

Middle School Health and Wellness Including Sexual Health

Brevard Public Schools
Middle School
2019

Self Image



Healthy
Relationship



Communication
Skills



Decision
Making



SCOPE AND SEQUENCE

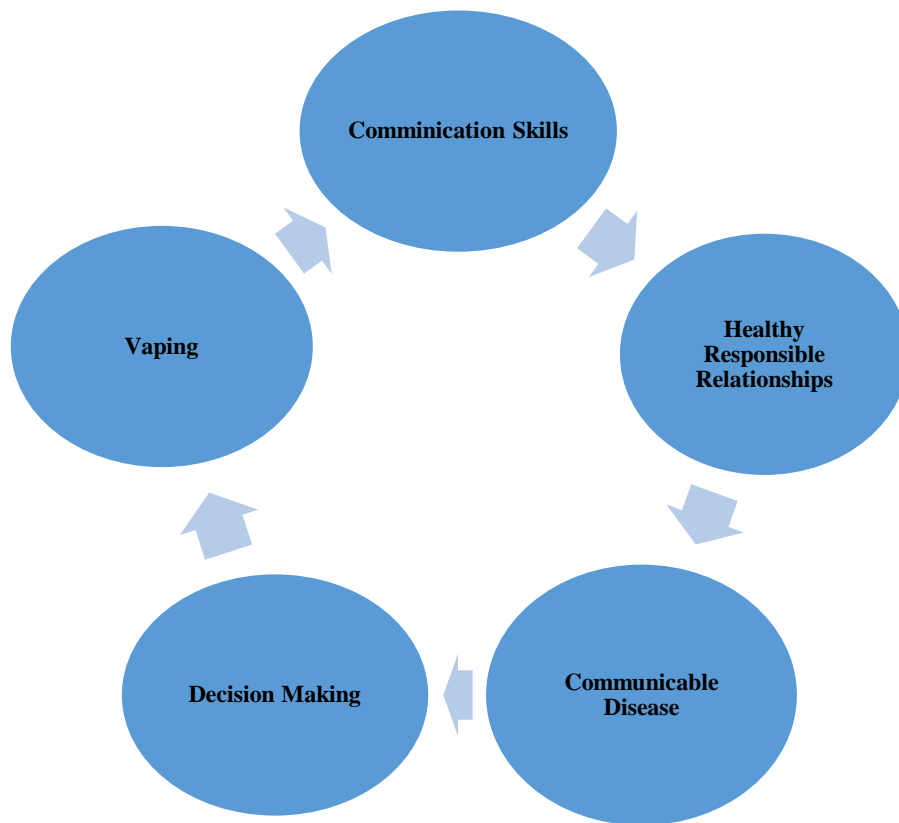
This curriculum is intended to be taught to every student enrolled in physical education at the middle school level. If your school offers year-long programming (students are enrolled in fall & spring PE courses), you should provide the appropriate lessons once during the year. If your school offers semester programming and you have an entirely new roster of students in the fall and spring, you will need to teach the appropriate set of lessons once each semester. The scope & sequence below outlines the different lessons to be taught in an alternating year sequence, Year 1(A) aligns with the M/J Extreme/Alternative Sports & M/J Team Sports courses. Year 2(B) aligns with the Comprehensive 6/7 & Comprehensive 7/8 courses. Since M/J Wellness can only be offered once to students in their middle school academic career, teachers should use whichever set of lessons is being taught that year within the other middle school PE courses.

Scope & Sequence Alignment for the next 4 school years (if this curriculum remains unchanged, teacher should continue to alternate teaching Year A & B as outlined below).

2019-2020- Year A → 2020-2021 – Year B → 2021-2022 Year A → 2022-2023- Year B etc.....

Year 1(A)	Year 2(B)
Lesson 1A: Getting Started/Responsible Relationships—Healthy/Unhealthy	Lesson 1B: Getting Started/Responsible Relationships—Healthy/Unhealthy
Lesson 2A: Communication skills—Safe Social Networking	Lesson 2B: Communication skills—Cyberbullying
Lesson 3A: Decision Making Model	Lesson 3B: Decision Making/Setting Limits Lesson 3B: Compromising Cake
Lesson 4A: Vaping: Consequences of E-cigarette Use and Addition	Lesson 4B: Vaping: Analyzing Ads
Lesson 5A: Communicable Disease-Meet and Greet	Lesson 5B: Communicable Disease-Crowded bed or M&M
Lesson 6: Logo and slogans	Lesson 6: Logo and slogans

Aligned Lesson Plans



Lesson 1A: Getting Started/Responsible Relationships

STANDARDS: HE.8.B.6.4, PE.7.R.5.1, LAFS.7.SL.1.1, HE.8.B.5.5, HE.8.B.4.1, HE.8.B.5.2, HE.8.C.1.2, HE.8.C.1.8, HE.8.C.2.2, HE.8.C.2.8,

Essential Question: What is the difference between healthy and unhealthy relationships?

Objectives- As a result of the learning activities in this lesson, students will be Know, Understand, and be able to Do (KUD) the following:

K- types of relationships that exist between people of varying ages

K- the ground rules for the Sexual Health Education Unit

U- the importance of following the ground rules Sexual Health Education Unit.

U- how to utilize the Question Box.

D- identify characteristics of healthy and unhealthy relationships

D- identify examples of unsafe, unhealthy, illegal or irresponsible behaviors in relationships

Instruction:

1. Establish ground rules
 - a. Lead a class discussion to establish your own rules
 - b. Review and post the Suggested Ground Rules (page 21)
2. Introduce the Question Box
 - a. Place the class “Question Box” in a prominent place and encourage students to anonymously write questions throughout the week and place in the box. Nurse Supervisors from the Florida Department of Health, Brevard County will be answering the questions at the conclusion of the unit.
 - b. Refer to Teaching and Learning Strategies for specific instructions related to the Question box.
3. Present Responsible relationships: Essential Questions (Page 22)
 - a. Essential Questions for each section may be used as a guide for discussion or for students to provide written answers as bell-work, class work, or journal entry prompt.
 - i. What are some types of relationships that you may have with someone of any age?
 - ii. What is a “platonic” relationship?
 - iii. How do your relationships with adults differ from your relationships with other teens?
 - iv. What are some characteristics of a “Healthy” relationship?
 - v. What are some signs that a relationship may be causing harm to a person?
 - vi. How can a relationship be unsafe? Unhealthy? Irresponsible?
4. Use Responsible Relationships: (information to discuss essential questions)
 - a. Lead discussion to draw out the following points:
 - i. Adolescents may develop many types of relationships with individuals of different ages, for example: parent/child, siblings, patient/doctor, platonic friendships, intimate friendships, cyber relationships, teacher/student, etc.

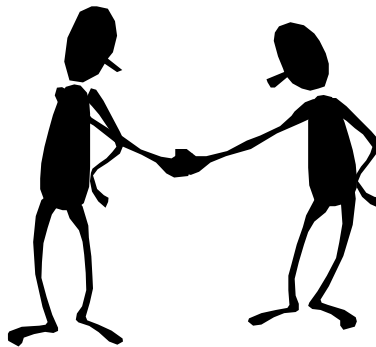
- ii. being a relationship marked by the absence of romance or sex
- iii. adults don't share as much as you would with another teen. Might share more personal information with other teens unlike adults, Often teens rely on adults to provide nurturing, more reliable information, or advice due to life experience, etc.
- iv. faithful, honest, trust, good communication etc.
- v. Withdrawn, marks, bruises, change of personality, etc.
- vi. Teen/adult relationships can become inappropriate in the adult is manipulating the teen emotionally or physically, etc.

5. Health or Not? Activity

- a. Display the "Healthy or Not?" scenarios (from page 23) one at a time for your students.
- b. Ask them to decide if the relationship being described is "healthy" or "not healthy."
- c. Ask them to explain their reasoning.
- d. If the classroom set up permits, you may designate one side of the room as "healthy," the opposite side as "unhealthy" and the middle is neutral. Encourage students to move to the side of the room that is representative of their opinion of each situation.
- e. The teacher should use the Healthy or Not? Guided responses to lead the students toward better choices. This ensures students understand the risks with and avoidance strategies to be used in each case. (Page 24-25)

GROUND RULES

- No personal questions
- No put-downs! Everyone needs to feel safe and comfortable
- Everyone has the right to pass an activities or an answering questions
- It's OK to be embarrassed or uncomfortable, but do not disturb the class.
- Respect the opinions and beliefs of others.
- No question is “dumb.” Questions indicate a desire for knowledge: they do not tell you anything about the person asking the questions.
- No talking about classmates' comments outside the classroom.
- Use correct and appropriate terms.
- If you or someone you know has a complaint about the class, come directly to the teacher and discuss it.
- It is all right for the teacher to blush, feel embarrassed or not know the answers to all questions.





**Responsible Relationships:
Essential Questions**

1. What are some types of relationships that you may have with someone of any age?
2. What is a “platonic” relationship?
3. How do your relationships with adults differ from your relationships with other teens?
4. What are some characteristics of a “Healthy” relationship?
5. What are some signs that a relationship may be causing harm to a person?
6. How can a relationship be unsafe? Unhealthy? Irresponsible?



Healthy or Not?

Classify the following relationships as healthy” or “unhealthy.” Explain.

1. A teacher asks you to meet him or her at the mall on Saturday afternoon at the food court just to hang out together.
2. Your boyfriend/girlfriend pushed you against your locker or a wall because you were talking to another boy/girl.
3. Your doctor asks you if you are sexually active during your examination.
4. Your best friend tells you he or she is concerned about the relationship you have with your new boyfriend/girlfriend because are always checking your phone and social media accounts.
5. “Sh@wnM88” sends you a DM on Instagram and asks to follow you.
6. Your boyfriend/girlfriend is 18 and you are 14. He/she tells you they want to “sleep” with you.
7. A man who supports your travel sports team asks to take you and your parents out for pizza after your game.
8. You are babysitting and even though you tell him/her not to, your boyfriend/girlfriend shows up at the house and won’t leave.
9. Your neighbor who is a senior in high school, asks you to come to a party on Friday after the football game and you know their parents are away for the weekend.
10. Your friend wants to put a picture of you wearing a bathing suit on her/his snapchat.
11. You are playing Fortnite with other random players, one of them asks to meet up in person to create a YouTube video.

Healthy or Not?—Guided Responses

These are recommended ways to lead the responses in this activity. Students should understand why some situations can be inappropriate and how they may avoid risky behaviors.

1. A teacher asks you to meet him or her at the mall on Saturday afternoon at the food court just to hang out together.

Unhealthy!

Why? Teachers are responsible for maintaining professional boundaries with students. Contact must be limited to educational functions.

What should you do? Politely decline the invitation and tell a parent or another trusted adult about the situation.

2. Your boyfriend/girlfriend pushed you against your locker or a wall because you were talking to another boy/girl.

Unhealthy!

Why? Physical, emotional, and mental abuse are never a part of a healthy relationship.

What should you do? Never allow someone to abuse you. Report it to a school administrator or law enforcement agency immediately. Talk to your parents or a counselor about your relationship.

3. Your doctor asks you if you are sexually active during your examination.

Healthy!

Why? Your healthcare provider must know all the facts if he or she is to care for you properly.

What should you do? It is important to feel comfortable talking to your physician. They are a valuable resource available to you regarding your health and well-being.

4. Your best friend tells you he or she is concerned about the relationship you have with your new boyfriend/girlfriend because they are always checking your phone and social media accounts.

Unhealthy!

Why? It is not indicative of a healthy relationship when one partner constantly checks the other's phone and/or social media. Controlling behaviors are not part of a healthy relationship and can often lead to more abusive situations. Trust is an important aspect of all relationships. Controlling behaviors indicate mistrust.

What should you do? Talk to a trusted adult. Make a plan to get out of the relationship. Make sure you change all your passwords for your social media accounts and your phone. Be prepared to delete accounts if necessary.

5. “Sh@wnM88” sends you a DM on Instagram and asks to follow you.

Unhealthy!

Why? Strangers in any setting should be considered a possible danger and shouldn't be trusted with personal information.

What should you do? Don't respond. Ignore the request. If the person is persistent or the behavior escalates, notify an adult immediately.

6. Your boyfriend/girlfriend is 18 and you are 14. He/she tells you they want to “sleep” with you

Unhealthy!

Why? It is inappropriate and illegal for any adult to engage in a physical relationship with a minor. The adult can face jail time and be permanently labeled a sex offender.

What should you do? Find someone your own age to build a relationship with. You will find you have more in common and are less likely to engage in risky behaviors.

7. A man who supports your travel sports team asks to take you and your parents out for pizza after your game.

Unhealthy!

Why? Your community can be important part of your growth and development. However, you should always be wary of who is asking to spend time with you and what their intentions might be.

What should you do? If your parent are going to come too, great! If not, do not put yourself in a potentially dangerous situation. Politely decline.

8. You are babysitting and even though you tell him/her not to, your boyfriend/girlfriend shows up at the house and won't leave.

Unhealthy!

Why? Someone that cares about you will respect you and your wishes. They will not put you in a difficult or dangerous situation.

What should you do? Be firm and insistent. If they still refuse to leave, call your parents. If necessary, you should call the authorities.

9. Your neighbor who is a senior in high school, asks you to come to a party on Friday after the football game and you know their parents are away for the weekend.

Unhealthy!

Why? Older teenagers may be participating in activities that are inappropriate for middle school students. This can lead to illegal, dangerous and risky situations.

What should you do? Be cautious. Hang out with people who are your age and will not put you in those situations.

10. Your friend wants to put a picture of you wearing a bathing suit on her/his Facebook.

Unhealthy!

Why? Networking sites such as Facebook can be an excellent way to keep in touch with friends. Unfortunately, you never know who might see your picture or personal information. Even profiles set to "private" can be accessed by others who may have bad intentions.

What should you do? Do not post personal information such as your name, age, school or city or networking sites. Photos should be limited to those that display pets or hobbies. Never post identifiable of yourself or your friends.

11. You are playing Fortnite with other random players, one of them asks to meet up in person to create a YouTube video.

Unhealthy!

Why? Even though you may think you know the person, you only know them through the gaming platform. Who someone appears to be within the game and who they are in real life could be very different.

What should you do? It is never safe to meet up with someone in-person who you only know through online platforms whether its gaming or social medial. Decline the offer to meet up and never give out personal information that would allow someone to find you like what school you attend, your home address, or your favorite hangout spot.

Lesson 2A : Communication skills—Safe Social Networking

STANDARDS: LAFS.7.SL.1.1, HE.8.B.6.4, PE.7.R.5.1, HE.8.B.4.1, HE.8.B.4.3, HE.8.C.1.2, HE.8.C.2.6

Objectives - As a result of the learning activities in this lesson, students will Know, Understand and be able to Do (KUD) the following

K-The various social media platforms

U-the dangers of interacting with strangers online

U-the implications of posting personal information online

D-responsible internet and social media user

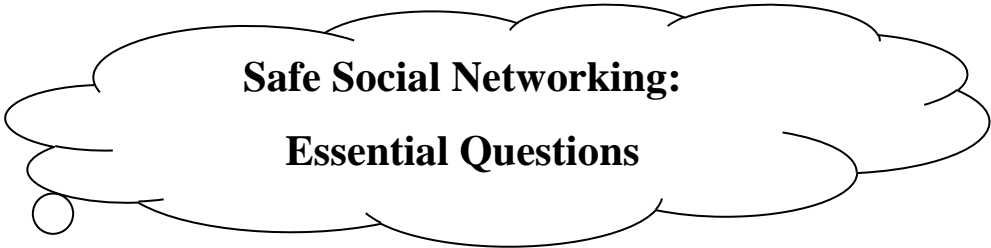
Instruction:

1. Present Safe Social Networking Essential Questions (Page 35)
 - a. Essential Questions for each section may be used as a guide for discussion or for student to provide written answers as bell-work, class work, or journal entry prompt.
 - i. Ask questions about who has a social networking profile.
 - ii. What is a social networking site?
 - iii. Who uses Instagram? Who uses Twitter? Who uses Snapchat? Who uses Facebook?
 - iv. What do you share on social networking sites? What is personal information? Can you give examples?
 - v. What are the pros and cons of social networking sites?
 1. Encourage your students to share their experiences of social networking sites.
 2. You may wish to record their responses on a whiteboard or flipchart.
2. Activity:
 - a. Hand out Jim Nasium Facebook’s profile worksheet. (Page 36)
 - i. Students work together to point out the appropriate/good behaviors and inappropriate/risky behaviors shown on Jim Nasium profile
 - ii. Ask for feedback and encourage them to explain how and why they picked what they did.
 - b. Information for teachers
 - i. Responsible social networking
 1. Use of cartoon as profile photo. Jim Nasium’s image is part of his personal information, and profile pictures and cover photos are always public, no matter how private your settings are.
 2. Limited personal information is listed: no year given for birth date (however, mention of his school gives hint at age).
 3. Not going into specifics about where he lives: Brevard and Florida is a big place.
 - ii. Potentially risky and inappropriate behaviors
 1. Jim Nasium uses her full name.
 2. It’s unlikely that Jim Nasium knows 634 friends personally.
 3. Jim Nasium has posted a photo of someone drinking alcohol. If someone is browsing her page, what impression might they get of her and/or her friends?
 4. Jim Nasium mentions his school and a teacher in a negative way and he is considering plagiarizing to do her homework.

c. Additional discussion questions

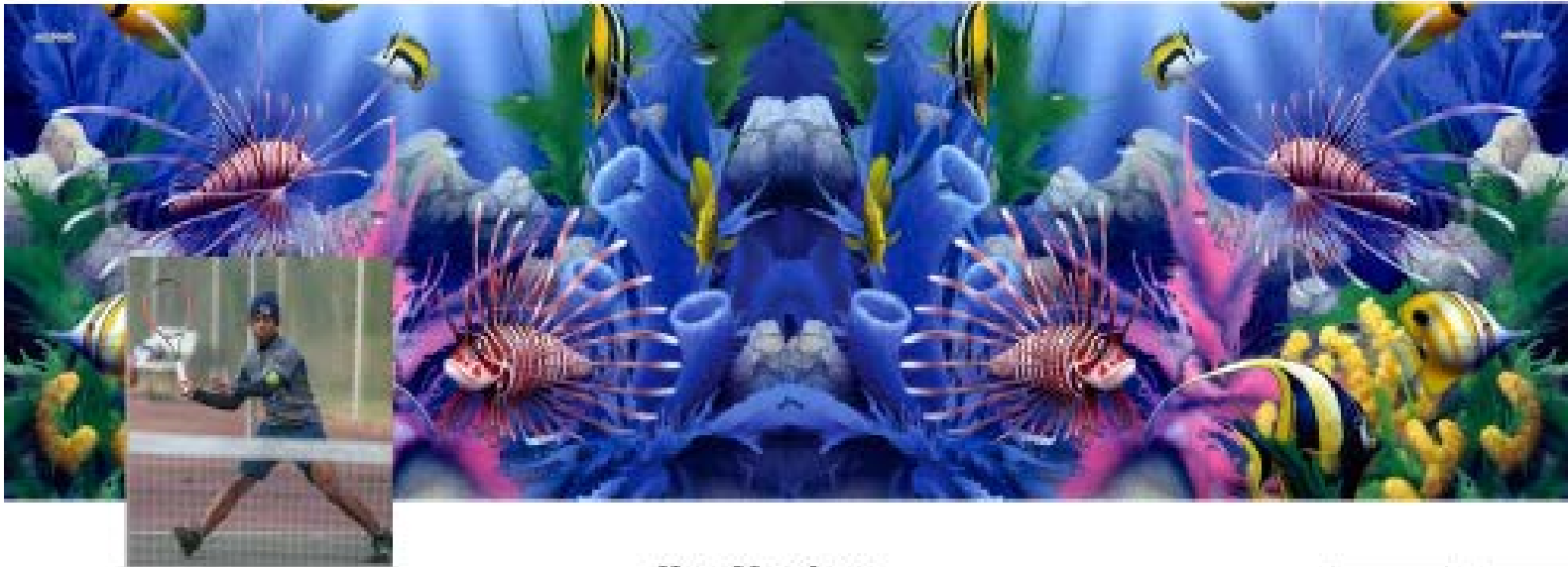
i. Have student think about each of their own social networking profiles.

1. Would you be happy for your family members to see the contents of your page?
2. Is your profile private?
3. Can you see a place to report unwanted or abusive comments?
4. Do you know how to block someone else from seeing your content?
5. Can you save conversations or take screenshots of instances of misuse to use as evidence?



**Safe Social Networking:
Essential Questions**

1. What is a social networking site?
2. Who uses Instagram? Who uses Twitter? Who uses Snapchat? Who uses Facebook?
3. What do you share on social networking sites? What is personal information? Can you give examples?
4. What are the pros and cons of social networking sites?



Ads

Australian Government
Great Barrier Reef Marine Park Authority

Burke's BACKYARD
[Clown Fish Fact Sheet](#)

Information

Studies at: Coral Reef Middle School
Lives In: Brevard County
From: Florida
Born on November 5th

Jim Nasium

★★★★★ (1058 ratings)

959 likes ~ 75 talked about this~ 325 were here

Like Follow Message

Friends 634



Percy



Jen Jelly



Charlie April 14, 2019 via mobile
Swimming with my best buddy Smiley Shark.

Like · Comment · Share



Dinah Mite
I hate Miss Silverton for giving so much homework ☹️

Like · Comment · Share

older posts ▼

Photos



Lesson 3A: Decision Making Model

STANDARDS: LAFS.7.SL.1.1, HE.8.B.6.4, PE.7.R.5.1, HE.7.B.6.3, HE.8.B.5.5, HE.8.B.4.1, HE.8.B.5.3, HE.8.B.6.3, HE.8.C.2.9, HE.8.P.7.2

Essential Question- How do you make healthy decisions on day to day basis?

Objectives - As a result of the learning activities in this lesson, students will Know, Understand and be able to Do (KUD) the following:

K- the benefits of abstinence

K-the appropriate decision making choices

K- at least three different ways to make GREAT decisions

U- abstinence is the only 100% reliable and effective method to prevent communicable diseases and unwanted pregnancy

U-steps of a responsible decision making model.

U- the responsible decision making model to solve to problem.

D- define the term abstinence.

D- demonstrate appropriate refusal skills in real-world scenarios.

Instruction:

1. Present Decision Making: Essential Questions (Page41)
 - a. How do you make healthy decisions on a day to day basis? Use the Essential Question as a guide for discussion or have your students provide written answers as bell-work, class work, or a journal prompt.
2. Discussion about factors and considerations that go into making decisions on a day-to-day basis. Guide students in thinking about who they might confide in to help them make an important decision.
3. Introduce Decision Making Model
 - a. Explain to students that responsible decision-making requires practice and whether they realize it or not, they are following a step-by-step process every time they make a decision in their day-to-day lives.
4. 5 Step Decision Making Model
 - a. Review the 5 steps
 - i. Identify the Decision
 - ii. Brainstorm options (individually or with trusted adults or peers)
 - iii. Identify possible outcomes (discuss with trusted adult if needed)
 - iv. Make decision
 - v. Reflect on the decision and outcome
 - b. Distribute copies of ‘Decisions, Decisions’ worksheet. Students complete individually or review as a whole group. (Page 41)
 - c. Group students into pairs and give each pair on scenario and one copy of the” Problems, Problems, Problems?” worksheet (Page41)
 - d. Give students 15 minutes to complete the worksheet.
 - e. When this is up, ask one pair of students at a time to present each problem, possible decisions, the decisions they made, and their reasoning to the class.
 - f. Discuss each problem and solution thoroughly

Decision Making: Essential Questions

1. What is the most important factor that you consider when making a decision?
2. What are some things that you consider on a day-to-day basis as you are making decision?
3. Are some decisions more important than others? Explain.
4. Who are some people that you could talk to before making an important decision?

Decisions, Decisions Activity

Everyone makes decisions daily. Some require more thought than others. Some are so important, they require thought, research, and advice before a decision can be made. Listed below are some decision making situations.

Directions: Read the list and consider how YOU would make each decision. Place a ✓ in the appropriate column based on if YOU feel the decision would require LITTLE thought or A LOT of thought.

Decision	Little	A Lot
To get up late on a Saturday morning		
What to eat for breakfast		
To tell your parents you completed all your homework when you did not		
What to read		
To go to school		
To study or watch YouTube the night before a big test		
What to buy your best friend for their birthday		
To change your hairstyle		
What to eat for a snack		
To go to your friends' house or stay home		
To vape or not		
To tattle on your sibling for something they did wrong		
To stand up for someone you see being bullied		
To apply for a specialized high school program		
To go to practice for your sports team or not		
Who to sit with at lunch		
What you are going to wear to school		
Drink alcohol/beer at a party or not		
To participate in a club before or after school		
Ride your bike or ride in a car to your friend's house around the corner		

Problems, Problems, Problems

Assess the following scenarios using the 5-step decision making technique

Scenario 1

As student government vice-president Grace worked hard with her peers to raise money to purchase new trees to beautify the front of the school. The school had a big assembly when the trees were planted and the local news even showed up to cover the story. Several weeks later, Grace passed the school and saw several cars parked near the front. Loud laughing and conversation could be heard. She saw the cars drive over the curb and head for the newly planted trees. The first car drove over a tree and cut it in half. She felt sick with disgust and anger as she walked home. As she turned the corner, the car that hit the tree passed her. She recognized the driver. It was her friend's older brother.

What should Grace do?

What is important when making the decision?

Scenario 2

Last week Tyrell's best friend asked him to go to the movies on Saturday. Today, a very popular student at school invited Tyrell to go with his family to a water park. Tyrell has wanted to go to the water park for a very long time.

What should Tyrell do?

What was important when making the decision?

Scenario 3

Maria, who is 13, wants to change her profile pic so she looks older. She asks Delila for her older sister's picture.

What should Delila do?

What was important when making the decision?

Scenario 4

Blake was with a group of friends at a local donut shop before school. Another student, who is known for starting trouble, walks by and calls Blake a name. Blake's friends urge him to fight. Blake knows if he fights, he will get in big trouble and probably be kicked off the baseball team but he does not want his friends to think he's weak.

What should Blake do?

What was important when making the decision?

WHAT WOULD YOU DO? Part III- Respond from YOUR perspective

What conflicting issues of importance were a part of each situation?

In making a decision, which situation was most difficult for you? Why?

Lesson 4A: Vaping: Consequences of E-cigarette Use and Addiction

STANDARDS: HE.7.B.6.3, PE.7.R.5.1, LAFS.7.SL.1.1, HE.8.B.5.5, HE.8.B.4.3, HE.8.B.6.4, HE.8.C.2.2, HE.8.C.2.3, HE.8.P.7.2

Essential Question: What are the facts, and the social, emotional and physical side effects of vaping?

Objectives- As a result of the learning activities in this lesson, students will be Know, Understand, and be able to Do (KUD) the following:

K- what the term addiction means

U- the hazards of E-Cigarettes

D-Identify hazards of E-Cigarette ingredients

D- Describe the health hazards associated with E-Cigarette use.

Before you begin the lesson:

1. Pull up the video prior to the lesson: What is an E-cigarette and How Does it Work?
<https://catchinfo.org/cmb-vid/>
2. Print E-Cigarette Ingredient Investigation. (Pages 52-53) (one per group)
3. Print E-Cigarette Ingredient Investigation Student Response Sheet (one per group) Page 54
4. Print Consequences of E-Cigarettes Discussion Questions Page 55
5. Print pictures located on Pages 56-57

Instruction:

1. Introduce
 - a. Almost half of current users didn't believe there were *any* health risks associated with E-cigarettes. E-cigarettes have *fewer* hazardous chemicals than conventional cigarettes, so they are *safer*, but that doesn't mean they're safe
2. Hand out Consequences of E-Cigarettes Discussion Questions on Page 55 and answer the following:
 - a. What have you heard, seen, or thought about E-cigarettes? (Stress that there are no wrong answers and they do NOT need to include their name on the worksheet)
3. Have the students volunteer to share their responses aloud to the class. (If you want to list students' answers on the board.)
4. Show the video: What is an E-cigarette, and how does it work? (1:53 min.)
<https://catchinfo.org/cmb-vid/> (see Picture A in this lesson)
5. Share the following facts and pictures with your students:
 - a. E-cigarette "vapor" is NOT water vapor. It is an aerosol made up of ultrafine particles containing nicotine and harmful chemicals. (See Picture B in this lesson)
 - b. Nearly all E-cigarettes contain nicotine. Nicotine is nearly as addictive as heroin.
 - c. As a teen, your brain is still developing, making it easier for you to get addicted to nicotine.
 - d. JUULs are still E-cigarettes and JUUL pods contain as much nicotine as a pack of cigarettes.
 - e. All states have restrictions around the sale, purchase, or use of E-cigarettes or nicotine containers to a minor (under the age of 18).
 - f. E-cigarettes are known to occasionally explode in your pocket or your mouth. (see Picture C in this lesson)
6. Activity 1: Ingredient Investigation
 - a. Have the students get into groups and handout worksheets. See Pages 52-53 & Page 54

- b. Within their group read and discuss E-cigarette Ingredient investigation and fill in the reaction of the group for each ingredient. (need to have 2-3 reactions for each)
 - c. Have groups share their reactions
 - d. Then have them discuss these questions
 - i. How do you feel about the E-cigarette ingredients?
 - ii. Do you think people who use E-cigarettes know the details about these ingredients?
7. Activity 2: Negative Consequences of E-cigarette Use
- a. With students still in their groups:
 - i. Use the Consequences of E-Cigarettes Discussion Questions on Page 55 to answer the following questions.
 - ii. list negative consequences of E-cigarette use.
 - 1. Remind students to think beyond just health consequences.
 - 2. Think about how E-cigarette use could affect their social relationships, family relationships, personal identity and goals.
 - iii. A group member will read the consequences aloud to the group.
 - iv. The group will then rank the top 3 worst consequences.
 - b. Then each group report their group's top 3 consequences and make a class list.
 - c. ***Possible Answers:*** costs a lot of money, about \$100 to get started; become addicted; vapor contains toxic chemicals; poorly influence younger siblings; get in trouble at school or by parents; get suspended from sports; get in trouble with the law; lose the trust of parents; harms babies
8. Activity 3: Addiction
- a. Within their groups, ask students to discuss and answer on Consequences of E-Cigarettes Discussion Questions Page 55:
 - i. What does the word “addiction” mean to you?
 - ii. How do you feel about the possibility of becoming addicted to something?
 - iii. What do you think is *more* addictive—nicotine or cocaine? Nicotine or alcohol?
 - b. Teacher information
 - i. addiction as loss of control that causes you to *need* a substance in order to feel okay.
 - ii. Explain that E-cigarettes are designed to addict you to nicotine with even just a few uses. Only 3% of nicotine users who try to quit do so successfully without help.
 - iii. Explain that the addiction or dependence potential of nicotine is high—only heroin is higher. (see Picture D at this lesson)

Resources:

<https://catch.org/units/catch-my-breath-middle-school>

<https://www.fda.gov/tobacco-products/products-ingredients-components/vaporizers-e-cigarettes-and-other-electronic-nicotine-delivery-systems-ends>

https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf

[https://ehp.niehs.nih.gov/doi/10.1289/ehp.1510185,](https://ehp.niehs.nih.gov/doi/10.1289/ehp.1510185)

E-Cigarette Ingredient Investigation

Information taken from the MSD Sheets on the ingredients found in E-cigarettes. Material Safety Data (MSD) Sheets are used to inform people about the hazards associated with a chemical.

Nicotine: E-cigarettes contain nicotine levels equivalent to and higher than conventional cigarettes. The MSD sheet for nicotine contains things like:

- Highly-addictive, especially for young people
- Very toxic if inhaled, swallowed, or if it comes into contact with the skin
- Increases your heart rate and blood pressure and can cause dizziness, nausea, and stomach pain
- Overdose symptoms include rapid heart rate, nausea, elevated blood pressure, vomiting, diarrhea, dizziness, convulsion, and potentially seizure and death
- Causes anxiety, irritability, headaches, sleep disturbances, hunger, and cravings when going through withdrawal
- Worsens asthma
- Harms developing fetus and can result in sudden infant death syndrome (SIDS)

Formaldehyde: A chemical used in manufacturing building materials, as a preservative in medical labs, and in some glues. It is a main ingredient in embalming fluid, which is used to preserve dead bodies. The MSD sheet for formaldehyde contains things like:

- Probable carcinogen (causes cancer) for humans
- Causes DNA mutations
- Suspected to cause birth defects
- May cause damage to kidneys, liver, and central nervous system (CNS)
- Very hazardous if ingested, if it contacts skin and eyes, or if inhaled

Acetaldehyde: Acetaldehyde is a colorless, flammable liquid used in the manufacturing of acetic acid, perfumes, and flavors. The MSD sheet for acetaldehyde contains things like:

- Causes mutations in reproductive cells
- Possibly causes genetic defects
- Class 2 carcinogen (causes cancer)
- Class 2 specific target organ toxin: Eye irritant, potential hazards to liver and kidneys under long-term exposure
- Hazardous if ingested
- Chronic poisoning results in weight loss, anemia, mental confusion, and reduced attention span
- Can lead to coma, dizziness, unconsciousness, or death due to respiratory paralysis and lung edema (swelling)

Acrolein: Acrolein is a clear or yellow liquid that enters the air from the burning of fossil fuels and tobacco smoke. Acrolein kills or controls bacteria in oil wells, liquid hydrocarbon fuels, cooling-water towers and water treatment ponds. In papermaking, acrolein is used to control slime. The MSD sheet for acrolein contains things like:

- Very hazardous in case of skin contact, eye contact, ingestion, and inhalation
- Liquid or spray mist may produce tissue damage to mucous membranes of eyes, mouth, and respiratory tract
- Inhalation of spray mist may cause coughing, choking, or shortness of breath, leading to frequent attacks of bronchial infection
- Severe overexposure can result in death
- Causes DNA mutation in body cells
- Repeated exposure to acrolein may produce general deterioration of health due to an accumulation in one or many human organs

Diacetyl: A flavoring chemical considered hazardous in high doses. Safety levels for diacetyl in E-cigarettes have not been established. The MSD sheet for diacetyl contains things like:

- Do not breathe vapor. Do not get in eyes, skin, or clothing. Avoid prolonged or repeated exposure.
- Irritating to respiratory system and skin. Risk of serious damage to eyes
- Irritating to mucous membranes and upper respiratory tract
- Prolonged exposure may cause bronchiolitis obliterans (a severe narrowing or complete obstruction of the small airways) or lung disease
- Damage to the lungs can be permanent, severe, and can lead to death

2,3-pentanedione: Chemically like diacetyl. Considered hazardous in high doses. Safety levels for E-cigarette use have not been established. The MSD sheet for 2,3-pentanedione contains things like:

- This chemical is considered hazardous by 2012 Occupational Safety and Health Administration (OSHA) Hazard Communication Standard
- Highly flammable as a liquid and/or vapor
- Causes skin irritation, serious eye irritation, and may cause respiratory irritation
- Ensure adequate ventilation when handling. Do not breathe vapors or spray mist. Do not ingest.

Propylene glycol: Liquid in E-juice that holds the nicotine and flavor chemicals. Propylene glycol is used in fog machines. The MSD sheet for propylene glycol contains things like:

- Hazardous if ingested. Slightly hazardous and consider an irritant in case of skin and eye contact, and inhalation
- Substance may be toxic to central nervous system (CNS). Repeated or prolonged exposure to substance can produce damage to target organs

Some of 8,000+ flavor chemicals. The MSD sheet for flavoring chemicals contains things like:

- Considered safe for use in food but have **not** been widely tested for their potential sensitizing, toxic, or irritating characteristics
- The flavor chemicals are listed as generally recognized as safe (GRAS), but this is only for ingestion
- The Flavor and Extract Manufacturers Association (FEMA), the people in charge of the GRAS list, specifically say these flavors should not be inhaled as there is no detoxifying system in your lungs

E-Cigarette Ingredient Investigation Student Response Sheet

Nicotine: *Reactions:*

-
-
-

Formaldehyde: *Reactions:*

-
-
-

Acetaldehyde: *Reactions:*

-
-
-

Acrolein: *Reactions:*

-
-
-

Diacetyl: *Reactions:*

-
-
-

2,3-pentanedione: *Reactions:*

-
-
-

Propylene glycol: *Reactions:*

-
-
-

Some of 8,000+ flavor chemicals. *Reactions:*

-
-
-

Consequences of E-Cigarettes Discussion Questions

1. What have you heard, seen, or thought about E-cigarettes?

2. List negative consequences of E-cigarette use. Then rank the top 3 worst

3. What does the word “addiction” mean to you?

4. How do you feel about the possibility of becoming addicted to something?

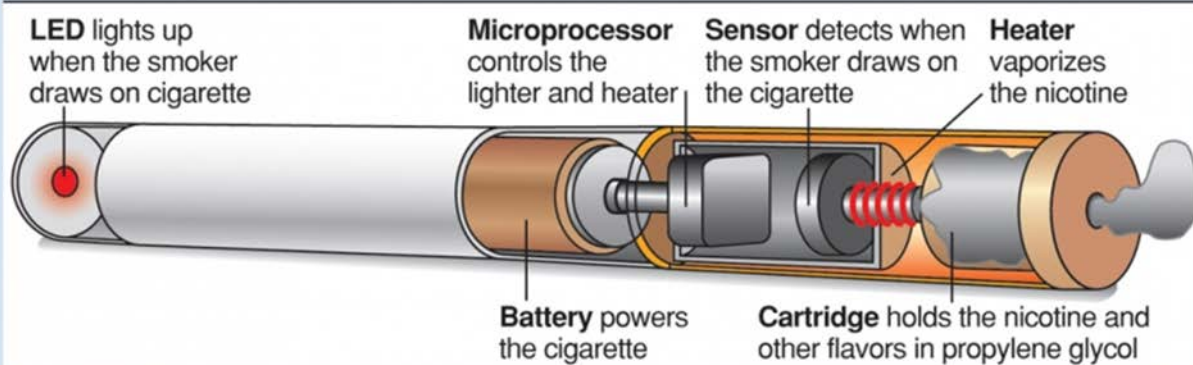
5. What do you think is *more* addictive—nicotine or cocaine? (Circle)

6. What do you think is *more* addictive---Nicotine or alcohol? (Circle)

Picture A

How an electronic cigarette works

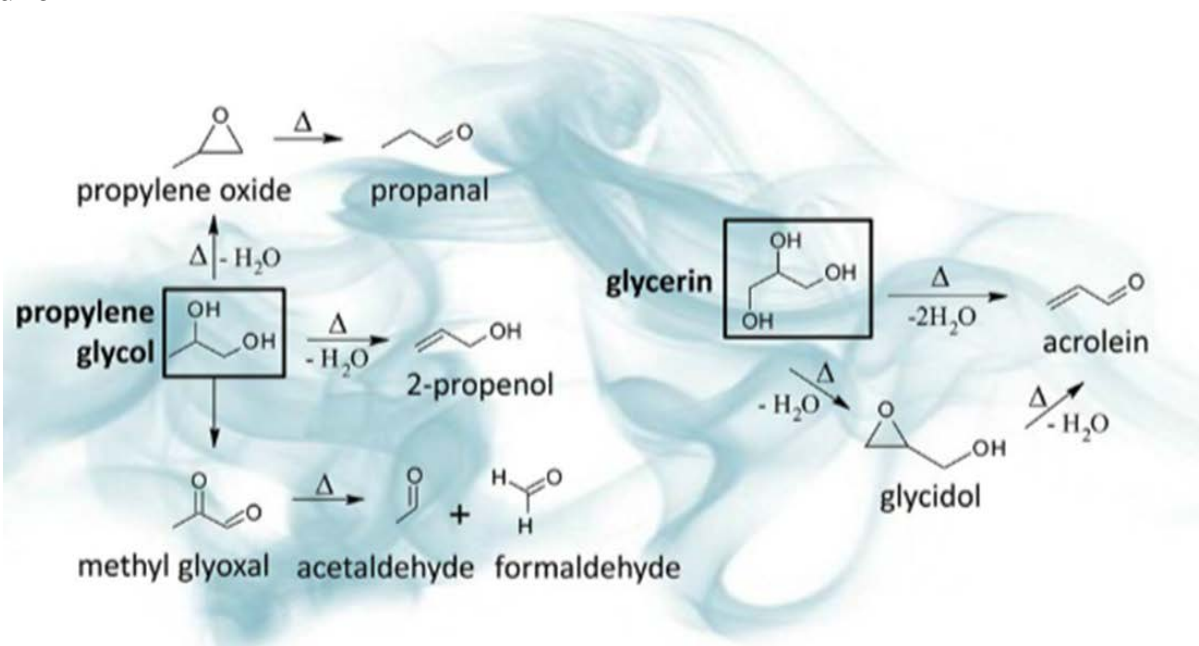
Smokeless cigarettes, or electronic cigarettes, do not burn tobacco directly. They deliver nicotine into an atomizing chamber, where it is heated and turned into a vapor. The vapor is drawn into the body in the same way as a regular cigarette is smoked:



Source: Various

Standard-Examiner

Picture B

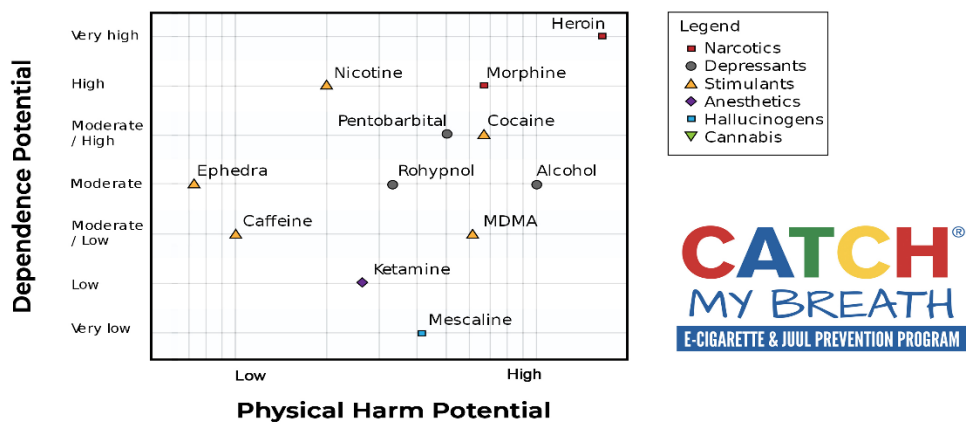


Picture C



Picture D

The addiction potential for nicotine is “high” – only heroin is higher.



CATCH[®]
MY BREATH
 E-CIGARETTE & JUUL PREVENTION PROGRAM

Lesson 5A : Communicable Disease (for the purposed of this unit the sexually transmitted infections Chlamydia, Gonorrhea and HPV will be discussed due to their prevalence in middle school aged children)

STANDARDS: HE.8.C.1.5, HE.8.B.6.4, LAFS.7.SL.1.1, PE.7.R.5.1, HE.8.C.1.4, HE.8.C.1.8, HE.8.P.7.1

Essential Question- What are communicable diseases and how can I prevent myself from getting one?

Objectives—As a result of the learning activity in this lesson, students will Know, Understand and be able to Do (KUD) the following:

- K- what a communicable diseases is
- K- how communicable diseases are spread
- U- why teenagers are particularly at high risk for being infected with a communicable disease
- U- how a communicable disease can affect a person's health
- U- treatment of common communicable diseases
- D- discuss the types, symptoms and treatment for chlamydia, gonorrhea and HPV
- D- discuss why abstinence is the only 100% reliable and effective method to prevent the spread of communicable (sexually transmitted) diseases

Instruction:

1. Present Communicable disease: Essential Questions
 - a. Essential Questions for each section may be used as a guide for discussion or for students to provide written answers as bell-work, class work, or journal entry prompt.
 - i. What is a communicable disease? (definition)
 - ii. Kinds of communicable disease?
 - iii. How are communicable diseases spread
2. Use Communicable disease: (information to discuss essential questions)
 - a. Lead discussion to draw out the following points:
 - i. A communicable disease is one that is spread from one person to another through a variety of ways that include: contact with blood and bodily fluids; breathing in an airborne virus; or by being bitten by an insect.
 - ii. flu, rabies, west nile, zika, chickenpox, lime disease, salmonella poisoning, common cold, etc
 - iii. Physical contact, contact with a contaminated surface, food, blood/body fluid or water.
3. Class Activity: Nice to Meet You
 - a. Give each student a playing card.
 - b. Ask all students to stand up, move around the room and greet their classmates with a handshake, fist bump, high five or elbow bump.
 - c. Have the students remember who they greeted.
 - d. Choose one of the cards as the virus (cold, flu, strep, etc) (example number 5 or Ace)
 - e. Then ask the students to stand up if they have that card.
 - f. Then ask students who greeted one of those students standing up to stand up as well.
4. Review and discuss Sexual Communicable Diseases (Chlamydia, Gonorrhea, and Human Papilloma Virus (HPV) and HIV/AIDS and Statistics of communicable diseases and how easily they are spread (see Pages 68-71)

Communicable Disease Statistics and Facts

Definitions:

1. **Chlamydia**- a bacterial STD that infects the reproductive organs and that causes a mucous discharge.
2. **Gonorrhea**- an STD that is caused by a bacterium that infects mucous membranes, including the genital mucous membranes.
3. **Human Papilloma Virus (HPV)**- a group of viruses that can cause genital warts in male and females and can cause cervical cancer in females.
4. **Human Immunodeficiency virus (HIV)**-- virus that can lead to acquired immunodeficiency syndrome, or AIDS, sexually transmitted infection, spread by contact with infected blood or from mother to child during pregnancy, childbirth or breast-feeding.
5. **Acquired Immunodeficiency deficiency syndrome (AIDS)**- chronic, potentially life-threatening condition caused by the human immunodeficiency virus (HIV). By damaging your immune system, HIV interferes with your body's ability to fight the organisms that cause disease.

Statistics:

- In 2017, Florida identified 4,949 new HIV diagnoses (<http://www.floridahealth.gov/diseases-and-conditions/aids/index.html>)
- More than 20 STDs have now been identified, and they affect more than 20 million men and women in this country each year (<http://www.flhealthcharts.com/charts/CommunicableDiseases/default.aspx>)
- Young people (ages 15-24) are particularly affected, accounting for half (50 percent) of all new STIs, although they represent just 25 percent of the sexually experienced population (<https://www.cdc.gov/std/stats/STI-Estimates-Fact-Sheet-Feb-2013.pdf>)
- 324 individuals ages 12-17 were diagnosed with a Bacterial STD in 2018
- Chlamydia is the most common STD among students ages 12-17 (Brevard County is above the state average)
- 9 million new sexually transmitted diseases (STDs) occur each year.
- 10,000 teens are infected by STDs per day, that's one every eight seconds!
- An estimated one in five Americans has genital herpes infection and up to 90 percent of them don't even know they have it.
- Gonorrhea rates for 15 to 24 year olds are at least twice as high as any groups over age 25 in Florida.

Facts:

- **STDs are caused by viruses, bacteria, protozoans.** You can be infected by more than one STD causing agent at a time. Moreover, you can be infected by the same the same STD more than once.
- **STDs are spread by the exchange of body fluids.** You are at risk of infection each time you have contact with blood, semen, and vaginal fluid.
- **Anyone who engages in high-risk behaviors can contract STDs.** Youth, money and good health will not protect a person from STDs if he or she engages in high risk behaviors.
- **STDs cause few or no symptoms in the early stages of infection.** You cannot tell if someone is infected by looking at the person or asking the person if he or she feels healthy. Many people infected with a STD do not know they are infected. Thus many go undiagnosed and untreated

Communicable Disease Information Chart

Disease	Infectious Agent	Symptoms	Transmission	Effects	Treatment	Prevention
Chlamydia	Bacteria	Unusual discharge from penis or vagina, burning when urinating; may not have symptoms	Spread during vaginal, anal and oral sex; mother to baby during birth	Severe harm to reproductive organs, sterility	Medicine (antibiotics)	Abstinence
Gonorrhea	Bacteria	Unusual discharge from penis or vagina, burning when urinating, stomach pains in women; may not have symptoms	Spread during vaginal, anal and oral sex; mother to baby during birth	Severe harm to reproductive organs, sterility, heart trouble, skin disease, arthritis	Medicine (antibiotics)	Abstinence
Human Papilloma Virus (HPV)	Viral	Painless bumps or warts around genitals or buttocks, Often there are no symptoms	Spread during vaginal, anal and oral sex;	Cancer of the vulva, vagina, penis, or anus. It can also cause cancer in the back of the throat, including the base of the tongue and tonsils.	HPV vaccines	Abstinence

<p>Human Immunodeficiency virus (HIV)</p>	<p>Viral</p>	<p>Fever, Headache, Muscle aches and joint pain, Rash, Sore throat and painful mouth sores, Swollen lymph glands, mainly on the neck, Fatigue, Diarrhea, Weight loss, Oral yeast infection (thrush), Shingles (herpes zoster)</p>	<p>Spread during vaginal, anal and oral sex. Spread by contact with infected blood or from mother to child during pregnancy, childbirth or breast-feeding, by sharing needles.</p>	<p>HIV is the virus that causes HIV infection.</p>	<p>No cure but there are medications that can dramatically slow the progression of the disease. Antiretroviral therapy is the use of HIV medicines and is usually a combinations of medication taken daily.</p>	<p>Abstinence</p>
<p>Acquired Immunodeficiency syndrome (AIDS)</p>	<p>Viral</p>	<p>Soaking night sweats, Recurring fever, Chronic diarrhea, Persistent white spots or unusual lesions on your tongue or in your mouth, Persistent, unexplained fatigue, Weight loss, Skin rashes or bumps</p>	<p>Symptoms such as fever, weakness, and weight loss may be a sign that a person's HIV has advanced to AIDS.</p>	<p>AIDS is the most advanced stage of HIV infection.</p>	<p>No cure but there are medications that can dramatically slow the progression of the disease</p>	<p>Abstinence</p>

Lesson 6: Logo & Slogan

STANDARDS: LACC.7.SL.1.1, HE.7.P.8.2, HE.8.B.4.1

Essential Question- Why is advocacy a critical component of health and healthy behaviors?

Objectives - As a result of the learning activities in this lesson, students will Know, Understand and be able to Do (KUD) the following:

- K- how to articulate a position on a health-related issue
- K- what a slogan and logo are
- K- how to work collaboratively with a group
- U- how to support a position with accurate health information
- U- concepts within responsible relationships, communication skills, decision making, substance use/abuse, and communicable diseases as previously taught and how they impact one's health.
- U- the responsible decision-making model to solve any issues within their group
- D- create a logo and slogan that advocates for a healthy behavior within a selected topic.
- D- Work cooperatively to advocate the health of individuals, families, and schools.

Instruction:

1. What is advocacy? A strategy to raise awareness and promote ideals
2. What do you think advocacy is within health education?
3. What is a slogan? Slogan: a short and striking or memorable phrase used in advertising
4. What is a logo? Logo: a symbol or other design adopted by an organization to identify its products, uniform, vehicles, etc.....

Here are some examples of popular company logos and slogans

Coca-Cola:



Nike:



KFC:



Dunkin':



California Milk:



Look for the Seal
California Milk Advisory Board

Cheerios:



5. How do we advocate for healthy behaviors? ICARE

- Identify a meaningful health issue
- Create a health enhancing message
- Act passionately and with conviction
- Relay the message to the audience
- Evaluate the effectiveness

6. Students will work in groups of no more than three. They are to choose a concept from the list provided (no more than 2 groups working on any given topic). After the topic is chosen, the groups are going to pretend that they own a company that is advocating for a healthy behavior or concept within their topic. Once they have established the 'company', they are going to Create a creative and catchy slogan and logo. (see Page 85) When all the groups have completed the slogan and logo, they will briefly pitch their slogan and logo to the class. The group will state the topic, the company name and purpose (e.g., health relationships, exercise, nutrition, flu vaccination), the slogan they created, and show the logo of their company. The group will also state who the audience is that this company would be focused on (kids, adolescents, parents, anyone).

The rest of the class will decide if this pitch is appropriate for the topic and acceptable as a promotion and advocacy of healthy behaviors.

Health Advocacy Topics

- ❖ Getting a good night's sleep
- ❖ Social media effects on health
- ❖ Technologies effect on health
- ❖ Exercise/ fitness
- ❖ Nutrition/ healthy eating
- ❖ Healthy relationships
- ❖ Good communication skills
- ❖ Self-advocacy
- ❖ Anti-vaping
- ❖ Underage alcohol consumption/ avoiding alcohol
- ❖ Illegal drugs/substance abuse
- ❖ Cold or flu prevention
- ❖ Getting help (for mental health issues)

This could be a formal assessment (using a rubric) or an informal assessment.

Slogan & Logo Worksheet

Group Members

Company Name _____

Slogan _____

Logo:

