

NYS Health Education Curriculum and Assessment Initiative
MODIFIED LEARNING EXPERIENCE UNIT PLAN DESIGN
PBH 645 Methods In Health Education
Health Education Learning Experience Design

Learning Experience Title: Tobacco/Vaping Unit Plan Sketch

Level: Middle School

Your Name: Maddy Kenneally

A. Standards and Performance Indicators for ONE AUTHENTIC SUMMATIVE ASSESSMENT

National Standard 1: 1.8.1, 1.8.5, 1.8.8

National Standard 2: 2.8.2

National Standard 5: 5.8.1, 5.8.2, 5.8.4, 5.8.6, 5.8.7

National Standard 7: 7.8.2

NYSHES 1: 1B, 1C

NYSHES 2: 2A

B. Authentic SUMMATIVE Assessment(s)

The Authentic Summative Assessment the students will complete is their unit assessment. The largest part of the assessment will be when the students look at an advertisement and have to take the teacher through the decision-making model on whether or not they would use the product in the advertisement. There will be multiple versions of the exam so there will be different advertisements. The advertisements would include one that is about vaping, one that's about smoking cigarettes, and one that is telling people to switch from cigarettes to vapes.

To show the teacher that the students used the decision-making model to make a healthy decision surrounding tobacco/vaping, the students will walk the teacher through the decision-making process. The students will write the name of each step and write out the process they go through while looking at the advertisement. The students will show full understanding if they can make the decision to not smoke tobacco or use a vape, as that is the healthy decision to make.

C. Essential and Guiding Questions

1. Guiding questions:

- a. What is my current level of knowledge about tobacco and vaping?
- b. What are the short- and long-term effects of tobacco and vaping as an adolescent?
- c. How do internal and external rewards motivate students to not smoke or use tobacco?
- d. How can peer pressure impact an adolescent's decision to smoke or use tobacco?
- e. What are the impacts of the harsh chemicals found in tobacco and vapes?
- f. Why is it important to think about the impact of your decisions?
- g. What are the five steps of the decision-making model?
- h. How can perceptions impact someone's decision to use tobacco or vape?
- i. Why is it important to think about the decisions you make before you act?
- j. What are different ways people who smoke and use tobacco will have to take responsibility for their actions?
- k. What are the traits of a good personal support person when someone is using tobacco or vaping?
- l. When doing research, what should you look for to ensure that the resource is valid and reliable?
- m. What are the different types of motivation? What are examples of each kind of motivation?
- n. What are the laws that are in place to protect adolescents from tobacco use and vaping?

2. Summative assessment question

- a. What new knowledge do you have after completing the unit on tobacco and vaping?

3. Diagnostic question:

- a. How can I be safe when making decisions surrounding tobacco and vaping?

4. Essential question:

- a. How does vaping impact one's health and what steps can be taken to decrease the chances of someone starting to vape or use nicotine?

D. Enduring Understandings

- Individuals need knowledge, skills and resources to be healthy
- Regularly engaging in healthy behaviors promotes overall health and well-being and reduces the risk of health-related problems, disorders and disease.
- Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce and cope with unhealthy, risky or potentially unsafe situations.
- Individuals have a personal responsibility to develop, maintain and increase safe and healthy behaviors.

- Culture, media and social pressures influence health behaviors.
- Risk reduction or cessation/treatment programs may be successful for the prevention or reduction of risky health behaviors.
- Responsible individual behavior contributes to the health of the environment and the community.

E. Skills

Self-Management or Relationship Management

Stress Management
Communication
Planning and Goal Setting

Decision Making
Advocacy

F. Functional Knowledge

HIV/AIDS
Sexual Risk
Tobacco

Alcohol and Other Drugs
Family Life/Sexual Health
Unintentional Injury

Violence Prevention
Other Required Health Areas
NEW MENTAL HEALTH

G. Skill Pedagogy

- Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.
- When learning a new skill, it is important for individuals to have an opportunity to carefully examine a few examples in-depth.
- Individuals need to practice all the skill steps in large group and small group sessions receiving feedback from others.
- During skill practice, it is important to allow time for constructive feedback and discussions with others.
- Skill use attempts are more likely to occur if the threat of failure is reduced.
- Individuals need multiple opportunities to adapt, personalize and shape a skill as they learn it.
- Individuals must over practice a skill until it is automatic (requiring little or no conscious thought) to effectively transfer it to real life situations.
- Confidence in the use of a skill increases when practice sessions increase in difficulty and complexity.
- The greater the similarities between the skill practice situations and real life, the greater the amount of positive transfer of the skill.

H. Effective Instructional Strategy(ies)

1. KWL Charts

- a. KWL charts give students a place to organize the information they already have, things they want to learn, and new information they learn throughout a lesson. Using this in the lesson will allow students to write down questions that come up and take notes as the class goes on about new information that they learn

2. Story telling
 - a. Story telling is a method that allows students to show their knowledge in the form of a story. In this unit, students will write a story about someone using tobacco or vaping. By writing the story, students will see the process of the decision-making model and how it can be effective in a real-life situation.
3. Station work
 - a. In station work, students are able to learn multiple different things in one class period. By using stations, the students will learn about the different perceptions that can impact them to vape or smoke. By working through stations, they can work with a small group of students and learn the most important information about the topic. Also, working in stations encourages conversation about the topic at each station.
4. Jigsaw
 - a. Jigsaw is a way for different groups of students to teach the class about one part of the lesson. In this unit, each group of students will learn and take notes about 1-2 laws surrounding tobacco/vaping. After the research is done, all the groups will present in front of the class so everyone else in the class can learn the different laws. The goal is that each group of students becomes an expert on the 1-2 laws they have to cover so they can provide valid and reliable information to the rest of the class.
5. Vision Boards
 - a. Vision board are projects students can complete to show goals they have for the future. For this unit, the vision board was created surrounding health goals that the students have. By making vision boards, the student can hold themselves accountable and look back on their vision board to see what they've accomplished and what they still need to work on.

NYS Health Education Curriculum and Assessment Initiative
 MODIFIED Learning Experience 3 Week Unit Pacing Chart
 PBH 645 Teaching Methods in Health Education

Learning Experience Sketch with directions

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Introduction with self-assessment	Personal Health and Safety	Personal Health Decisions	Strengths and Weaknesses	Data and Research
Standards and Indicators	NHES 6.8.1	NHES 1.8.1 NHES 5.8.5, 5.8.7 NYS 1B, 1C	NHES 1.8.1 NYS 2A	NHES 2.8.3 NHES 4.8.1, 4.8.3 NHES 5.8.1 NHES 7.8.2	NHES 3.8.1, 3.8.2, 3.8.3
Skills and subskills steps	SM.I.1 SM.I.2	SM.I.3 SM.I.4	SM.I.5 DM.I.1	DM.I.2	DM.I.3
Skill pedagogy	None	A, B	D	D, F, E	B
Functional Knowledge	None	TB.I.4	TB.I.1	TB.I.3	TB.I.2
Instructional Strategies	Self-assessment PowerPoint and Discussion Compare and Contrast Chart Journaling	Four Sides into slip Direct Instruction Think/Pair/Share Exit Ticket	Warm-up Direct Instruction Graphic Organizer Think/Pair/Share	Journal Class Discussion Role Play Homework	Warm-up KWL Charts Class discussion Closing Reflection Questions

Assessment(s) moments	Self-assessment (formal, diagnostic, product)	Exit Ticket (formal, formative, process)	Think/Pair/Share in class (informal, formative, performance)	Homework Questions (formal, diagnostic, product)	KWL Charts (formal, formative, process)
Learning Opportunities	<p>Self-assessment: students will complete the 10 question self-assessment titled “What I know about tobacco and vaping.”</p> <p>Students will learn about being a healthy person – actions, knowledge, traits, outcomes</p> <p>Compare and Contrast: students will compare and contrast their self-assessment to their new knowledge about what being a healthy person looks like</p> <p>Journaling: students will answer the question “Why do I not want to vape?”</p>	<p>Four Sides into slip: Students worksheet with four different quadrants – commonalities, differences, strengths, areas for improvement.</p> <p>Students will look at their self-assessment and compare and contrast their results with their information about being a healthy person. The students will also identify areas of strength they have around tobacco use and areas of weakness according to their self-assessment.</p> <p>Direct Instruction – short- and long-term effects of tobacco use</p> <p>Think/Pair/Share: students will talk about why they do not want</p>	<p>Warm-up: Students will read about how not many students smoke, despite what people might think. The students will then chat with a partner about their thoughts on the article</p> <p>Direct Instruction: students will learn about internal and external rewards and how they can help adolescents make healthy decisions</p> <p>Graphic Organizer – Health decisions, internal rewards, external rewards. Students will think about four health decisions that they will make related to tobacco and vaping. They will then write the internal and external rewards</p>	<p>Journal: Students will answer on a half slip “Take 10 minutes and write about your capabilities and limitations as they relate to your health.”</p> <p>Class discussion: the class will discuss peer pressure, how peer pressure can either limit you and play into your decisions to smoke or how students can overcome peer pressure and be capable of making smart and healthy decisions. Students will also learn about resisting peer pressure during a vaping situation.</p> <p>Role Play: students will work with one or two partners to act out situations surrounding</p>	<p>Warm-up: part of the KWL chart will be filled out. Students will fill out the “what I know” and “what I want to learn” sections of the KWL chart.</p> <p>KWL Charts: students will research valid/reliable information about the chemicals and nicotine that is in tobacco/cigarettes. They will add that information to the “what I learned” portion of the KWL chart.</p> <p>Class discussion: students will share out the new information they found in their research. All students will add information</p>

		<p>to have any of the short- and long-term effects of tobacco use or vaping.</p> <p>Exit Ticket – Students will choose an area from their self-assessment and write the short- and long-term impacts of the thing happening.</p>	<p>that they will give themselves when they make the healthy decision.</p> <p>Think/Pair/Share: Students will answer the questions “How do my internal and external rewards impact my decisions to not smoke?”</p>	<p>peer pressure. They will practice refusal skills, giving different ideas for things to do, and other ways to get out of a tough situation about vaping. Each student in the group will do a role play and then be provided feedback by the other group members. Some groups will present in front of the class so the class can give feedback.</p> <p>Homework: Students will answer two questions for homework – how can you make peer pressure a capability of yours? How can you resist peer pressure when someone asks you to vape or smoke?</p>	<p>to their chart that they did not have before the class discussion</p> <p>Closing Reflection Question: Why do you not want to put harsh chemicals in your body?</p>
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Learning Experience Sketch with directions

Week 2	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
	Decisions Impact my Health	Decision-Making Model	Perceptions	Current Decisions Impact my Future	Responsibility
Standards and Indicators	NHES 1.8.8 NHES 5.8.2, 5.8.3 NHES 6.8.1 NYS 2A, 2B	NHES 5.8.4, 5.8.5, 5.8.6, 5.8.7 NHES 6.8.3 NHES 7.8.3 NYS 2A, 2B	NHES 2.8.1, 2.8.2, 2.8.3, 2.8.7, 2.8.8, 2.8.10	NHES 1.8.1 NHES 5.8.2, 5.8.6, 5.8.7 NHES 7.8.3	NHES 7.8.1, 7.8.2
Skills and subskills steps	DM.I.4	DM.I.5	DM.I.6	DM.I.7	DM.I.8
Skill pedagogy	B	A, C	F	E	J
Functional Knowledge	TB.I.1 TB.I.7	None for this day	TB.I.6	TB.I.5	TB.I.2
Instructional Strategies	Intro Slip 2 Articles Graphic Organizer Share with class	Intro Slip PowerPoint and note taking Group Work Story Telling Homework	Intro Discussion Station Work Personal Relations Activity Exit Slip	Think/Pair/Share PowerPoint about Cessation Programs Gallery Walk Homework	Class Discussion Case Studies Worksheet Exit Slip
Assessment(s) moments	Sharing with the class (informal, formative, performance)	Story Telling Assignment (formal, diagnostic, performance)	Exit Slip (formal, formative, product)	Homework (formal, diagnostic, product)	Worksheet (informal, formative, product)

<p>Learning Opportunities</p>	<p>Intro slip: Students will answer “How does the decision to not put harmful chemicals in your body impact you?”</p> <p>Articles: Students will read 2 articles – how my decisions impact my health and how does smoking impact the environment. Students will write notes in the margins about what they read in the articles.</p> <p>Graphic organizer: students will write their decision, the impact of that decision has on themselves, other people, and the environment. They will do that with three decisions they’ve made with at least 2 of them surrounding smoking or vaping.</p> <p>Sharing with the class: students will</p>	<p>Intro slip: students will answer “how has healthy decision making impacted me personally when related to tobacco/vaping?”</p> <p>PowerPoint/note taking: students will go through a PowerPoint and an example about the Decision-Making Model. The students will have a notes sheet that they will fill out as the class goes through the PP.</p> <p>Group work: students will write a story working around the examples that are given on the class handout. The story will need to work through the decision-making model.</p> <p>Story telling homework: students will write another story using another prompt from the class handout. The story will</p>	<p>Intro: class discussion on perceptions and what you know about perceptions</p> <p>Stations: students will work through four stations about perceptions and how they impact their views on vaping – family perceptions, peer perceptions, community perceptions, and how perceptions impact the environment. Students will take notes at each station and do a small activity at each station.</p> <p>Graphic organizer: students will write about their perceptions and how they impact their health and the environment. The graphic organizer will have a spot to write the perception and then they’ll move down the chart and write how it impacts their physical/mental/social health and how the perception impacts the</p>	<p>Think/Pair/Share: students will chat about “why is it important to seek help when trying to quit smoking?”</p> <p>PowerPoint: students will learn about cessation programs and why they are beneficial. Students will learn about local places they can go to when seeking help for themselves or a friend.</p> <p>Gallery timeline: students will walk through a timeline of events about smoking to show them how cessation programs can be effective and beneficial. Stations are:</p> <ul style="list-style-type: none"> • friends start smoking • you start smoking • you become addicted to smoking • you are smoking everyday so a 	<p>Class discussion: the class will discuss what they already know about the side-effects of vaping and smoking. The students can also share why those side effects are something they would not want to have.</p> <p>Case studies: students will read case studies about how people who smoke have gotten sick and how they are responsible for their decision to start smoking. (ie. they get a lung infection, their teeth turn yellow, they feel sick, etc.)</p> <p>Worksheet: students will write about how they are responsible if they start smoking. The students will write about what can happen if they start smoking and how they will handle the situation/be</p>
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	<p>have the opportunity to share their graphic organizers with the class</p>	<p>work through the decision-making model again.</p>	<p>environment around them.</p> <p>Exit slip: students will answer “what is one perception that I need to change and how can it positively impact my health?”</p>	<p>friend says you should stop to help your health</p> <ul style="list-style-type: none"> • you enroll in a cessation program • You go to counseling and take medication • You no longer smoke! <p>Homework: students will write a journal entry about “how can you help a friend who has started smoking?” and “how do cessation programs help people who are trying to quit smoking?”</p>	<p>responsible when something happens.</p> <p>Exit slip: the students will answer “why do I want to make healthy decisions instead of facing the consequences of a poor decision?”</p>
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Learning Experience Sketch with directions

Week 3	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
	Personal Supports	Resources	Rewards	Laws/Rules	Advertisements/Unit Exam
Standards and Indicators	NHES 2.8.1 NHES 3.8.4 NHES 4.8.4 NHES 5.8.3	NHES 3.8.1, 3.8.2, 3.8.5	NHES 5.8.6, 5.8.7 NHES 6.8.1, 6.8.3 NYS 3A	NHES 2.8.10 NHES 3.8.1, 3.8.3	NHES 1.8.1 NHES 5.8.2, 5.8.3, 5.8.4, 5.8.7 NHES 6.8.1 NHES 7.8.3
Skills and subskills steps	SM.I.6	SM.I.7	SM.I.8	DM.I.8	DM.I.5
Skill pedagogy	D, F, E	B, C, D	I	J	J
Functional Knowledge	TB.I.5	All – depends on what resources the students find	TB.I.1 TB.I.3 TB.I.4	TB.I.9	TB.I.8
Instructional Strategies	Warm-up PowerPoint and discussion Role Play Homework assignment	Warm-up Cooperative Learning Note taking Closure	Warm-up Internal vs. External Rewards Conversation Vision Board and rewards Homework	Intro Slip Laws Jigsaw Class Review Homework	Warm-up Unit Assessment
Assessment(s) moments	Letter to support person (formal, formative, product)	None for this lesson	Vision Board (formal, formative, performance)	Homework (formal, diagnostic, product)	Unit Assessment (formal, summative, product)

<p>Learning Opportunities</p>	<p>Warm-up: think/pair/share about the information you learned about cessation programs</p> <p>PowerPoint and discussion: this PowerPoint will talk about the importance of support programs and support people in someone’s life.</p> <p>Role play: students will be given scenarios to practice with a partner. Partners will identify good and bad traits of a support person. Some partner groups will then share their role play in front of the class so the teacher can walk students through the good and bad traits of a support person.</p> <p>Homework: The students will write a letter to a person</p>	<p>Warm-up: students will write about “what should you look for when trying to find reliable resources?” Students will share answers and teacher will review what makes a website reliable. Teacher will review by taking the students through an example of a reliable and a non-reliable resource.</p> <p>Cooperative learning experience: In groups of three, students will find four websites related to tobacco and vaping. For each website, the groups will write the website title, summarize the website, and write how they know it’s reliable</p> <p>Note taking: groups will share their websites and students in other groups will add websites to their worksheet if they didn’t have that</p>	<p>Warm-up: students will talk about “why is it important to keep yourself motivated?”</p> <p>Discussion with PowerPoint and videos: students will learn the difference between internal and external motivators, pros and cons of both, why people should use both, and examples of each kind</p> <p>Vision boards and rewards: students will create their vision boards about being a healthy adolescent. Along with each vision/goal they have, the students will write an internal or external reward they can give themselves if they complete the vision/goal.</p> <p>Homework: finish vision boards at home and bring to class the next day</p>	<p>Intro slip: students will answer “why are laws important?”</p> <p>Jigsaw: each group of students will be assigned 1-2 laws to learn about. The groups will take notes and then present their information to the class. As each group presents, all students will take notes on the different laws talked about in class.</p> <p>Class review: Kahoot game on the different laws learned about in class</p> <p>Homework: students will summarize all the laws learned about in class. They will be given an organizer where they can summarize all their notes from class</p>	<p>Warm-up: with a partner, students will review all the steps of the decision-making model</p> <p>Unit assessment: students will be asked to take the teacher through the decision-making model based on a situation where they see an advertisement about vaping and how it’s cool. The students will label each step of the model and explain their thoughts for each step as if this was a real situation. The students will also be assessed on support systems, laws, and how decisions impact themselves/others/environment</p>
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	that supports them. The letter will include the positive traits the person has and why the student has chosen this person as a support person.	website written down already Closure: class discussion related to “why is having reliable information about tobacco and vaping important?”			
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List the aligned areas of the HECAT HBO’s for the content area of this Learning Experience. Make sure you are looking at the correct level (grade level range).

Grade level: Intermediate

Content Area: Tobacco

HBO’s addressed in this unit: HBO 1, HBO 3, HBO 4, HBO 5

How well did the unit you created align with the HBO’s? Are there things you would like to add or remove?

I feel that the unit I created aligns very well with the HBO’s listed in the HECAT document. There are many lessons within the unit that will help students meet the HBO’s. While most lessons align with the HBO’s, I do feel there are some days that don’t align very well, even though the students are learning important information. I had the HBO’s out next to me and I was able to go through most of the lessons and explain how the lesson would meet one of the HBO’s in the HECAT document.

One thing I would like to add to the unit plan is a lesson on aerosol and it’s impacts. HBO 2 explains that students should be away of the dangers of aerosol, and there is not one lesson in my unit plan that talks about that. Ideally, I would add information or a lesson about aerosol around the day that the students learn about the chemicals that are in tobacco and vapes. I would not remove anything from my unit plan because I feel it is well aligned and sequentially makes sense.