

21st Century Healthy Living Lesson

Grade: 8

Unit: Healthy Self

Driving Question: The short and long of delaying treatment for attention deficit disorder (ADD)

Curriculum Outcomes:

1.2 demonstrate an understanding of the short and long term outcomes of delayed treatments for major depressive disorder and attention deficit disorder and identify possible treatment for these disorders

Expected Time:

2 – 60 minute classes

Resources:

- [Nearpod Presentation](#)
- [Teacher Notes for Nearpod Presentation](#)
- [Opening pass](#)
- [Student handout](#)
- Class set of iPads, netbooks or computers. Could also use student’s own devices if possible

Lesson Procedure

21st century skills

Teacher does (I Do):

Open class with [Nearpod presentation](#) to review what ADD/ADHD is and ask some open-ended questions of symptoms that are common in the 3 behavior categories typical of ADD/ADHD. There is a set of [teacher notes](#) provided to ensure you cover some of the more common signs of each behavior type.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

Individual student work (You Do):

Hand out the [opening pass](#) and give students time to complete on their own. Have them pass in when completed so it can be recorded as a formative assessment.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

<p>Group work (We Do):</p> <p>Have groups of 2-3 students come together and give them the group handout. Tell them that today they will work together to research why early treatment is needed for ADD/ADHD as well as the short- and long-term consequences of not getting treatment. The handout also asks them to find some local resources for support if possible and to look up some famous people who have ADD/ADHD to show them that people can be successful despite having ADD/ADHD. Once they have their information, they can create a presentation in PowerPoint, Prezi or another app of their choosing.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> find, validate <input checked="" type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input checked="" type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input checked="" type="checkbox"/> evaluate, leverage <input checked="" type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Class share (We Share):</p> <p>Have a class discussion around 1-2 of the group's presentations. Cover some of the following consequences if not found in presentations:</p> <ul style="list-style-type: none"> • school failure • problems with relationships • behavior disorder, formally called conduct disorder • being aggressive/lying/stealing • use of disrespectful language • poor self-control/high-risk-taking behavior • poor social problem-solving skills • alcohol and drug abuse, especially in adolescence • depression • excitability • immature emotional control • excessive frustration • unpredictable/irregular moods • job failure 	<ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input checked="" type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Lesson Wrap Up:</p> <p>Ensure you have access to all presentations for grading. Thank all groups for their work.</p>	
<p>Differentiation/Modification/Enrichment:</p> <ul style="list-style-type: none"> • Students who need support can be paired with stronger students. • Students who are comfortable recording video could create a video presentation of their information in place of the PowerPoint or Prezi if they desire. 	

Assessment:

Grade presentations on a 1-4 scale for content and record in Power School. Record opening passes as a formative assessment for completion.

Teacher Reflection: