

**CDC's Critical Six-Unwrapped**  
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**Learning Objectives**

Participants will be able to:

- demonstrate through activity understanding of the CDC's Critical Six
- interpret each component of the Critical Six as they relate to the understanding of overall health of adolescents
- distinguish between personal values and beliefs as they relate to the critical six areas.

**Introduction:** "Recognizing your values *paints* a picture of understanding the CDC's Critical Six and the health of adolescents".



<http://www.clipartguide.com/>

**Defining the CDC's Critical Six:** (CDC, 2007)

**P-** Physical Activity

**A-** Alcohol and Drug Use

**I-** Injury and Violence (including suicide)

**N-** Nutrition

**T-** Tobacco

**S-** Sexual Risk Behaviors

## ACTIVITIES:

### P-Physical Activity

Draw a picture of a fit person:

*Discussion:*

On your worksheet, write down the characteristics you chose? Discuss group consensus. How does this depict Physically Fit person? Show the power point pictures of the marathon runner (now one 400 lbs), triathlete and the swimmer.

### A- Alcohol and Drug Use

#### Dyadic Sharing

In groups of two:

This activity uses open-ended questions intended to help you discover and share your reactions to alcohol and drug use and your ways of dealing with value judgments regarding alcohol and drug use. In this activity, both group members will have an opportunity for sharing.

Ground rules:

1. Take turns initiating the discussion. Complete each statement orally.
2. This discussion is *confidential*.
3. Do not look ahead in the activity.
4. Do not skip items. Respond to each one in the order it appears.

When you and your partner have finished reading, you may begin.

Regarding adolescent alcohol and drug use...

- When I know a student who abstains from alcohol and drugs I consider them...
- The time I best feel about my health students is...
- When I hear students around me talk about current alcohol and drug use at parties, I feel...
- When I'm tired I am more likely to respond to students with questions about alcohol use with...
- When I see a student smoking, I feel...
- The most important outcome of abstaining from alcohol and drug use is...
- I feel most uncertain of myself teaching alcohol and drug use when...
- I resent teaching about alcohol and drug use when...
- My greatest strength regarding teaching alcohol and drug use is...

- I am most likely avoid teaching ...
- If students laugh, or are uninterested in the topic of alcohol and drug use I would tend to...
- Sometimes I avoid discussion about alcohol when ...
- My first impression when I see a person who is known for drinking heavily is...
- I am more likely to help someone become a sober person when...
- I am less likely to help someone become a sober person when...
- I value being a “helper” in bringing responsible alcohol and drug use into another’s life because...

**CONCLUSION:**

What did you learn about the person you interviewed? You? Where there any trends in responses? Keep notes on your worksheet.

## **I-Injury and Violence (including Suicide)**

Draw a continuum, a ladder, or some pictograph of how you rank/grade/assess at this very moment your own risk for injury and violence status. Introduce yourself to someone in this workshop that you don’t know and share with them characteristics of “optimal injury and violence health”!

How does injury and violence cross over/intersect/interrelate into other dimensions of adolescent health?

## N-Nutrition

Adapted from:

*Greenberg, J.S. (2004). Health Education and Health Promotion: Learner-centered Instructional Strategies (5<sup>th</sup>). McGraw-Hill.*

Values Voting...

Vote: *yes, no, maybe*

1. \_\_\_\_ In order to have children, people should have to pass a test demonstrating their knowledge of nutrition.
2. \_\_\_\_ Caffeine consumption is a significant health-risk.
3. \_\_\_\_ Americans do not eat well and need vitamin supplementation.
4. \_\_\_\_ Restaurants should be able to charge more to obese patrons for eating buffet meals.
5. \_\_\_\_ Meal supplements have no place in the American diet.
6. \_\_\_\_ Stores should be able to refuse the sale of large amounts of sugar products to overweight children.
7. \_\_\_\_ Bake sales have no place in schools and should be outlawed.
8. \_\_\_\_ Produce at supermarkets should not be allowed to contain pesticides.
9. \_\_\_\_ Health educators should have BMI's in the "normal" range.
10. \_\_\_\_ Being a vegetarian is an important consideration for everyone.

## T-Tobacco

**Are you Smarter than a Middle School Student?**

Quiz from NIDA for Teens: [http://teens.drugabuse.gov/teens.drugabuse.gov/parents/documents/nicotine\\_quiz.pdf](http://teens.drugabuse.gov/teens.drugabuse.gov/parents/documents/nicotine_quiz.pdf)

From *Facts on Drugs: Tobacco Addiction* Quiz in folder.

## S-Sexual Risk Behaviors

In small groups, list several items that finish this sentence: (2-3 mins)

Sex is...

Go over and discuss the list. Rank the top 5. Can we come up with a consensus? Was it difficult? Why or why not?

## Conclusion-

“Recognizing your values *paints* a picture of understanding the CDC’s Critical Six and the health of adolescents”.

1. Rank in order (1-highest comfort level understanding of values to 6-the lowest) for each of the critical six.
2. Circle the areas you will concentrate on improving.
3. What does it mean to be a healthy adolescent in each of these areas?