

Brunswick School Department
Grade 10
Community and Consumer Health

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Health information can be found in many types of media. Not all health information is accurate. ▪ Consumer rights are the privileges that a consumer is guaranteed. Consumers are protected by federal, state and local government agencies. ▪ Advertisements are used to sell products and services. ▪ There are many places where self-care information can be found. Not all of these places provide reliable information. ▪ There are many different types of healthcare providers, health insurances and services.
<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are the differences between valid and invalid health information? ▪ What are the four major rights of a consumer? ▪ What actions can be taken when consumer rights are violated? ▪ How do advertisements persuade people to purchase a product or service? ▪ What types of health care providers and services are available and how are they being accessed? ▪ How are these services and/or providers covered financially?
<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ There are differences between valid and invalid health information. ▪ The “Consumer Bill of Rights” exists to help when consumer rights are violated. ▪ There are several different types of advertising techniques and appeals that work differently to persuade people to purchase a product or service. ▪ There are some questions that should be asked when accessing the reliability of health information. ▪ There are differences between types of health care providers, health services and health insurances.
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ valid health information, health fraud, health insurance, quack, consumer, consumer rights, advertising, advertisement, commercial, advertising appeals, health care providers, community, community health
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Evaluate the validity of health information and services. ▪ Recognize consumer rights and appropriate actions if consumer rights are violated/ ▪ Evaluate advertisements. ▪ Demonstrate the ability to access reliable information about self-care practices. ▪ Demonstrate the ability to access health care services.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Health and Physical Education</u></p> <p>B. Health Information, Products, and Services</p> <ol style="list-style-type: none"> 1. Validity of Resources Students evaluate the validity and accessibility of health information, products, and services. 2. Locating Health Resources Students access valid and reliable health information, products, and services. <ol style="list-style-type: none"> a. Determine when professional health services may be required. b. Access valid and reliable health information. <p>D. Influences on Health</p> <ol style="list-style-type: none"> 1. Influences on Health Practices/Behaviors Students analyze and evaluate influences on health and health behaviors. <ol style="list-style-type: none"> c. Evaluate the effect of the media on personal and family health. <p>E. Communication and Advocacy Skill</p> <ol style="list-style-type: none"> 1. Interpersonal Communication Skills Students utilize skills for communicating effectively with family, peers, and others to enhance health. <ol style="list-style-type: none"> a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others. b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid reduce health risks.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Identify situations requiring health care services. Work in groups to research ways to provide self care for minor illnesses and compare a variety of different health care products.
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Provide students with a set of symptoms of minor illness. Have them identify appropriate self care measures, including over the counter (OTC) products, sight sources of information, and confirm the validity of the information.
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ “Outrageous Teaching Techniques in Health Education” - Deborah Tackmann
<p style="text-align: center;">Technology Link</p>	<ul style="list-style-type: none"> ▪ http://www.healthteacher.com ▪ http://www.nofreelunch.org ▪ http://www.quackwatch.org