

NTI

Non-Traditional Instruction

Health

Days 1-10

****Work will be modified according to each student's IEP or 504 plan**

MHS NTI HEALTH Instruction Sheet

All HEALTH students, GRADES 9-12, will complete an NTI packet per NTI day.

Day 1 Life Skills (1 page)

Day 2 Concept Review: Commonly Abused Drugs (1 page)

Day 3 Concept Review: Other Drugs of Abuse (1 page)

Day 4 Crossword (1 page)

Day 5 Concept Review: Vitamins, Minerals, and Water (1 page)

Day 6 Concept Review: Carbohydrates, Fats, and Proteins (1 page)

Day 7 Life Skills: Practicing Wellness(1 page)

Day 8 Life Skills: Express Lesson: Making Great Decisions(1 page)

Day 9 Life Skills: Express Lesson: Setting Goals(1 page)

Day 10 Life Skills: Express Lesson: Being a Wise Consumer (1 page)

BE SURE TO COMMUNICATE WITH YOUR TEACHER THROUGHOUT THE DAY VIA EMAIL
OR LMS

MHS 606.242.8820

Teacher Email

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Name _____ Class _____ Date _____

Skills Worksheet

Life Skills**Setting Goals****IMPROVING YOUR FITNESS**

1. Choose one component of your physical fitness that you would like to improve.

2. What exercise would be a good indicator of your fitness in this area? (For example, the number of miles you could run would be an indicator of your cardiorespiratory endurance.)

3. How could you measure your progress?

4. What level of fitness are you currently able to achieve in this exercise?

5. What level would you like to achieve?

6. Outline below a six-week plan to achieve your goal. Identify how you will increase your cardiorespiratory endurance, muscular strength and endurance, and flexibility. Be specific about the kinds of exercises, the length of time you will spend exercising, and the number of times per week that you will do the exercises. For muscular development exercises, include the number of repetitions and your goals for increasing repetitions each week. Use additional paper if necessary.

7. Check with your teacher to evaluate whether your goals are realistic. If they are not, explain how you will modify them.

Skills Worksheet

Concept Review

Section: Commonly Abused Drugs

Each of the following statements is false. Rewrite the underlined part of each statement to make it true.

1. Anabolic steroid users have been known to act passively.

2. A club drug called Mary Jane has hallucinogenic properties.

3. The psychoactive ingredient in marijuana and hashish is PCP.

4. Marijuana and hashish can be eaten but are usually injected.

5. Certain glues and paint thinners produce strong psychoactive effects when they are injected.

6. Inhalant vapors cause blood cells to die from lack of oxygen.

7. Because some anabolic steroids are inexpensive and easy to get, they are often used by younger teens.

8. Because they can help a person gain weight and develop muscles, tranquilizers have become drugs of abuse for some athletes.

9. The combination of marijuana and hashish increases the risk of seizure for the user.

10. Some illegal drugs affect brain function, are dangerous to one's health, and can result in addiction.

Skills Worksheet

Concept Review**Section: Other Drugs of Abuse**

Each of the following statements is false. Rewrite the underlined part of each statement to make it true.

1. Because LSD and PCP are relatively mild stimulants, they are legal to buy.

2. The depressant Ritalin is used to treat attention deficit/hyperactivity disorder (ADHD).

3. When barbiturate users crash, they become extremely sleepy, and depressed, and experience an intense craving for more of the drug.

4. The effects of crack cocaine are less intense and longer lasting than those of powdered cocaine.

5. The drug dextromethorphan is dangerous because the user may not be able to remember what happened while on the drug.

6. In high doses, the drug Rohypnol™ has effects similar to those of PCP.

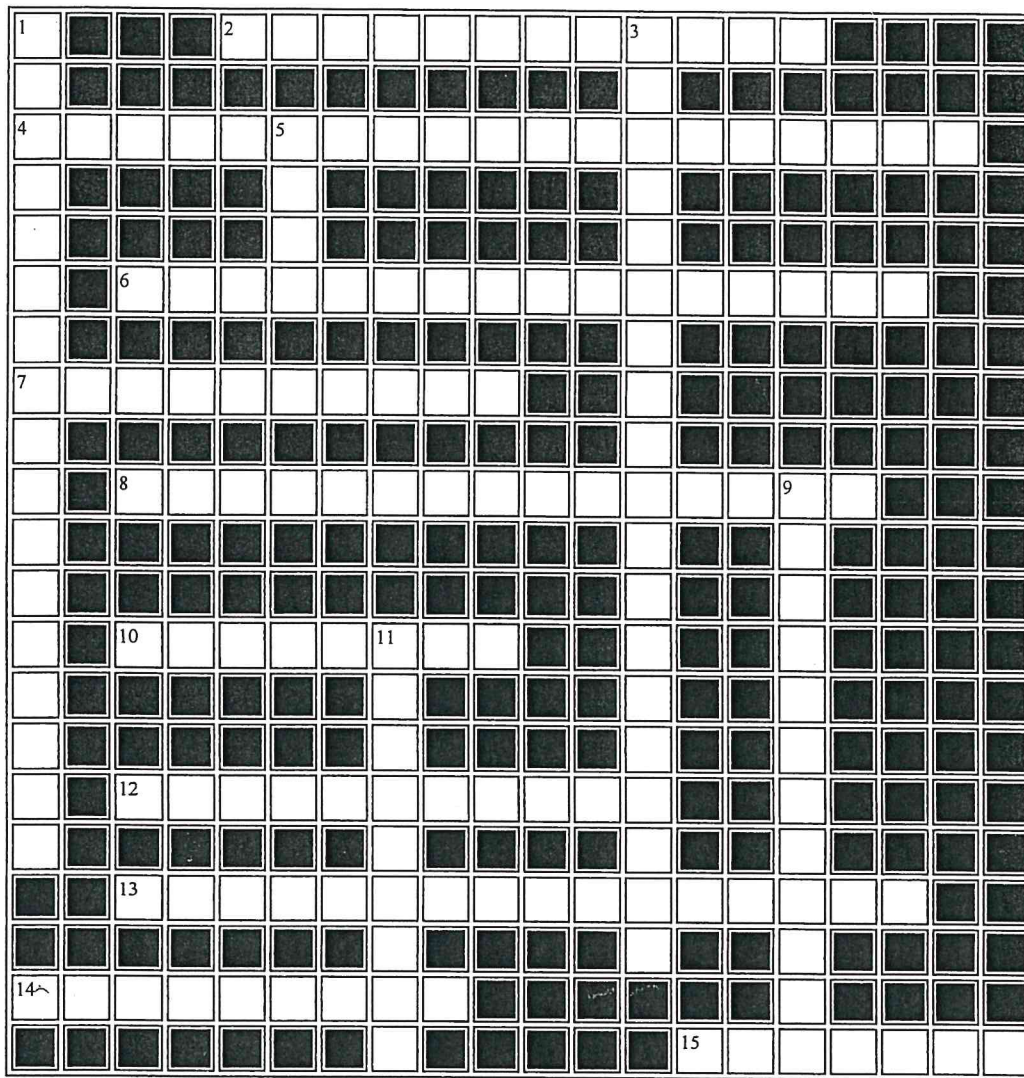
7. Doctors prescribe morphine to treat certain neurological disorders and life-threatening obesity.

8. Stimulants, such as LSD and PCP, often cause time and distance distortions.

9. The risk of hepatitis or HIV infection increases in cocaine addicts.

10. Drugs that are made from the opium poppy are called inhalants.

Health
Day 4



Across

- . describes a drug or medicine that affects the brain and changes how a person perceives, thinks, or feels
 - . the drug is packaged into patches that are placed on the skin
 - . when a drug reacts with another drug, food, or dietary supplement such that the effect of one of the substances is greater or smaller
 - . the drug enters the body through blood vessels in the lungs when it is inhaled
 - . surgically implanted specialized pumps inject drugs directly into a specific part of the body
0. any drug used to cure, prevent, or treat illness or discomfort
 2. any effect that is caused by a drug and that is different from the drug's intended effect
 3. any medicine that can be bought with a prescription
 4. the drug is injected by using a hypodermic needle
 5. a medicine made by company other than the company that developed the original medicine

Down

1. the chemical component that gives a medicine its action
3. the drug is applied directly to certain areas of the body and absorbed into the skin
5. any substance that causes a change in a person's physical or psychological state
9. a written order from a doctor for a specific medicine
11. the drug is swallowed and absorbed through blood vessels in the intestines

Name _____ Class _____ Date _____

Skills Worksheet

Concept Review

Section: Vitamins, Minerals, and Water

PART I

Compare and contrast vitamins and minerals.

PART II

Describe the importance of water to good health. What role does water play in the body?

PART III

Match each mineral on the left with its role on the right.

- | | |
|---------------------|--|
| _____ 1. copper | a. production of hemoglobin |
| _____ 2. iron | b. regulation of water balance |
| _____ 3. sodium | c. production of thyroid hormones |
| _____ 4. phosphorus | d. production of bone, red blood cells |
| _____ 5. iodine | e. bone formation, cell reproduction |

Name _____ Class _____ Date _____

Skills Worksheet

Concept Review**Section: Carbohydrates, Fats, and Proteins****PART I**

List the functions of each class of dietary nutrient.

1. Carbohydrates _____

2. Fats _____

3. Proteins _____

PART II

Place an "S" in front of each of the following simple carbohydrates. Place a "C" in front of the complex carbohydrates.

_____ 4. fructose

_____ 5. glycogen

_____ 6. glucose

_____ 7. lactose

_____ 8. starch

_____ 9. sucrose

_____ 10. fiber

PART III

Place a "C" in front of each of the following complete proteins. Place an "I" in front of the incomplete proteins.

_____ 11. peas

_____ 12. hamburger

_____ 13. chicken breast

_____ 14. rice

_____ 15. beans

_____ 16. tuna

Name _____ Class _____ Date _____

Skills Worksheet

Life Skills

Practicing Wellness

HEALTH-RELATED FITNESS ACTIVITIES

Classify each description below by giving it the letter or letters of the correct component or components.

- | | |
|--|--------------------------------|
| _____ 1. climbing a short flight of stairs | a. muscular strength |
| _____ 2. walking one mile briskly | b. muscular endurance |
| _____ 3. cross-country skiing | c. cardiorespiratory endurance |
| _____ 4. 15 minutes of stretching exercises | d. flexibility |
| _____ 5. lifting a heavy weight with few repetitions | e. body composition |
| _____ 6. jogging a 5 km fun-run | |
| _____ 7. eating healthfully | |
| _____ 8. dancing for 30 minutes | |
| _____ 9. carrying a heavy shopping bag from a store to your home | |
| _____ 10. swimming 10 laps | |
| _____ 11. pushing a large piece of furniture to the other side of a room | |
| _____ 12. cycling to school every morning | |
| _____ 13. lifting weights with many repetitions | |
| _____ 14. jumping rope to warm up | |
| _____ 15. regular exercise in all areas | |

16. Which activities appeal most to you? Why, or why not, is it good to do several of these activities?

Life Skills: Express Lesson

Making GREAT Decisions

AVOIDING FIREARM ACCIDENTS

According to the National Safety Council, one in about 4,300 people in the United States will be the victim of accidental gun death. All of these accidents are preventable. Most gun accidents happen at home. Learning what to do if you encounter a gun can save your life or the life of a friend.

Think about what you've learned about gun safety and use the GREAT decision-making model to analyze the following situations. Write in the space provided what you think the person should do in each situation.

1. While John is at his friend Jaime's house, Jaime confides that he knows where his father keeps his hunting rifle.

2. While Ashley was jogging along a path in the woods, she spotted a gun among the leaves under a tree. The gun scared her, and she wasn't sure what to do.

3. While doing homework at his friend Paul's house, Jacob was surprised to see a gun when Paul opened a kitchen drawer to get a pencil. When he asked Paul about the gun, Paul just said, "Don't worry. It's never loaded."

Name _____ Class _____ Date _____

Skills Worksheet

RECREATIONAL SAFETY

Life Skills: Express Lesson

Setting Goals

RECREATIONAL SAFETY

PART I

1. Read the list of items below that are associated with safety and water sports.

Rewrite each item in either the Do column, or the Don't column.

swim in unknown waters
swim under the influence of alcohol
swim with a buddy
run or horseplay near water
dive in unfamiliar waters

Do

wear a life jacket
learn drownproofing
swim in frigid water
swim during an electrical storm
check for hidden rocks in diving areas

Don't

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PART II

2. Read the list of items below that are associated with safety in the wilderness.

Rewrite each item in either the Do column, or the Don't column.

leave fires unattended
check weather forecast before hiking
build your fire in a windy area

Do

extinguish a fire with water or dirt
build your fire under overhanging trees
carry a first aid kit, extra food, water,
and batteries

Don't

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Life Skills: Express Lesson**Being a Wise Consumer****SAFETY AT HOME**

Survey your home for potential safety hazards by answering the following questions.

1. Are any of the electrical outlets in your home overloaded (have a lot of plugs plugged into the outlet)? What can you do to help prevent an outlet from becoming overloaded?

2. Are there any electrical appliances plugged in near sources of water such as in a bathroom, or near a sink? List three things you can do to lower the risk of electrocution in such places.

3. Where are matches and/or lighters kept in your house? Is there a safer place for them to be kept?

4. How can you determine if steps or stairways inside or outside your home are free of safety hazards?

5. Why is it important to ensure that your house has a working smoke detector on each floor?
