

HPE Activities and Assessments Task Force

Middle School Health-Substance Abuse (6-8)

Lesson Title: PEDs and Your Body

Objective: Students will identify effects of Performance Enhancing Drugs on the body.

Grade Level: Middle School Health (6-8)

GLEs:

Risk Assessment and Reduction

RA3A6 Describe the short and long-term effects of performance enhancing drugs.

RA3B6 Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions, and guidelines for use.

RA3C6 Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with the chemistry of the body.

Functions and Interrelationships of Systems

FS2A6 Differentiate between negative and positive peer pressure and discuss reversal techniques.

Health Maintenance and Enhancements

ME1C6 Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt. (e.g., heredity, family, environment, physical activity, hormones, disease)

Content Standards: HPE 2, HPE 5

Process Standards: 1.4, 2.1, 2.2, 2.4, 3.1

Time needed to teach this Lesson/Unit: 5 Days @ 50 min a day

LEARNING TARGETS:

1. The student will identify different performance enhancing drugs.
2. The student will differentiate between illegal performance enhancing drugs and legal supplements.
3. The student will identify effects of performance enhancing drugs.
4. The student will compare and contrast the cause and effect of life-style choices on body systems.
5. The student will investigate the relationship between peer pressure and performance enhancing drugs.

LESSON DESIGN:

Day 1: Students will research common performance enhancing drugs and legal supplements. They will also predict the short and long-term effects of each.

Day 2: Students will continue research and begin comparing and contrasting life-style choices on body systems.

Day 3: Students will participate in an online survey, formulated by the teacher that will investigate the relationship between peer pressure and performance enhancing drugs. Students will begin working on the final assessment.

Day 4: Students will finish working on the final assessment.

Day 5: Students will present their assessment.

ASSESSMENT:

- Divide students into five groups. Have each group select a different sports program. Be certain that there is a balance of gender in the sports programs selected.
- Each group will be given a large piece of butcher paper and markers. Students will draw an outline of a life-size body of a person participating in a sport. Then the group will draw body organs such as liver, heart, lungs, and brain, inside the outline of the body.
- Finally, the group will write on note cards the possible dangers of using performance enhancing drugs and tape the note card to the affected body part.
- Students will tape the outlined bodies of the athletes to the front of the class, so that students can examine the labels (gallery walk).
- Have the same groups prepare a five-minute presentation to be given to a sports team by a coach outlining the dangers of using performance enhancing drug and the consequences of breaking school rules. The group

should represent the sports teams previously selected. Each speech should contain at least five dangers associated with performance enhancing drugs. Four of the group will be asked guided questions to the coach to help show the 5 dangers. (Group project, all students in the team must participate equally)

DIFFERENTIATED INSTRUCTION: Students may just write on the outline instead of using note cards to write out information. Student may verbally explain the information instead of writing it down. Teacher will help students set up their presentation questions. This assessment may take longer than days allotted.

Technology and Materials Needed: Butcher Paper, Markers, Note cards, Computers

Resources:

Meeks, L., Heit, P., & Page, R. (1995). *Drugs, Alcohol, and Tobacco*. Blacklick, Ohio: Meeks Heit.

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RUBRIC:

CRITERIA	4	3	2	1
Required Elements	The poster includes all necessary body organs in their correct location.	Includes most body parts necessary.	Includes some necessary body parts.	Few body parts represented.
Content - Accuracy	At least 5 possible dangers are displayed on the poster.	3-4 possible dangers are displayed on the poster.	2 possible dangers are displayed on the poster.	Less than 2 possible dangers are displayed on the poster.
Graphics - Clarity	Graphics are all in focus and the content easily viewed and identified from 6 feet away.	Most graphics are in focus and the content easily viewed and identified from 6 feet away.	Most graphics are in focus and the content is easily viewed and identified from 4 feet away.	Many graphics are not clear or are too small.
Presentation	At least 5 dangers involved, and school consequences are a significant part. Students all participate with 5 significant questions and answers. Students will use content specific vocabulary throughout whole presentation.	3-4 possible dangers involved, and school consequences mentioned a few times. Students all participate with 3-4 questions. Students will use content specific vocabulary throughout most of the presentation.	2 dangers involved, and school consequences mentioned. Not all students participate in role play and only have 2 questions. Students will use content specific vocabulary sparingly throughout the presentation.	1 danger mentioned and no mention of school consequences. Less than 2 students participate and only one question asked. Students' use of content specific vocabulary was vague.