Colorado's District Sample Curriculum Project

Instructional Unit Title: Media Messages and Your Health

Comprehensive Health 6th Grade

The teacher may brainstorm with students the ways in which media portrays alcohol, tobacco and drug use so students can begin critically analyzing how media often glamorizes the use of these substances.



The teacher may bring in examples of commercials and advertisements aimed at adolescents so students can begin to examine and analyze particular marketing strategies used to influence alcohol consumption.



The teacher may show examples of current Public **Service Announcements** (PSAs) so students can critique the elements of a quality PSA.



The teacher may identify the effects of tobacco use (with videos, news stories, etc.) so students can categorize and describe the addictive properties of nicotine.



The teacher may discuss conflict resolution skills using ("I statements" and "you statements") so students can set personal goals for resolving conflicts.



The teacher may use various sources (e.g., guest speakers) to address drug prevention and risk management options so students can ask questions and gather information regarding healthy lifestyles and choices.



The teacher may introduce categories and forms of drugs so students can organize and synthesize the effects of drug use and abuse.



The teacher may identify the effects of alcohol (by using videos, news stories, etc.) so students can discuss how alcohol may impact decision making and selfmanagement.



The teacher may provide examples (videos, role play) where personal boundaries are/are not respected so students can reflect on their own boundary setting skills.



The teacher may model the usage of refusal skills do students can consider and analyze effective ways to respond in difficult situations.



PERFORMANCE ASSESSMENT: As a student group of health advocates, you have been asked to create interactive performance-based presentations designed to encourage your peers to consider seriously the effects and consequences of alcohol, tobacco, and/or drug use/abuse and to help them see the power they have to establish and defend healthy lifestyle choices. You will work with a small group of fellow advocates to choose the focus of your presentation (i.e., alcohol, tobacco, or drug use/abuse) and address the following: health consequences of abuse, (un)lawfulness of use/abuse, relationship consequences of use/abuse, and effective strategies for self-advocacy to refuse use/abuse. Throughout your presentation you will emphasize the need for and usefulness of accurate information and its connection to maintain healthy interpersonal relationships by allowing your peers to consider these questions:

- 1. Why is obtaining accurate information about use/abuse of alcohol, tobacco, or other drugs essential?
- 2. Why are skills in conflict resolution and decision-making regarding alcohol, tobacco, or other drugs essential in fostering positive peer interactions and relationships?

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.