

## *Delaware Model Unit: Health Education*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Extra Extra! Today's News: Read, Watch and Listen!!!!!!**

**Designed by: Libby Thomas, School Health Consulting  
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**Agency: Delaware Council on Gambling Problems**

**Grade Cluster: Middle School, preferably 7-8**

**Number of Lessons: Four**

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**Summary of Unit: Using online and in-hand newspapers and examples of broadcast news, students will explore how addiction is depicted in news stories, advertisements, business, sports, and comic areas of the news media. After a brief review of the science of addiction, students will investigate how addiction can begin to affect middle school students by their engaging in high risk behaviors; how it is portrayed in the news; how advertisers entice people to begin negative patterns of behavior; and if/where there are resources for help for a friend if an addiction is suspected. Although common addictions will be named and discussed, the emphasis is on addictions as a brain disease, not on individual addictions. After practicing how to write stories for broadcast news events, students will have their best work broadcast on the intra-school broadcast network.**

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## Stage 1 – Desired Results (What students will know, do, and understand)

### Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.
1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Tobacco prevention (Alcohol, Tobacco, or Other Drugs—ATOD)
  2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.\*
  3. Students will demonstrate the ability to access information, products and services to enhance health.\*
  4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  5. Students will demonstrate the ability to use decision-making skills to enhance health.
  6. Students will demonstrate the ability to use goal-setting skills to enhance health.
  7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  8. Students will demonstrate the ability to advocate for personal, family and community health.

### Big Idea:

#### Health is Personal Power

#### Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.

Knowledge of essential health information impacts the adoption of healthy behaviors

The actions of our community affect my health and the health of others.

There are many addictions and all have the same brain consequences.

#### Essential Questions

- What is Health?
- What prevents people from practicing healthy behavior?

#### Unit Essential Question(s)

- Open-ended questions designed to guide student inquiry and learning.

What is addiction?

Can everyone become addicted?

#### Knowledge and Skills

##### Students will know...

- Addiction is a brain disease.
- Some, not all, eighth graders report high risk behavior for addiction.

- Stories of the impact of addiction and risky behavior frequently are in the news.
- Addictions impact society.

**Students will be able to...**

- Graph data relevant to addiction risk behaviors.
- Compare, through social norming, the risk behaviors of local students with Delaware data.
- Map places to seek help with problems related to high risk behaviors or addictions.
- Demonstrate the impact of gambling and other addictions on society.
- Write a sound and accurate news story for the school population about some aspect of addiction.

**Stage 2 – Assessment Evidence**  
(Evidence that will be collected to determine whether or not Desired Results are achieved)

**Suggested Performance/Transfer Task(s):** Students will create a news broadcast using the skills practiced throughout the unit. Topics might range from drug and other substance addictions to behavior addictions such as gambling, sex, food, internet, texting, and others. Student work will demonstrate that the scientific evidence confirms that the adolescent brain is more susceptible to developing a lifetime addiction. This research confirms the importance of prevention by avoiding potential triggers. Students will develop some visual element or graphic representation to include with their broadcast news story. Suggestions include photos, art work, bumper sticker slogans, graph, a power point slide of risk behaviors, a collage, etc.

**Transfer Task Elements: MS Addictions Unit**

**Story elements:**

1. Is there evidence that both partners contributed to the work?
2. Does the news story have a Headline?
3. Does the news story have a By-line?
4. Does the lead sentence contain the "5 W's"?
5. Is each of the "5 W's" described with sufficient and accurate detail to inform and hold the interest of the consumer?
6. Is there evidence that the authors "fact checked" their work?

**Visual elements:**

1. Is the visual element complete, clear, and well developed?
2. Does the visual element clarify, enrich, or reinforce specific elements of the story?

**Presentation elements:**

- 1. Are both students involved in the presentation?**
- 2. Is it clear that presenters have practiced their presentation prior to delivery?**
- 3. Is the presentation well delivered?**

**Rubric for Transfer Task**

	<b>Needs improvement</b>	<b>Good work!</b>	<b>Great work, journalist!</b>
<b>Story elements</b>	<b>The story is missing a by-line, headline or the 5 Ws. It is unclear that both partners participated. Facts are wrong or misleading without fact-checking.</b>	<b>There is a good headline with a by-line and all 5 Ws. Both partners clearly participated. Some facts are wrong or misleading.</b>	<b>There is a great headline with a by-line and all 5 Ws. All facts are correct and not misleading. The partners worked well together.</b>
<b>Visual elements</b>	<b>The visual is incomplete, unclear, or poorly developed. It may not clarify, enrich or reinforce the story.</b>	<b>The visual is complete, clear and well developed. It does not clarify, enrich or reinforce the story.</b>	<b>The visual is complete, clear, and well developed. It clarifies, enriches, or reinforces the story.</b>
<b>Presentation</b>	<b>One student dominates the presentation. Although well-delivered, practice is not evident.</b>	<b>Students work well together. It is unclear that they practiced, though delivery was well done.</b>	<b>Students shared the spotlight, showed evidence of practice in a near flawless delivery.</b>

**Other Evidence:**

**Worksheets and quiz associated with lesson one**

**5 Ws worksheet**

**Fishbone worksheet**

**Exit ticket from lesson two**

**Interview sheets**

**Graphed information from interviews**

**School and community maps of resource**

**Student Self-Assessment and Reflection**

**Reflection on information from interviews**

**Reflection on perception vs. reality after comparison with data.**

**Stage 3 – Learning Plan**  
(Design learning activities to align with Stage 1 and Stage 2 expectations)

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**Key Learning Events Needed to Achieve Unit Goals**

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.

<http://www.umuc.edu/library/copy.shtml>

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Introduction and quick practice of lesson activating strategy:

Lesson one: What is the Science of Addiction?

Lesson two: Is Addiction in the News?

Lesson three: How Common is Addictive Risk Behavior Among Students in My School?

Lesson Four: Where can I Find Help for Problems?

The show goes on: Good Morning, \_\_\_\_\_ Middle School!

## Resources and Teaching Tips

### Resources

- Includes a variety of resources (texts, print, media, and web links) that best support the unit.  
<http://teach.genetics.utah.edu/content/addiction/webquest/Exploring%20The%20New%20Science%20of%20Addiction.pdf> The genetics science learning center has a module called *The new science of addiction; Genetics and the brain* that takes the teacher and student through the anatomy and physiology of the brain, discusses natural reward pathways and how they are altered with addictions to substances or behaviors, has worksheets with answer keys that could be used for formative evaluation. The information in this academic Print-And-Go will be the scientific foundation of the unit. This module is planned for a webquest lasting eighty minutes using an individual computer. It could also be printed out or shown on a single class computer. More information will be provided in lesson plan one.

[http://Teenshealth.org/teen/diseases\\_conditions/body\\_basics/brain\\_nervous\\_system.html#cat20155](http://Teenshealth.org/teen/diseases_conditions/body_basics/brain_nervous_system.html#cat20155) is an important article on the body basics of the human brain and nervous system on the website of the Nemours Foundation, a healthy kids promotion group located in Wilmington, Delaware. This is a comprehensive article about the brain that has an excellent audio done by a female voice, with some diagrams included. If the teacher wishes to use this for the science part of the lesson, there will be need for an accompanying worksheet for the students to complete. In addition, the reward pathways of the brain will need to be an added discussion.

[www.udel.edu/skeen/BB/Hpages/Reward%20&%20Addiction2/reward.html](http://www.udel.edu/skeen/BB/Hpages/Reward%20&%20Addiction2/reward.html) *The Reward Pathway and Addiction* explains the reward pathway as crucial to the success of the brain's functions as well as an important key to understanding addiction. This will be an important step to add to the Teenshealth Body Basics information above if the teach genetics module is not used.

<http://www.nida.nih.gov/Infofacts/understand.html> *Understanding Drug Abuse and Addiction* is a fact sheet with helpful tidbits on the definition of drug addiction, what happens to a drug addicted brain, who becomes addicted, and prevention strategies. It is a two page document loaded with information.

<http://www.SAMHSA.gov> is an excellent resource for information about drug abuse in particular.

<http://www.PRIDESurvey.com> is the Parent Resource Institute's website where inhalant information is featured. This is a national survey but has no Delaware data.

[www.drugabuse.gov/scienceofaddiction](http://www.drugabuse.gov/scienceofaddiction) is a pdf that can be ordered as a hard copy brochure free from NIDA, the National Institute on Drug Abuse. The information is current and scientific if the teacher needs an update.

<http://science.education.nih.gov/supplements/nih4/self/guide/info-brain.htm> *The brain, our sense of self* is a 175 page science unit for grades 5-8 on the brain and surrounding structures. It is an excellent resource for the teacher and could be used to expand the science lesson in numerous ways. NIH Publication #05-5171. No activities were used for this unit.

<http://www.uwv.org/video/player.aspx?dwrid=4909> is a 28 minute video done by Dr. Chudler at the University of Washington showing how the *Brain Works*.

[http://www.ninds.nih.gov/disorders/brain\\_basics/know\\_your\\_brain.htm](http://www.ninds.nih.gov/disorders/brain_basics/know_your_brain.htm) *Know your brain* is a product of the National Institute of Neurological Disorders and Stroke that is a good review of the anatomy and physiology of the brain and spinal cord.

[http://nie.miamiherald.com\\_pdf/CreatingAClassroomNewspaperNAA.pdf](http://nie.miamiherald.com_pdf/CreatingAClassroomNewspaperNAA.pdf) The American Newspaper Publishers Association document, *Creating a classroom newspaper* (2010) includes lessons and activities for creating and developing a school newspaper.

Garret, S.D., & Morrison, B.S. (2005). Citizens Together: You and Your newspaper. *Newspapers in Education* (pp 1-35). New York, NY: New York Publishers Association. The Citizens Together guide integrates newspapers into a study of the Bill of Rihts. The curriculum was first published by the American

Newspaper Publishers Association Foundation, currently called the Newspaper Association of America foundation, and the International Reading Association. According to the authors, current research supports the continued use of this guide and other curricula that engage students with media and the first amendment.

[http://www.hsj.org/modules/lesson\\_plans/archive.cfm](http://www.hsj.org/modules/lesson_plans/archive.cfm) These *High School Journalism Initiative* webpage has been active since 2000 to inspire appreciation of the First Amendment and news literacy among teens. Topics include advertising, ethics, interviewing, and online journalism.

<http://www.naafoundation.org/Curriculum/YEA.asp> There are entire curricula focused on journalism for middle school students on this website. They could be used for enrichment or additional information.

## Teaching Tips

Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

- Addiction may be a painful reality to some students in your class. It is suggested that class rules regarding confidentiality and not sharing stories told in class with others is emphasized.
- Be prepared to make some referrals to the School Nurse, counselor, or school resource officer if required.
- It is suggested that students work in pairs to write stories for the newspaper to lessen likelihood of stories being attributed to certain individuals.

## Accommodations/Differentiation

Describe how instruction may be varied to address differences in readiness, interest, and/or learning styles.

- The first lesson has choice of webquest, audio presentation, and written information. This will be helpful for those students with increased computer skills. It is also presented as a voice-over reading piece for those students who may have trouble reading or using the computer. Other lessons can be done in pairs or small groups.
- Students may work in pairs chosen by the teacher.

## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** – the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students will be given the opportunity to write, draw, graph, and do oral presentations of the information learned by their own study and interviewing of peers and adults. Through reading, computer search, study of newsprint and news stories, students will decide based on new conclusions how to be an advocate for friends who may be experiencing the negative effects of addiction.

### **Connections to Other Areas**

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate), families, and communities.

The school resource officer may be a ready resource for emphasis of this unit of instruction. The school nurse, school psychologist, or counselor may also have resources and be resources for students who ask for help for themselves or others.

The Delaware Council on Gambling Problems, Inc, has an experienced presenter who is director of youth prevention activities and is willing to be guest presenter for either 45 or ninety minute presentations on gambling and other addictions and is willing to tailor the presentation to your needs. The presentation could be introductory or supplementary to your addictions unit. Please call Judy McCormick at 302-655-3261 or email her at [seadog@dcpog.org](mailto:seadog@dcpog.org) giving her at least one month's notice for classroom visits. Ms. McCormick has handouts she will share with the students.

The *One Minute Drill* was graciously shared by Major Lenny Bornino, Ohio National Guard, Assistant Professor of Military Science at Kent State University ROTC (LBornino@kent.edu).



# WORD WALL

Addiction-

Disease

Risk

Actual risk

Cohort

Compare/Depict/graph

Ethics

Interview

Lead

News story

5 Ws of news-who, what, where and when

## K-U-D for

Middle School Health Education Unit on Addictions:

Today's News/Read, Watch and Listen!

### Key Learnings:

- Knowledge of essential health information impacts the adoption of healthy behaviors.
- The actions of our community affect my health and the health of others.
- There are many addictions and all have the same brain consequences.

### Unit Essential Questions:

- What is addiction?
- Can everyone become addicted?

### Standards and grade level expectations addressed in this unit:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and health.

1.8.4 Describe how family history can affect personal health.

1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.5 Analyze how messages from media influence health behaviors.

2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

3.8.4 Describe situations that may require professional health services.

3.8.5 Locate valid and reliable health products and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

8.8.1 State a health-enhancing position on a topic and support it with accurate information.

Joint Committee report high risk behavior on National Health Education Standards (2007). *National Health Education Standards, second edition*. American Cancer Society: Athens, Georgia, pp. 43-46.

Students will KNOW	Students will UNDERSTAND	Students will DO
<ul style="list-style-type: none"> <li>• Addiction is a brain disease</li> <li>• Some, not all eighth graders report high risk behavior.</li> <li>• Stories about the</li> </ul>	<ul style="list-style-type: none"> <li>• Addictions impact society.</li> <li>• People have choices at the beginning.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview and collect data about risky behaviors.</li> <li>• Compare, through social norming, the risks of local students with Delaware data.</li> </ul>

<p>impact of addiction are frequently in the news.</p> <ul style="list-style-type: none"><li>• There are substance and process addictions.</li><li>• Help is available.</li></ul>		<ul style="list-style-type: none"><li>• Map places to find resources for help with addictive behaviors or problems.</li><li>• Write a news story about some aspect of addiction.</li></ul>
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# Student Learning Map for Middle School Addiction Unit: Today's News: Read, Watch and Listen!!

Key learning: Addiction is a brain disease that can affect everyone in some way.

Unit EQs:	What is addiction? Can everyone become addicted?
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What is addiction?	Is addiction in the news? What does that mean?	How common is addiction risk behavior among students in my cohort?	Where can I find help for problems?
Lesson EQs: What is addiction? Can anyone and everyone become addicted? Does early use increase risk?	Lesson EQs: Does addiction color our news reports? What are high risk behaviors leading to possible addiction?	Lesson EQ: Who is practicing risky behaviors for addiction?	Lesson EQs: Is there help? Is it ok to ask for help for a friend who is in trouble-with or without that person's consent?
Vocabulary: Addiction Brain reward pathway Disease Process addiction Risk Substance addiction	Vocabulary: W's of the news Lead Media Media literacy News story newsworthy	Vocabulary: Actual vs Perceived risk Cohort Compare Depict/graph Incidence Interpret Interview Perception Prevalence Process Social norms	Vocabulary: Resource Ethics

**Big Idea: Health is Personal Power**

**6-8 Unit Cluster Enduring Understandings**

- Knowledge of essential health information impacts the adoption of healthy behaviors
- What I believe and what others believe influence my health
- There are criteria to determine the validity of health information, products, and services
- Peer mediation and negotiation are effective ways to resolve conflicts
- Predicting and analyzing outcomes impact decisions about health
- My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- The actions of our community affect my health and the health of others.

**Lesson Essential Question(s)**

**What is addiction?  
Can anyone and everyone become addicted?  
Does early use increase risk?**

**Delaware Health Education Standards**

Health Concepts	Skills
<input checked="" type="checkbox"/> Tobacco, Alcohol & Drugs	<input type="checkbox"/> INF
<input type="checkbox"/> Injury Prevention & Safety	<input checked="" type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input type="checkbox"/> IC
<input type="checkbox"/> Family Life & Sexuality	<input type="checkbox"/> DM
<input checked="" type="checkbox"/> Personal Health & Wellness	<input type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input type="checkbox"/> AV

**Lesson Summary**

**Students will examine the science of addiction using the University of Utah website web quest or the Teenshealth.org website. The emphasis of both web-based lessons is on examining the brain reward pathway and how the brain is affected by addiction. Students will discover that there are many kinds of addictions including those to such substances as tobacco, alcohol, other drugs, and food and addictions to such behaviors as gambling, sex, internet interaction, playing video games, etc. Also, the students will find out that all addictions cause**

**similar permanent brain changes, and that recovery is possible, but requires life-long work to prevent relapse or addiction to some other substance or behavior.**

Students will know...	Students will be able to...
<p><b>The brain reward pathway can be changed by addiction.</b>  <b>The brain controls all bodily functions when we are asleep or awake.</b>  <b>Early use of substances or participation in high risk behavior increases the chance of addiction.</b></p>	<p><b>Describe the brain reward pathway.</b>  <b>Use a web quest to complete worksheets and a quiz.</b>  <b>Write a standard first sentence of a news story.</b>  <b>Describe the sections of a standard newscast or newspaper.</b></p>

**Time:**

80 minutes for the web quest, 45 minutes for the alternate choice of the combined NIDA and UDEL lesson.

**Materials and Preparation**

Access to a computer for the students or the class  
 Copies of Print-And Go worksheets for each student from Utah website  
 Newsprint with markers or board and chalk  
 Several different newspapers or newscasts to examine during the whole unit, (students may be asked to bring in newspapers, but the teacher may consider saving some back issues- especially if articles about the different addictions or advertisements that may tempt students are found)

**Resources and Web Links**

**Resources**

- Includes a variety of resources (texts, print, media, and web links) that best support the unit.
  - <http://teach.genetics.utah.edu/content/addiction/webquest/Exploring%20The%20New%20Science%20of%20Addiction.pdf> The genetics science learning center has a module called *The new science of addiction; Genetics and the brain* that takes the teacher and student through the anatomy and physiology of the brain, discusses natural reward pathways and how they are altered with addictions to substances or behaviors, has worksheets with answer keys that could be used for formative evaluation. The information in this academic Print-And-Go will be the scientific foundation of the unit. This module is planned for a web quest lasting eighty minutes using an individual computer. It could also be printed out or shown on a single class computer. This module is advertised for grades 5-8, includes Frayer diagrams, among others, common to Learning Focused Strategies
  - [http://Teenshealth.org/teen/diseases\\_conditions/body\\_basics/brain\\_nervous\\_system.html#cat20155](http://Teenshealth.org/teen/diseases_conditions/body_basics/brain_nervous_system.html#cat20155) is an important article on the body basics of the human brain and nervous system on the website of the Nemours Foundation, a healthy kids promotion group located in Wilmington, Delaware. This is a comprehensive article about the brain that has an excellent audio done by a female voice, with some diagrams included. If the teacher wishes to use this for the science part of the lesson, there will be need for an accompanying worksheet for the students to complete. In addition, the reward pathways of the brain will need to be an added discussion.
  - [www.udel.edu/skeen/BB/Hpages/Reward%20&%20Addiction2/reward.html](http://www.udel.edu/skeen/BB/Hpages/Reward%20&%20Addiction2/reward.html) *The Reward Pathway and Addiction* explains the reward pathway as crucial to the success of the brain's functions as well as an important key to understanding addiction. This will be an important step to add to the Teens Health Body Basics information above if the teach genetics module is not used.

<http://www.nida.nih.gov/Infofacts/understand.html> *Understanding Drug Abuse and Addiction* is a fact sheet with helpful tidbits on the definition of drug addiction, what happens to a drug addicted brain, who becomes addicted, and prevention strategies. It is a two page document loaded with information.

## Teaching Steps

Show students several different newspapers such as *The News Journal*, *The State News (Delaware)*, the *New York Times*, *The Baltimore Sun*, *USA Today*, etc. Explain that there are also online newspapers such as *Delaware Online*-partner to the print *News Journal*.

Demonstrate the different sections of the newspaper such as the front section for international and national news, the local section, the business section, obituaries, comics, editorials, advertisements, business, weather, entertainment, sports, etc. Look at the various sections of a broadcast news story.

Ask students where they would expect to find information about addiction and why that might be.

Explain and introduce the activating strategy (see instructions at the end of this lesson) with the following question: For *One Minute Drill*, brainstorm a list of possible addictions.

At the end of one minute, have students take turns suggesting possible addictions. The teacher will list the many addictions on the board and help students distinguish between those that are addictions to substances from those that are behavior or process addictions. As a sidebar, determine which items on the list are available legally to teens. This is a point to suggest that early use is more likely to trigger an addiction.

- Hand out the web quest Print-And-Go paperwork that has been sorted into the correct order for each student.
- Access the website and follow the instructions  
<http://teach.genetics.utah.edu/content/addiction/webquest/Exploring%20The%20New%20Science%20of%20Addiction.pdf>
  - *One Minute Drill* after fifteen minutes: Write the risk factors for addiction. Answers might include the following: friends who use drugs; family fighting; families who move frequently; low attachment to neighborhood; community disorganization; academic or behavioral problems at school; etc.
  - Compare answers to webquest responses (answer key included in webquest). List answers on newsprint or blackboard.

The web quest is projected to take eighty minutes to complete.

Note: the Kids Health and UDel references can be used in place of the web quest if time is an issue. Using both of these websites will give a functional knowledge of addiction. Importantly, the student has less work and less need for the computer. Only one class computer is necessary. If this method is chosen, it is suggested



that the teacher develop/provide a worksheet for student to complete while watching the presentation.

Write a sentence on the blackboard that contains "The 5 W's" (who, what, when, where, and why), found in the first sentence of a sound and accurate news story. (A possible sample: Because of increasing addiction to substances and behaviors in Delaware, the eighth grade health class at "So and So" Middle School embarked today on a week's study of this important topic by exploring a web quest).

**One Minute Drill:** Students develop another sentence that would apply to the completion of the web quest. As time permits, have students read their sentences to the class.

#### Assessment(s) for Lesson

Quiz included in web quest. It is suggested that the quiz from the web quest be used for the other science of addiction piece.  
Worksheets from Print-And-Go of web quest.

#### Teacher Notes

An activating strategy for this unit is called the "One Minute Drill" and was conceived by Major Leonard Bornino, Ohio Army National Guard, Assistant Professor of Military Science at Kent State University Army ROTC. The strategy is used in each lesson and serves to bring students back to task or to focus their attention on a particular topic or part of a topic. The process is that small groups are challenged to brainstorm a question, idea, or thought for exactly one timed minute. Then, the teacher could choose to put that brainstorming aside for further discussion, have students sign and turn in their activity for formative assessment, or discuss the brainstorming at that time. It is suggested that the teams remain the same for the duration of the unit (thus allowing the drill to become formative assessment for particular groups). The teacher can choose to have the drill turned in for evidence of participation.

**Sample One Minute Drill and Explanation from Major Bornino:**

#### ICEBREAKER Activity:

Name of Activity: **One Minute Drill**

Directions: Divide the class into groups of approximately 5 students per group. Instruct the students to listen carefully to the question that is read. Once the question is read, each group will write down as many answers as possible in one minute and the group who has the most correct answers will be declared the winning team.

Sample questions (One question per "One-Minute Drill"):

- Motivation to quit smoking tobacco?
- Reasons not to drink alcohol underage?
- Signs of gambling problems?
- Places to find help for a friend with an addiction problem?
- Kinds of addictions?

Variations of the one minute drill are useful as learning strategies.

**A quick science of the brain update is available for the teacher at [http://www.learner.org/discoveringpsychology/brain/brain\\_flash.html](http://www.learner.org/discoveringpsychology/brain/brain_flash.html). For those students who have a higher interest or skill in the brain structures and function, this site is excellent.**

**Big Idea: Health is Personal Power**

**6-8 Unit Cluster Enduring Understandings**

- Knowledge of essential health information impacts the adoption of healthy behaviors
- What I believe and what others believe influence my health
- There are criteria to determine the validity of health information, products, and services
- Peer mediation and negotiation are effective ways to resolve conflicts
- Predicting and analyzing outcomes impact decisions about health
- My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- The actions of our community affect my health and the health of others.

**Lesson Essential Question(s)**

**Does addiction color our news reports?  
What are high risk behaviors leading to possible addiction?**

**Delaware Health Education Standards**

**Health Concepts**

- Tobacco, Alcohol & Drugs**
- Injury Prevention & Safety**
- Nutrition & Physical Activity**
- Family Life & Sexuality**
- Personal Health & Wellness**
- Mental Health**
- Community & Environmental Health**

**Skills**

- INF**
- AI**
- IC**
- DM**
- GS**
- SM**
- AV**

**Lesson Summary**

**Students will review newspapers and news broadcasts for articles related to addiction. Specific stories might focus on but not be limited to: crime reports, consumer fraud, alcohol or other drug arrests, business failures, domestic violence, bankruptcies, sports figures, etc. Students will search for Headlines and By-lines of the story and determine if it was factually accurate by reading or listening to the broadcast then going on-line to "fact check" the content.**

**Students will learn the elements of a news story by searching for the "5 W's (who, what, where, why, when)," elements of all news stories, whether delivered in**

**broadcast or paper format. Using a fishbone diagram, students will “unscramble” the elements of a news story, and then write their own news introductory sentence using the five elements.**

Students will know...	Students will be able to...
<p><b>Addiction is frequently in the news, but not always labeled addiction. News stories have various elements.</b></p>	<p><b>Identify news stories that are related to high risk behaviors often related to addiction. Write a who, what, when, where, and how, sentence for a news story. Identify headlines and by-lines</b></p>

**Time:**

One class period

**Materials and Preparation**

Local, regional or state newspapers; local online news outlets; and broadcast news stories (available as podcasts on news channels)

5 Ws of the News Fishbone Worksheet copied for each student

Access to “fact-checking” resource (computer or other format)

**Resources and Web Links**

<http://www.naafoundation.org/Curriculum/YEA.asp> *High Five: The integrated language arts and journalism curriculum for middle school students* (2010). Retrieved May 2011 from Newspaper Association of America Foundation webpage. Look at Unit B, lesson 12, News Stories for more information.

Telljohan, S.K., Symons, C.W., and Pateman, B. (2009). *Health Education, Elementary and Middle School Applications*. New York, NY: McGraw-Hill Companies.

**Teaching Steps**

**One Minute Drill:** In what ways do behaviors related to addiction show up in the news? Possible answers: police reports, advertisements, obituaries, business, human interest, science and health, arts, entertainment, sports, etc.

Process group answers and review definition of addiction in the discussion. Remind students that there are substance addictions such as marijuana and alcohol and other drugs and process addictions such as gambling, eating, stealing, etc. All have similar consequences.

Provide groups of three with news stories from newspapers or newscasts for analysis.

- Students will search for headlines that could be related to high risk behaviors leading to addiction.
- Students will choose one article for presentation to the class.

Teacher will introduce the 5 W's of a News Story using the Fishbone worksheet (attached).

Using the worksheet, students will complete a fishbone diagram (Unscrambling the 5 Ws of a News Story) to analyze the story they have chosen for the elements of a news story.

**One Minute Drill:** What are the elements of a news story? Have a student volunteer write the five elements on the board. Model writing a lead sentence such as: " On Saturday, \_\_\_\_\_, a well known actress and author, was arrested for distributing cocaine to young adults at a popular Hollywood grill!" By \_\_\_\_\_

Introduce the Transfer Task.

**Exit ticket:** Students will write a Headline, By-line, and the lead sentence for a news story that will serve as the foundation for the Transfer Task of this unit of study.

#### Assessment(s) for Lesson

5 Ws Fishbone worksheet

Exit ticket: One sentence for lead in a news story that contains a Headline, a By-line, and includes all "5 W's."

#### Teacher Notes

### ***Fishbone Diagram***

Directions for Use

Adapted from the body of literature on Total Quality Management, the Fishbone Diagram also referred to as an Ishikawa Chart, is a graphic organizer designed to support brainstorming. The visual structure of the Fishbone Diagram enables health education students to compare and contrast information, ideas, beliefs, or self-reported behaviors.

- Prior to the lesson, the teacher prepares a blank fishbone diagram for each student, pair, or small group. In addition, the teacher identifies the theme or focus area about which contrasting knowledge, points of view, or behaviors exist.
- The theme or focus of the lesson is placed in the "head" of the fishbone diagram. Then, opposing views, conflicting information, or alternate behaviors are brainstormed. Contrasting responses are written on opposite "bones" of the diagram (Often, it is helpful for teachers to ask students to number the "bones" to make discussion and debriefing easier or more efficient).
- When completed, responses are shared with partners, small groups, and or the whole class.

- If developmentally appropriate or helpful, the diagrams can be enlarged and posted around the room to provide a visual reinforcement of responses that were brainstormed during the activity.

Telljohan, S.K., Symons, C.W., and Pateman, B. (2009). Health Education, Elementary and Middle School Applications. New York, NY: McGraw-Hill Companies, page 96.

### Fishbone Diagram – Student Learning Activity Teacher Directions for Incorporating the Activity into Lesson 2

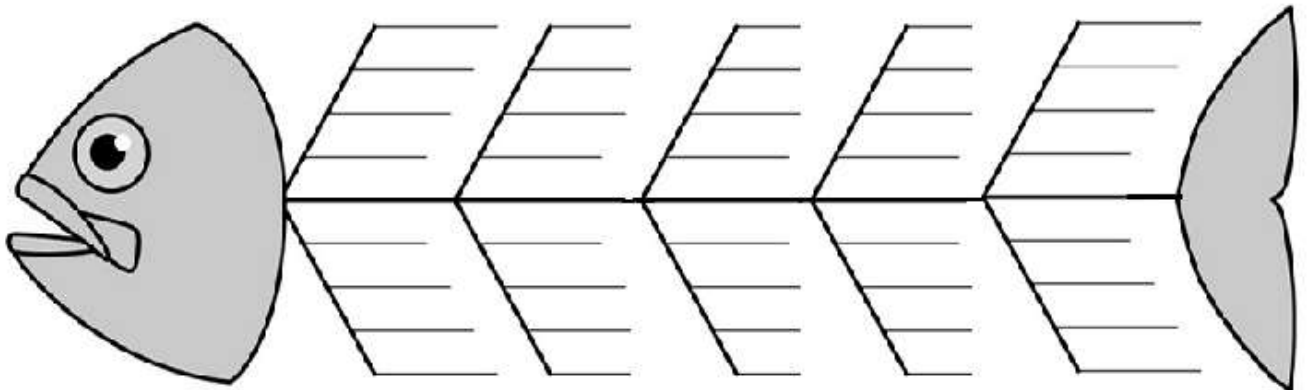
After reviewing the general directions for using the Fishbone Diagram as a learning activity with broad instructional applicability, teachers are encouraged to incorporate this strategy into Lesson Two of this Unit of Instruction. In specific:

- After organizing students in groups of 3, teachers are encouraged to distribute current examples of news stories to each small group in which some element of addictive risk behavior and/or its consequences are discussed. These examples can come from print media and/or from broadcast media. It is important that these stories represent locations, people, or events with which students can identify. This likelihood is increased when teachers select current local or in-state story examples.
- In addition to the news story examples teachers should give 1 copy of **The 5 W's of the News** fishbone diagram handout to each group. While group members will participate in all elements of the learning activity, teachers are encouraged to ask group members to select a role from the following options for which they will take leadership: Project Manager, News Analyst, and Reporter.
- 
- The project manager in each group will select a specific news story from the options provided by the teacher that will be the focus of the group work.
- Steps to complete the learning activity include:
  - The News Analyst reads the story aloud to the group (in the case of print media) or leads a mini-discussion of important elements of the story (in the case of broadcast media) after viewing it in its entirety.
  - The Project Manager reviews **The 5 W's of the News** fishbone diagram handout with the group.
  - All 3 group members proceed to identify the following elements of their selected story as the Project Manager records all information on **The 5 W's of the News** fishbone diagram handout in the correspondingly marked location:
    - WHO: Identify all people/characters that are the focus of the story.
    - WHAT: Specify actions/behaviors in which the identified people/characters participated as described in the story.
    - WHEN: Record the day, date, and time when the actions/behaviors took place.
    - WHERE: Record details describe about the location in which the actions/behaviors took place.
    - WHY: Record key words that clarify why this information is important/newsworthy and/or why people need to be informed about it.

- Once all groups have completed the analysis of the news story and have recorded their findings on **The 5 W's of the News** fishbone diagram handout, all group members engage in a Think, Pair, Share during which they review the story and the important findings that they have recorded. This discussion should highlight the process of analyzing the news for consistent and important elements contained in all news stories.
- This exercise serves as preparation for the One-Minute Drill and the Exit Ticket assignments that conclude Lesson 2.

## ***The 5 W's of the News***

Who    What    When    Where    Why



Health Education Lesson Plan

Title: How common is addiction risk behavior among students in my cohort?

Lesson Three

Big Idea: Health is Personal Power

6-8 Unit Cluster Enduring Understandings

- Knowledge of essential health information impacts the adoption of healthy behaviors
- What I believe and what others believe influence my health
- There are criteria to determine the validity of health information, products, and services
- Peer mediation and negotiation are effective ways to resolve conflicts
- Predicting and analyzing outcomes impact decisions about health
- My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- The actions of our community affect my health and the health of others.

Lesson Essential Question(s)

Who is practicing risk behaviors for addiction?

Delaware Health Education Standards

Health Concepts

- Tobacco, Alcohol & Drugs
- Injury Prevention & Safety
- Nutrition & Physical Activity
- Family Life & Sexuality
- Personal Health & Wellness
- Mental Health
- Community & Environmental Health

Skills

- INF
- AI
- IC
- DM
- GS
- SM
- AV

Lesson Summary

Using a prepared graphic organizer worksheet, students will interview two girls and two boys in middle school, and two adult women and two adult men regarding their beliefs about the incidence and prevalence of risk behaviors for potential addiction among middle school students. The practice of high risk behaviors among youth has been linked to early onset of addiction. This will be emphasized



as students interpret and make decisions about the practice of identified high risk behaviors.

Following the interviews, students will graph their responses and compare and contrast their results to the Delaware Youth Risk Behavior Survey and the Delaware School Survey to determine whether the perceptions of those interviewed are consistent with actual data from reported behaviors by Delaware students.

Then, students will write a reflection about their experience as an interviewer including the extent to which their expectations about responses were correct.

Students will know...	Students will be able to...
<p><b>Incidence and prevalence of high risk behaviors as precursors to possible addiction. Early use increases incidence of addiction.</b></p>	<p><b>Interview students and adults using a prepared interview sheet. Graph results and compare to Delaware data. Interpret their results and make conclusions. Reflect on perceived versus actual data.</b></p>

**Time:**

One class period with carry-over to report and process interviews

**Materials and Preparation**

Copies of Worksheet (attached) for interviews for each student  
Answer key for teacher  
Graph paper

**Resources and Web Links**

[www.udel.edu/delawaredata](http://www.udel.edu/delawaredata)  
[www.cdc.gov/HealthyYouth/yrbs/index.htm](http://www.cdc.gov/HealthyYouth/yrbs/index.htm)

**Teaching Steps**

**One Minute Drill:** What costs are associated with addictive behavior? Possible answers include increased police activity, costs to families for lost work and productivity, prison costs, unpaid debts, lost wages, hospitalizations, consequences of divorce, personal costs associated with family disruption, loss of potential earnings due to inability to continue education, etc.

**Pose the question:** What high risk addictive behaviors are newsworthy? Have students go through the different sections of the paper looking for stories of fraud,

**theft, gambling, sports and entertainment star problems, and other stories related to addiction or addictive behaviors.**

**Have students share the stories in groups of four or five.**

**Introduce the interview process. Remind students they should ask every person the question the same way for consistent data.**

**Students will interview classmates (two boys and two girls) for answers on the worksheet. If there is insufficient time, students may find other peers outside class time.**

**For the next class, the worksheet will be completed by adding responses from two adult males and two adult females.**

***One Minute drill:* What do these data mean to you? What questions still are unanswered (limitation of data)? Teachers are encouraged to process this by engaging in class discussion.**

**After all data have been collected, students will develop a graph of some type to depict their findings. Graphs could be bar, line, pie charts, et. It is suggested that a math teacher may have some models for the class to use.**

**Present the actual data from the 2009 Middle School-eighth grade specific Delaware Youth Risk Behavior Survey and the 2007 Delaware School Survey (answer key below-can be retrieved from [www.udel.edu/delawaredata](http://www.udel.edu/delawaredata) and [www.cdc.gov/HealthyYouth/yrbs/index.htm](http://www.cdc.gov/HealthyYouth/yrbs/index.htm)).**

**Have students compare perceptions with actual data of incidence and prevalence.**

***One Minute Drill:* What do you conclude about your survey in comparison with actual reported data? How does actual risk compare with perceived risk?**

**Exit ticket: So, what does this mean to our daily news show? Is there a story to be reported? If you wrote a news story on these interviews compared to the actual data, who would you target (students, parents, teachers, etc)?**

#### **Assessment(s) for Lesson**

**Interview sheets for each student  
Data depicted as graphs  
Analysis of graphs  
Exit ticket/Reflection**

#### **Teacher Notes**

It is suggested that a grade level math teacher be consulted for models of graphs that have been mastered by students at this class level.

When comparing actual data to perceived data, introduce the term social norming.

## HIGH RISK BEHAVIORS that could lead to addiction WORKSHEET for Interviews

Please interview two boys and two girls in your class or grade and two adult males and two adult females using the questions below. Record their answers in the appropriate column. In our next class, we will discuss the range of responses and then compare with actual data from the 2009 Delaware Youth Risk Behavior Survey for Eighth Graders and the 2007 Delaware School Survey (available at [udel.edu/delawaredata](http://udel.edu/delawaredata)). At that time, you will fill in the last column with answers reported by students across Delaware.

Ask each question exactly as written to get the most reliable data.	girl	girl	boy	boy	Adult female	Adult female	Adult male	Adult male	DSS/YRBS
1. What % of 8 <sup>th</sup> graders report smoking marijuana at least once a month?									
2. What % of 8 <sup>th</sup> graders used prescription drugs not their own in the past month?									
3. What % of 8 <sup>th</sup> graders have consumed more than a few sips of alcohol?									
4. What % of 8 <sup>th</sup> graders report they have had sexual intercourse?									
5. What % of 8 <sup>th</sup> graders use the computer to play games more than three hours a day?									
6. What % of 8 <sup>th</sup> graders see no great risk in binge drinking?									
7. What % of 8 <sup>th</sup> graders have used cocaine?									
8. What % of 8 <sup>th</sup> graders have used tobacco products?									
9. What % of 8 <sup>th</sup> graders gamble daily?									
10. What % of 8 <sup>th</sup> graders see no great risk in using marijuana?									

Consider the interview responses you received:

- ✓ Are the numbers similar or dissimilar?
- ✓ How do females compare with males and adults compare with eighth graders?
- ✓ Do you see patterns?
- ✓ What other questions can you ask of your data?

Now, depict your data by preparing a graph of the responses to your interviews. Analyze your graph for similarities and differences. How does perceived risk compare with actual risk? The Delaware Schools Survey (DSS) and the Delaware Youth Risk Behavior Survey (De YRBS) provide data from a sampling of students in Delaware. These two surveys are done in Delaware schools by the University of Delaware.

Be ready to discuss your interviews and data collection in class. Do you have a good news story hiding in the data?

**Answer Key for Worksheet for INTERVIEWS about HIGH RISK BEHAVIOR  
(that could possibly lead to addiction)**

Please interview two boys and two girls in your class or grade and two adult males and two adult females using the questions below. Record their answers in the appropriate column. Then graph the responses. In class tomorrow, we will discuss the range of responses and then compare with actual data from the 2009 Delaware Youth Risk Behavior Survey for Eighth Graders and the 2007 Delaware School Survey (available at [udel.edu/delawaredata](http://udel.edu/delawaredata)). At that time, you will fill in the last column with answers reported by students across Delaware.

Ask each question exactly as written to get the most reliable data.	girl	girl	boy	boy	Adult female	Adult female	Adult male	Adult male	DSS/YRBS
1. What % of 8 <sup>th</sup> graders report smoking marijuana at least once a month?									11 %
2. What % of 8 <sup>th</sup> graders used prescription drugs not their own in the past month?									13%
3. What % of 8 <sup>th</sup> graders have consumed more than a few sips of alcohol?									49.7%
4. What % of 8 <sup>th</sup> graders									31%

report they have had sexual intercourse?									
5. What % of 8 <sup>th</sup> graders use the computer to play games more than three hours a day?									31%
6. What % of 8 <sup>th</sup> graders see no great risk in binge drinking?									53%
7. What % of 8 <sup>th</sup> graders have used cocaine?									4%
8. What % of 8 <sup>th</sup> graders smoke tobacco products once a month or more?									15%
9. What % of 8 <sup>th</sup> graders gamble daily?									7%
10. What % of 8 <sup>th</sup> graders see no great risk in using marijuana?									2/3

Health Education Lesson Plan

Title: **Where Can I Find Help for Problems?**

**Lesson Four**

**Big Idea: Health is Personal Power**

**6-8 Unit Cluster Enduring Understandings**

- Knowledge of essential health information impacts the adoption of healthy behaviors
- What I believe and what others believe influence my health
- There are criteria to determine the validity of health information, products, and services
- Peer mediation and negotiation are effective ways to resolve conflicts
- Predicting and analyzing outcomes impact decisions about health
- My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- The actions of our community affect my health and the health of others.

**Lesson Essential Question(s)**

**Is there help?  
How can I find help for my friend?**

**Delaware Health Education Standards**

<b>Health Concepts</b>	<b>Skills</b>
<input checked="" type="checkbox"/> <b>Tobacco, Alcohol &amp; Drugs</b>	<input type="checkbox"/> <b>INF</b>
<input type="checkbox"/> <b>Injury Prevention &amp; Safety</b>	<input type="checkbox"/> <b>AI</b>
<input type="checkbox"/> <b>Nutrition &amp; Physical Activity</b>	<input checked="" type="checkbox"/> <b>IC</b>
<input type="checkbox"/> <b>Family Life &amp; Sexuality</b>	<input type="checkbox"/> <b>DM</b>
<input checked="" type="checkbox"/> <b>Personal Health &amp; Wellness</b>	<input type="checkbox"/> <b>GS</b>
<input type="checkbox"/> <b>Mental Health</b>	<input checked="" type="checkbox"/> <b>SM</b>
<input type="checkbox"/> <b>Community &amp; Environmental Health</b>	<input checked="" type="checkbox"/> <b>AV</b>

**Lesson Summary**

Students will identify resource persons to whom they can turn to help a friend who might be in trouble with at-risk or addictive behaviors. After considering sources of help at school, home, and the community, students will locate resources on a map of the school and their community. Consistent with the transfer task, pairs of students will create a news story appropriate for their

Students will know...	Students will be able to...
<p>There are sources of help.            School, home and community resources are available to assist people who think they may be at-risk for or addicted to substances or behaviors (process addictions).            It is okay to ask for help for a friend in trouble-with or without that person’s consent.</p>	<p>Write a news story related in some way to addiction.            Identify resources at home, at school, or in the community for help for a friend.            Mark resource locations on a map of the school and of their community.            Locate help for a friend.</p>

school newspaper or broadcasting system using the elements of a news story learned in lesson two.

**Time:**

One class period

**Materials and Preparation**

Computer access if broadcast news is chosen  
 Map of school (available in school office) for each student  
 Map of individual student’s community

**Resources and Web Links**

[www.dcgp.org](http://www.dcgp.org) is the Delaware Council on Gambling Problems and has phone numbers for the hotline.  
[www.SAMHSA.org](http://www.SAMHSA.org) is the mental health resource, especially for drug and alcohol problems.  
[www.Mapsof.net/Delaware](http://www.Mapsof.net/Delaware) has town, and community maps of Delaware

**Teaching Steps**

**One Minute Drill:** So, what do you do now? Potential answers include: avoid risk behaviors especially as an adolescent; realize that what things seem to be do not always agree with data; learn that there are risks associated with many legal and illegal behaviors, etc.

Process the *One Minute Drill* emphasizing that although personal decisions and actions might appear to be of little immediate importance, their influence can be significant.

**One Minute Drill:** Name five places you can find help for a friend (at home, at school, and in the community) about whom you have concerns about their

addictive behavior risks. Possible answers: Home: parent, aunt, sibling, cousin, best friend; School: school resource officer, school nurse, school counselor, teacher, school nurse, principal; Community: police officer, community center, hotline number, 911, place of worship, some approved websites, other places peculiar to their local community.

Distribute a map of the school and a map of the student's community. Students will mark (color code) the locations where help can be found for a friend/relative with a possible addictions problem.

Re-introduce the transfer task by sharing a news story from the past week that has all the elements for a banner story. Review the elements.

Note that every news story ends with a good resource! Introduce the concept of ethics in news casting. Emphasize the following:

- ✓ One should be able to trust a news story-no inconsistencies and only accurate information
- ✓ There should be a title and a by-line
- ✓ Who, what, where, when and why should be clear

The transfer task should be begun in class, but may need extra time for completion. Students will work in pairs to write a news story about addiction to be broadcast on their daily news show at school. Topics can include but are not limited to the science of addiction, perceptions vs. actual current data about youth addictive behaviors in DE , places to find help in the school and community (some listed under Resources and Web Links), or news events from newscasts or newspapers that have some connection to addiction. Students are reminded that the story must include some visual element (power point slide, poster, bumper sticker, photo, slogan tee-shirt, etc.) to reinforce or emphasize the content of the story and that they will be graded on story elements, visual elements and presentation.

#### Assessment(s) for Lesson

Teacher will circulate around the room as pairs of students work on their transfer task news story to assess focus, accuracy of information, and presentation.

#### *One Minute Drills*

#### Completed maps

The product from this lesson will be the transfer task and indicate the understanding of this unit.

#### Teacher Notes



