates and adjusts the personal stress management strategies for wellness and coping with stressful situations
- DM.C.1: Identifies personal health decisions and analyzes related internal and external influences
- DM.C.2: Recognizes personal capabilities and limitations as they relate to possible healthy solutions
- DM.C.3: Gathers, synthesizes, and evaluates available information to enhance health

- DM.C.4: Personalizes health risk of decisions to self and others
- DM.C.5: Applies a decision making model to real-life health-related situations
- DM.C.6: Analyzes perceptions of peer, family, and community normative health-related behavior
- DM.C.7: Describes how personal health decisions may affect subsequent decisions
- DM.C.8: Assumes responsibility for personal health decisions
- AD.C.1: Conducts a personal, family, or community health assessment and/or reviews data from current similar health assessments
- AD.C.2: Analyzes data to determine priority area(s) in need of advocacy
- AD.C.3: Thoroughly researches the health advocacy issue
- AD.C.4: Identifies and familiarizes self with agencies, organizations, and others who advocate for and against the health issue
- AD.C.5: Clarifies personal beliefs regarding the health advocacy issue
- AD.C.6: Takes a clear health-enhancing stand
- AD.C.7: Identifies an audience and adapts the health message(s) and communication technique(s) to the characteristics of the individual or group
- AD.C.8: Uses communication techniques to persuade the individual or group to support or act on the health-enhancing issue
- AD.C.9: Works collaboratively with individuals, agencies and organizations to advocate for the health of self, families and communities
- AD.C.10: Evaluates the effectiveness of the advocacy effort(s) and revises and adjusts as needed

ESSENTIAL KNOWLEDGE AND SKILLS

Students will be able to:

- Conduct a personal assessment of health and safety knowledge and skills as it pertains to tobacco
- Identify the parts of the respiratory system - mouth, trachea, pharynx, larynx, and lungs (esophagus as well)
- Identify the various types of tobacco products
- Identify the harmful effects of tobacco use
- Explain the effects of tobacco use on non-smokers
- Discuss the benefits of living tobacco-free
- Assume responsibility for personal health decisions
- Celebrate and reward self for inter-personal and intra-personal health and safety accomplishments in regards to not smoking or JUULing
- Discuss the short and long term effects of tobacco use on the body
- Discuss the warning signs of cancer and how cancer develops
- Identify the toxic substances in tobacco products
- Describe the 5 D's as it pertains to trying to quit using tobacco
- Identify support groups that help someone try to quit
- Work collectively on a Critical Inquiry Project (CIP) as it pertains to the JUULing epidemic
- Discuss reasons young people smoke and/or JUUL
- Discuss the dangers associated with JUULing (vaping)
- Discuss what JUULing is and how someone JUULs
- Explain why JUULing was invented
- Identify the main disease associated with JUULing
- Discuss techniques to resist peer pressure from friends and family

- Identify community resources that can help with the habit associated with nicotine use
- Discuss the tactics that tobacco companies use to advertise their products

ACADEMIC VOCABULARY

- Addiction
- Advertising
- Atherosclerosis
- Bronchitis
- Cancer
- Carbon monoxide
- Carcinogen
- Chewing Tobacco
- Cilia
- Cyanide
- E-cigarette
- Emphysema
- Formaldehyde
- JUULing (Vaping)
- Pod (JUULing)
- Leukoplakia
- Nicotine
- Popcorn Lung
- Product Placement
- Psychological Dependence
- Physical Dependence
- Respiratory System
- Secondhand Smoke
- Sidestream Smoke
- Stimulant
- Tar
- Target Audience
- Tobacco Cessation Program
- Tolerance
- Withdrawal Effects

DIAGNOSTIC AND GUIDING QUESTIONS

- How does nicotine affect the body?
- How can I reduce my health and safety risks as it pertains to tobacco use and JUULing?
- How do my peers' attitudes and behaviors influence my health?
- How do my beliefs influence my ability to be safe and healthy?
- What are the dangers of tobacco use?
- Why is the age to purchase cigarettes 18 but alcohol is 21?
- Are the dangers of tobacco use different for teens than adults?
- What are the different types of diseases associated with smoking?
- Why do adolescents choose to use tobacco or JUUL?
- How do individuals become addicted to tobacco?

- How does smoking affect the family?
- What are the warning signs of nicotine addiction?
- What does one go through during tobacco withdrawal?
- What are the laws governing tobacco use in NYS and in the U.S.?
- Who can support me when I want to quit using tobacco?
- What resources are there to assist me in my community? (Support Groups)
- How can I access these resources that can assist me?
- What are some healthy alternatives to using tobacco?

STUDENT CENTERED CLASSROOM IDEAS AND SUGGESTED VIDEOS

Student Centered Classroom Ideas

- Partner worksheet on tobacco - parts of the respiratory system, short & long term effects from tobacco use, types of tobacco products
- Group worksheet on JUULing
- Role playing situations (Dealing with Peer Pressure in regards to the topic of JUULing and tobacco use)

Suggested Videos

- **What are the Potential Dangers of JUULing -**
<https://www.youtube.com/watch?v=Pj8vKITOl5g>
- **Is 'JUULing' Safe? What's Really Inside The Popular E-Cigarette -**
<https://www.youtube.com/watch?>
- **Dangers of Smoking - Biology for All - Fuse School -**
<https://www.youtube.com/watch?v=XYLi9zCghd8>

ASSESSMENTS

- Intro to Common Language Worksheet
- Critical Inquiry Project (CIP)
- Role Playing situations
- Worksheet - How much does Tobacco and JUULing Cost the User?
<https://lendedu.com/blog/financial-cost-of-juul/>
- Unit Test

OTHER DRUGS UNIT

SCHOOL NAME: RHINEBECK HIGH SCHOOL

UNIT TITLE/THEME: OTHER DRUGS UNIT

DATE CREATED: SUMMER 2019

STANDARDS

This unit will incorporate the NYS Mental Health Mandate as it pertains to learning healthy decision making skills, social skills, and the risks involved on the topics of alcohol, tobacco, and other drugs. The unit will also focus on the social skills needed to cope with challenging situations involving alcohol, tobacco and other drugs in order for the individual to make healthy decisions throughout their lifetime.

NEW YORK STATE STANDARDS

- State Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- State Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- State Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

NEW YORK STATE HEALTH EDUCATION SKILLS

- SM.C.1: Conducts a personal assessment of health and safety knowledge and skills
- SM.C.4: Predicts short- and long-term benefits and harmful consequences of behaviors based on the personal health and safety assessment
- SM.C.5: Selects and applies a health skill to improve personal health and safety
- SM.C.6: Identifies and accesses personal support persons or systems
- ST.C.3: Monitors physical and emotional reactions to personal stress
- DM.C.7: Demonstrates effective refusal skills in real-life health-related situations
- DM.C.9: Applies collaboration skills to address a complex health issue
- DM.C.1: Identifies personal health decisions and analyzes related internal and external influences
- DM.C.2: Recognizes personal capabilities and limitations as they relate to possible healthy solutions
- DM.C.3: Gathers, synthesizes, and evaluates available information to enhance health
- DM.C.5: Applies a decision making model to real-life health-related situations
- DM.C.8: Assumes responsibility for personal health decisions
- AD.C.7: Identifies personal support systems and explains their importance in achieving the personal health goal

ESSENTIAL KNOWLEDGE AND SKILLS

Students will be able to:

- Conduct a personal assessment of health and safety knowledge and skills as it pertains to drugs
- Explain the different categories of drugs and be able to identify various drugs within each category

- Identify and discuss the short and long term effects of illegal drug use and/or overuse of legal drugs on the body including but not limited to the following: cocaine, heroin, prescription drugs, opioids, marijuana, over-the-counter, hallucinogenic, etc.
- Discuss reasons why young people use drugs and the dangerous drug interactions that can occur - i.e. alcohol and opioids
- Discuss the benefits of using legal drugs and using them properly
- Explain the different routes of administration of how drugs get into the body
- Discuss techniques and refusal skills to resist peer pressure from friends and family - how to say no
- Explain how addiction develops
- Explain the relationship between the prescription opioid and heroin crisis
- Discuss the role of Big Pharma in the opioid crisis
- Identify support groups within the community for individuals addicted to drugs to receive help

ACADEMIC VOCABULARY

- Antagonistic Interaction
- Caffeine
- Codependence
- Depressants
- Dopamine
- Drug
- Drug Abuse
- Drug Misuse
- Drug Use
- Designer Drugs - club drugs
- Endorphins
- Hallucinogens
- Illegal Drugs
- Inhalants
- Medicines
- Narcotics
- Neurons
- Opiates
- Overdose
- Over-The-Counter Drugs
- Prescription Drugs
- Psychoactive Drugs
- Risk Factor
- Sedatives
- Serotonin
- Steroids
- Stimulants
- Synergistic Interaction
- Tolerance

DIAGNOSTIC AND GUIDING QUESTIONS

- Why do adolescents choose to use drugs?
- What are some short and long term benefits and harmful consequences of using drugs?
- What are the risks, if any, when using drugs and/or medications?
- How do you react to personal stress both physically and emotionally?
- Analyze how you respond and deal with personal stressful situations?
- Who is ultimately responsible for personal health decisions?
- In regards to drug use, how do my beliefs and how do my peers' attitudes and behaviors influence my health decisions and my ability to be safe and healthy?
- How are you going to improve your ability/skill to say no to choices that will affect your health and safety?
- What are my personal capabilities and limitations when it comes to possible healthy solutions?
- What are some effective refusal skills that one can use when they don't want to use drugs?
- What laws should we change or eliminate regarding drugs? Why?
- Who and what agencies would be involved in addressing an issue like legalizing marijuana?
- What is the difference between CBD and marijuana?
- Gather and evaluate the available information on the above question that will enhance health.
- What is the hemp act and what impact does it have on you and your community?
- What are the laws governing marijuana use in NYS and in the U.S.?
- Why have some states legalized marijuana where more than $\frac{2}{3}$ have not?
- How does drug use affect the family and what are the warning signs of addiction?
- Who can support me, what role will they perform in achieving sobriety, and how can I access these resources?

STUDENT CENTERED CLASSROOM IDEAS AND SUGGESTED VIDEOS

Student Centered Classroom Ideas

- Caffeine Group worksheet - compare and contrast two articles
- Category of Drugs Activity
- Mouse Party Classroom Activity
- Classroom discussion on the relationship between the prescription opioid and heroin crisis and the role of Big Pharma in the opioid crisis
- Group worksheet on CBD, the 2018 Hemp Act, and the legalization of marijuana.
- Role play dealing with peer pressure in regards to drug use inside and outside of school.
- Guest speaker

Suggested Videos

- **Mouse Party from the University of Utah -**
<https://learn.genetics.utah.edu/content/addiction/mouse/>
- **Club Drugs - The Real Deal**

ASSESSMENTS

- Intro to Common Language Worksheet
- Caffeine Group Worksheet
- Group Worksheet on CBD, 2018 Hemp Act, and Legalization of marijuana
- Role Playing situations
- Unit Test

ALCOHOL, TOBACCO, AND OTHER DRUGS UNIT BLOCK PLAN

Day 1

- Alcohol, Tobacco, and other Drugs Vocabulary Worksheet and personal assessment

Day 2

- What is alcohol and how is it made?
- Group worksheet on Blood Alcohol Content (BAC) and what does it mean?
- Group proof and percentage activity

Day 3

- Why do adolescents drink?
- Focus on the effects of alcohol (brain, liver, digestive system)
- Video - **Under Construction: Alcohol and the Teenage Brain**

Day 4

- Figuring out Blood Alcohol Content (BAC) with drunk driving chart
- “Arrive Alive” - Drunk Driving Alternatives
- Dealing with peer pressure at a party - Role Playing Activity

Day 5

- Video - **Every 15 Minutes at Servite High School**
- How does drunk driving affect the community?

Day 6

- Signs and stages of alcoholism
- What does an individual go through when one detoxes?
- Identify support groups that help alcoholics and family and friends of alcoholics

Day 7

- Unit Test

Day 8

- Introduction to the Critical Inquiry Project (CIP)
 - Why smoke? Why JUUL?
 - Partner worksheet on tobacco

Day 9

- Video - **What are the Potential Dangers of JUULing?**
- Popcorn Lung

Day 10

- Video - **Dangers of Smoking - Biology for All - Fuse School**
- Role Playing dealing with peer pressure to JUUL/smoke
- Discussion on cancer - if time

Day 11

- Continue discussion on cancer
- JUULing/Smoking and the Law
- Warning signs of addiction
- Community resources to try and quit
- 5 D's to quit tobacco

Day 12

- Critical Inquiry Project/Final Unit Exam

Day 13

- Introduction
 - Why do people use drugs?
 - Why do adolescents use drugs?
 - Define what a drug/medication is
- Category of Drugs Activity Game

Day 14

- Should teens drink coffee and if so, how much?
 - Caffeine Group Worksheet - compare and contrast articles

Day 15

- What are the benefits/risks of using drugs?
- Mouse Party Classroom Activity - short and long term effects
- Video - **Club Drugs - The Real Deal**

Day 16

- How does addiction develop and what is the effect on the community?
- Classroom discussion on the relationship between the prescription opioid and heroin crisis and the role of Big Pharma
- Signs of addiction
- Where do I go for help?

Day 17

- Group worksheet on CBD, the 2018 Hemp Act, and the legalization of marijuana.
 - Group Worksheet on the above topic

WELLNESS UNIT

SCHOOL NAME: RHINEBECK HIGH SCHOOL

UNIT TITLE/THEME: WELLNESS UNIT

DATE CREATED: SUMMER 2019

STANDARDS

This unit will incorporate the NYS Mental Health Mandate as it pertains to learning the necessary health skills needed to cope with challenging situations across the six aspects of health and wellness. Students will also learn the skills needed to make healthy decisions throughout their lifetime.

NEW YORK STATE STANDARDS

- State Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- State Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- State Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

NEW YORK STATE HEALTH EDUCATION SKILLS

- SM.C.1: Conducts a personal assessment of health and safety knowledge and skills
- SM.C.2: Analyzes the attributes (knowledge, skills, competencies) of a safe and healthy person
- SM.C.3: Compares and analyzes the personal assessment to the healthy attributes to identify personal health and safety strengths and needs
- SM.C.4: Predicts short- and long-term benefits and harmful consequences of behaviors based on the personal health and safety assessment
- SM.C.6: Identifies and accesses personal support persons or systems
- RM.C.8: Accesses, manages and evaluates related health and safety resources
- DM.C.1: Employs active listening and response skills in health-enhancing ways
- DM.C.6: Demonstrates ways to communicate care, consideration, and respect of self and others
- DM.C.1: Identifies personal health decisions and analyzes related internal and external influences
- DM.C.6: Analyzes perceptions of peer, family, and community normative health-related behavior
- AD.C.1: Critically analyzes and articulates the benefits of planning and setting personal health goals
- AD.C.3: Develops a personal health goal and a plan to achieve it
- AD.C.6: Analyzes the impact of decisions on the personal health goal

ESSENTIAL KNOWLEDGE AND SKILLS

Students will be able to:

- Conduct a personal assessment of health and safety knowledge and skills as it pertains to wellness
- Explain the difference between a life-style disease and a communicable disease
- Identify the leading causes of death for their age group and for all ages and the lifestyle patterns associated with the reduction of risk
- Discuss the six aspects of wellness and how they are interconnected

- Provide a rationale for focusing on current risk behaviors as a means of influencing both their current and future health status
- Apply decision-making techniques to behavior change
- Discuss why our life expectancy in 2019 is only 4-5 years longer than it was in 1980
- Discuss the proper decision making skills needed to keep yourself safe
- Identify local resources or people, both in the RCSD and the community, that individuals can go to for information and assistance in dealing with any of the six aspects of health and wellness

ACADEMIC VOCABULARY

- Communicable Disease
- Conflict Resolution
- Cumulative Risk
- Emotional Health
- Environmental Health
- Goal(s)
- Intellectual Health
- Interpersonal
- Life Expectancy
- Lifestyle Disease
- Physical Health
- Risk Behaviors/Factors
- Social Health
- Spiritual Health
- Stress Management
- Wellness
- World Health Organization (WHO)

DIAGNOSTIC AND GUIDING QUESTIONS

- After conducting a personal assessment on each aspect of wellness, compare and analyze some of your strengths and weaknesses?
- Predict some short and long term benefits and harmful consequences of behaviors based on the personal health and safety assessment
- What are the attributes of a safe and healthy person?
- Who or what impacts your ability to be safe and healthy?
- What are the benefits of planning and setting goals?
- How do you achieve a goal? - make goals and plans to achieve them
- What do healthy ways to express one's needs, wants and feelings look like and/or sound like?
- What is the effect of interpersonal communication on relationships and vice versa?
- Do you think about the perceptions of peers, family members, and the community when deciding how to behave in a given situation?
- Identify the resources that are there to assist you (where does one go for help) and how do I access them?
- How do mine and my peers' attitudes and behaviors influence my health?

STUDENT CENTERED CLASSROOM IDEAS AND SUGGESTED VIDEOS

Student Centered Classroom Ideas

- Personal Assessment of the six Aspects of Health and Wellness
- Partner/Small Group Goal Setting Activity
- Role playing situations (Dealing with Peer Pressure in making health related decisions that benefit the student's current and future health)

Suggested Videos

NONE

ASSESSMENTS

- Intro to Common Language Worksheet
- Partner/Small Group Goal Setting Activity
- Unit Test

WELLNESS UNIT BLOCK PLAN

Day 1

- Wellness Vocabulary Worksheet and personal assessment

Day 2

- Life Expectancy
- Leading causes of death for their age group
- What attributes increase or decrease life-expectancy? (discussion with a partner)
- Lifestyle vs. Communicable Diseases - who or what impacts your ability to be safe and healthy?
What are the attributes of a safe and healthy person?

Day 3

- Personal Assessment on the Six Aspects of Health and Wellness
- Goal Setting - importance of, how to set and how to achieve

Day 4

- Goal Setting continued

Day 5

- Interpersonal communication, relationships and peer pressure
- Decision making skills/Peer Pressure and role playing

Day 6

- What resources are there in the community that can assist an individual with any of the aspects of health and wellness?

Day 7

- Unit Test

NUTRITION UNIT

SCHOOL NAME: RHINEBECK HIGH SCHOOL

UNIT TITLE/THEME: NUTRITION UNIT

DATE CREATED: SUMMER 2019

STANDARDS

This unit will incorporate the NYS Mental Health Mandate as it pertains to learning the positives and negatives of mindful eating. Students will also learn the skills needed to make healthy decisions throughout their lifetime as it pertains to nutrition and the benefits of healthy eating.

NEW YORK STATE STANDARDS

- State Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- State Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- State Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

NEW YORK STATE HEALTH EDUCATION SKILLS

- SM.C.1: Conducts a personal assessment of health and safety knowledge and skills
- SM.C.3: Compares and analyzes the personal assessment to the healthy attributes to identify personal health and safety strengths and needs
- SM.C.6: Identifies and accesses personal support persons or systems
- RM.C.1: Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills
- ST.C.3: Monitors physical and emotional reactions to personal stress
- ST.C.4: Analyzes and evaluates personal stressful situations and current ways of dealing with them
- ST.C.5: Selects and applies a strategy to manage stress in health-enhancing ways
- DM.C.2: Applies effective verbal (assertiveness) and non-verbal communication skills in real-life health situations
- DM.C.7: Demonstrates effective refusal skills in real-life health-related situations
- DM.C.1: Identifies personal health decisions and analyzes related internal and external influences
- DM.C.4: Personalizes health risk of decisions to self and others
- DM.C.6: Analyzes perceptions of peer, family, and community normative health-related behavior
- DM.C.8: Assumes responsibility for personal health decisions
- AD.C.3: Develops a personal health goal and a plan to achieve it
- AD.C.5: Implements the plan and adjusts plan as needed to achieve the personal health goal
- AD.C.6: Analyzes the impact of decisions on the personal health goal
- AD.C.8: Assesses, reflects on and adjusts the plan to maintain and enhance personal health and safety, as needed
- AD.C.2: Analyzes data to determine priority area(s) in need of advocacy

ESSENTIAL KNOWLEDGE AND SKILLS

Students will be able to:

- Conduct a personal assessment of health and safety knowledge and skills as it pertains to nutrition
- Evaluate the nutritional strengths and needs of individuals, families, and the community in relation to health and wellness.
- Analyze nutritional data in order to determine a priority area(s) in need of advocacy
- Discuss the principles of nutrition as they relate to body health
- Distinguish between cause and effects of dietary choices
- Assume responsibility for personal health decisions
- Learn how to analyze food labels for FDA responsibilities
- Enhance student awareness in regards to personal food choices and physical activity - create a daily food journal and adjust the plan accordingly
- Learn how to critique their personal food choices
- Identify what a healthy meal is and how to create one.
- Discuss the proper methods of food preparation and safety
- Identify local resources or people, both in the RCSD and the community, that individuals can go to for information and assistance in dealing with any of the six aspects of health and wellness

ACADEMIC VOCABULARY

- Anemia
- Anorexia Nervosa
- Bulimia Nervosa
- Calorie
- Carbohydrate
- Cholesterol
- Dehydration
- Diabetes
- Fats
- Fiber
- Fructose
- Glucose
- Glycogen
- Lactose
- Minerals
- Nutrients
- Nutrition
- Protein
- Serving Size
- Sucrose
- Vitamins

DIAGNOSTIC AND GUIDING QUESTIONS

- After conducting a personal assessment on your eating habits, what are some of your strengths and weaknesses?
- Conduct a personal assessment of your current relationship with food?

- Do you experience any personal stress when it comes to eating or making food choices and how do you currently deal with stress?
- What strategy(s) will you apply moving forward when faced with similar situations?
- How do you perceive yourself and do you think about the perceptions of peers, family members and the community when deciding how to and what to eat in a given public situation? - Internal and external influences
- What can you say in a stressful situation as it relates to making healthy food choices?
- How do mine and my peers' attitudes and behaviors influence my eating habits and health?
- List/Name some health risks to self and others from your decisions associated with poor nutrition?
- How does food affect your body and why do you choose the foods you do?
- How does the power of choice influence our physical destiny and affect subsequent decisions?
- What is mindful eating?
- What is disordered eating?
- What are the short and long-term effects regarding diets?
- What fuels the push for Americans to become "healthier"?
- Identify the resources that are there to assist you (where does one go for help) if you have any nutritional needs?

STUDENT CENTERED CLASSROOM IDEAS AND SUGGESTED VIDEOS

Student Centered Classroom Ideas

- <https://www.choosemyplate.gov/MyPlatePlan> - Discover how many calories they should be consuming a day and what that should look like according to food groups
- Individual/Self-reflective writing piece on "Describe your current relationship with food".
- Small group discussion on who is to blame when it comes to making nutritional decisions? Is it shared and if so, by whom and how much? (individual, parents, family/cultural beliefs, society, etc)
- Role playing of how one should eat and act out at a public restaurant

Suggested Videos

- **10 Rules For Reading a Food Label** - <https://www.youtube.com/watch?v=R-o-83k8dP0>

ASSESSMENTS

- Intro to Common Language Worksheet
- Quiz on Reading Food Labels
- Food for Fitness Chart to evaluate their daily eating habits
- One-minute essay on what did you learn about how you decide on food choices
- Are All Recipes the Same? - Compare three recipes for the same dish (lasagna) and organize according to which one is healthier
- Group worksheet on Nutritional Diseases - Obesity, Diabetes, Cardiovascular Disease, Eating Disorders, and Cancer
- Create a reflection piece on the guiding question, "What is the implication of your food choices today and in 40 years from now"?

NUTRITION UNIT BLOCK PLAN

Day 1

- Nutrition Vocabulary Worksheet and personal assessment
- Start Day 2 if time allows

Day 2

- How does food affect your body?
 - Food and fitness chart
 - Students will track their food intake for one day
 - ChooseMyPlate.gov

Day 3

- Why do you choose the foods you do?
 - What is your relationship with food?
 - Do you experience stress when it comes to making food choices?
 - Look at eating habits/diets for influences that guided their decisions/choices
 - What is mindful eating?
 - Assessment: 1 minute essay – what did you learn about how you decided on your food choices.

Day 4

- What is the meaning of the categories and numbers on the food label?
 - Video - **10 Rules For Reading a Food Label**
 - Short PowerPoint on the food label
 - Analyze their nutritional intake to determine the amounts of sodium, sugar, and fats consumed in one day
 - Quiz on labels at the end of the lesson.

Day 5

- Are all recipes the same?
 - Small Group - Compare three recipes for the same dish (lasagna) and organize according to which one is healthier
 - “How you eat is just as important as what you eat”
 - Role Play of how one should eat and act out at a public restaurant

Day 6

- What is the implication of your food choices today and in 40 years from now?
 - Group Worksheet on Nutritional Diseases
- Create a reflection piece on the guiding question, “What is the implication of your food choices today and in 40 years from now”?