



**Middle School
6-8**

Teacher Instructional Guide
**Unit 6 – Using Health Information and the
Influence of Media and Technology**

Lesson 1 – Accessing, Analyzing, and Using Health Information
Lesson 2 – Influence of Media and Technology on Health

The Healthy and Wise monthly publications can also be used to enhance this unit or provide additional content and lessons.

Lesson 1 – Accessing, Analyzing, and Using Health Information

Objective:

Students will learn how to access, analyze, and use health information in their daily lives.

Standards

Health TEKS 6.1 E – Examine the concept of cost versus effectiveness of health care products.

Health TEKS 6.4 A, B – Students comprehend ways of researching, accessing, and analyzing health information.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7-8.4 A-C – Students know how to research, access, analyze, and use health information.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (3) – Students will demonstrate the ability to access valid information and products and services to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “How many of you look at the labels on cans or packaged foods before you eat them?” Accept reasonable answers. **ASK** – “If you are not feeling well and go to the doctor, do you ask questions to make sure you understand what is going on in your body?” Encourage discussion. Explain to students that they are

going to learn about accessing, analyzing, and using health information in the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- Once additional health information is obtained, it is wise to check it for what two things? (**Accuracy and validity**)
- What kind of recommendations does the article suggest a person stick with when analyzing health information? (**Science-based recommendations**)

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Have students write a paper researching common health aids (i.e.: Tylenol, Aspirin, Heating Pads, Icy Hot, etc.). Tell the class they should research the origins of their product, who invented it (if available), common medical uses, etc. When the papers are complete, invite students to share their reports with the class.
- In groups, have students make a poster of the MyPyramid Dietary Guidelines for Americans. Refer the students to the website (<http://www.mypyramid.gov>) for MyPyramid pictures. Once the posters are complete, ask each group to present their poster and explain how using the MyPyramid guidelines educate people on eating healthfully and exercising. Display the posters in the classroom.
- Ask students to choose two health aids that are supposed to help the same problem (i.e.: Tylenol and Advil are both used to treat minor headaches). Tell students to write a paper comparing and contrasting their two products. When they are finished, ask students to present their papers to the class, explaining which of the two health aids they would use and why. Encourage discussion.
- Divide students into groups of two. Assign each group the task of creating a newscast explaining the benefits and methods of accessing, analyzing, and using health information. They can videotape their “newscasts,” or act them out for the class when they are finished. Encourage students to have fun and be creative!

- **(Guest Speaker)** Invite a pharmacist or pharmacy technician to talk to your class about the importance of accessing, analyzing, and using health information as it relates to taking medications. Encourage class questions and participation.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about accessing, analyzing, and using health information.

1. Tell students to list the six types of health information listed in the article and to briefly describe each. This can be an oral or written activity.
2. Divide students into groups. Ask each group to come up with a skit about someone making a careless health decision and how his/her friends help educate him/her on the importance of making a wise health decision based on accurate and valid information. Encourage creativity!

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 2 – Influence of Media and Technology on Health

Objective:

Students will learn about the influence that technology and media can have on people's health. Students will also learn that it is important to monitor the influence of media and technology in their daily lives.

Standards Covered

Health TEKS 6.8 A – Students comprehend how media and technology influence individual and community health.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.8 A, B - Students research ways in which media and technology influence individual and community health throughout the life span.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (2) – Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK - "Have you ever seen an advertisement for a new medication on television?" Encourage responses. **ASK** – "Have you ever been on the Internet and have pop-up ads appear depicting a new medication or health aid?" Encourage responses. Explain to students that they are going to learn about the influence of media and technology on health related issues by reading the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- According to the article, in what forms of media does health information regularly appear? (**Commercials, magazines, newspapers, and the Internet**)
- The article states that it is important to be what when analyzing health information? (**Objective**)

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Ask students to watch one television channel for 30 minutes one afternoon or evening and to count the number of health-related commercials they see. Tell students to write their findings in a short paper explaining what channel they watched, what time of day they watched the channel, what kind of program they watched, how many health-related commercials they saw, and what products were being advertised (i.e.: prescription sleep aids, allergy medication, diet aids, etc.). Have students share their findings with the class.
- Divide the class into groups. Give each group the assignment of creating a collage of health-related advertisements. Tell the groups that they can use pictures/ads from magazines, the Internet, and they can draw their own where it is appropriate. When the groups are finished, have them present their collages to the class and explain why they think some ads/products are effective and others are not. Encourage discussion and class participation.
- Have students work in groups to develop a list of ways that technology could expedite or even help in the development of vaccines for various diseases such as HIV.

- **(Guest Speaker)** Invite a doctor to visit your class to talk about the effect that health advertising has had on his/her practice. Do patients ask more questions or request medications more often these days than in years past? Are drug companies more prominent than they were several years ago? Encourage class participation and questions.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned about the influence of media and technology on health.

1. Ask students to write a letter to their parents explaining how media and technology influence people. Tell students to use facts from the article to explain how the media is used to expose people to health-related information. Encourage students to share their letters with the class.
2. Have students research the American Medical Association, the U.S. Food and Drug Administration, and other reputable medical/health organizations and explain why organizations such as these are good places to go for health information. Ask students to share their findings with the class.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Administer Unit 6 Test – Available at the end of this instructional guide.

GENERAL RUBRIC

Read each box below and determine if the student completed most or all of the characteristics listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An outstanding example of student's work. <input type="checkbox"/> Student understands and applies all health concepts and skills. <input type="checkbox"/> Student had needed supplies. <input type="checkbox"/> Student participated with enthusiasm and worked well with others/alone. <input type="checkbox"/> Student displays knowledge of language, reading, writing and math. <input type="checkbox"/> Finished work is easy to decipher and understand. <input type="checkbox"/> Work shows no significant errors in grammar, punctuation, capitalization, or spelling. <input type="checkbox"/> Student obviously did their best.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An above average example of student's work. <input type="checkbox"/> Student understands and applies most health concepts and skills. <input type="checkbox"/> Student had most of his/her needed supplies. <input type="checkbox"/> Student made an effort to participate and did his/her best to cooperate with others/work alone. <input type="checkbox"/> Student is able to organize thoughts. <input type="checkbox"/> Finished work contains few errors and does not detract from its intended meaning. <input type="checkbox"/> Student stayed focused on the task.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An average/fair example of student's work. <input type="checkbox"/> Student attempts to understand and apply health concepts and skills. <input type="checkbox"/> Student couldn't find some of his/her needed supplies. <input type="checkbox"/> Student didn't work well with others or alone. <input type="checkbox"/> Student is not well organized or focused and does not complete work efficiently. <input type="checkbox"/> Work contains several noticeable errors. <input type="checkbox"/> Student can do better.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A poor example of student's work. <input type="checkbox"/> Student does not understand and apply health concepts and skills. <input type="checkbox"/> Student was without his/her needed supplies. <input type="checkbox"/> Student refused to cooperate and did not work well alone either. <input type="checkbox"/> Student is confused/distracted/lacks ability to finish. <input type="checkbox"/> Student displays major problems with spelling, grammar, coloring, etc. <input type="checkbox"/> Student needs redirection/reteaching.

Health Knowledge and Skills Evaluation Rubric

Read each box below and determine if the student accomplished the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has mastered (90-100%) of the health concepts presented. <input type="checkbox"/> Student has successfully applied health skills in a variety of situations and settings. <input type="checkbox"/> Student always demonstrates good health behaviors. <input type="checkbox"/> Student has a positive and enthusiastic attitude towards health.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student understands most (80-89%) of the health concepts presented. <input type="checkbox"/> Student has been able to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student demonstrates good health behaviors most of the time. <input type="checkbox"/> Student cooperates and demonstrates a good attitude towards health.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated an average (70-79%) understanding of the health concepts presented. <input type="checkbox"/> Student has attempted to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student attempts to demonstrate good health behaviors. <input type="checkbox"/> Student is willing to try and isn't negative towards health.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student does not understand the health concepts presented. <input type="checkbox"/> Student can't apply health skills. <input type="checkbox"/> Student refuses to change health behaviors for the better. <input type="checkbox"/> Student has a poor attitude towards health.

Home Connection - Parental Involvement Evaluation Rubric

Read each box below and determine if the completed home connection activities and parental involvement meets the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on overall performance.

Communication is key in encouraging parental involvement. Recognize parental involvement and express your appreciation on a regular basis.

<p>“Excellent” or 4 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is always informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities on a regular basis. <input type="checkbox"/> Always demonstrates good health attitudes and behaviors. <input type="checkbox"/> Is a good role model.
<p>“Good” or 3 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tries to stay informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities most of the time. <input type="checkbox"/> Demonstrates good health attitudes and behaviors most of the time. <input type="checkbox"/> Tries to be a good role model and sets good examples.
<p>“Average” or 2 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is somewhat informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Sometimes participates in home and school health and physical education activities. <input type="checkbox"/> Attempts to demonstrate good health attitudes and behaviors. <input type="checkbox"/> Attempts to set good examples.
<p>“Poor” or 1 point</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is uninformed and not involved in school health and physical education programs and activities. <input type="checkbox"/> Never participates in home and school health and physical education activities. <input type="checkbox"/> Doesn't demonstrate good health attitudes and behaviors. <input type="checkbox"/> Is not a good role model.

Middle School Subscribers also have access to the Healthy and Wise Monthly Program. These issues support lessons in the Healthy and Wise Strength, Conditioning, and Wellness Guide.

**Additional Resources Available Online for
The Healthy and Wise Monthly (Elem./Middle/Family)
Publications www.caprockpress.com**

Teachers

- Weekly Sample PE Lesson Plans
- Scope and Sequence
- Using HEALTHY & WISE Within and Across the Grade Levels
- Changing Health Behaviors
- Reading, Writing, Math, and Science Skills
- Healthy and Wise Classroom Centers
- Healthy and Wise Online Curriculum Strategies

Assessment and Planning Tools

- Elementary/Middle School Health Index - Assessment and Planning Tools
- MyPyramid Nutrition Resources and Planning Tools
- MyPyramid Worksheet/Log
- Anatomy of MyPyramid
- MyPyramid Mini Poster
- Healthy Cafeteria Checklist and Action Plan
- Healthy Educator's Checklist
- District Coordinated School Health Accountability Checklist
- Coordinated Health Rubric
- Health Knowledge and Skills Evaluation Rubric
- Physical Education Rubric
- Recess Rubric
- General Rubric
- Parental Involvement Rubric
- Health/PE Presentation Rubric

- Student Portfolio Form
- Weekly Lesson Planning Form **(Texas)**
- Weekly Lesson Planning Form **(Generic)**

Correlations for Monthly Publications

- National Health Standards
- National Association for Sport and Physical Education
- Texas (TEKS/TAKS) – Health, Physical Education, Reading, Writing, Math, and Science

Students

- MyPyramid.gov Resources
- Food/Exercise Diary/Journal

Parents

- Monthly Parent Letters – English/Spanish

Unit 6 Test – Using Health Information and The Influence of the Media and Technology

1. True or False: In order for a person to make a healthy decision or healthy choice, it is not necessary for him/her to access additional health information.
2. When obtaining additional health information, it is important to analyze the information for _____ and _____.
 - a. Opinion, Fact
 - b. Footnotes, Bibliographies
 - c. Accuracy, Validity
 - d. None of the above
3. Which of the following is NOT a type of health information listed in the article?
 - a. Insurance or physician information
 - b. Laboratory tests and results
 - c. Nutritional facts on foods
 - d. Information from a friend about what he/she heard about a product
4. True or False: When analyzing health information, it is important to stay away from outrageous claims that seem too good to be true.
5. It is important to stick with _____ recommendations when analyzing health information.
 - a. Opinion-based
 - b. Science-based
 - c. Media-based
 - d. Popularity-based
6. List two examples from the article of how people use health information.
7. How accessible and available is information in our current society?
 - a. Somewhat accessible and available
 - b. Very accessible and available
 - c. Too accessible and available

- d. Not very accessible and available
8. True or False: Health information appears regularly in commercials, magazines, newspapers, and on the Internet.
9. Being influenced by or through the media is something people need to _____.
- a. Monitor
 - b. Do
 - c. Ask about
 - d. Ignore
10. Yes or No: If something is good for someone else, does that make it good for you, too?
11. What organization does the abbreviation AMA stand for?
- a. American Mental Association
 - b. American Medical Association
 - c. American Muscular Association
 - d. American Monitoring Association
12. True or False: It is **not** important to be careful when purchasing health products from an Internet site.

Unit 6 Test – Answer Key

1. True or **False**: In order for a person to make a healthy decision or healthy choice, it is not necessary for him/her to access additional health information. **False**
2. When obtaining additional health information, it is important to analyze the information for _____ and _____.

c

 - a. Opinion, Fact
 - b. Footnotes, Bibliographies
 - c. Accuracy, Validity**
 - d. None of the above
3. Which of the following is NOT a type of health information listed in the article?
 - a. Insurance or physician information
 - b. Laboratory tests and results **d**
 - c. Nutritional facts on foods
 - d. Information from a friend about what he/she heard about a product**
4. **True** or False: When analyzing health information, it is important to stay away from outrageous claims that seem too good to be true. **True**
5. It is important to stick with _____ recommendations when analyzing health information.

b

 - a. Opinion-based
 - b. Science-based**
 - c. Media-based
 - d. Popularity-based
6. List two examples from the article of how people use health information.
 - **Purchasing foods based on your knowledge of dietary guidelines**
 - **Selecting foods after evaluating their nutritive content**
 - **Setting exercise goals based on MyPyramid recommendations**
 - **Selecting a primary care physician based on his/her credentials & background**
 - **Taking a prescription as directed by the instructions**
 - **Making changes in your diet based on your cholesterol test results**
 - **Deciding to purchase a health product after seeing an advertisement**

7. How accessible and available is information in our current society?
- a. Somewhat accessible and available
 - b. Very accessible and available** **b**
 - c. Too accessible and available
 - d. Not very accessible and available
8. **True** or False: Health information appears regularly in commercials, magazines, newspapers, and on the Internet. **True**
9. Being influenced by or through the media is something people need to _____.
- a. Monitor** **a**
 - b. Do
 - c. Ask about
 - d. Ignore
10. Yes or **No**: If something is good for someone else, does that make it good for you, too? **NO**
11. What organization does the abbreviation AMA stand for?
- a. American Mental Association
 - b. American Medical Association** **b**
 - c. American Muscular Association
 - d. American Monitoring Association
12. True or **False**: It is **not** important to be careful when purchasing health products from an Internet site. **False**