

COURSE: Health Education	GRADE(S): 7th Grade
UNIT: Inhalants	TIMEFRAME: 3 Lessons

NATIONAL STANDARDS:

STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

STATE STANDARDS:

10.1. Concepts of Health
 10.1.9.D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

10.2. Healthful Living
 10.2.9.C. Analyze media health and safety messages and describe their impact on personal health and safety.

Reading Assessment Anchors:

R7.A.2 Understand nonfiction appropriate to grade level
 R7.A.2.1 Identify and apply the meaning of vocabulary in nonfiction
 R7.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.
 R7.A.2.4 Identify and explain the main ideas and relevant details.

<p>UNIT OBJECTIVES:</p> <p>Explain how inhalants harm the body.</p>	<p>CONTENTS:</p> <p>I. <u>Inhalants:</u></p> <ul style="list-style-type: none"> - Substances whose fumes are sniffed and inhaled to give a hallucinogenic like high. Inhalants include solvents and aerosols, such as: glue, spray paints, gasoline, and other equally harmful substances. These substances are not meant to be taken into the body. - Effects <ul style="list-style-type: none"> o <i>Accidents:</i> Serious or life threatening accidents as a result of being under the influence of inhalants. o Suicide: Loss of inhibitions may result in harmful actions to the individual using inhalants. o User can suffocate by passing out and choking on his/her own vomit. o After using them for a few months, you could have permanent brain damage. o Sudden Sniffing Death Syndrome SSDD (Heart beats irregularly and causes heart attack or seizure which can result in
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<p>Examine the four different categories of inhalants.</p> <p>Determine how to protect yourself from toxic chemicals in inhalants.</p>	<p>death.)</p> <ul style="list-style-type: none"> o Permanently damage kidneys and lose bladder control. o Dizziness/headaches o Nausea <p>II. Categories of Inhalants</p> <ul style="list-style-type: none"> - Solvents <ul style="list-style-type: none"> o paint o glue o paint thinner o toxic markers o gasoline/kerosene o lighter fluid o nail polish remover o white-out - Aerosols <ul style="list-style-type: none"> o spray paint o hair spray o room fresheners o vegetable cooking sprays - Gases <ul style="list-style-type: none"> o butane o propane o nitrous oxide o helium - Nitrites <ul style="list-style-type: none"> o Amyl o Butyl <p>III. Protection from the Toxic Chemicals in Inhalants</p> <ul style="list-style-type: none"> - Read the warning labels on the products. - Buy nontoxic markers and glue. - Do projects outside when possible. - Do not put your face too close to markers, glue or paint. - Open the windows when doing projects inside. - Take fresh air breaks often. - Wear a surgical mask. <p>IV. Inhalant Abuse</p> <ul style="list-style-type: none"> - Inhalant abuse-sniffing or inhaling toxic chemicals in order to get high. - Inhalants are not drugs. But when you inhale them or sniff them to get high, you are using them like drugs.
<p>ACTIVITIES:</p> <p>Partners will use creative expression, a poster, a rap/song, or an essay to explain 5 effects of inhalants on the body. (Advocacy)</p> <p>In a group, students will use a cooperative activity called round table, where they will brainstorm the four categories of inhalants and list</p>	<p>ASSESSMENT</p> <p>Partners will explain at least 5 effects of inhalants on the body through creative expression poster, song, essay, etc.</p> <p>In a journal entry, students will list the four categories of inhalants and name products in each category. Partners will share strategies to protect themselves</p>

products under that category. They will write responses on one piece of paper, which will be passed around after they record one response each. (Around the table, within the group). Each group after a five-minute period will use another cooperative activity called stand and share. Each group member, from every group will stand and read one of their responses, until all responses are read. (Self Management)

Research inhalant use and its effects on teens. Design a brochure, pamphlet etc. using the information. (Accessing Information)

Debate research found on the effects of inhalants. (Advocacy)

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

RESOURCES:

Project Alert - Core Curriculum

"Project Alert News" handout on inhalants and the oral report on inhalant abuse and Family Evaluation Form, pp.100-103.

The Truth About Huffing, Teen Magazine, September 1995

INHALANTS, Current Health 2, September 1995

WEBSITES:

Addiction (2006), Donovan, Amy
Retrieved on June 21, 2006; from:
<http://school.discovery.com/lessonplans/programs/addiction2/>

Drugs of Abuse Information (2005),
National Institute on Drug Abuse
Retrieved on June 21, 2006 from:
<http://www.nida.nih.gov/drugpages.html>

Drugs and Alcohol (2006), Nemours Foundation
Retrieved on June 21, 2006 from:
http://www.kidshealth.org/teen/drug_alcohol/

Inhalants (2000), PE Central: Health Lesson Ideas
Retrieved on June 21, 2006 from:
<http://pecentral.org/LessonIdeas/ViewLesson.asp?ID=928>

Inhalant Facts (1998), Drug Facts
Retrieved on June 21, 2006 from:

form inhalant chemicals.
Complete a brochure, pamphlet etc. using information about inhalants.

REMEDICATION:

- ✧ Extra time as needed
- ✧ Teacher assistance
- ✧ Peer group helpers
- ✧ Handouts that accompany activity
- ✧ Help outside of class time

ENRICHMENT:

Research Inhalants on the web. Gather statistics on current inhalant abuse within the United States.

Interview the Education Director from Monroe, Carbon and Pike Counties' Drug and Alcohol Commission concerning huffing abuse within the county.

Interview a police officer regarding the legal issues of possession of inhalants. Are the laws different on school properties? Why/why not.

http://freevibe.com/Drug_Facts/inhalants.asp