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UNIT 6

Personal Health and Wellness
Learning Objectives

Lesson 1: History Matters

Student Learning Objective	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.	• Accessing Information [3.12.5]	• Accessing Information [5.4]

Lesson 2: More Health Habits – Part 1

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Describe how common infectious diseases are transmitted. • Analyze the importance of rest and sleep for personal health. • Describe the dangers of exposure to UV light and strategies for avoiding exposure. • Describe health practices that can prevent the spread of illness. • Analyze the social influences that encourage or discourage a person to practice sun safety.	• Core Concepts [1.12.3; 1.12.8] • Self-Management [7.12.2; 7.12.3] • Analyzing Influences [2.12.3; 2.12.5; 2.12.7]	• Core Concepts [5.1; 5.3; 5.11] • Self-Management [5.6] • Analyzing Influences [5.9]

Lesson 3: More Health Habits – Part 2

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Describe how common infectious diseases are transmitted. • Analyze the importance of rest and sleep for personal health. • Describe the dangers of exposure to UV light and strategies for avoiding exposure. • Describe health practices that can prevent the spread of illness. • Analyze the social influences that encourage or discourage a person to practice sun safety. • Assess personal rest and sleep practices and create a personal plan to incorporate rest and sleep in daily routines.	• Core Concepts [1.12.3; 1.12.8] • Self Management [7.12.2; 7.12.3] • Analyzing Influences [2.12.3; 2.12.5; 2.12.7]	• Core Concepts [5.1; 5.3; 5.11] • Self Management [5.6] • Analyzing Influences [5.9] • Goal Setting [5.10]

Lesson 4: Personal Health Record

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Explain the importance of regular health screenings or exams. • Apply knowledge about symptoms of illness to determine whether medical care is required.	• Core Concepts [1.12.1; 1.12.5; 1.12.6] • Self Management [7.12.2; 7.12.3]	• Core Concepts [5.2] • Self Management [5.7]

Lesson 5: Asking Questions to Share Responsibility

Student Learning Objective	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the use of communication skills to access valid information and resources in one's community and on the Internet related to personal health issues and concerns. • Practice the skills of effective listening, assertive communication, and asking effective questions.	• Accessing Information [3.12.5] • Interpersonal Communication [4.12.1; 4.12.3]	• Accessing Information [5.4] • Interpersonal Communication [4.9; 4.10]

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Lesson 6: Finding Health Care – Part 1

Student Learning Objective	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.	• Accessing Information [3.12.5]	• Accessing Information [5.4]

Lesson 7: Finding Health Care – Part 2

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.	• Accessing Information [3.12.5]	• Accessing Information [5.4]

Lesson 8: Peeling the Onion of Health Care

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns. • Evaluate the effectiveness of health-related decisions. • Analyze the influence of media on selection of personal health care products.	• Accessing Information [3.12.5] • Decision Making [5.12.7] • Analyzing Influences [2.12.5; 2.12.6]	• Accessing Information [5.4] • Decision Making [4.14] • Analyzing Influences [5.13]

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Correlation of Lessons With National Health Education Standards and Michigan Merit Health Education Standards and Guidelines

Lesson #	Core Concepts	Analyzing Influences	Accessing Information	Interpersonal Communication	Decision Making	Goal Setting	Self Management	Advocacy
Lesson 1: History Matters			X					
Lesson 2: More Health Habits – Part 1	X	X					X	
Lesson 3: More Health Habits – Part 2	X	X				X	X	
Lesson 4: Personal Health Record	X						X	
Lesson 5: Asking Questions to Share Responsibility			X	X				
Lesson 6: Finding Health Care – Part 1			X					
Lesson 7: Finding Health Care – Part 2			X					
Lesson 8: Peeling the Onion of Health Care		X	X		X			

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Matrix of Materials Needed Identified by Lesson

The materials used in the *Michigan Model™, Skills for Health and Life*, are divided into three types:

- **Health Education Resources**: Materials obtained from your Regional School Health Coordinator, Michigan Model for Health Clearinghouse (MMHC), or ordered from the vendor listed.
- **Teacher Resources**: Materials found in the manual or on the flash drive, such as student worksheets, teacher references, and so on
- **Supplied by the Teacher**:
  - Digital tools, such as computers and other devices, district approved software, and so on
  - Materials typically found in the classroom or school, such as pencils, writing paper, art supplies, and so on

If you have questions about any of the materials used in the *Michigan Model for Health™* or how to obtain them, contact MMHC.

Phone: 888-517-6195
Email: support@michiganmodelforhealth.org

Following each item listed, the number of the lesson(s) where the item is used is indicated for your reference.

RESOURCES	LESSON NUMBERS							
	1	2	3	4	5	6	7	8
Health Education Resources								
• Poster: "Be SMART!" MMHC (from Unit 1, Lesson 4)			X					
• Poster: "Reaching Your Goals, One Step at a Time." MMHC (from Unit 1, Lesson 4)			X					
• Poster Set: "Five Basic Communication Skills," MMHC (from Unit 1, Lesson 11)					X			
Teacher Resources								
Student Worksheets and Handouts								
• Student Worksheet: "Creating My Family Health Tree"	X							
• Student Worksheet: "Info Exchange: My Family Health History"	X							
• Student Worksheet: "Key Information: Avoiding Infectious Diseases"		X						
• Student Worksheet: "Key Information: Sleep"		X						
• Student Worksheet: "Key Information: Oral Health "		X						
• Student Worksheet: "Key Information: Sun Safety"		X						
• Student Handout: "Avoiding Infectious Diseases"		X						
• Student Handout: "Sleep: It's Under-Rated"		X						
• Student Handout: "Oral Health – Guide to Taking Care of Our Teeth"		X						
• Student Handout: "Sun Safety"		X						

RESOURCES	LESSON NUMBERS							
	1	2	3	4	5	6	7	8
• Student Worksheet: "Getting Enough Z-Z-Z-Z-Z-Z-Z"			X					
• Student Worksheet, "My Personal Health Record"				X				
• Student Worksheet: "What Do I Ask? What Do I Say?" (set of four)					X			
• Student Worksheet: "Finding a Health Care Provider"						X		
• Student Worksheet: "Finding Low-Cost Medical, Dental, and Mental Health Services"						X		
• Student Worksheet: "Health Insurance: Is It Necessary?"						X		
• Student Worksheet: "Info Exchange: Is Health Care Essential?"								X
Teacher Keys, Teacher References, and Teacher Masters								
• Teacher Master: "Surveying Health Behaviors"	X							
• Teacher Reference: "What Questions Should I Ask?"					X			
Assessment Tools								
• Assessment Tools for Accessing Information on Health Habits		X	X					
• Assessment Tools for Goal Setting and Sleep			X					
• Assessment Tools for Asking Effective Questions Related to Health Care and Completing a Worksheet					X			
• Assessment Tools for Accessing Information on Health Care						X	X	X
PowerPoints or Transparency Masters								
• "Six Categories of Risk Behaviors" (from Unit 1, Lesson 1)	X							
• "Standardized Pedigree Symbols and Relationships"	X							
• "Sample Pedigree"	X							
• "Be SMART!" (from Unit 1, Lesson 4)			X					
• "Reaching Your SMART Goals, One Step at a Time" (from Unit 1, Lesson 4)			X					
• "Why Health Literacy?"				X				
• "Strong Health Literacy Skills"				X				
• "Did You Know?" (set of three)				X				
• "myhealthfinder" (set of two)				X				
• "Interpersonal Communication Skills" (from Unit 1, Lesson 4)					X			
• "Asking Effective Questions" (from Unit 1, Lesson 13)					X			
• "Investigating Health Care"						X	X	
Supplied by the Teacher								
• Projector and screen	X	X	X	X	X	X	X	
• Results of the class poll		X						
Digital Tools								
• Computers or other devices	X	X	X	X	X	X	X	X
• District approved software for responding to a survey or poll	X							
• District approved software for making presentations		X	X			X	X	X

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RESOURCES	LESSON NUMBERS							
	1	2	3	4	5	6	7	8
• District approved software for commenting on a teacher-created blog		X	X			X	X	
• District approved software for collaborating on a written document						X	X	X
Traditional Tools								
• Transparencies	X		X	X	X		X	
• Pens or pencils	X	X	X	X	X	X	X	X
• Writing paper		X	X			X	X	X
• Art supplies		X	X			X	X	X
• Health journals, folders, or notebooks		X	X			X	X	
• Computer lab						X	X	X

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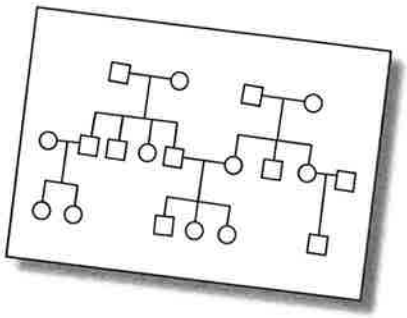
LESSON 1

History Matters

Student Learning Objective	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.	• Accessing Information [3.12.5]	• Accessing Information [5.4]

Lesson Synopsis



Review the six categories of behaviors that cause the most adverse health and social outcomes. Identify a factor that impacts health and over which we have no control. Discuss diseases or health conditions that have a genetic link and why it is helpful to gather family health information. Explain how to create a family tree, or pedigree. Begin to create a written family medical history. Assign homework to talk with parents or other trusted adults about their family health tree. Conduct a brief survey of four different health behaviors.

Lesson Phase & Time	Materials Needed
Introduction 5 minutes	**Teacher Resources** • PowerPoint or Transparency Master: "Six Categories of Risk Behaviors" (from Unit 1, Lesson 1) **Supplied by the Teacher** • Projector and screen Digital Tools: • Computers or other devices Traditional Tools: • Transparency
Input 20 minutes	**Teacher Resources** • PowerPoint or Transparency Master: "Standardized Pedigree Symbols and Relationships" • PowerPoint or Transparency Master: "Sample Pedigree" • Student Worksheet: "Creating My Family Health Tree" **Supplied by the Teacher** • Projector and screen Digital Tools: • Computers or other devices Traditional Tools: • Transparencies
Application 20 minutes	**Teacher Resources** • Student Worksheet: "Creating My Family Health Tree" **Supplied by the Teacher** Digital Tools: • Computers or other devices Traditional Tools: • Pens or pencils

Closure 5 minutes	**Teacher Resources** • Student Worksheet: "Info Exchange: My Family Health History" • Teacher Master: "Surveying Health Behaviors" **Supplied by the Teacher** Digital Tools: • Computers or other devices • District approved software for polling or surveying Traditional Tools: • Pens or pencils
TOTAL 50 minutes	

Preparation	
Input	• **Prepare to display** the PowerPoints or transparencies.
Application	• **Provide** the student worksheet for each student.
Closure	• **Provide** the student worksheet for each student. • **Duplicate** the teacher master, "Surveying Health Behaviors," and **cut the survey forms apart**. Each student will need one form if you choose to use it. A copy of this master is available on the flash drive to allow you to create a survey online.

LESSON PROCEDURE

Introduction: Review the six categories of behaviors that cause the most adverse health and social outcomes. Identify a factor that impacts health and over which we have no control.

5 minutes

Instructional Steps	Script and Detailed Directions
Review the six categories of behaviors that cause the most adverse health and social outcomes using the PowerPoint or transparency," Six Categories of Risk Behaviors."	*The behaviors that cause the most adverse health and social outcomes fall into six categories.* Display the PowerPoint or transparency, "Six Categories of Risk Behaviors," and review the categories.
Identify a factor that impacts health and over which we have no control.	*What these categories have in common is that they represent behaviors that you and I have control over. In other words, by the choices we make we have a great deal of influence over our health and wellness.* *There is one factor that contributes to our health that we have no control over.* ***Anyone know or want to guess what it is?*** Answer: our genetic history
Introduce the lesson.	*Our genes do influence our health. And, while we can't control our genes, knowing our family health history can help us work more effectively with our health care providers to reduce any health risks our genetic makeup might suggest.* *Today we'll examine this aspect of health and wellness.*

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Input: Discuss diseases or health conditions that have a genetic link and why it is helpful to gather family health information. Explain how to create a family tree, or pedigree.

20 minutes

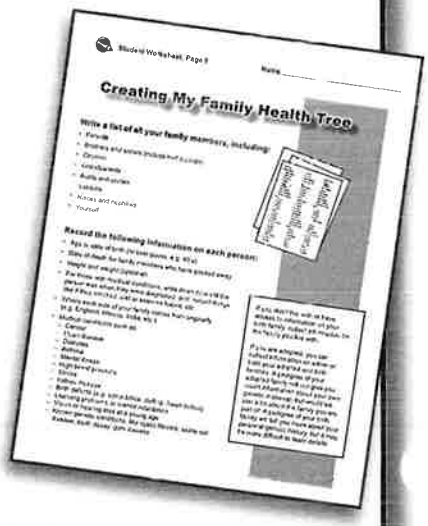
Instructional Steps	Script and Detailed Directions
Discuss diseases or health conditions that have a genetic link and why it is helpful to gather family health information.	***What diseases or health conditions have you heard of that have a genetic link?*** Sample Answers: heart disease, certain cancers, diabetes, sickle cell, cystic fibrosis, Parkinson's *So, does that mean that, if my mom had diabetes or my dad had a heart attack, I will, too? It's usually not that clear.* *What we do know is that understanding our genetic history, or our family health history, can help our health care professional give us better care. It can tell us whether or not you are at higher risk for certain diseases. It can help your health care practitioner recommend actions for reducing your personal risk of disease. And it can help in looking for early warning signs of disease.* *Not all of us know or have access to our genetic history. Some people do not live with or have access to their birth families and the information they might have. Perhaps previous generations in a person's birth family came from countries where this information isn't clear or wasn't kept. Some people are adopted and do not know their genetic history. Other adopted people do have access to their medical history.* *Our goal is to explore what we know, investigate to learn more if possible; then, use what we know to make choices that will keep us as healthy as possible.* *Let's take an example. If a young man's father died of a heart attack when he was in his 40's, his health care provider would be sure to carefully monitor blood pressure, cholesterol, and other factors that can contribute to a heart attack. His health care provider would also encourage him to stop smoking, eat a low-fat, healthy diet, maintain good oral health, and be sure to get lots of exercise. Another example might be if a young woman's mother, grandmother and two aunts had been diagnosed with breast cancer, her health care provider might recommend more regular mammograms or special blood work.* *So, it's helpful to know as much as possible about your family's medical history. It's also not something you may know and be able to recite when you meet with a physician or other health care professional. While it takes a little time, it's best to keep a written record of your history.*
Explain how to create a family tree, or pedigree. Use the PowerPoints or transparencies, "Standardized Pedigree Symbols and Relationships" and "Sample Pedigree." 	*The easiest way to organize your family medical history is on a family tree, or pedigree. Creating your family tree for medical purposes needs to use specific symbols and follow certain rules. This way any person can read your family tree and interpret the same information in the same way.* *Here are the symbols you will find on a family tree.* Display the PowerPoint or transparency, "Standardized Pedigree Symbols and Relationships," and explain the meanings of the symbols.

Use the PowerPoints or transparencies and the student worksheet, "Creating My Family Health Tree," to guide your explanation.	*Let's look at a sample.* Display the PowerPoint or transparency, "Sample Pedigree," and review the relationships on this family tree. Use the PowerPoint or transparency, "Standardized Pedigree Symbols and Relationships," and student worksheet, "Creating My Family Health Tree," for guidance.

Application: Begin to create a written family medical history.

20 minutes

Instructional Steps	Script and Detailed Directions
Begin to create a written family medical history.	*Now it's time for you to begin your pedigree.* *Create a written family health tree using the rules and symbols we have discussed. Start with yourself in the middle to lower section of your paper. Then, add your siblings, parents, and other people. Follow the instructions on the student worksheet, "Creating My Family Health Tree."* *If you don't live with or have access to information on your birth family, collect information on the family you live with.* *If you are adopted, collect information on either or both your adopted and birth families. A pedigree of your adopted family will not give you much information about your own genetic make-up, but would tell you a lot about the family you are part of. A pedigree of your birth family will tell you more about your personal genetic history, but it may be more difficult to learn details.* *I'm sure you will need to add information about some family members after you talk with your parents or other trusted adults who may have this information. Some of us will have lots of information about others in our family; others of us will have less information. Either way it provides a way to begin talking with your health care professional about what your history means to your health.*


Creating My Family Health Tree

Closure: Assign homework to talk with parents or other trusted adults about their family health tree. Conduct a brief survey of four different health behaviors.

5 minutes

Instructional Steps	Script and Detailed Directions
Assign homework to talk with parents or other trusted adults about their family health tree.	*Guess what your homework is for tonight. Talk to your family members and other trusted adults about the medical and health information they have about themselves and others in the family. Different family members may have information about different people in your family. Write down what they say so that you can add it to your pedigree.* Provide the student worksheet, "Info Exchange: My Family Health History."

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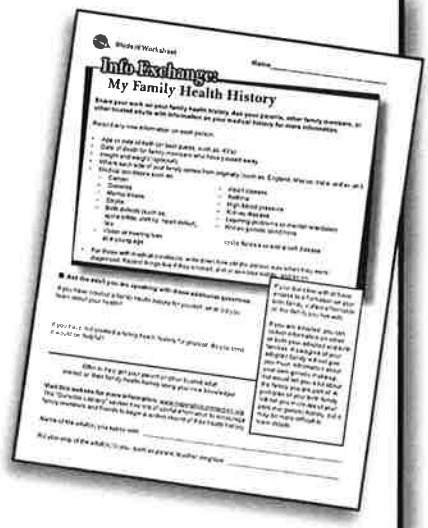
	Use the student worksheet to help you organize your information. You will also find a few extra interview questions for a parent or trusted adult to answer. This assignment is due along with your completed family health history (date of Lesson 4). ***What do you think you should do with your family health tree when it is finished?*** Answer: • Show it to your health care provider. • Ask to have it placed in your medical chart. • Talk with a health care professional if you have concerns about what you learned. • Share it with family members to encourage an exchange of information 
Conduct a brief survey of four different health behaviors, using the teacher master, "Surveying Health Behaviors," if desired.	*In preparation for our next health lesson, please answer a few questions.* ***How often do you wash your hands in a day?*** ***On the average, how many hours do you sleep each night?*** ***How often do you brush your teeth? Floss your teeth? Visit a dentist?*** ***Do you use sunscreen whenever you will be spending time outside?*** Use digital or traditional tools to conduct a survey to gather the students' answers. Create a digital graph showing the class response or compile students' written responses for the beginning of the next health lesson.
Preview the next lesson.	*In our next health lesson, we'll focus on a few additional habits that will help us stay healthy.*

Directions: Duplicate and cut apart if you want to gather student input using paper and pencil.

Surveying Health Behaviors

How often do you wash your hands in a day?	On the average, how many hours do you sleep each night?	How often do you brush your teeth? Floss your teeth? Visit a dentist?	Do you use sunscreen whenever you will be spending time outside? _____ Yes _____ No

Surveying Health Behaviors

How often do you wash your hands in a day?	On the average, how many hours do you sleep each night?	How often do you brush your teeth? Floss your teeth? Visit a dentist?	Do you use sunscreen whenever you will be spending time outside? _____ Yes _____ No

Surveying Health Behaviors

How often do you wash your hands in a day?	On the average, how many hours do you sleep each night?	How often do you brush your teeth? Floss your teeth? Visit a dentist?	Do you use sunscreen whenever you will be spending time outside? _____ Yes _____ No

Surveying Health Behaviors

How often do you wash your hands in a day?	On the average, how many hours do you sleep each night?	How often do you brush your teeth? Floss your teeth? Visit a dentist?	Do you use sunscreen whenever you will be spending time outside? _____ Yes _____ No

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LESSON 2

More Health Habits – Part 1

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Describe how common infectious diseases are transmitted. • Analyze the importance of rest and sleep for personal health. • Describe the dangers of exposure to UV light and strategies for avoiding exposure. • Describe health practices that can prevent the spread of illness. • Analyze the social influences that encourage or discourage a person to practice sun safety.	• Core Concepts [1.12.3; 1.12.8] • Self Management [7.12.2; 7.12.3] • Analyzing Influences [2.12.3; 2.12.5; 2.12.7]	• Core Concepts [5.1; 5.3; 5.11] • Self Management [5.6] • Analyzing Influences [5.9]

Lesson Synopsis

Review health habits discussed in this class. Use the results of the poll taken at the end of the last class period to introduce the lesson. Research/review information on four health habits: avoiding infectious diseases, sleep, oral health, and sun safety. Prepare to teach one another. Compare notes and plans with a student assigned the same topic. Assign a reflection question. Preview the next lesson.

Lesson Phase & Time	Materials Needed
Introduction 8 minutes	**Supplied by the Teacher** • Results of the class poll • Projector and screen Digital Tools: • Computers or other devices
Input 5 minutes	**Teacher Resources** • Student Worksheet: "Key Information: Avoiding Infectious Diseases" • Student Worksheet: "Key Information: Sleep" • Student Worksheet: "Key Information: Oral Health" • Student Worksheet: "Key Information: Sun Safety" • Assessment Tools for Accessing Information on Health Habits: – Teacher Assessment Rubrics – Student Self-Assessment Rubrics – Teacher Assessment Checklists – Student Self-Assessment Checklists – Peer Assessment Checklists

		Traditional Tools: • Student Handout: "Avoiding Infectious Diseases" • Student Handout: "Sleep: It's Under-Rated" • Student Handout: "Oral Health – Guide to Taking Care of Our Teeth" • Student Handout: "Sun Safety"
	Supplied by the Teacher	
	Digital Tools: • Computers or other devices	Traditional Tools: • Pens or pencils • Writing paper
Application 35 minutes	**Supplied by the Teacher**	
	Digital Tools: • Computers or other devices • District approved software for making presentations	Traditional Tools: • Pens or pencils • Writing paper • Art supplies
Closure 2 minutes	**Supplied by the Teacher**	
	Digital Tools: • Computers or other devices • District approved software for commenting on a teacher-created blog	Traditional Tools: • Writing paper • Pens or pencils • Health journals, folders, or notebook
TOTAL 50 minutes		

Preparation	
Prior to the Lesson	• **Compile the results** of the class survey taken at the end of the last class session. **Decide** how you will present the results. • **Review** the assessment rubrics and checklists. **Select** one or more to use.
Input	• **Provide** the student worksheet for each student that corresponds to his or her assigned topic. • **Provide** the student handout for each student that corresponds to his or her assigned topic if students are not conducting their own research. • **Provide** students with the assessment rubrics and/or checklists if needed.
Closure	• **Post** a reflection question.

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LESSON PROCEDURE

Introduction: Review health habits discussed in this class. Use the results of the poll taken at the end of the last class period to introduce the lesson.

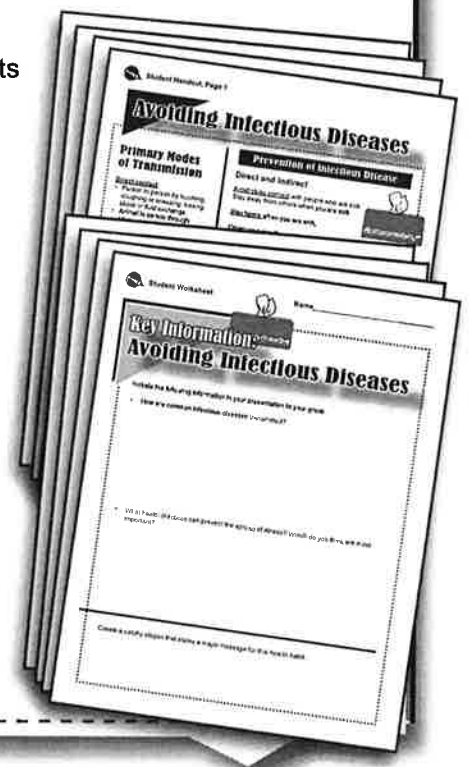
8 minutes

Instructional Steps	Script and Detailed Directions
Review health habits discussed in this class.	*We have learned about behaviors we can choose that will increase our chances for a long and healthy life.* ***What health habits have we discussed?*** Answers: eating nutritious foods, being physically active, communicating respectfully, avoiding distracted driving, and so on
Use the results of the poll taken at the end of the last class period to introduce the lesson.	*Today we are going to add to our health habits. In our last class, we took a poll that is related to our topics for today.* Verbally and/or visually present the compilation of the survey or poll taken on hand washing, sleep, oral health, and sun safety. Make any comments on the results that will lead into the lesson.

Input: Explain the task to research/review information on four health habits: avoiding infectious diseases, sleep, oral health, and sun safety. Prepare to teach one another.

5 minutes

Instructional Steps	Script and Detailed Directions
Explain the task of researching/reviewing information on four health habits: avoiding infectious diseases, sleep, oral health, and sun safety. Then, teach one another.	*You will become the experts on these topics and teach one another.* Assign one of the four topics to each student. If you have Internet access, ask students to research their topic online. Remind them of the criteria for accessing information so that we are sure we are getting accurate and current information. If you do not have Internet access, distribute to students the student handout that covers their assigned topic. Ask them to review their handout.
Provide the student worksheets, "Key Information," to help guide the presentations.	*When you have reviewed information on your topic, prepare to present the information to a group of four. Each person in the group will have a different topic. Use the student worksheet as a guide to the key elements that need to be covered in your presentation.* *You will have 25 minutes to prepare your three-minute presentation. It can be a verbal presentation or include drawings or graphics. After your presentation, your group members have 2 minutes to ask questions or make comments about the topic.*



	Provide any assessment tools you plan to use and explain the criteria for assessment. *The presentations will be made in our next health lesson.*

Application: Research and prepare the group presentations. Compare notes and plans with a student assigned the same topic.

35 minutes

Instructional Steps	Script and Detailed Directions
Research and prepare the group presentations. Compare notes and plans with a student assigned the same topic.	Have students begin their research and preparation. Use digital or traditional tools to create the presentation. After about 25 minutes, ask students to partner with another student who has worked on the same topic. *Please share your information and plans for your group presentation. Also correct any misinformation or discrepancies you might have between your research/review. Borrow one another's good ideas. You will be presenting during our next health lesson.*

Closure: Assign a reflection question. Preview the next lesson.

2 minutes

Instructional Steps	Script and Detailed Directions
Assign a reflection question.	Announce the posted reflection question. **Reflection Question:** Of these four health habits, the one I think is most important is.... Explain your reasons.
Preview the next lesson.	*In our next health lesson, we'll have a chance to make our presentations to a small group. We'll also examine our sleep habits in more detail.*

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LESSON 3 More Health Habits – Part 2

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Describe how common infectious diseases are transmitted. • Analyze the importance of rest and sleep for personal health. • Describe the dangers of exposure to UV light and strategies for avoiding exposure. • Describe health practices that can prevent the spread of illness. • Analyze the social influences that encourage or discourage a person to practice sun safety. • Assess personal rest and sleep practices and create a personal plan to incorporate rest and sleep in daily routines.	• Core Concepts [1.12.3; 1.12.8] • Self Management [7.12.2; 7.12.3] • Analyzing Influences [2.12.3; 2.12.5; 2.12.7]	• Core Concepts [5.1; 5.3; 5.11] • Self Management [5.6] • Analyzing Influences [5.9] • Goal Setting [5.10]

Lesson Synopsis

Explain that they will be sharing their expertise in small groups. Conduct the presentations and discussion. Gather selected slogans. Discuss the fact that teens often do not get enough sleep. Explain the task of assessing their sleep patterns, setting a goal, and developing a plan to improve their sleep patterns. Remind students of their homework from Lesson 1 of this unit and the reflection question. Assign homework. Preview the next lesson.

Lesson Phase & Time	Materials Needed
Introduction 5 minutes	• None
Input 25 minutes	**Teacher Resources** • Assessment Tools for Accessing Information on Health Habits: – Teacher Assessment Rubrics – Student Self-Assessment Rubrics – Teacher Assessment Checklists – Student Self-Assessment Checklists – Peer Assessment Checklists

	Supplied by the Teacher Digital Tools: • Computers with Internet access • District approved software for making presentations Traditional Tools: • Pens or pencils • Art supplies
Application 18 minutes	**Health Education Materials** • Poster: "Be SMART!" MMHC • Poster: "Reaching Your SMART Goals, One Step at a Time," MMHC **Teacher Resources** • PowerPoint or Transparency Master: "Be SMART!" (from Unit 1, Lesson 4) • PowerPoint or Transparency Master: "Reaching Your Goals, One Step at a Time" (from Unit 1, Lesson 4) • Student Worksheet: "Getting Enough Z-Z-Z-Z-Z-Z-Z" • Assessment Tools for Goal Setting and Sleep: – Teacher Assessment Rubrics – Student Self-Assessment Rubrics – Teacher Assessment Checklists – Student Self-Assessment Checklists – Peer Assessment Checklists **Supplied by the Teacher** • Projector and screen Digital Tools: • Computers or other devices Traditional Tools: • Transparencies • Pens or pencils
Closure 2 minutes	**Supplied by the Teacher** Digital Tools: • Computers or other devices • District approved software for commenting on a teacher-created blog Traditional Tools: • Writing paper • Pens or pencils • Health journals, folders, or notebook
TOTAL 50 minutes	

Preparation	
Prior to the Lesson	• **Review** the assessment rubrics and checklists. **Select** one or more to use.
Input	• **Decide** how you will form small groups of four students. Each group must have one student presenting on each topic from the previous lesson. • **Provide** students with the assessment rubrics and/or checklists if needed.
Application	• **Provide** the student worksheet for each student. • **Provide** students with the assessment rubrics and/or checklists if needed.

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LESSON PROCEDURE

Introduction: Explain that they will be sharing their expertise in small groups.

5 minutes

Instructional Steps	Script and Detailed Directions
Explain that they will be sharing their expertise in small groups as a way to introduce the lesson.	*Today is your day to be the expert in one of four topics. You will be teaching to one another in small groups.* Give students a few minutes to finish preparing and to gather what they need for their presentations.

Input: Explain the process for making the presentations. Conduct the presentations and discussion. Gather selected slogans.

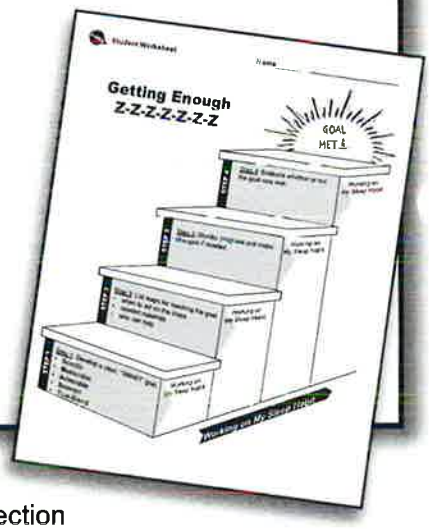
25 minutes

Instructional Steps	Script and Detailed Directions
Form small groups. Explain the process for making the presentations.	Form small groups with four students in each group. Each group must have a student representing each of the four topics: avoiding infectious diseases, sleep, oral health, and sun safety. *You each have three minutes to present your topic. After your presentation, your group members have two minutes to ask questions or make comments about the topic. As group members, please note any questions or information that needs clarification. Then, we'll go to the second presenter and follow the same process. Then, the third and fourth presenters will have their turns. I'll help you keep time so that we move forward together.* *Be sure to share your catchy slogan. At the end of all four presentations, you will decide which of the four slogans you think is the most appealing and would have the most influence on others. I'll call on groups to hear your choice.* Remind students of any assessment tools you plan to use. Begin the presentations. When they are finished with all four presentations, ask if there are questions or information that needs clarification. Answer any questions you can. If no one in the room knows the answer, ask someone to research the question and get back to the class with an answer. Call on each group to hear their selected slogan. Be sure all four topics have been represented. Consider having students use the slogans to inform others by making posters or using the slogans during school announcements or on the school's website.

Application: Discuss the fact that teens often do not get enough sleep. Explain the task of assessing their sleep patterns, setting a goal, and developing a plan to improve their sleep patterns.

18 minutes

Instructional Steps	Script and Detailed Directions
Discuss the frequent routine of teens related to sleep.	*Teenagers have a reputation for staying up late and sleeping in in the morning. Actually during your teenage years, your body's natural rhythm shifts in this direction. What this often means is that teens don't get the sleep they need because of their morning schedule for school or other activities.*
Explain the task of assessing their sleep patterns, setting a goal, and developing a plan to improve their sleep patterns.	*I would like you to assess your sleep patterns. You know when you typically go to sleep and when you wake up. Perhaps there is a difference between school days and weekends. Think critically about your sleep behavior.* *Then, set a goal and create a plan to improve your sleep pattern. Even if you think you get enough sleep, there may be adjustments to your bedtime routine that might help you fall asleep more quickly or sleep more soundly. While this is a "school assignment," I hope you take your need for sleep seriously and create a plan you will implement.*
Display the posters and/or PowerPoints or transparencies on goal setting. Review the skill.	Display the posters and/or PowerPoints or transparencies on goal setting, "Be SMART!" and "Reaching Your SMART Goals, One Step at a Time." Review the skill of goal setting.
Provide the student worksheet, "Getting Enough Z-Z-Z-Z-Z-Z-Z," to assist with goal setting.	Provide the student worksheet, "Getting Enough Z-Z-Z-Z-Z-Z-Z." Provide any assessment tools you plan to use and explain the criteria for assessment.



Closure: Remind students of their homework from Lesson 1 of this unit and the reflection question. Assign homework. Preview the next lesson.

2 minutes

Instructional Steps	Script and Detailed Directions
Remind students of their homework from Lesson 1 of this unit and the reflection question.	*Remember. A reflection question was assigned in our last health class. And, your homework on your personal health history is due at the beginning of our next health lesson.* **Reflection Question:** Of these four health habits, the one I think is most important is.... Explain your reasons.
Assign homework.	*You have one more assignment. Please take your goal setting worksheet home to share with a parent or other trusted adult. Ask for their support as you try to make this change. Have them sign the worksheet.*
Preview the next lesson.	*In our next health lesson, we'll examine health literacy.*

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LESSON 4

Personal Health Record

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Explain the importance of regular health screenings or exams. • Apply knowledge about symptoms of illness to determine whether medical care is required.	• Core Concepts [1.12.1; 1.12.5; 1.12.6] • Self Management [7.12.2; 7.12.3]	• Core Concepts [5.2] • Self Management [5.7]

Lesson Synopsis

Define "health literacy." Explain the need for health literacy. Identify what we have done to build our health literacy in this health course. Identify what people are able to do if they have strong health literacy skills. Reinforce the importance of the family health history and a personal health record. Identify the information that should go in a personal health record and create an initial record. Check on some basic information on physical exams, vaccinations, and screenings. Identify the source of the recommendations and discuss the cost. Summarize the lesson. Preview the next lesson.

Lesson Phase & Time	Materials Needed
Introduction 5 minutes	**Teacher Resources** • PowerPoint or Transparency Master: "Why Health Literacy?" **Supplied by the Teacher** • Projector and screen Digital Tools: • Computers or other devices Traditional Tools: • Transparency
Input 5 minutes	**Teacher Resources** • PowerPoint or Transparency Master: "Strong Health Literacy Skills" **Supplied by the Teacher** • Projector and screen Digital Tools: • Computers or other devices Traditional Tools: • Transparency

Application 39 minutes	**Teacher Resources** • Student Worksheet: "My Personal Health Record" • PowerPoint or Transparency Master Set: "Did You Know?" set of three • PowerPoint or Transparency Master Set: "myhealthfinder," set of two **Supplied by the Teacher** • Projector and screen Digital Tools: • Computers or other devices Traditional Tools: • Pens or pencils • Transparencies
Closure 1 minute	• None
TOTAL 50 minutes	

Preparation	
Introduction	• **Prepare to display** the PowerPoint or transparency.
Input	• **Prepare to display** the PowerPoint or transparency.
Application	• **Provide** the student worksheet for each student. • **Prepare to display** the PowerPoints or transparencies.

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LESSON PROCEDURE

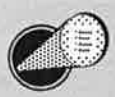
Introduction: Define "health literacy." Explain the need for health literacy. Identify what we have done to build our health literacy in this health course.

5 minutes

Instructional Steps	Script and Detailed Directions
Define "health literacy."	*You may have heard the phrase "health literacy" in the news. Health literacy is the ability to obtain and understand health information and to use that information to make good decisions about your health and medical care. Health information can overwhelm people, especially if you are worried about your health or the health of someone you care about.*
Explain the need for health literacy, using the PowerPoint or transparency, "Why Health Literacy?"	*Nearly 9 out of 10 adults have difficulty using the everyday health information that is available in health care facilities, retail outlets, media, and communities. Limited health literacy is associated with poorer health outcomes and higher health care costs.* *There is a movement encouraging a shared responsibility between individuals and physicians in their health care, rather than relying on physicians and hospitals to make decisions. This movement is designed to improve the quality of health care and to reduce health care costs. This means that individuals need to take an even more active role in health care related decisions. To accomplish this people need strong health literacy skills.*
Identify what we have done to build our health literacy in this health course.	***What are some steps we have taken in this course to build our health literacy?*** Answers: used criteria to find reliable and accurate health information, practiced the skills of decision making and goal setting in order to use these skills when we need to make health decisions regarding treatment or prevention options, analyzed influences that encourage or discourage us related to health behaviors, used communication skills to understand what someone is telling us and to ask questions for clarification, gathered family health histories to understand how to reduce the risks our heredity gives us
Introduce this lesson.	*We have made some great progress. However, there are a few more steps to take.*

Input: Identify what people are able to do if they have strong health literacy skills.

5 minutes

Instructional Steps	Script and Detailed Directions
Identify what people are able to do if they have strong health literacy skills using the PowerPoint or transparency, "Strong Health Literacy Skills." 	*Health literacy involves applying the skills we have learned as we try to decipher health and medical information. If we have strong health literacy skills, we will be able to:* • *Search for and use health information, evaluating it for reliability and accuracy* • *Adopt healthy behaviors by analyzing risks and benefits* • *Act on important public health alerts* • *Share personal information such as health history and describe health concerns or symptoms* • *Ask questions of a health care provider when directions, test results, or other information is unclear* • *Take care of yourself, use decision making to make wise choices*

	• *Manage a chronic disease, such as interpreting health test results* • *Understand how to take medicines and calculate dosages* • *Navigate the healthcare system, including filling out complex forms and locating providers and services* • *Compare insurance coverage and costs* *Health literacy requires a complex set of reading, listening, speaking assertively, asking questions, analytical, mathematical, and decision-making skills, and the ability to apply these skills to health situations.*

Application: Reinforce the importance of the family health history and a personal health record. Identify the information that should go in a personal health record and create an initial record. Check on some basic information on physical exams, vaccinations, and screenings. Identify the source of the recommendations and discuss the cost.

39 minutes

Instructional Steps	Script and Detailed Directions
Reinforce the importance of the family health history.	*Your family health history was due today. I hope you have had a chance to talk with family members and gather more information about your medical and health history. Your family health history gives you a view of what your genetic background might say about your health. Developing your family trees was a great start to your personal health literacy. Sharing the information with your health care provider is the next step.*
Explain the importance of a personal health record.	*You have probably seen the chart your doctor keeps of your visits. Perhaps you have several doctors with several charts and even one at a hospital if you have ever been hospitalized. It's hard to keep track of all of this information especially when it may be in different places. Consequently, it's a good idea to keep your own records – a personal health record or journal.*
Identify the information that should go in a personal health record.	***What kind of information would you put in a personal health record?*** Gather ideas from students. Augment them with the following: • Your name, birth date, blood type and emergency contact(s) • Date of last physical • Dates and results of tests and screenings • A list of vaccinations and the dates you received them • Major illnesses and surgeries, with dates • A list of your medicines, dosages and how long you've taken them, including vitamins or supplements • Any allergies • Any chronic diseases • Any history of illnesses in your family *Be sure to take your health record to your doctor's appointments. This will help you provide your doctor with exact information about your health. Your doctor can also help you keep your health record up-to-date.* *Keeping track of your personal health record helps you to take more control of your healthcare. It's best to include as much health and lifestyle information as possible. You can talk with your family about your personal health record and ask for their help in filling in any unknown information. You might also contact your doctor's office to get information from your medical records. If you don't have access to your past medical records, you can still record general information.*

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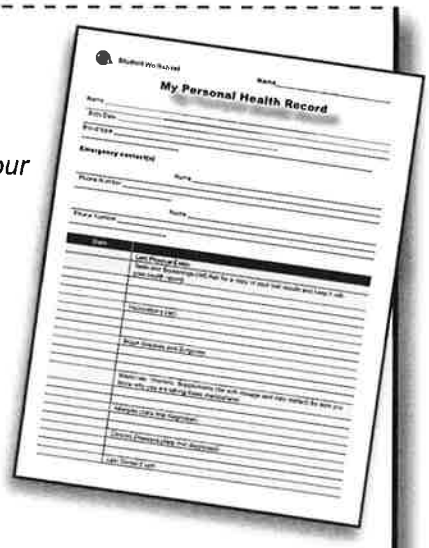
Create an initial personal health record using the student worksheet, "My Personal Health Record."

Provide the student worksheet, "My Personal Health Record."



Let's get started creating a personal health record now. There may be some information you need to get from your family or physician.

Give students a few minutes to get the information recorded.

Identify when medical attention is typically sought.

When do you usually seek medical attention?

Answer: When you have symptoms of illness or injury, such as fever, aches, pains, rash, and so on. Often a phone call can help to determine if a doctor's appointment is needed.

There are other times when medical attention is recommended. Look at your record. Check to see when you had your last physical exam. Some of you may be saying to yourself, "I feel good. I don't need to go to the doctor."

Check on some basic information on physical exams, vaccinations, and screenings. Use the PowerPoint or transparency series, "Did You Know?"

Did you know?

Teens ages 15 to 17 need to go to the doctor or nurse for a "well-child visit" once a year. A well-child visit is when you get a full checkup, separate from any other visit for sickness or injury.

Check to see what vaccinations you have had since middle school.

Did you know?

Doctors recommend that pre-teens ages 11 and 12 get vaccinations. All pre-teens need:

- *A Tdap booster shot: This shot protects against tetanus, diphtheria, and whooping cough (pertussis).*
- *An MCV4 shot: This shot protects against a type of meningitis. Meningitis is a very serious infection of the tissue around the brain and spinal cord.*
- *3 HPV shots: These shots protect against HPV. HPV can cause cervical cancer in women and genital warts and anal cancer in women and men.*

Tdap and MCV4 are each given as a single shot when a pre-teen visits the doctor at age 11 or 12. The 3 HPV shots are given over a 6-month period. A pre-teen will also need an MCV4 booster shot at age 16.

Of course, doctors also recommend the yearly flu shot. While the flu can be a mild illness, it can also lead to serious illness.

Talk to your doctor to make sure you are up-to-date on other important vaccines, such as varicella (chickenpox); hepatitis A and B; measles, mumps, and rubella (MMR); and polio. There are reliable websites that can give you information on what vaccinations are recommended for specific age groups. You might visit the Centers for Disease Control and Prevention's website: www.cdc.gov/vaccines.

Suggest your state community or public health department's website. In Michigan, the website is: www.michigan.gov/teenvaccines.

Check your record one more time. This time look for any screenings.

	At your yearly physical exam, you may want to ask about screening for your weight, to be sure you are a healthy weight, and for depression. You and your family may not notice signs of depression. A simple screening can lead to finding help. *If you are sexually active, there are other tests for sexually transmitted diseases that your doctor may recommend. Be sure to talk with him or her during your physical exam about this possibility.* *If you are a female, you need to be sure to get enough folic acid in your diet. Women of childbearing age (typically ages 11 to 49) need an extra 400 micrograms (mcg) of folic acid every day. Folic acid is found in vitamins and foods like breakfast cereals that have 100% DV (daily value) of folic acid. It's important to get enough folic acid, even when you aren't planning to get pregnant. Folic acid is a B vitamin that can prevent birth defects. Women need to get enough folic acid before becoming pregnant and during pregnancy. Waiting to take folic acid after a woman is pregnant is too late.* *Actually, folic acid is used for the growth and repair of every cell in male and female bodies. You lose up to 40,000 dead skin cells every minute of the day. You shed 50 to 100 strands of hair each day. All day, every day, your body works hard to replace all those lost cells.*
Identify the source of these recommendations using the PowerPoint or transparency set, "myhealthfinder." 	*These recommendations come from a website and tool called myhealthfinder. It is provided by the U.S. Department of Health and Human Services.* *The myhealthfinder tool provides personalized recommendations for preventive services based on age, sex, and pregnancy status. These recommendations come from the U.S. Preventive Services Task Force and the Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents. Recommendations on immunizations (shots) for children and adults come from the Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices (ACIP).* If you have access to the Internet, display the website and show students how to enter information to get recommendations. *Talk to your doctor or nurse to decide which preventive services are right for you based on your personal medical history and preferences.*
Discuss the cost of these preventative services.	*If your family has private insurance, you may be able to get these preventive services at no extra cost (no co-pay). Many are also provided at no cost under Medicare and Medicaid (and MiChild in Michigan). All of the recommendations are included on the tool myhealthfinder.*

Closure: Summarize the lesson. Preview the next lesson.

1 minute

Instructional Steps	Script and Detailed Directions
Summarize the lesson.	*It's probably pretty clear by now that keeping track of all this information is important. It's a lot to remember. You and your health care provider have a **shared** responsibility. Your personal health record is one way you take responsibility.* *Your homework has a repetitive ring. Please talk with your family and your health care provider to obtain any missing information from your personal health record.*
Preview the next lesson.	*In our next health lesson, we'll expand on your side of the shared responsibility.*

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LESSON 5

Asking Questions to Share Responsibility

Student Learning Objective	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the use of communication skills to access valid information and resources in one's community and on the Internet related to personal health issues and concerns. • Practice the skills of effective listening, assertive communication, and asking effective questions.	• Accessing Information [3.12.5] • Interpersonal Communication [4.12.1; 4.12.3]	• Accessing Information [5.4] • Interpersonal Communication [4.9; 4.10]

Lesson Synopsis

Review the shared responsibility of documenting and sharing personal family history and health record. Identify responsibilities when meeting with a health care provider. Identify the communication skills that will help when talking with a health care provider. Emphasize the importance of asking effective questions. Review the skill of asking effective questions. Practice assertive communication and asking effective questions in a medical situation. Role play with the teacher acting as the health care professional. State that it's possible to request more time with a health care provider if you have more questions.

Lesson Phase & Time	Materials Needed
Introduction 1 minute	• None
Input 20 minutes	**Health Education Materials** • Poster Set: "Five Basic Communication Skills," MMHC **Teacher Resources** • PowerPoint or Transparency Master: "Interpersonal Communication Skills" (from Unit 4, Lesson 4) • PowerPoint or Transparency Master: "Asking Effective Questions" (from Unit 1, Lesson 13) • Teacher Reference: "What Questions Should I Ask?" **Supplied by the Teacher** • Projector and screen Digital Tools: • Computers or other devices Traditional Tools: • Transparency

Application 27 minutes	**Teacher Resources** • Student Worksheet: "What Do I Ask? What Do I Say?" (set of four) • Assessment Tools for Asking Effective Questions Related to Health Care and Completing a Worksheet: – Teacher Assessment Rubrics – Student Self-Assessment Rubrics – Teacher Assessment Checklists – Student Self-Assessment Checklists – Peer Assessment Checklists **Supplied by the Teacher** Digital Tools: • Computers or other devices Traditional Tools: • Pens or pencils
Closure 2 minutes	• None
TOTAL 50 minutes	

Preparation	
Prior to the Lesson	• **Review** the assessment rubrics and checklists. **Select** one or more to use.
Input	• **Display** the posters on asking effective questions from the poster set, "Five Basic Communication Skills." • **Review** the teacher reference, "What Questions Should I Ask?" • **Prepare to display** the PowerPoint or transparency.
Application	• **Decide** how you will form groups of four students each with a different case study. • **Provide** the student worksheets. There are four in the set. Each student will need one of the four. Distribute them equally to facilitate forming groups of four. • **Provide** students with the assessment rubrics and/or checklists if needed.

LESSON PROCEDURE

Introduction: Review the shared responsibility of documenting and sharing personal family history and health record.

1 minute

Instructional Steps	Script and Detailed Directions
Review the shared responsibility of documenting and sharing personal family history and health record.	*Part of our shared responsibility for health care is to document our family history and our personal health record. Then, of course, share the information with our health care professional. We have other responsibilities, too.*
Introduce this lesson.	*Today we'll talk about taking responsibility when you have an appointment and meet with a health care provider.*

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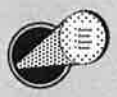
Input: Identify responsibilities when meeting with a health care provider. Identify the communication skills that will help when talking with a health care provider. Emphasize the importance of asking effective questions. Review the skill of asking effective questions.

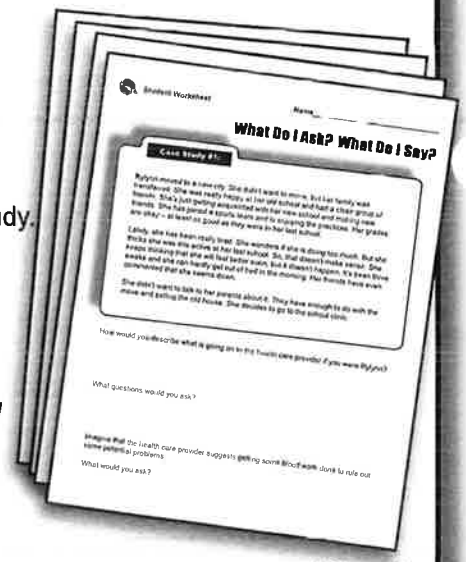
20 minutes

Instructional Steps	Script and Detailed Directions
Identify responsibilities when meeting with a health care provider.	*Visiting a doctor's office or clinic should be comfortable, but sometimes can be distressing or scary. You often have to wait for a few minutes to see the doctor, and then only have a few minutes with the doctor or nurse. Being prepared can help you get the information you need.* *Be sure to take with you:* • *Your personal health record, including a list of any drugs or supplements you take and the doses* • *A description of symptoms if something seems wrong – when the symptoms started and what makes them better or worse* • *A list of questions you have* • *A notepad or tape recorder* *It often helps if a trusted friend or relative goes with you. It eases the possible anxiety and provides another set of ears to hear what the health care professional says.* *You can always ask the health care provider to write down any instructions, and you can ask if there is a source for more information on the topic, such as brochures, videos, or websites. Let your doctor know if you are worried about being able to follow his or her instructions. There may be ways he or she can help or suggest alternatives.* *It's easy to prepare ahead of time. The tricky part is being able to ask questions as you talk with your health care provider. You want to be sure you understand the diagnosis (if you have one) and any recommendations he or she makes for treatment.*
Identify the communication skills that will help when talking with a health care provider. Use the PowerPoint or transparency, "Interpersonal Communication Skills." 	***Which of our communication skills do you think would help as you talk with a health care provider?*** Display the PowerPoint or transparency, "Interpersonal Communication Skills." Answer: effective listening, assertive communication, asking effective questions
Emphasize the importance of asking effective questions.	*Listening is critical. Stay focused on what is being said. Assertive communication can help if you want to state your opinion or thoughts directly and respectfully. However, asking effective questions is perhaps the most critical skill. You need to be able to understand as completely as possible what is happening with your health.*
Review the skill of asking effective questions using the poster and/ or PowerPoint or transparency, "Asking Effective Questions."	Review the skills of asking effective questions using the poster and/or PowerPoint or transparency, "Asking Effective Questions." *Let's brainstorm a few questions.* ***If your health care provider suggests that you have a medical test, what might you ask?***

Brainstorm possible questions. Use the teacher reference, "What Questions Should I Ask?" for guidance.	Gather the students' answers. Use the teacher reference, "What Questions Should I Ask?" for suggestions. ***If your health care provider gives you a diagnosis, what questions come to mind?*** ***If your health care provider prescribes a new medicine, what questions should you ask?*** ***If your health care provider recommends surgery, what questions come to mind?*** If you have Internet access, show students this web site: https://www.ahrq.gov/patients-consumers/patient-involvement/ask-your-doctor/index.html. It helps formulate questions for medical appointments.

Application: Practice assertive communication and asking effective questions in a medical situation. Role play with the teacher acting as the health care professional.

27 minutes

Instructional Steps	Script and Detailed Directions
Practice assertive communication and asking effective questions in a medical situation using the student worksheet, "What Do I Ask? What Do I Say?"	*Let's practice using our communication skills in a medical situation.* Provide a student worksheet, "What Do I Ask? What Do I Say?" to each student. There are four student worksheets with this title, each with a different case study. One quarter of your class will get the same study.  Student Worksheet What Do I Ask? What Do I Say? *Each of you will have a case study with specific questions for you to answer.* *After about five minutes, you'll join with three other students who each have a different case study. You'll share your cases and your answers so that you can help each other improve your ability to communicate assertively and ask appropriate questions.* *After about five minutes, you'll join with three other students who each have a different case study. You'll share your cases and your answers so that you can help each other improve your ability to communicate assertively and ask appropriate questions.* Provide any assessment tools you plan to use and explain the criteria for assessment. *Begin by doing your individual work.*
Form small groups.	After five minutes, help students form groups of four each with a different case study. Tell them to take about three minutes for each case.

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Role play with the teacher acting as the health care professional.	As the small groups finish their discussion, explain the next step in the practice session. *I'm going to role play the health care professional in case studies 1, 2, and 3. For case study 4, I'll role play the grandpa. I'll call on students to verbally role play with me as Rylynn, Sebastian, Makyla, or Michael.*

Closure: State that it's possible to request more time with a health care provider if you have more questions. Assign homework. Preview the next lesson.

2 minutes

Instructional Steps	Script and Detailed Directions
State that it's possible to request more time with a health care provider if you have more questions.	*Remember. If you don't ask questions, your doctor will think you understand everything he or she has told you. If you need more time to ask questions or talk, ask your health care provider to stay with you for a few minutes. If that isn't possible, see if there is a nurse or other professional who could help. You could also schedule another appointment to have time to talk directly with the doctor.* *After the appointment, you may need to phone the doctor's office to ask additional questions. For example, if you seem to be having problems with a medication or haven't gotten your test results, a phone call may help to explain what is going on. You can always leave a message for the doctor or ask to speak with a nurse.*
Preview the next lesson.	*In our next health lesson, we'll investigate the different factors involved in finding a health care provider.*

What Questions Should I Ask?

Your health care provider suggests you have some medical tests.	• What is the test for? • Why is this test needed? • What will the results tell me? • How is the test done? • How will it feel? • What do I need to do to get ready for it? • How and when I will get the results? • How soon must I get the test? • What will happen if I don't get the test? • Are there any risks involved? • Will it hurt? If so, is there anything we can do to lessen the pain? • Can you perform the test or treatment in your office, or will I need to go to a lab or other facility? • Are there any side effects? • What side effects or changes should I report to you?
Your health care provider gives you a diagnosis.	• What's wrong with me? • Can you draw me a picture or show me what's wrong? • What symptoms will I have with this condition? • What are my treatment options? What are the benefits of each option? What are the side effects? • Why do I need this treatment? • What are the possible complications? • What causes this type of problem? • Is this serious? • Will there be any long-term effects of this problem? • Can I give this illness to someone else, and if so, how and for how long? • When can I return to school or work? • How can I prevent this from happening again?
Your health care provider prescribes a new medicine.	• What will the medicine you are prescribing do? • How do I take it? • Are there any side effects? • How do you spell the name of that drug? • Will this medicine interact with medicines that I'm already taking? • What will happen if I don't take it? • Should I stop the medicine if I feel back to normal? • How long should I take it? • What if I accidentally miss a dose? • If I don't notice any improvement, how long should I wait before calling you? If you need a prescription, tell your doctor if you are pregnant, are nursing, have reactions to medicines, or take vitamins or herbal supplements.
Your health care provider recommends surgery.	• Why do I need surgery? • Are there other ways to treat my condition? • How often do you perform this surgery? • Do I need to change my daily routine? • Which hospital is best for my needs? • What are the potential side effects or consequences of having surgery?

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LESSON 6 Finding Health Care – Part 1

Student Learning Objective	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.	• Accessing Information [3.12.5]	• Accessing Information [5.4]

Lesson Synopsis

Identify the different factors to consider when getting health care. Explain the plan for exploring three topics: finding health care providers, finding low-cost health care, and health insurance. Encourage students to begin researching their topic. Assign a reflection question.

Note: If you have less than a full semester for health education, review the recommendations for this lesson and Lesson 7 in the section titled "Customize for Your Health Class."

Lesson Phase & Time	Materials Needed
Introduction 5 minutes	• None
Input 8 minutes	**Teacher Resources** • PowerPoint or Transparency Master: "Investigating Health Care" • Student Worksheet: "Finding a Health Care Provider" • Student Worksheet: "Finding Low-Cost Medical, Dental, and Mental Health Services" • Student Worksheet: "Health Insurance: Is It Necessary?" • Assessment Tools for Accessing Information on Health Care: – Teacher Assessment Rubrics – Student Self-Assessment Rubrics – Teacher Assessment Checklists – Student Self-Assessment Checklists – Peer Assessment Checklists **Supplied by the Teacher** • Projector and screen <u>Digital Tools</u>: • Computers or other devices <u>Traditional Tools</u>: • Transparency • Pens or pencils • Computer lab

Application 35 minutes	**Supplied by the Teacher** Digital Tools: • Computers or other devices • District approved software for writing collaboratively and creating verbal and visual presentations Traditional Tools: • Computer lab • Pens and pencils • Art supplies
Closure 2 minutes	**Supplied by the Teacher** Digital Tools: • Computers or other devices • District approved software for commenting on a teacher-created blog Traditional Tools: • Writing paper • Pens or pencils • Health journals, folders, or notebooks
TOTAL 50 minutes	

Preparation

Prior to the Lesson	• **Obtain** the use of the computer lab for this lesson and the subsequent lesson unless students have computers and Internet access in the classroom. • **Review** the assessment rubrics and checklists. **Select** one or more to use.
Input	• **Prepare to display** the PowerPoint or transparency. • **Provide** the three student worksheets. You will need enough of each worksheet for one-third of your students. • **Provide** students with the assessment rubrics and/or checklists if needed.
Closure	• **Post** the reflection question.

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LESSON PROCEDURE

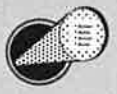
Introduction: Identify the different factors to consider when getting health care.

5 minutes

Instructional Steps	Script and Detailed Directions
Identify the different factors to consider when getting health care.	*Probably some of us have a health care provider or clinic we go to when we need medical help.* ***If you do, how did you find the doctor or clinic you are currently going to?*** Answers: parents decided, close to the home, and so on *Finding a health care provider isn't always simple. There are lots of factors to consider, including cost and insurance coverage. However, it's time for you to begin to sort out this area of your health care. In just a few years, you may be on your own and without the backup of your parents' doctors or insurance.* *Today we'll investigate the different aspects you need to consider.*

Input: Explain the plan for exploring three topics: finding health care providers, finding low-cost health care, health insurance.

8 minutes

Instructional Steps	Script and Detailed Directions
Explain the plan for exploring three topics: finding health care providers, finding low-cost health care, health insurance. Use the PowerPoint or transparency, "Investigating Health Care." 	*There are three topics we'll be exploring:* • *Finding health care providers* • *Finding low-cost health care* • *Health insurance* *Here is the method we'll use to get information on these topics.* • *You will be working in small groups to research an assigned topic.* • *I'll provide a worksheet to guide your thinking.* • *Each member of the group will be doing research because these topics are expansive.* • *You'll compare your research in your small group and finalize a summary of accurate information on your topic.* • *Your small group will be responsible for a presentation to the class on your topic.* • *You will have the remainder of today and our next health class period to plan. Our presentations will be on (date for Lesson 8).* • *Your presentation should be about five minutes in length.* *Anyone need clarification on the task?* *Two groups will be researching and presenting on the same topic. It's not a competition. There is a lot of information to cover. Each group may find different information to share or provide the same information in a different way. This is fine.*

	Provide any assessment tools you plan to use and explain the criteria for assessment.
Form six groups.	Divide the class into six groups.
Provide the worksheets on the three topics.	Provide the worksheets, "Finding a Health Care Provider," "Finding Low-Cost Medical, Dental, and Mental Health Services," and "Health Insurance: Is It Necessary?"

Application: Encourage students to begin researching their topic.

35 minutes

Instructional Steps	Script and Detailed Directions
Encourage students to begin researching their topic.	Encourage students to begin their research. If students do not have Internet access in the classroom, use a computer lab if possible. Remind students of the criteria for determining if information is reliable. Use digital or traditional tools to share research findings and create a visual or verbal presentation.

Closure: Assign a reflection question. Preview the next lesson.

2 minutes

Instructional Steps	Script and Detailed Directions
Assign a reflection question.	*You have a chance to share your opinions on health care in our country by responding to the reflection question.* **Reflection Question:** Do you think our health care system offers equal care to all citizens? Why or why not?
Preview the next lesson.	*In our next health lesson, you will have a chance to continue your research and planning of the presentation.*

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LESSON 7

Finding Health Care – Part 2

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.	• Accessing Information [3.12.5]	• Accessing Information [5.4]

Lesson Synopsis

Reconvene the small groups. State that this day is devoted to research and planning. Clarify the task and the teacher's role. Have students work together. Remind students of the reflection question. Outline the plans for the subsequent lesson.

Note: If you have less than a full semester for health education, review the recommendations for this lesson in the section titled "Customize for Your Health Class."

Lesson Phase & Time	Materials Needed
Introduction 3 minutes	• None
Input 5 minutes	**Teacher Resources** • PowerPoint or Transparency Master: "Investigating Health Care" (from Unit 6, Lesson 6) • Assessment Tools for Accessing Information on Health Care: – Teacher Assessment Rubrics – Student Self-Assessment Rubrics – Teacher Assessment Checklists – Student Self-Assessment Checklists – Peer Assessment Checklists **Supplied by the Teacher** • Projector and screen <u>Digital Tools</u>: • Computers or other devices <u>Traditional Tools</u>: • Transparency
Application 40 minutes	**Supplied by the Teacher** <u>Digital Tools</u>: • Computers or other devices • District approved software for writing collaboratively and creating verbal and visual presentations <u>Traditional Tools</u>: • Computer lab • Pens or pencils • Art supplies • Writing paper

Closure 2 minutes	**Supplied by the Teacher** Digital Tools: • Computers or other devices • District approved software for commenting on a teacher-created blog Traditional Tools: • Writing paper • Pens or pencils • Health journals, folders, or notebooks
TOTAL 50 minutes	

Preparation	
Prior to the Lesson	• **Obtain** the use of the computer lab for this lesson and the subsequent lesson unless students have computers and Internet access in the classroom. • **Review** the assessment rubrics and checklists. **Select** one or more to use.
Input	• **Prepare to display** the PowerPoint or transparency. • **Provide** students with the assessment rubrics and/or checklists if needed.

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LESSON PROCEDURE

Introduction: Reconvene the small groups. Indicate that this day has been set aside for working together on their research and presentations.

3 minutes

Instructional Steps	Script and Detailed Directions
Reconvene the small groups. Indicate that this day has been set aside for working together on their research and presentations.	Re-form the small groups. *Today is set aside for research and planning your presentation on health care.*

Input: Review the task. Clarify the teacher's role.

5 minutes

Instructional Steps	Script and Detailed Directions
Review the task.	Display the PowerPoint or transparency, "Investigating Health Care," and review the task. Remind students of any assessment tools you plan to use.
Clarify your role.	*If some of you need time consulting with me, please sign up with me. I'll be sure to come to your group(s) first.*

Application: Have students work together.

40 minutes

Instructional Steps	Script and Detailed Directions
Have students work together.	Encourage the students to begin working. Use digital or traditional tools to share research findings and create a visual or verbal presentation. Monitor the groups.

Closure: Remind students of the reflection question. Outline the plans for the subsequent lesson.

2 minutes

Instructional Steps	Script and Detailed Directions
Remind students of the reflection question.	*Remember. There is a reflection question posted.* **Reflection Question:** Do you think our health care system offers equal care to all citizens? Why or why not?
Preview the next lesson.	*In our next health lesson, you will make your presentation to the class. Each group will have five minutes to present. We'll go in random order. After the presentations, we'll have a brief discussion.*

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LESSON 8

Peeling the Onion of Health Care

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns. • Evaluate the effectiveness of health-related decisions. • Analyze the influence of media on selection of personal health care products.	• Accessing Information [3.12.5] • Decision Making [5.12.7] • Analyzing Influences [2.12.5; 2.12.6]	• Accessing Information [5.4] • Decision Making [4.14] • Analyzing Influences [5.13]

Lesson Synopsis

Review the focus of the lesson. Announce the order for the group presentations. Experience each presentation. Discuss the importance of the topics. Assign homework to interview a parent or other adult. Summarize this lesson. Preview the next lesson.

Lesson Phase & Time	Materials Needed
Introduction 5 minutes	**Teacher Resources** • Assessment Tools for Accessing Information on Health Care: – Teacher Assessment Rubrics – Student Self-Assessment Rubrics – Teacher Assessment Checklists – Student Self-Assessment Checklists – Peer Assessment Checklists **Supplied by the Teacher** Digital Tools: • Computers or other devices Traditional Tools: • Pens or pencils
Input 30 minutes	**Supplied by the Teacher** Digital Tools: • Computers or other devices • District approved software for writing collaboratively and creating verbal and visual presentations Traditional Tools: • Computer lab • Writing paper • Pens or pencils • Art supplies
Application 12 minutes	• None

Closure 3 minutes	**Teacher Resources** • Student Worksheet: "Info Exchange: Is Health Care Essential?" **Supplied by the Teacher** Digital Tools: • Computers or other devices Traditional Tools: • Pens or pencils
TOTAL 50 minutes	

Preparation	
Prior to the Lesson	• **Decide** which unit you will teach next so that you can provide an appropriate transition at the end of this lesson. • **Review** the assessment rubrics and checklists. **Select** one or more to use.
Introduction	• **Decide** on a random strategy for determining the order of the presentations, such as drawing group names out of a hat. • **Provide** students with the assessment rubrics and/or checklists if needed.
Closure	• **Provide** the student worksheet for each student.

LESSON PROCEDURE

Introduction: Review the focus of the lesson. Announce the order for the group presentations.

5 minutes

Instructional Steps	Script and Detailed Directions
Reconvene the small groups and review the focus of the lesson.	Re-form the small groups. *We will have a chance to hear all of the presentations today. We are addressing three very important topics having to do with health care: finding a health care provider, finding low-cost care, and health insurance. Each group will have five minutes to present. You will make your presentations in random order.*
Announce the order for the group presentations.	Explain the random strategy you have selected for determining the order of the presentations. Determine the order and record it on the board. Remind students of any assessment tools you plan to use. Review any classroom guidelines that are important when listening to presentations by peers. *Take a couple minutes to make your final preparations.*

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Input: Experience each presentation.

30 minutes

Instructional Steps	Script and Detailed Directions
Experience each presentation.	Call on each group to make their presentation. After each group, applaud for their presentation and thank them for their hard work.

Application: Discuss the three topics.

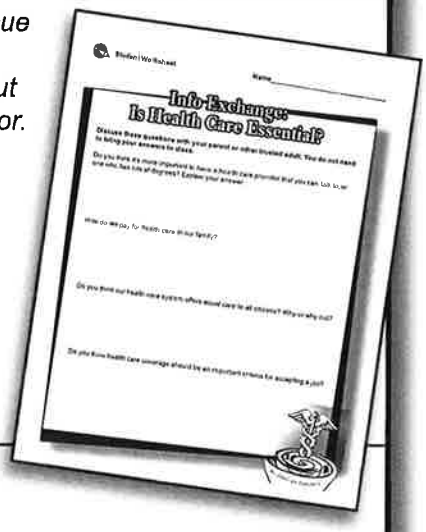
12 minutes

Instructional Steps	Script and Detailed Directions
Lead a discussion on the three topics.	*These three topics represent tasks that we need to take care of in order to maintain our health.* ***As you think about these three tasks, which one do you think is the most difficult to accomplish? Explain your answer.*** ***How would you evaluate the decision to go to the emergency room every time you are sick rather than finding a physician you see regularly?*** *Hospitals and medical clinics market themselves all the time, just like restaurants and stores.* ***What influence do you think marketing and media have on your choice of health care?***

Closure: Assign homework to interview a parent or other adult. Summarize the lesson.

3 minutes

Instructional Steps	Script and Detailed Directions
Assign homework to interview a parent or other adult using the student worksheet, "Info Exchange: Is Health Care Essential?"	*Obtaining health care is a very personal issue. It's an issue we need to understand and act on in order to maintain our health. Each of us probably has different beliefs about health care, even if some of the differences are only minor. I'd like you to find out what your family thinks. Use this student worksheet, "Is Health Care Essential?" to guide your conversation.*
Preview the next lesson.	*In our next health lesson, we'll….*



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