



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

South Carolina Grade Level Health and Safety Education Curriculum Guidelines

Standards and Performance Indicators

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South Carolina Health and Safety Education Instructional Guidelines

The South Carolina Health and Safety Education Instructional Guidelines is a support document to the *South Carolina Academic Standards for Health and Safety Education 2009*. The eight standards of the 2009 South Carolina Standards document match the eight standards found in the 2007 National Health Education Standards. The purpose of this document is to facilitate instructional planning. The performance indicators are separated by content areas. Content is taught within skill standards. Suggestions for instructional resources, strategies, and activities are included in this document. This is a sampling of activities. Not all performance indicators found in the 2009 document are listed in the guidelines. Not every performance indicator listed in this guide has corresponding essential questions. Not all strategies and activities identified in this guide have corresponding assessment strategies. This guide is not meant to be all inclusive for instruction in Comprehensive Health Education.

Academic Standards for Health and Safety Education: The academic standards describe what students should know and be able to do. Standard 1 is the traditional content and knowledge standard. Standards 2 through 8 emphasize skill development. The *South Carolina Academic Standards for Health and Safety Education* align with the National Health Education Standards (NHES).

Standard 1 The student will comprehend concepts related to health promotion to enhance health.

Standard 2 The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3 The student will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4 The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 The student will demonstrate the ability to use decision-making skills to enhance health.

Standard 6 The student will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

Standard 8 The student will demonstrate the ability to advocate for personal, family, and consumer health.

Health and Safety Education Content Areas: The content areas are based on the requirements of the South Carolina Comprehensive Health Education Act (S.C. Code Ann. § 59-32-10). In addition, research by the Center for Disease Control (CDC) has identified six risk behaviors that contribute to the leading causes of death and disability among youths and adults: alcohol and drug use, injury (including suicide) and violence, tobacco use, improper nutrition, physical inactivity, and sexual risk behaviors.

The content areas are addressed at every grade level on the basis of specific, developmentally appropriate performance indicators.

M = Mental, Emotional, and Social Health

I = Injury Prevention and Safety

D = Alcohol, Tobacco, and Other Drugs

G = Growth, Development, and Sexual Health and Responsibility

P = Personal and Community Health

N = Nutrition, and Physical Activity

Performance Indicators: A performance indicator is a statement that defines the knowledge or skill the student should acquire. Performance indicators also provide expectations for student performance and guidance for assessment. Each of the eight standards is demonstrated by performance indicators at each grade level.

Key to Understanding the Performance Indicators Codes

N-8.6.2 This code represents the **performance indicator** for Nutrition & Physical Activity content for eighth grade, standard 6, indicator 2.

The letter of the alphabet that precedes each of the grade levels is an abbreviation for the particular **content area** in which that indicator is located. The first digit represents the particular **grade level** (in this case, **eighth grade**). The second digit is the **standard number** (in this case, standard **6**). The third digit represents the **number of the performance indicator** for the particular grade level and skill content area. The performance indicators are listed in numerical sequence. Teachers should determine the order of instruction.

South Carolina Health Education Time Requirements: The Comprehensive Health Education Act (S.C. Code Ann. § 59-32-30) mandates the number of hours health education is to be taught during the school year. The law stipulates the time requirement may not be reduced.

Kindergarten-6th Grade	7 and 8th Grades	High School
<p>Time requirements:</p> <ul style="list-style-type: none"> • 75 minutes per week for 36 weeks; or • Three 50 minute classes per week for 18 weeks; or • 5 hours per week for 9 weeks <p>All of the above must total the equivalent of 45 hours per year</p> <p>Elementary Grades – Regular classroom teachers may teach as separate units or as integrated, interdisciplinary or thematic units.</p>	<p>Time requirements:</p> <ul style="list-style-type: none"> • 250 minutes per week for 9 weeks; or • Five 50 minute classes per week for 9 weeks; <p>Both of the above must total the equivalent of 37.5 hours per week</p> <p>Teachers with credentialing in Health, Science or Physical Education may teach health content.</p>	<p>Time requirements:</p> <p>At least once during grades 9-12, each student must receive instruction in comprehensive health education that includes all required topics plus 750 minutes of reproductive health and pregnancy prevention.</p> <p>The State Board of Education (SBE) has approved four alternatives for meeting the comprehensive health requirement.</p> <ol style="list-style-type: none"> 1. Required health course scheduled as a required elective. 2. Mini courses require students to complete a specified number of short health courses (usually 3 weeks) on different topics during the high school years. 3. Integrate health units into existing required courses. 4. Individual written plan submitted to the SCDE demonstrating that all students receive health instruction in all topics within existing courses. <p>Teachers with credentialing in Health, Science, Consumer Science, Biology, or Physical Education may teach health content.</p>

The following are the South Carolina state adopted instructional materials approved by the SBE in July 2007 for Health and Safety Education.

Kindergarten – 5th Grade	6 - 8th Grades	High School
<p><i>Harcourt Health and Fitness</i> 2006 Harcourt School Publishers</p> <p><i>Macmillan and McGraw-Hill Health and Wellness</i> 2005 Macmillan/McGraw-Hill, a Division of McGraw-Hill Co., Inc.</p>	<p><i>Health and Wellness</i> 2005 <i>Teen Health 6th Edition</i> 2005 Glencoe/McGraw-Hill</p> <p><i>Holt Decisions for Health</i> 2007 Holt, Rhinehart, Winston, a Division of Harcourt, Inc.</p>	<p><i>Glencoe Health</i> 9th Edition 2005 <i>Health and Wellness</i> 1st Edition 2005 Glencoe/McGraw-Hill</p> <p><i>Holt Lifetime Health</i> 2007 Holt, Rhinehart, Winston, a Division of Harcourt, Inc</p>

Health Education Scope and Sequence

Introduction, Review, and Reinforcement of Standards by Grade Level

(The white numbers in the colored sections of the chart represent the standard)

Introduction	Review	Reinforcement
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Topics & Themes	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Personal Health										
Health Care professionals						1				3
Medical & Dental Checkups	3		3							
Five Senses	1									
Major bones	1	1								
Major body parts	1									
Major organ function		1					1			
Healthy behaviors habits	1, 2, 7	5, 6	2, 5, 6	7	4, 8	2, 6	1		7	1, 5, 7
Body systems			1	1	1	1	1			
Physical Activity	1, 6	2	3, 8	1, 2, 3, 6, 8	1, 2, 6, 8	4	7		7	3
Health related fitness			1	1		5				
Skill related fitness				1						
Reducing Screen time			1	1		4		2		
Understanding germs		1	1		1					
Common Illnesses			1					7	7	
Types of disease & prevention				1	3	3	1			2
Physical Growth				1						
Wellness				1	1					
Stages of the life cycle				1						
Puberty				1	2, 3	3				
Abstinence					1	5	1, 5	4	4	1, 4
Technology & Health information				3						
Heredity and disease						1		1	1	6
Oral health				8	5		1	7	6	3
Reproductive Health							1, 4	3	1, 4	6
STD										
Pregnancy & Childbirth							1	1, 3	6	1
Pregnancy Prevention										1

Topics & Themes	Grade k	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Drugs										
Handling medicine	1, 3	3		3	3	3				
Household chemicals	1									
Second-hand Smoke		1, 6					1			
Immunizations		1								
Over the counter drugs			1				1	7		
Effect drugs on society			1						5	2, 3
Drug misuse or abuse			2	1	1, 2	5	7, 8	1, 2	5, 8	6
Refusal skills	4	8	8		5			4	8	
Gateway					1					
Addiction						1	2	1		1
Law									1	
Safety										
Minor injury	1		1							
Avoiding injury	1, 2	6			1	7	1	7		
First Aid for minor injury	1				7					1, 7
Caring for a tooth injury					1, 7					
Poisoning	1			1						
Bully & Gang behavior					1, 2, 6, 7		1, 2	1	2	6
CPR and rescue breathing						1		1		
Unsafe/safe contact		1								
Sports & recreation injury						1				
Handling unknown objects	1									
Violence						2	1, 7	1, 7	7	3, 5
Dealing with emergency	5	4		6, 8	5	8				8
Harmful relationships			4	4		4		7	7	1, 5
Dealing with weapons						5				
Rules	7	7	8							
Sexual Harassment							7	1, 3	7	7
Internet									5	
Mental Health										
Character Traits & Friendship		1, 7	5	7		7				
Family types and structure	1	1	2	2	2	2				
Family responsibilities		1					1		1	
Types of health		2	1	3			1, 2		7	3
Peer pressure				1, 2		7				7
Grief & Loss				1			1			
Refusal skills			4	1	4	4	4		4	4

Topics & Themes	Grade k	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Self-Concept				2	1	2	1		1, 2	
Expressing feelings	4	7					4	4		
Communication skills				1, 7	4		4		4	4
Depression						1				1
Coping strategies & stress			7	7	6	1	7	7	6	1
Helpful Adults		1, 3	6	3	5	5				
Protective factors/Resiliency					2		1		7	7
Conflict				2, 4		4	7	4	7	2
Medical care & treatment							2, 5	1		1
Adoption										1
Law and Sexual Conduct								1	1	1,
Sexuality & Society									1, 2, 3	2
Social Norms									2, 3	
Environment										
Importance of Cleanliness		1						8		
School/Community promotion		1	8	1	3	8	7		8	8
Harmful exposure					1, 3		7			2
Nutrition										
Healthy snacks & meals	1	2, 6	7, 8	3	5	4	1, 2, 8	6, 7, 8	4, 7	1, 5
Drinking water	1	1						1		
Eating breakfast	1			8						
Food groups		1		1		1				
Food labeling		1		3	5, 7		1			
Serving size		1		1	1					
Nutrients and calories				1, 3	1	1	1	1		
Federal Guidelines				1	1	1	7	5	1	6
Food safety				1		1		1		
Eating disorder							1	1	1	

Kindergarten

Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Question: Mental, Emotional, and Social Health

- What are different types of feelings?

Performance Indicator:

M-K.1.1. Define the term "feelings" (happy, sad, angry).

Sample Teaching Strategies and Activities

- Students identify activities at home that make them happy, sad, or angry.
- Students construct a happy, sad, or angry face using paper plates for faces and yarn, wool, buttons, and glue for other facial features.

Sample Assessment Strategy

- Students demonstrate appropriate examples of happy, angry, and sad expressions using their paper plate faces.

Essential Questions: Injury Prevention and Safety

- What are important steps to take to avoid getting injured?
- When is it okay to talk to strangers?
- What is an emergency?

Sample Performance Indicators:

- I-K.1.1 Identify ways to prevent common childhood injuries at home (falling down the stairs, drinking an unknown substance, finding a gun), school (climbing on playground equipment) or in the environment (running across the street, riding a bicycle, swimming, walking in a rainstorm, approaching an unknown animal).
- I-K 1.2 Identify appropriate ways to deal with specific emergency situations.
- I-K 1.3 Name ways to stay safe around strangers.

Sample Teaching Strategies and Activities

- Students explore “Herbie the Hippo’s” ten top stranger safety tips to share with their parents. <http://www.herbiethhippo.com/top-ten-safety-tips.htm>
- The teacher seals two raw eggs in shell in individual clear plastic sandwich bags. Using two toy cars and a wooden inclined board as a ramp, the teacher allows the toy cars to go down the ramp with one egg sitting in one of the cars unsecured and then another egg sitting in the other car secured with rubber bands. The teacher draws similarity to car seat belts and bicycle safety helmets.
- The teacher asks a firefighter to come to class to explain how firefighters deal with emergency situations including; a family pet caught in a tree, a young toddler locked alone in bathroom and a backyard barbeque fire that has spread out of control.

Sample Assessment Strategies

- Students understand the potential harmful consequences of not wearing seat belts and bicycle helmets.
- Students can name 6 of the 10 Herbie stranger tips.
- Students can identify at least two safe places to go to if approached by a stranger.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- In what ways can drugs cause harm?
- What is the difference between a drug and a household chemical?
- What are warning symbols?

Sample Performance Indicators:

- D-K.1.2 Distinguish between medicines and other substances that may look like medicines.
- D-K.1.3 Identify ways that drugs can be helpful or harmful.
- D-K.1.4 Identify warning symbols on medicines, household cleaners, and yard chemicals.

Sample Teaching Strategies and Activities

- The teacher gathers bottles of consumable and chemical bottled products that look alike (similar in color and bottle shape). The teacher pours equal amounts of the substances from each container into clear plastic containers sitting next to each other. Sealable lids should be placed on the containers for safety precautions. The teacher asks students which of the paired glass container holds a liquid that is safe to drink. Paired liquid examples may be purple colored household cleaner and purple juice or sports drink, bottled water and rubbing alcohol, or blue colored sports drinks and windshield wiper fluid. Laxative chewing squares and chocolate bars can also be paired as an example of safe and unsafe items to ingest. It is important that students understand the concept that some senses can be “fooled” or confused, such as sight in this case. Other senses can help identify substances, but students should use caution. Many substances are poisons and are not “safe” to touch or to smell. Discuss why it is important to never drink or eat unknown substances that are in unmarked containers or boxes. A trusted adult can help identify safe substances.
- “Safe” and “unsafe” sides of the room are identified by the teacher. Students pick activity picture cards from a bucket. The teacher reads the caption and the child decides what side of the room to move to representing whether the picture card activity is safe or unsafe.

Sample activity picture cards include a picture of the activity with captions that might read as follows:

1. Taking a cleaning agent from under the kitchen counter
 2. Getting an immunization from a doctor
 3. Picking up a syringe found at the beach
 4. Taking medicine from the home medicine cabinet
- The teacher brings in empty boxes of over the counter (OTC) medicine boxes and empty boxes of candy. The teacher engages students in the discussion of ways to tell the difference between medicine boxes and candy boxes. Key words on the medicine boxes are tablet and warning labels.

Sample Assessment Strategies

- Students properly identify safe and unsafe activities from picture cards.
- Students understand it is best to ask a trusted adult for help before touching, smelling, or ingesting unknown products.
- Students properly identify the differences between medicine boxes and candy boxes.
- Students safely use sight or smell in distinguishing between substances that are safe or unsafe to consume.

Essential Questions: Growth and Development

- How do the five senses work?
- How does the body grow and change?
- What are major body parts?

Sample Performance Indicators:

G-K.1.1 Name the major body parts.

G-K.1.2 Name the five senses and describe what they do.

G-K.1.3 Name ways children grow and change.

Sample Teaching Strategies and Activities

- The teacher creates a 16 piece square puzzle that has eight matching squares of common items (pencil, whistle, flower or banana). The squares are cut into individual pieces and placed face down in a randomly chosen spot on the puzzle. Students use visual matching and memory to match all items and solve the puzzle. When two items are matches with one attempt, the students can flip the matching items to be displayed face up. Students then identify what senses are used in each picture of the puzzle.
- The teacher creates a growth chart. All students are measured, and stickers with their name and date are attached to the identified heights on the growth chart. The teacher measures for change throughout the year. The same can be done with students outlining their foot on a sheet of paper that is monitored for change.
- The teacher names a body part asking the children point to that body part on their own body. Students create a rhyming word that matches the body part.
- Each student has a numbered soup can with the top removed and without a label. Foil and a rubber band are placed over the open top of the can. Various sets of items (five beans, five, two-inch sticks, five stones, and five pieces of rice) are placed inside the numbered cans. The cans are then distributed around the room and shaken to identify the item making the sound.
- Students create and color a booklet of different types of fruit. Using glue sticks and powdered fruit gelatin, they sprinkle the appropriate scent onto the corresponding food item.
- Students bring a series of pictures of themselves when they were younger and compare how much they have grown over the years. The create a personal poster by glueing the pictures of themselves in sequence by years or months.

Sample Assessment Strategies

- Students point to the correct body part identified.
- Students assemble the proper flavor of gelatin to the appropriate fruit item in their booklet of fruit
- Students verbally identify puzzle pictures with the name of one of the five senses used
- Using a teacher created worksheet with pictures of numbered soup cans, students glue beans, rice, sticks and stones to the appropriate soup cant on their worksheet that matches the sounds made by the mystery items.

Essential Questions: Personal and Community Health

- What are good habits for staying healthy that the entire family can practice?
- What are germs?
- What are the best ways to take care of teeth?
- Why is getting enough sleep important?

Sample Performance Indicators:

- P-K.1.1 Define the term "germs."
- P-K.1.3 Name behaviors that affect personal health (bathing, washing hands and eating healthy foods).
- P-K.1.4 Explain why it is important to brush the teeth and go to a dentist.
- P-K.1.5 Explain why getting enough sleep is important.

Sample Teaching Strategies and Activities

- Students identify four critical times to wash hands to prevent the spread of germs <http://www.henrythehand.com>
- The teacher reads a book about germs such as: “Germs are not for Spreading” by Elizabeth Verdick. A free coloring sheet can be downloaded at: germs <http://www.freespirit.com/files/other/germscolorpage.pdf>
- Student explore the effects of plaque destroying tooth enamel by soaking egg shells in two clear plastic cups, one containing dark colored soda and the other vinegar and water. The egg shell is used to represent the shell of a tooth. The egg shells are observed for 3 to 4 days. Egg shell discoloration and destruction are observed by the teacher and students. The teacher explains that food left on teeth can also be destructive and cause tooth discoloration. The importance of brushing teeth is discussed.
- Students draw and cut out a paper toothbrush from construction paper. Working in pairs they demonstrate proper brushing techniques on a partner’s hand that is extended with fingers pointed toward the ceiling. The palm of the partner’s extended hand represents the gum area of the mouth and each upward pointed finger represents a tooth. Student partners take turns demonstrating proper brushing techniques and using their hand to represent teeth.
- Students identify all of the sources of fluoride and learn how fluoride protects their teeth (SC Oral Health Curriculum-Kindergarten) http://www.scdhec.gov/health/mch/oral/docs/curr_Overview%20for%20Printed%20School%20Curriculum%20Guides.pdf
- Students explore habits that they commonly use to prepare for a good night’s rest. Habits might include; turning on soft music, turning on night lights, and making the room quiet by closing their door. The leads discussion about the benefits of getting eight hours of sleep such as; getting up in time to get a good breakfast, feeling alert at school, and having more energy to play at recess.

Sample Assessment Strategies

- Students verbally report the effects of a liquid on egg shells.
- Students demonstrate proper hand washing techniques.
- Students consistently display proper tooth brushing technique.
- Students identify good habits for preparing for bedtime.

Essential Questions: Nutrition, and Physical Activity

- What is the difference between a healthy and unhealthy foods and snacks?
- Why is it important to eat breakfast?
- Why is it important to stay active and move muscles daily?

Performance Indicators:

N-K.1.1 Explain why the body needs food (including breakfast) and water.

N-K.1.2 Define the terms "healthy foods" and "snacks."

N-K.1.3 Explain why the body needs daily physical activity.

Sample Teaching Strategies and Activities

- Students draw and color one healthy snack that was eaten during the day.
- Students identify different types of healthy snacks by color. On red week or red day students bring in different red colored snacks such as an apple or tomatoes. The teacher gives examples of foods that can be found in different forms (raw, cooked, canned or dried.)
- Students practice controlling their movement as they transfer body weight, change direction, and apply strong and light force at varying speeds.

Sample Assessment Strategies

- Students sort colored snacks into healthy and unhealthy groupings.
- Students identify elements of movement that are needed in day to day living.

Kindergarten

Standard 2

The student will analyze the influence of family, peers, culture media, technology, and other factors on health behaviors.

Essential Question: Injury Prevention and Safety

- How can family and friends help to keep you safe?

Performance Indicator:

I-K.2.1 Identify ways that family and friends can help a person stay safe and avoid injury.

Sample Teaching Strategy and Activity

- Students cut out magazine pictures of people in the community who help to keep them safe. They construct a collage of safety helpers (police, life guards at the pool, school crossing guards, construction workers that fix broken equipment on the playground, janitors in school that mop up spills on the floor and parents who make their homes safe).

Essential Question: Personal and Community Health

- In what ways can your family help you practice healthy behaviors and habits?

Performance Indicator:

P-K.2.1 Identify how the family influences personal health practices and behaviors.

Sample Teaching Strategies and Activities

- Students construct a family celebration timeline. With the help of parents or adults at home each student constructs a list of healthy activities the family does together to celebrate favorite holiday, events and birthdays.
- Students discuss their family patterns for eating meals together.

Sample Assessment Strategy

- Rubric scoring for the identification of healthy activities found on the family celebration time line.

Kindergarten

Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Mental, Emotional, and Social Health

- Who is a trustworthy adult who can help you with your feelings?

Performance Indicator

M-K.3.1 Explain ways to identify trustworthy adults who can help him or her deal with personal feelings.

Sample Teaching Strategy and Activity

- The teacher shows pictures of community helpers. The pictures might include: firemen, policemen, security officer, dentists, pharmacists, parents, and teachers. The teacher gives different situations to children that might require adult help. Students are asked to point at the person or persons who can help. For example, they might be asked to point at the picture of the adults who can help them if they are afraid and are lost at the mall.

Sample Assessment Strategy

- Students identify pictures of adult helpers who represent of safety in the community.

Essential Question: Alcohol, Tobacco, and Other Drugs

- Why is it important to have adult help when taking medicine?

Performance Indicator:

D-K.3.1 Explain ways to identify trustworthy adults from whom he or she can safely take medicine.

Sample Teaching Strategy and Activity

- Students draw pictures of adults who can help them when they feel sick.

Essential Question: Personal and Community Health

- Why is it important to visit the doctor or dentist?

Performance Indicator

P-K.3.1 Discuss why medical checkups and dental checkups are needed for a person to stay healthy.

Sample Teaching Strategy and Activity

- The teacher leads a brainstorming activity in creating a list of important things that their doctor, dentist, or nurse has told children to do to stay healthy. The teacher helps students explore types of questions that they might ask a doctor, nurse, or dentist when they go for a visit.

Kindergarten

Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Question: Injury Prevention and Safety

- What are important things to say on the phone when making an emergency phone call?

Sample Performance Indicator:

I-K.4.1 Demonstrate how to make an emergency phone call.

Sample Teaching Strategy and Activity

- Using an imitation phone, students show how to make a 911 call. The teacher provides a script for the students to practice. The script should include the exact information for students to communicate on the call, including identifying themselves, giving the location of the accident, telling what happened, and telling who is hurt.

Sample Assessment Strategy

- In making a practice 911 phone call, students tell their name, where the accident is located, what happened, and who is hurt.

Kindergarten

Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Question: Injury Prevention and Safety

- How do you decide if a situation is dangerous or safe?

Performance Indicator:

I-K.5.1 Identify situations that require action to protect personal safety.

Sample Teaching Strategy and Activity

- The teacher verbally gives students examples of potentially dangerous and situations. Students are told to put thumbs up if they feel that the situation requires immediate action. Students that put their thumbs up offer safe practices and solutions to the dangerous situation. Some examples of dangerous and non-dangerous situations include: a strange dog approaches you growling, your neighbor's cat hisses at you, you see a spider in the corner of the kitchen, a bad storm is approaching and you are outside in the backyard and your little brother or sister runs in the road to get a ball.

Sample Assessment Strategy

- The teacher provides discussion and the students vote again with thumbs up or down, showing improvement in the number of students who respond correctly.

Kindergarten

Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: Personal and Community Health

- How can you set a plan to brush your teeth twice a day?

Performance Indicator

P-K.6.1 Set a goal to brush his or her teeth twice a day.

Sample Teaching Strategy and Activity

- Students make a plan to brush their teeth at least three times a day. The teacher keeps a class graph chart of daily tooth brushing activity for each student.

Sample Assessment Strategy

- Students color the graph daily, representing each day of the month that they have brushed their teeth.

Essential Question: Nutrition, and Physical Activity

- What are your goals for being active at recess?

Performance Indicator:

N-K.6.1 Set a goal to be active at recess.

Sample Teaching Strategy and Activity

- Students have the recess monitor stamp a card indicating the student attempted one or more recess games set up in stations. An example of recess stations are: hopscotch, four square (with a ball), four square switch, clapping games, skipping rope games, wall games with tennis balls, chalk art, tetherball, fox and goose, and target toss.

Kindergarten

Standard 7

The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

Essential Question: Injury Prevention and Safety

- What can you do if your clothes are on fire?
- How can you be safe as a pedestrian and as a passenger in a car?

Performance Indicators:

- I-K.7.1 Describe fire safety rules for home and school (for example, if clothing is on fire, stop, drop, and roll; get out of a burning building and meet in a safe place; do not play with fire.)
- I-K.7.2 Demonstrate ways to be safe as a pedestrian and as a passenger in a car and in a bus.

Sample Teaching Strategies and Activities

- Students practice crawling under a hanging sheet in the room that represents smoke.
- The teacher visits a local recycled car lot and asks for seat and seat buckle donations for classroom demonstrations. Students practice riding as a passenger in the car, taking step by step safety precautions in fastening seat belts and examining different types of seat belt fasteners. The teacher explains why it is safer for children to ride in the back seat.
- Students practice road safety using stop, look and listen principles before crossing an imaginary road in the classroom.

Sample Assessment Strategies

- Students demonstrate proper crawling techniques to stay below the “smoke” sheet.
- Students can properly secure their own seat belt without asking for assistance.

Essential Question: Personal and Community Health

- What can you do to stop the spread of germs?

Performance Indicator:

- P-K.7.1 Demonstrate practices that promote personal health (for example, washing hands, brushing teeth, combing hair) and practices that prevent the spread of disease (for example: covering coughs, and sneezes).

Sample Teaching Strategy and Activity

- The teacher using a black light to display dirt particles found in hair brushes and toothbrushes. The teacher explains that dirt found on these hygiene tools can contain germs. The teacher explains that sharing tooth brushes and hair brushes is a bad idea because it spreads germs. Students practice sanitary storage and sterilization of toothbrushes that have been assigned to them.

Sample Assessment Strategy

- Students demonstrate good hygiene techniques in the care and storage of personal care items used in the classroom.

Essential Question: Nutrition, and Physical Activity

- Can you tell which foods are healthy and which foods are not healthy?

Performance Indicator:

N-K.7.1 Demonstrate the ability to select healthy foods.

Sample Teaching Strategies and Activities

- The teacher gives examples of both healthy and unhealthy traditional American breakfast food items using by pictures of the items and flash cards representing letters of the alphabet (A is for apple, B is for Bacon C is for cereal, D is for Donut, E is for Egg, F is for French Toast, G is for Grapes).
- The teacher explains the harmful effects of consuming sugar sweetened foods and beverages. The teacher provides examples of beverages that contain unhealthy refined sugars and examples of beverages that contain little or no refined sugars.

Sample Assessment Strategies

- Students identify healthy and unhealthy breakfast food items from the alphabetical examples given by the teacher.
- When shown a series of pictures or flash cards of sugar containing and non-sugar containing drinks, students can correctly select the healthier non-sugar beverages.

Resources

Alcohol, Tobacco, and Other Drugs

http://www.usfa.dhs.gov/kids/parents-teachers/lesson_plan.shtm

Growth and Development

<http://www.toolsforeducators.com>

<http://www.teacherplanet.com/resource/humanbody.php>

Injury Prevention and Safety

<http://www.sparky.org>

<http://www.herbiethelhippo.com/top-ten-safety-tips.htm>

Mental Emotional and Social Health

<http://teachers.net/lessons/posts/2491.html>

Personal and Community Health

<http://healthymeals.nal.usda.gov>

<http://www.henrythehand.com>

http://www.scdhec.gov/health/mch/oral/docs/curr_oral%20health%20kindergarten.pdf

<http://www.freespirit.com/files/other/germscolorpage.pdf>

“Germs are not for Spreading” Elizabeth Verdick www.freespirit.com

Nutrition and Physical Activity

www.pbhfoundation.org

www.labelsforeducation.com

<http://www.texasheart.org/HIC/ProjH/upload/Grade-K-Curriculum.pdf>

<http://www.energybalance101.com/>

Grade One

Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Question: Mental, Emotional, and Social Health

- What are good character traits?

Sample Performance Indicator:

M-1.1.1 Identify good character traits (for example, honesty, respect for self, respect for others, dependability).

Sample Teaching Strategy and Activity

- Students make a bar graph showing how classmates are different in eye color, hair color, hair length, height, the number of people in their household, their favorite color and, some of their favorite food. The teacher leads the discussion about how these differences are positive, special qualities that individuals possess.

Sample Assessment Strategy

- Students successfully identify positive qualities in classmates.

Essential Question: Injury Prevention and Safety

- What is the difference between safe and unsafe contact?
- Who are trusted adults you can go to if someone needs help?

Performance Indicators:

I-1.1.1 Describe the difference between contact that may occur between a child and an adult or a peer that is safe and unsafe.

I-1.1.2 Explain ways to identify trustworthy adults to tell when someone is in need of help, feels threatened, or has been harmed.

Sample Teaching Strategy and Activity

- The teacher invites a school resource officer to class to discuss key points to remember when talking to strangers. Key safety points include: never getting into a car with a stranger, not letting a stranger into your home unless your parent or guardian are there and they have invited the stranger into the house, and never telling a stranger your name or where you live. If a student feels threatened by a stranger while at home, they should immediately seek assistance from a trusted neighbor. If they feel threatened by a stranger while in a public place, they should immediately tell a security officer, police officer, store clerk, or call 911. The officer identifies the role of each family member in insuring the safety of the family.

Sample Assessment Strategy

- Students can identify places to go to and trusted people to talk to if they feel threatened by strangers.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- What are the differences between helpful and harmful drugs?
- How can exposure to secondhand smoke be harmful to the body?
- What does alcohol, tobacco, or other drugs do to a person's health?

Sample Performance Indicators:

- D-1.1.2 Identify harmful and helpful drugs, including medicines and immunizations.
- D-1.1.3 Describe the effects of alcohol, tobacco, and other drugs on a person's health.
- D-1.1.4 Identify the effects of smoking on the body, including firsthand and secondhand smoke.

Sample Teaching Strategies and Activities

- The teacher shows students samples of medication and prescription medications that are commonly found in a medicine cabinet. The difference between external and internal use is discussed. The teacher focuses on the fact that drugs can be harmful if taken in improper amounts. The dangers of taking medication prescribed for someone else should be explored.
- Working in small groups, students are given an index card with a picture or drawing of a type of medicine or medical devices (cough syrup, liquid pain relievers, tube of cream ointment, ice pack, and stethoscope). Students identify what the item is used for and who can safely administer the medicine or device.
- Students are asked to draw a picture of a face to include a big smile with teeth showing. The teacher then asks them to show the effects of tobacco on their face drawing. On their face drawing student add wrinkled skin, brown and yellow stains on the teeth. Under their drawing they add additional negative effects including: bad breath, difficulty breathing stains on hands and fingers, and stained smelly clothing. The teacher asks the students to place a star next to negative effects that also impact people exposed to secondhand smoke.

Sample Assessment Strategies

- Students describe how specific medicines can help when a person is sick or injured.
- Students can state one safety issue related to specific medicine use.
- Students correctly describe helpful uses for the sample medications that were provided in the lesson.
- Students correctly identify negative effects of secondhand smoke.

Essential Questions: Growth and Development

- What are the major body parts and their function?
- What are the major organs and what do they do?
- What are the major bones of the body?

Sample Performance Indicators:

- G-1.1.1 Identify the major body parts and their functions (for example, eyes, ears, nose, fingers, tongue).
- G-1.1.2 Identify the major organs of the body and their functions (for example, heart, lungs, skin).
- G-1.1.3 Identify the major bones in the skeletal system (for example, femur, humerus, tibia, skull, ribs).

Sample Teaching Strategies and Activities

- The teacher draws an outline of the human torso on a large section of course fabric that felt will adhere to. The fabric is then attached to a board or to a classroom bulletin board. The teacher provides colored felt pieces in the shape of the heart, lung, stomach, and intestines. Students place the felt pieces on the torso as the teacher discusses the function of the major organs.
- Students assemble Mr. Bones on the computer. <http://www.fossweb.com/modules3-6/HumanBody/activities/mrbones.html>
- The teacher draws an outline of an average sized adult torso on construction paper taped to the floor. The teacher uses paper bone sections taken from a full size Halloween paper skeleton and distributes individual paper bones to students. Students work together to tape the correct paper bone in the proper position on the paper torso that is taped to the floor.

Sample Assessment Strategies

- Students position the felt pieces in the correct location on the fabric torso.
- Students individually assemble Mr. Bones on the computer.
- Student groups correctly assemble paper bones on the floor torso paper model.

Essential Questions: Personal and Community Health

- What are major practices and habits that will keep the body healthy?
- Why is a safe and clean environment important?
- How are germs spread?

Sample Performance Indicators:

- P-1.1.1 Identify behaviors that prevent or promote personal health (for example, playing with electronic devices instead of exercising, washing hands, covering the nose and mouth when sneezing or coughing, bathing, brushing teeth, eating healthy foods).
- P-1.1.2 Explain how germs are spread.
- P-1.1.6 Explain why a clean environment protects health.

Sample Teaching Strategies and Activities

- Assemble students in a circle. The teacher places lotion on each child's hand and then sprinkles equal small amounts of glitter on one out of every five student's hands. Students pass items around the circle such as paper or a beach ball. The exchange of glitter is discussed and compared to the spread of germs. Hand washing is a good follow-up activity.
- The teacher brings in examples of household items that can be recycled. The teacher discusses the availability of free home recycling bins and also discusses the location of recycling bins found in and around the school and community. A recycling center for paper and plastic products is placed in the classroom.

Sample Assessment Strategies

- Students demonstrate proper hand washing techniques to get rid of the glitter on their hands.
- Students properly sort waste paper and plastic products into the correct classroom recycling bins.

Essential Questions: Nutrition, and Physical Activity

- Why is it important to make good food choices and eat the correct amount of foods?
- How many servings of milk, fruits, and vegetables do you need each day?
- What can you do every day to stay physically active?
- What is a food label?

Sample Performance Indicators:

N-1.1.1 Identify the different food groups.

N-1.1.3 Define what a food label is.

N-1.1.4 Identify food portions appropriate for children.

N-1.1.5 List ways to be physically active daily.

Sample Teaching Strategies and Activities

- The teacher assembles index cards with pictures of food items that can be easily identified as belonging to one of the food groups. There should be one index card per student. Fewer cards should be made of foods that represent less healthy foods that are high in fat, sugar and salt. The teacher creates stations around the room representing each food group. The picture index cards are placed face down and students select a card and move to the station representing the item on their card. The teacher checks to make sure students find their correct stations.
- Students draw a picture of physical activities they can do at recess or after school.
- Students play a food label and food group matching game using principals of the “Go Fish” card game.
- The teacher uses the downloadable coloring sheets found at this website to illustrate equal food serving amounts found in different fruits and vegetables. http://www.fruitsandveggiesmorematters.org/?page_id=81

Sample Assessment Strategies

- Students move to the appropriate station representing the food group of the food cards they are holding.
- Students pair the correct food items and labels.

Grade One

Standard 2

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Essential Question: Mental, Emotional, and Social Health

- How can family and friends help with your feelings?

Performance Indicator:

M-1.2.1 List ways that family and friends influence mental, emotional, and social health.

Sample Teaching Strategies and Activities

- The teacher shows magazine pictures of families engaged in group activity and guides discussion about what kinds of activities families engage in to have fun.
- The teacher has students form a line and asks a series of questions about family and personal preferences. For example: If green is their favorite color, the student moves two steps forward. If they have a sister, they take one step back.

Essential Question: Personal and Community Health

- How can others help you with good health habits?

Performance Indicator:

P-1.2.1 Identify ways that a person's family, friends, and school can support his or her health practices and behaviors.

Sample Teaching Strategy and Activity

- Students draw pictures of themselves and their family or friends participating in a favorite activity.

Essential Question: Nutrition, and Physical Activity

- How do family and friends influence food choices and physical activity?

Performance Indicator:

N-1.2.1 List ways that a person's family and friends can influence his or her food choices and physical activity.

Sample Teaching Strategy and Activity

- Students identify factors related to their family's eating habits and patterns. Students answer questions such as "Does my family eat...." pizza at home, pizza in a restaurant, burgers and fries at McDonalds, dinner in front of the television, and dinner together at a table.

Grade One

Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- Who are adults that you can trust to answer questions about drugs?

Performance Indicator:

D-1.3.1 Explain ways to identify trustworthy adults at home, at school, and in the community, who can answer questions about drugs.

Sample Teaching Strategy and Activity

- Given a specific alcohol, tobacco, and other drugs scenario, students identify an appropriate trusted adult to contact. One question might be, “Why does the medicine I take when I have a cold, make me sleepy”?

Sample Assessment Strategy

- Students are given a fact finding mission for homework to find the answers to a series of questions about drugs. The students must not use written or Internet sources to get their answers. They record responses and identify the trustworthy adult that provided the answer. Students write one sentence explaining how they identified the trustworthy adult.

Essential Question: Personal and Community Health

- Which adults can help you with things that affect your health?

Performance Indicator:

P-1.3.1 Explain ways to identify the trustworthy adults in the school and community that one should contact when he or she needs health-related support.

Sample Teaching Strategy and Activity

- The teacher gives student groups individual “trouble scenarios” that can occur at home or at school. An example of a trouble scenario at home might be that your room is too bright at night or there is too much noise in the house at bedtime that is affecting your being able to get to sleep. Working in small groups, students identify strategies for how adults can help with the problem.

Sample Assessment Strategy

- The student groups generate a list of at least three suggestions for how to present the problem to the helpful adult.

Grade One

Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Questions: Injury Prevention and Safety

- What are important safety tips to remember when talking on the telephone?
- What are some ways to avoid conflict at home or at school?

Performance Indicators:

- I-1.4.1 Demonstrate how to make an emergency phone call.
- I-1.4.2 Recite safe things to say and not to say when talking on the telephone with someone whom he or she does not know.
- I-1.4.3 Discuss ways to get along with others and avoid conflict at home and school.

Sample Teaching Strategies and Activities

- Students find comic strips from the newspaper that show the characters dealing with conflict. Students share them with the class and discuss if the cartoon characters handled the situation in a positive way. If not, students suggest ways the cartoon character could have handled the situation in a better way. Students assemble comic strips into a booklet with students drawing pictures to show the situations in a positive way.
- Working in pairs, students practice dialing 911. Their partner answers their call by saying “911, what is your emergency?” . Students must first state their name and then they describe the accident or injury, and identify how many people are hurt. They must state where the accident took place and where they are calling from.

Sample Assessment Strategy

- Given a simulated phone device, the student will place a call for help giving the appropriate vital information.

Grade One

Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Question: Personal and Community Health

- What decisions can you make to help protect and improve your health?

Performance Indicator:

P-1.5.1 Identify ways to make decision that enhance health

Sample Teaching Strategies and Activities

- Student groups brainstorm types of health decision that they make daily compared to daily health decision that are made for them by an adult. An example a comparison would be the adult decision that determines what food items are offered during school lunch or the types of food items are placed in lunch boxes, compared to what the child decides to eat at lunch.
- The teacher brings into class examples of all types of protective gear (hat, sunscreen, sunglasses, helmets, jacket, seatbelts, hand sanitizer, shoes with ties). The teacher brings in a safety mascot stuffed animal. Students give their safety animal a special name. During the school day when the teacher mentions an activity that requires protective gear, students dress or prepare their safety animal for the event. If the class is at the beach the safety stuffed animal needs sunscreen, a hat, sunglasses, and the proper shoes to remain safe.

Sample Assessment Strategies

- Students take responsibility for making decisions that protect themselves and others from behaviors that are harmful to their health.
- Students place all of the needed protective gear on their stuffed animal.

Grade One

Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- What kinds of plans should you have to protect yourself from exposure to secondhand smoke?

Performance Indicator:

D-1.6.1 Set a goal to stay away from secondhand smoke.

Sample Teaching Strategies and Activities

- Given a scenario where students are at a baseball game or at a picnic and adults around them are smoking cigars or cigarettes, students brainstorm possible strategies that would work best in the situation to remove themselves from exposure to secondhand smoke.
- Working in groups, students develop strategies for communicating with adults situations where they are being exposed to second-hand smoke

Sample Assessment Strategy

- Student goal statements and strategies for how they plan to stay away from secondhand smoke are realistic and feasible.

Essential Question: Personal and Community Health

- How do you take action in meeting goals to improve your health?

Performance Indicator:

P-1.6.1 Identify a short-term personal health goal and take action toward achieving the goal (for example, brushing teeth twice a day, washing hands before eating food, combing hair).

Sample Teaching Strategy and Activity

- The teacher maintains a class chart identifying a weekly healthy goal for example, brushing teeth three times a day or washing hands before every meal.

Sample Assessment Strategy

- Students maintain individual charts and explain the reason they did or did not obtain their goals.

Essential Questions: Nutrition, and Physical Activity

- What is a goal you can set to make good food choices?
- What is a goal you can set to be physically active every day?

Performance Indicators:

N-1.6.1 Set a goal to consume healthy foods and beverages.

N-1.6.2 Set a goal to be physically active daily.

Sample Teaching Strategies and Activities

- Students develop a physically active goal attainable at school, (for example, keeping moving all through recess without stopping, and tries and keep it up for a week). They also set a goal to reduce the number of time they engage in an unhealthy snack activity. An example might be to replace unhealthy snacks they consume while watching television with healthy options, such as potato chips being replaced with carrot sticks.
- Students complete a five day journal recording things they were doing while they were walking. Examples are: I walked down the hall to go to lunch at school, I walked to the school playground during recess and, I walked around the yard to count butterflies.

Sample Assessment Strategy

- Students maintain personal charts of their progress and explain the reason they did or did not obtain their goals.
- Students include more daily walking and more daily consumption of fruits vegetables.

Grade One

Standard 7

The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- What can a person do to be a good friend?

Performance Indicators:

M-1.7.1 Describe ways to express personal feelings.

M-1.7.2 Discuss ways to be a good friend.

Sample Teaching Strategies and Activities

- Students select one or two qualities of being a good friend and practice displaying that behavior toward a friend during the day.
- Students sit on the floor in friendship circles. One student begins the activity by holding the end piece of a ball of yarn rolling the ball of yarn to another student identifying that student by name and reciting a characteristic about that person that makes them a friend. Rolling the ball to others is repeated with students citing different reasons for friendship.
- Working in groups, students develop a list of what it means to be a good friend.
- Students make a bar graph showing how classmates are both similar and different (eye color, hair color, hair length, height, how many people are in their families, favorite color, and favorite food). Students discuss how differences are positive special qualities.

Sample Assessment Strategies

- Students discuss how they displayed being a good friend during the previous day.
- Students recognize good qualities in people that are their friends.
- Students identify positive qualities in classmates.

Essential Question: Injury Prevention and Safety

- How can you set up plans to avoid getting hurt at home and at school?
- How can safety rules help you?

Performance Indicators:

- I-1.7.1 Identify safety rules at home (including “lock the door when you leave the house,” “never drink an unknown substance,” “tell a trustworthy adult if you find a gun or weapon,” “never play with fire,” and “follow directions of a trustworthy adult during a storm”).
- I-1.7.2 Identify safety rules at school (including “never push a peer while waiting to get a drink of water,” “keep your personal belongings in a secure place,” and “get help from a trustworthy adult if a peer is injured”).
- I-1.7.3 Identify safety rules for dealing with situations in the environment (including “look left, then right, then left again before crossing the street,” “wear a seatbelt when riding in an auto,” “never go with a stranger to find a lost pet,” “do not approach an unknown animal,” and “swim with a buddy”).

Sample Teaching Strategies and Activities

- Students select a class safety rule and draw a colorful poster highlighting the rule. They then agree to monitor their selected behavior rule, politely reminding students who intentionally or accidentally break the rule.
- Working in groups, students brainstorm the steps and actions that they should take if they see someone in school who is carrying a weapon.

Student read about safe interaction around dogs by reading books such as Wendy Wahman’s book “Don’t Lick the Dog” <http://www.youtube.com/watch?v=exoQtUxpHR8>

Sample Assessment Strategies

- Students identify steps to take in reporting that someone has a weapon.
- Students can list steps to take to safely interact with an unknown dog.

Essential Questions: Personal and Community Health

- What are important behaviors and practices that keep you healthy?
- What can you do to help protect the environment?

Performance Indicators:

- P-1.7.1 List behaviors to keep the mouth healthy (for example, brushing teeth, going to the dentist, limiting sugary foods and drinks).
- P-1.7.2 Describe ways to protect the environment (for example, how to recycle; how to prevent air, water, land, or noise pollution).

Sample Teaching Strategies and Activities

- The teacher asks a local dentist to speak to the class about the importance of brushing their teeth after every meal. The dentist is asked to provide each student with a toothbrush and a plastic brush cover. Toothbrushes and covers are labeled by student name with permanent marker. Students are encouraged and given time to brush their teeth after eating lunch. Plastic toothbrush covers are sterilized with rubbing alcohol prior to daily storage.
- During a recycling day or week, students bring in recyclable materials to be taken to a recycling plant. The teacher shows a video on how household items are processed at recycling plants.

Sample Assessment Strategy

- Students identify through picture matching a recycled material and what is product it has become. For example, old tires and tree branches are recycled to become mulch and paper.

Grade One

Standard 8

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can you help to keep friends and family away from drugs?

Performance Indicators:

D-1.8.1 Encourage family members and peers to say "no" to Alcohol Tobacco and Other Drugs.

Sample Teaching Strategies and Activities

- Students read the National Institute of Environmental Health Science “Momma Didn’t Know” examining the effects of secondhand smoke on children.
<http://kids.niehs.nih.gov/mama/home.htm>
- The students develop posters to be displayed in hallways around the schools which include avoiding secondhand smoke messages.

Sample Assessment Strategy

- Themes presented in the secondhand smoke posters are assessed using a rubric scoring items for accuracy of the message, impact of the message, originality, organization and neatness.

Resources

Alcohol, Tobacco, and Other Drugs

<http://kids.niehs.nih.gov/mama/home.htm>

http://www.lung.ca/children/index_kids.html

Growth and Development

<http://www.teacherplanet.com/resource/humanbody.php>

<http://www.fossweb.com/modules3-6/HumanBody/activities/mrbones.html>

Injury Prevention and Safety

http://www.usfa.dhs.gov/kids/parents-teachers/lesson_plan.shtm

<http://www.bowwowow.com/DogBiteLessonPlan2.pdf>

<http://web.extension.illinois.edu/disaster/teacher/dispre.html>

<http://www.njredcross.org/programs/coolCat.pdf>

<http://www.redcross.org/portal/site/en/menuitem.53fabf6cc033f17a2b1ecfbf43181aa0/?vgnnextoid=537b218c37752210VgnVCM10000089f0870aRCRD&currPage=e507d7aada352210VgnVCM10000089f0870aRCRD>

Don't Lick the Dog, Wendy Wahman, Henry Holt Books

Mental Emotional and Social Health

http://www.nonamecallingweek.org/binary-data/NoNameCalling_ATTACHMENTS/file/87-1.pdf

<http://www.lessonplanspage.com/SSOFriendshipFlowers-TeachFriendship13.htm>

Personal and Community Health

http://www.usfa.dhs.gov/kids/parents-teachers/lesson_plan.shtm

<http://www.bowwowow.com/DogBiteLessonPlan2.pdf>

<http://web.extension.illinois.edu/disaster/teacher/dispre.html>

<http://www.njredcross.org/programs/coolCat.pdf>

<http://www.redcross.org/portal/site/en/menuitem.53fabf6cc033f17a2b1ecfbf43181aa0/?vgnnextoid=537b218c37752210VgnVCM10000089f0870aRCRD&currPage=e507d7aada352210VgnVCM10000089f0870aRCRD>

"Don't Lick the Dog" Wendy Wahman <http://www.youtube.com/watch?v=exoQtUxpHR8>

Nutrition and Physical Activity

<http://kids.niehs.nih.gov/foodpyr.htm>

http://www.vahealth.org/dental/oralhealtheducation/documents/2007/pdfs/Saving_Smiles_K%20-%205_Oral_Health_Education_Curriculum.pdf

<http://www.energybalance101.com/>

http://www.ithaca.edu/looksharp/books_Health/1st%20Grade%20Lessons/Lesson%201/Lesson%201%20TGuide.pdf

http://www.nourishinteractive.com/hco/free_printables/myplate-eating-healthy-food-kids-nutrition-printables

http://www.fruitsandveggiesmorematters.org/?page_id=81

Grade Two

Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Questions: Mental, Emotional, and Social Health

- What is the difference between mental health, emotional health and social health?
- How can you be a good friend?

Performance Indicators:

M-2.1.1 Define the terms "mental health," "emotional health," and "social health".

M-2.1.2 Discuss ways to be a good friend and a responsible family member.

Sample Teaching Strategies and Activities

- The teacher gives examples of everyday stressors that when dealt with properly have positive outcomes. Some examples are; a math homework that is difficult to solve, offering comfort to a crying baby who is afraid of thunder and lightning, and doing chores and homework before being allowed to go outside to play.
- Students complete open response statements that describe positive qualities of their friend. They answer open ended statements such as: (my friend is nice because____, my friend helps me to____, my friend is very good at____ , my friend helps others to____).

Sample Assessment Strategy

- Students design two picture drawings, representing a stressful situation and a resulting positive outcome.
- Students identify multiple qualities that describe a good friend.

Essential Question: Injury Prevention and Safety

- What does “first aid” mean?
- What is an example of basic care for minor injuries?

Performance Indicators:

I-2.1.1 Define the term "first aid."

I-2.1.2 Discuss first aid for minor injuries (for example, cuts, burns, insect stings, poisons).

Sample Teaching Strategy and Activity

- Students are shown basic first aid practices to treat minor injuries. They move to stations practicing the first aid technique, either on themselves or on a doll or stuff animal.

Sample Assessment Strategy

- Students apply a correct first aid technique at each injury station.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- What is the difference between OTC (over-the-counter), and prescription drugs?
- How can drugs be helpful or harmful to the body?

Sample Performance Indicators:

- D-2.1.1 Identify the harm to physical, mental, and social health that is caused by ATOD.
- D-2.1.2 Describe ways that drugs can be helpful or harmful.
- D-2.1.3 Explain the difference between OTC (over-the-counter) and prescription drugs.

Sample Teaching Strategies and Activities

- The teacher shows students examples of empty prescription medications bottles and empty OTC medication boxes and bottles. The name on the prescription bottles should be deleted. The teacher explains differences in labeling between OTC and prescription medications. Students practice gathering important information from bottles including dosage and expiration dates. Proper storage of medicines is discussed along with the understanding that medicines should not be taken without the supervision of a trustworthy adult.
- The teacher explains the differences in types of ATOD's and the type of harm to the body that each type of drug can cause.

Sample Assessment Strategies

- Students can link different types of ATOD use to different harmful effects on the body.
- Students can correctly classify empty medicine bottles as prescription or OTC medications.

Essential Questions: Growth and Development

- What are some of the main bones in the body parts and where are they located?
- What are the parts of the circulatory system and their function?

Sample Performance Indicators:

- G-2.1.1 Locate bones in the skeletal system (for example, skull, femur, humerus).
- G-2.1.2 Describe the parts of the circulatory system and their function (for example, heart, blood vessels).

Sample Teaching Strategies and Activities

- The teacher creates an imaginary circulatory system using ropes, a chair and red and blue colored construction paper. Students cut out three circles of red paper and three circles of blue construction paper. Each circle should be four inches in diameter. Students place their red circles on a chair representing the heart. Ropes are used to resemble tubing (arteries and veins). The ropes form a complete circle leading from and back to "heart" chair. At the midpoint of the circle on the other side of the room, students place their blue papers on a chair representing exercise muscles. One half of the students lined up at the heart chair and the other half stand in line at the exercise muscle chair. The relay begins with the red group "oxygen rich blood group" picking up a red circle and walking along the rope away from the heart. When they arrive at the chair that contains blue paper, they jog in place for five seconds and then tag the first person in line waiting at the blue "exercise muscle" chair. The tagged student picks up a blue piece of paper and walks back toward the heart. They represent "oxygen depleted blood cells". When they arrive at the heart they wave their arms up and down for five seconds and drop their blue piece of paper on the floor. They then pick up a red piece of paper and continue moving along the rope to the exercise muscle chair. Once every student has completed the cycle three times, they sit down to end the visual representation.

- The teacher brings a floppy stuffed animal or rag doll to class and explains to student the important of bones and joints. The teacher displays hardware store hinges and ball and socket items to show examples of joints and their function

Sample Assessment Strategies

- Given a diagram of the circulatory system, students can correctly color the veins (blue) and arteries (red) with direction arrows indicating the flow of blood to and from the heart.
- Given a picture of two adjacent bones of the body and their connecting joint, students identify the name of the bones and type of joint action that supports the movement of the bones.

Essential Questions: Nutrition, and Physical Activity

- Why is it important to eat healthfully and exercise?
- What kinds of exercise help keep the heart strong?
- Why should a person play more and watch TV and play video games less?

Sample Performance Indicators:

N-2.1.1 Identify eating behaviors that promote health.

N-2.1.2 Identify physical activities that promote the key components of health related fitness.

N-2.1.4 Explain the importance of limiting one's screen time and increasing physical activity.

Sample Teaching Strategies and Activities

- Students develop a healthy foods and a healthy snack food mobile to hang in the room.
- The teacher assembles an assortment of bagged lunch options into three bags. Students determine which bag contains the healthiest lunch of the three choices. Plastic and artificial foods should be used if possible. Items from the three bags can be sorted to make one very healthy bagged lunch option.

Sample Assessment Strategies

- All items selected for the food mobiles are healthy foods.
- Students properly select and defend their choice of healthy bagged lunches.

Grade Two

Standard 2

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Essential Question: Injury Prevention and Safety

- In what ways can family, friends and the media help keep you safe?

Performance Indicator:

I-2.2.1 Describe ways that family, friends, and the media can help a person stay safe and avoid injury.

Sample Teaching Strategies and Activities

- Students verbally describe, as the teacher lists, various family safety rules. The teacher allows the students to share how their family or friends have helped them stay safe and avoid injury.
- Students work in groups to discuss how the media has influenced their decisions to stay safe and avoid injury. Agent McGruff's finger printing campaign, and Smokey the Bear fire prevention commercials are examples of common media messages that promote child safety.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How do family, peers, and advertising influence attitudes toward ATOD use?

Performance Indicator:

D-2.2.1 Explain ways that family, friends, and the media influence an individual's use of ATOD.

Sample Teaching Strategies and Activities

- Working in groups, students identify ways that peer or the media might influence them to try ATODs.
- Students are asked to give examples of false or misleading advertising for ATOD. An example is the use of animals and cartoon characters in commercials that advertise alcohol products. Another example is the use of pictures of smokers in magazines who display a smile with bright white teeth.

Sample Assessment Strategy

- Students correctly identify the misleading or false information found in ATOD advertising.

Essential Questions: Personal and Community Health

- In what ways can people in the community help to keep you safe?
- What are examples of healthy daily practices that are seen on television?

Performance Indicator:

P-2.2.1 Identify ways that family, friends, school, community, and the media influence an individual's health practices and behaviors.

Sample Teaching Strategies and Activities

- Students explore the concept of community helpers and friends that work to keep the environment safe. The teacher may invite one or two community helpers to visit the classroom. For example, a media weather reporter helps to keep the community safe by alerting the public to the threat of approaching bad weather. Community sanitation and recycling personal help protect the environment by keeping the environment clean.
- Students examine teacher recorded segments of Saturday morning cartoon commercials. The teacher asks the students to look for examples of healthy and unhealthy practices that are displayed in the commercials.

Sample Assessment Strategies

- Student can associate specific health practices and behaviors with community workers and partners.
- When prompted in video review, students correctly identify healthy and unhealthy messages in the commercials.

Essential Question: Nutrition, and Physical Activity

- How can the school and community affect the way we eat and exercise?

Performance Indicators:

N-2.2.1 Describe ways that the media, school, and community influence an individual's food choices.

N-2.2.2 Describe ways that the media, school, and community influence an individual's physical activity.

Sample Teaching Strategies and Activities

- Students compare reasons why their family eat out or eats at home. The teacher helps students to process some possible reasons why some families never eat out.
- Students recite the names or locations of parks and activity areas in the community. The students determine the reasons they could or could not use the park or activity area.

Grade Two

Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- Who can you trust to give you medicine?

Performance Indicator:

D-2.3.1 Explain ways to identify trustworthy adults in the school and community (for example, teachers, nurses, doctors, clergy) from whom students can safely take medicine.

Sample Teaching Strategy and Activity

- Students identify people who should give them medicine and explain how they know this person can be trusted. Students also identify people who should not give them medicine and why.

Sample Assessment Strategy

- Students can identify trustworthy adults who can give them medicine safely.

Essential Question: Personal and Community Health

- How can you identify adults who can help you stay healthy?

Performance Indicator:

P-2.3.1 Discuss ways to identify trustworthy adults who can help promote a person's health (for example, teachers, school nurse, dentists, coaches, clergy).

Sample Teaching Strategy and Activity

- Students generate a list of the qualities found in trustworthy adults. After naming at least one healthy activity that teachers, school nurses, dentists, coaches and clergy work to promote, students can justify the reason why the adult is trustworthy. The teacher leads discussion by asking questions such as: "Who is the best adult to ask about how to properly do jumping jacks and sit-ups?". Another example is, "Who is the best adult in the school to ask about taking medicine for a stomach ache?".

Sample Assessment Strategy

- Students can correctly associate specific healthy activities with the trusted adult who can offer assistance or answer questions.

Essential Question: Nutrition, and Physical Activity

- What plan could you develop to help others eat more healthfully & be more physically active?

Performance Indicator:

- Where can children and families find places to be physically active?

N-2.3.1 Locate places where children and families can be physically active.

Sample Teaching Strategies and Activities

- Students are asked to brainstorm in groups the places that families can go to be physically active that do not require an entrance fee for admission or fees for participation.

Sample Assessment Strategy

- Each group draws pictures of at least three different types of “free” activities.

Grade Two

Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- How can you express your needs, wants, and feelings in healthy ways?

Performance Indicator:

M-2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.

Sample Teaching Strategy and Activity

- Students practice how to politely ask to share in a puzzle game with a classmate. The teacher reinforces positive student interaction by recording polite practices on the board and placing a checkmark next to the behavior when it is repeated by another student.

Sample Assessment Strategy

- Students report how it felt to be on the giving and receiving end of polite interaction.

Essential Question: Injury Prevention and Safety

- What should you say or do when you are in a dangerous situation?
- What can you say or do to get help from a trustworthy adult if another person is in trouble?

Performance Indicator:

I-2.4.1 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

I-2.4.2 Demonstrate ways to tell a trustworthy adult when someone is in need of help, feels threatened, or has been harmed.

Sample Teaching Strategy and Activity

- Students are given examples of various dangerous situations that could occur at community playgrounds. The students should role play or tell how they would respond to each situation.

Sample Assessment Strategy

- Students can correctly identify ways to communicate when a situation is unsafe.

Grade Two

Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Question: Mental, Emotional, and Social Health

- How can you choose a good friend?

Performance Indicator:

M-2.5.1 Describe how to choose friends with good character traits.

Sample Teaching Strategies and Activities

- Students write a “Dear Diary” letter, explaining the qualities they want in a friend. They need to decide if the friend displays positive personal character traits such as kindness, honesty and cheerfulness.
- Students decorate an envelope with their name on it that is placed in a plastic tub in the back of the classroom. The teacher labels the tub “good deeds” and instructs students to write notes to students that they see showing traits of friendship toward classmates. Some traits to be recognized include sharing, helping others, encouraging others and positive communication.
- The teacher recognizes gestures of friendship among students and distributes friendship certificates to friends who have earned the distinction.
http://www.teachervision.com.au/tv/printables/TCR/1557342741_77.pdf.

Sample Assessment Strategy

- At the end of the week, students write a summary of good character traits that they have seen in other people. Students make a decision to work on their own personal character trait that is in need of improvement.

Essential Question: Personal and Community Health

- When do you need to make healthy decisions?

Performance Indicator:

P-2.5.1 Identify situations when a health-related decision is needed.

Sample Teaching Strategy and Activity

- Students draw a picture of a time when they made a healthy decision. The teacher asks for volunteers to describe their drawing and how they decided to make a healthy decision.

Sample Assessment Strategy

- Students identify situations that require a healthy decision.

Grade Two

Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: Injury Prevention and Safety

- What kind of plan can you develop to stay safe and avoid injury?

Performance Indicator:

I-2.6.1 Develop a personal safety plan to prevent or reduce injury.

Sample Teaching Strategies and Activities

- Students develop a home inspection safety checklist. They complete a safety home inspection with the help of their parents.
- Students develop a step by step plan to inform family members of household hazards, seeking their assistance in removing hazards. An example might be the identified hazard of riding bicycles with low levels of air in the tires. Solutions could include having a tire pressure gauge stored close to the bicycle equipment and instructing family members on how to use the gauge. An air pump can also be purchased and stored next to all bicycle equipment.

Sample Assessment Strategy

- Students are able to identify unsafe practices in their home.
- Students implement and monitor the success of their home hazard plan.

Essential Question: Personal and Community Health

- What long-term health goal and action plan can you make?
- Who can help you with personal health goals?

Performance Indicators:

P-2.6.1 Identify a long-term personal health goal and take action toward achieving the goal.

P-2.6.2 Identify who can help when assistance is needed to achieve a personal health goal.

Sample Teaching Strategy and Activity

- Students outline steps that they will need to take to improve on a selected health goal. Each incremental step should be broken down into a minimum of three mini-goals to achieve each month for the next three months. Students monitor mini-step achievements each week. At the end of each month, they write a report about meeting their mini-goal. Their discussion should include an explanation of how other people helped them in working toward their goal. An example of a goal is to work to clean and organize the kitchen and bedroom at home in order to keep it safe and clutter free. A mini-goal might be to set up a recycling system for handling waste products including plastic bottles and paper.

Sample Assessment Strategy

- Students summarize the success of mini-steps they took to achieve their goal.

Essential Question: Nutrition, and Physical Activity

- What plan could you develop to eat more healthy foods?

Sample Performance Indicators:

N-2.6.1 Set a goal to eat the recommended amount of fruits and vegetables daily.

N-2.6.3 Set a goal to limit sugary foods and drinks.

Sample Teaching Strategy and Activity

- Student use grocery store circulars to cut out pictures of their personal planned daily diet selections to include a variety of fruits and vegetables. The pictures are assembled on a paper plate that is posted on a bulletin board. The student develops a goal checklist for each item that is placed next to their plate on the bulletin board. Using stickers representing each day of the week, students track whether or not they reached their goal.

Sample Assessment Strategy

- Students monitor their fruit and vegetable intake accurately with a five a day goal. They then summarize the reasons why they did or did not reach their goal.

Grade Two

Standard 7

The student will demonstrate the ability to practice health enhancing behaviors and to avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- What healthy things can you do to reduce stress?

Performance Indicator:

M-2.7.1 Demonstrate healthy ways to reduce stress.

Sample Teaching Strategy and Activity

- Students examine situations that have caused stress. Examples include visiting a doctor to get immunizations, learning to ride a bicycle or having to recite a sentence in a school play. Working in groups, students determine healthy solutions to the stressful situations.

Sample Assessment Strategy

- Student groups share their stress reduction strategies with the class and then the class determines which of the strategies are the healthiest.

Essential Question: Injury Prevention and Safety

- What can you do at home, at school, or in the community to stay safe and avoid injury?

Performance Indicators:

- I-2.7.1 Identify safety rules at home (including "hold the railing when walking up or down stairs," "never touch an unknown substance," "plan an outside meeting place for family members in case of fire," "follow directions of a trustworthy adult during a storm," and "dial 911 for assistance in an emergency").
- I-2.7.2 Identify safety rules at school (including "keep your personal belongings in a secure place," "tell a trustworthy adult if a peer brings a gun or weapon to school," "do not throw rocks on the playground," and "never tell a stranger on the Internet that you are home alone").
- I-2.7.3 Identify safety rules in various environmental situations (including "look left, then right, then left again before crossing the street," "wear a seatbelt when riding in an auto," "do not go with a stranger to find a lost pet," "do not approach an unknown animal," and "never dive head-first into an unknown body of water").

Sample Teaching Strategy and Activity

- Working in groups students compose a list of rules to follow for themselves and friends. Each group works on their own set of rules for different environments. Examples of environments are the community pool, a local park playground, behavior on school buses, and proper behavior when riding in a motor vehicle. Students demonstrate through role play how to observe their sets of rules.

Sample Assessment Strategy

- Students demonstrate a safety procedure and explain why the rule is important.

Essential Question: Nutrition, and Physical Activity

- How can you make healthy choices for meals and snacks?

Performance Indicator:

N-2.7.1 Demonstrate healthy nutrition choices for meals and snacks.

Sample Teaching Strategy and Activity

- Students cut out grocery flyer pictures or draw pictures of healthy snacks eaten at home.

Sample Assessment Strategy

- Given a group of snack choices, students can select examples of healthy and unhealthy foods.

Grade Two

Standard 8

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Essential Question: Injury Prevention and Safety

- How can you help others stay safe and avoid injury?

Performance Indicator:

I-2.8.1 Demonstrate ways to encourage family and friends to practice safe behaviors (for example, keep medicine away from children, put away toys to keep someone from falling).

Sample Teaching Strategy and Activity

- Students design a poster of common safety hazards found in the home. Some examples are: sharp objects on tables, dark stairways, toys in driveways and ill-fitted sporting equipment. Students will create a safety rule or slogan for the theme of their poster. The posters can be displayed through the school to encourage others to stay safe.

Sample Assessment Strategy

- Student posters display an appropriate safety rule.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can you help others avoid using harmful drugs?

Performance Indicator:

D-2.8.1 Encourage friends and family members to make positive health choices regarding ATOD.

Sample Teaching Strategy and Activity

- Students design placemats with say “no” to ATOD messages. The placemats can be laminated and used in the cafeteria or local restaurant.

Sample Assessment Strategy

- Recognition can be given to the student who made the most creative, most colorful and best message placemat.

Essential Question: Personal and Community Health

- What can students do to help promote a healthy environment?

Performance Indicator:

P-2.8.1 Encourage others to protect and improve the environment.

Sample Teaching Strategy and Activity

- Students discuss ways to help improve the environment. Examples presented in discussion could include: recycling paper products, conserving water and energy, picking up litter at recess, and planting trees. The students vote on a class project that they will do to promote a healthy environment in the school, the community, or at home. They identify specific target behaviors that they will promote. An example of a targeted behavior is turning the lights out upon exiting a room. To promote this behavior, students may decide to write friendly reminder notes that are placed above the light switch plate.

Sample Assessment Strategy

- Students write a summary of the activities they promoted and how the activities encouraged others to help keep the environment healthy.

Essential Question: Nutrition, and Physical Activity

- How can you encourage family members and friends to eat healthy foods and be physically active?

Performance Indicator:

N-2.8.1 Encourage family members and friends to eat healthy foods and be physically active.

Sample Teaching Strategies and Activities

- Parents participate in a school fitness night with community involvement and information about local community recreation activities. Parents and teachers offer physical activity rather than food rewards to children.
- Students create rhyming slogans to encourage eating healthy and increasing physical activity. The students choose the most create and accurate slogan to be used as a class motto.

Resources

ATOD

National Institute on Drug Abuse's "Brain Power! The NIDA Junior Scientist Program (For Grades 2-3),

[United Streaming \(Discovery Education\) Videos:](#)

Life Skills 101, Media Wise.

It's Not For Me, Drugs and Alcohol.

Happy, Healthy, Drug-Free Me.

Alcohol and Tobacco are Harmful.

Tippy's Father is an Alcoholic.

Growth & Development

<http://www.teacherplanet.com/resource/humanbody.php>

http://www.nlm.nih.gov/changingthefaceofmedicine/resources/lesson_3_4.html

<http://cmase.uark.edu/teacher/NSTA2004/DemBones/Miscellaneous.pdf>

[United Streaming \(Discovery Education\) Videos:](#)

Exploring Your Personal Space

Life Skills 101, Keeping Your Heart Muscle Healthy.

Injury Prevention & Safety

http://www.usfa.dhs.gov/kids/parents-teachers/lesson_plan.shtm

<http://web.extension.illinois.edu/disaster/teacher/dispre.html>

<http://www.njredcross.org/programs/coolCat.pdf>

<http://www.ci.phoenix.az.us/FIRE/escfire.html>

Mental Emotional & Social Health

<http://www.recycleutah.org/UserFiles/File/buddysbones1.pdf>

Kid's health http://www.cyh.com/library/friendship_chart.pdf

Personal and Community Health

SAMHSA, Al's Pals: Kids Making Healthy Choices

http://www.lung.ca/children/index_kids.html

Nutrition and Physical Activity

<http://www.choosemyplate.gov>

<http://www.nutritionexplorations.org/educators/lessons/foodmodels/foodmodels-main.asp>

<http://www.shapeup.org/publications/99.tips.for.family.fitness.fun/neighborhood.htm>

http://www.impactchildhoodobesity.org/images/docs/K-12_Nutrition_Lesson_Plans.pdf

<http://www.energybalance101.com/>

United Streaming (Discovery Education) Videos:

The Organwise Guys-Fiber Fandango, Farmer's Market Fresh, and Extreme Couch Potato
Breakfast Skippin' Blues
The Blue Dragon-Building Bodies

Grade Three

Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Question: Mental, Emotional, and Social Health

- How can a person effectively cope with feelings of grief experienced from a personal loss?

Sample Performance Indicators:

- M-3.1.1 Identify examples of mental, emotional, and social health.
- M-3.1.3 Identify healthy ways to communicate (including verbal, nonverbal, and written).
- M-3.1.4 Explain grief and discuss ways to deal with loss.

Sample Teaching Strategies and Activities

- Students write a paragraph about a loss that they experienced in their life. The paragraph should include a discussion about their feelings at the time of the loss and how they dealt with the loss. The teacher can invite sharing between students. The teacher can also choose to have the students read a book with a fictional character that is dealing with a loss and the grieving process. Students explore the differences between expressing difficult feelings in writing and in oral communication.
- Students complete a writing assignment working together in groups of three. The first student writes a sentence or two describing an event or events that resulted in an imaginary personal loss. Examples could be the loss of a favorite toy, a pet, or friend who moved away. The paper is then passed to the next student in the group, who writes a sentence about an unhealthy way to respond to the loss. The paper goes to the third person, who writes a sentence or two about a healthy way to respond to the loss. Together the group identifies individuals and resources that can be used to help cope with the loss.

Sample Assessment Strategy

- Students identify healthy solutions to dealing with loss.

Essential Question: Injury Prevention and Safety

- What do you need to know about chemicals that can cause harm?

Sample Performance Indicator:

- I-3.1.1 Identify ways to prevent poisoning.

Sample Teaching Strategy and Activity

- Students examine a list of common liquid chemicals found in and around the home. The teacher assembles pictures of the household products onto a worksheet. Some examples of common products that can be displayed are: air freshener, antifreeze, antibacterial spray, bleach, gasoline, insecticide, weed killer, over the counter medicines, nail polish, nail polish remover, shampoo, dish detergent, and sunscreen. Student label each product on the worksheet with stickers marked with a nose representing danger if inhaled, lips to represent danger from ingesting and, a hand to represent harm caused by skin contact.

Sample Assessment Strategy

- Students correctly label each product as dangerous if the product is inhaled, ingested or comes in contact with skin.

Essential Questions: Alcohol, Tobacco, and other Drugs

- How do the organs in the body work together to support the respiratory system in promoting good health?

Sample Performance Indicators:

D-3.1.1 Identify the basic parts of the respiratory system (for example, lungs, bronchioles, diaphragm).

D-3.1.3 Explain the difference between the use, misuse, and abuse of drugs.

Sample Teaching Strategies and Activities

- The teacher illustrates how the moist lining in the respiratory tract helps trap pollutants before they can enter and do harm to the body. Using two straws filled with sand and dust, the teacher blows the contents over a dry paper towel and then over a paper towel that has been moistened with water and liquid white paper glue. Comparisons are made to the trapping function of the nose and moist mucous lining of the respiratory tract. The teacher draws comparisons to the harmful inhaled chemicals and particles that result from smoking cigarettes.
- Two teams of students are formed. Each team member is assigned a part of the respiratory system, (alveoli, lung, cilia, trachea, mouth, and nose). The student with the assigned part must spell the word correctly on a three-by-seven inch piece of paper. Two holes are punched at the corners of the top end of the paper. A hanging sign is made with yarn. Students color and draw a picture of their respiratory system part and wear their sign around their neck. Teams are instructed to line up in the order in which air passes through the respiratory system.

Sample Assessment Strategy

- Each respiratory team has members line up in airflow order. Each team makes necessary corrections to the team order. The team sits down to indicate they have the order correct.

Essential Questions: Growth and Development

- How are families unique and different from each other?
- How do children grow and change as they get older?

Performance Indicators:

G-3.1.1 Identify physical signs of growth and change that occur during childhood (for example, increase in height and weight, increase in the size of the feet and hands, loss of baby teeth).

G-3.1.2 Identify the following family units: nuclear family, blended family, extended family, and single-parent family.

G-3.1.3 Identify the four stages of the life cycle (infancy, childhood, adolescence, adulthood).

Sample Teaching Strategies and Activities

- Students draw a family tree showing the structure and history of their family. The tree can include pictures of family members. Students write an essay about one of their favorite family memories. Parents can get involved in sharing music and food traditions that are unique to their family.
- Using picture timeline drawings, students identify the key role of other family members in the life stages including infancy, childhood, adolescence, adulthood, and senior years. Students identify their own family members who represent each stage of life.
- Students can also discuss the stages of life of an important or famous person in history.

Sample Assessment Strategy

- Students compare and contrast their drawings to others in the class and draw conclusion about how families are alike and how they are different.

Essential Questions: Personal and Community Health

- Why is it important to eat healthy foods, exercise and get plenty of rest?
- What does it mean to be well?

Performance Indicators:

P-3.1.1 Define the term “wellness”.

P-3.1.2 Examine types of chronic and communicable diseases.

P-3.1.3 Discuss wellness practices that keep the body healthy (for example, sleep, good oral and personal hygiene, good nutrition, physical activity).

P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health.

Sample Teaching Strategies and Activities

- The teacher asks students to describe how their body tells them that they are not well. The teacher names common childhood communicable diseases and conditions including, measles, chicken pox, influenza, common cold, ear infections, and lice. Students create a list of good practices that reduce the spread of disease or infestation in the classroom and at home.
- Students reinforce learning of good practices for preventing the spread of disease by playing a timed line game. Three lines are formed and the first person in each line states a good habit or practice. The next person in line is tagged and must identify a different habit or practice. Once everyone in a line has recited a good habit, all students in that line sit down. The teacher is the judge of whether or not the habit stated is healthy. Each healthy habit is stated only once. The game continues until no new practices are named or an entire team has sat down.

Sample Assessment Strategy

- Each healthy practice or habit named in the game is checked from the master list that students had created with the teacher. The winning team is determined by the group that named the most practices from the list or sat down first.

Essential Questions: Nutrition, and Physical Activity

- How can foods be checked to see if they are healthy choices?
- What are the major parts of the digestive system?
- Why is it important to eat healthy foods and exercise?

Sample Performance Indicators:

- N-3.1.1 Identify the major parts of the digestive system (for example, salivary glands, mouth, stomach, intestines).
- N-3.1.3 Describe the difference between recommended serving size and portion consumption.
- N-3.1.5 Categorize his or her food choices by food group.
- N-3.1.6 Identify ways to handle and store foods safely.
- N-3.1.7 Identify major parts of the muscular system (for example, heart, biceps, triceps, quadriceps).
- N-3.1.8 Explain why physical activity is important for children.

Sample Teaching Strategies and Activities

- The teacher brings in clear flexible tubing measuring thirty-two feet in length to illustrate the length of intestines in the body. The teacher explains that the stomach and intestines work together to break down food. The teacher places a coated baby aspirin tablet and an uncoated aspirin tablet into a clear plastic cup that contains vinegar to simulate stomach acids. The uncoated tablet dissolves quickly in the vinegar. After one to two minutes, the teacher moves the coated tablet to a plastic cup containing a solution of baking soda and water, similar to the environment of the intestines. Students observe the slower disintegration of the coated tablet in the baking soda solution.
- The teacher brings a box of cereal and different sized non-breakable soup bowls to class. A student volunteer is asked to select the type of bowl that they typically use for breakfast cereal and the students pours that amount of cereal into the bowl. Students examine the food label on the cereal box to determine how many serving sizes were poured into the bowl.
- Students play the food safety board game : <http://www.canfightbac.org/en/pdf/loresen.pdf>
- Students identify kitchen food safety mistakes on food mistakes worksheet provided by the teacher <http://www.utextension.utk.edu/publications/pbfiles/PB1591.pdf>
- Students explore the concept of the heart muscle and the importance of exercise. The teacher has students clench their fist to imitate the action of the heart muscle. Using a cardboard toilet paper roll, students listen to the sound of each other's heart, first at rest and then after jumping up and down for 30 seconds.
- Students form a circle. One child holds a soft non-bouncing ball. The teacher tells the student with the ball to toss it to another student as he or she calls out the name of a fruit or vegetable. The student receiving the ball, thanks the sender by name, and names another fruit or vegetable. Each student holding a ball has three seconds to call out another food item and get rid of the ball. If time expires or they repeat the name of a food item, they step back out of the circle and sit down. The activity ends when there is one child left holding the ball and all others have been eliminated. The activity can be repeated by naming items found in other food groups.

Sample Assessment Strategies

- Students can explain the different functions of the stomach and intestines in breaking down foods.
- Students know how to use food labels to determine serving sizes.
- Students can identify at least four of the six mistakes found on the food safety worksheet, explaining why the food handling practice is unsafe.
- Students identify a variety of fruits and vegetables by name.

Grade Three

Standard 2

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Essential Question: Mental, Emotional, and Social Health

- What information found on the Internet, television, and reading materials can be used to improve health?

Performance Indicators:

M-3.2.1 Identify various sources that influence an individual's mental, emotional, and social health behaviors.

M-3.2.2 Identify ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.

Sample Teaching Strategies and Activities

- Students cut out and create one “unhealthy” and another “healthy” behavior collage of magazines advertisements that promote both healthy and unhealthy behaviors.
- Students assemble a “peace” bulletin board with doves made of white construction paper that are labeled with examples of kind words and acts of kindness.

Sample Assessment Strategy

- Students correctly place healthy and unhealthy behaviors on the two collages.

Essential Question: Injury Prevention and Safety

- How do peers affect attitudes toward violence conflict resolution?

Sample Performance Indicator:

I-3.2.2 Explain peer influences on the way an individual deals with conflict.

Sample Teaching Strategy and Activity

- The teacher leads a brain-storming activity to ask students to name examples of negative and positive peer influence. The teacher can start the activity with examples. An example of negative peer pressure is joining in when friends are teasing another student. An example of positive peer influence is asking someone who usually doesn't play with you at recess to join you and your friends.

Sample Assessment Strategy

- Students correctly identify positive and negative peer pressure and peer influence.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- In what ways are alcohol and tobacco use promoted in the community?
- In what ways does the community help to discourage the use of alcohol and tobacco products?

Performance Indicator:

D-3.2.1 Identify the influence of family, peers, and the media on an individual's ATOD use.

Sample Teaching Strategy and Activity

- Students compare their local community efforts to curb alcohol and tobacco promotion to the efforts of advertisers to send positive messages about alcohol and tobacco use. One student group examines the work of community help groups that are listed in the yellow pages under substance abuse or alcohol treatment. Another student group examines city or county restrictions on the locations of stores or billboard that sell or advertise alcohol and tobacco products and their proximity to schools. A third group examines clothing apparel, and promotional items including pens and pencils that advertise cigarettes or alcohol products. This group examines school district policy related to the display of alcohol and tobacco promotional items on school grounds.

Sample Assessment Strategy

- Students create a list of the five major ways that community organizations help to discourage the use of alcohol and tobacco.
- Students create a list of the five major school policies and rules that prevent alcohol and tobacco products from being portrayed in positive ways.

Essential Question: Personal and Community Health

- What information found on the Internet, television, and reading materials can be used to improve health?

Performance Indicators:

P-3.2.1 Analyze ways that media messages influence personal health.

P-3.2.2 Discuss ways that the environment influences personal and community health.

Sample Teaching Strategy and Activity

- Students discuss how television weather reports influence their choice of daily activities and dress. The teacher posts an outline of a child's body on the bulletin board. The body has Velcro glued to the torso, arms, legs, neck, forehead, ears, hands, and feet. Students read the weather report online in the morning and dress the child with pieces of clothing cut from cloth. Clothing articles should include: scarfs, earmuffs, sunglasses, knit hats, broad rim hats, jackets, coats, boots, flip flop shoes, shorts, skirts, and long pants.

Sample Assessment Strategy

- Students place appropriate attire on the bulletin board doll.

Essential Question: Nutrition, and Physical Activity

- In what ways do our culture and the community influence what we eat?

Performance Indicator:

N-3.2.1 Identify the various strategies used by the media to influence food choices and physical activity.

Sample Teaching Strategy and Activity

- Students look at samples of local restaurant foods on the restaurant menu to determine if the menu items are healthy choices.

Sample Assessment Strategy

- Students correctly identify healthy menu items.

Grade Three

Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Injury Prevention and Safety

- Who can help keep people in the community safe?

Performance Indicator:

I-3.3.1 Identify school and community resources as well as services that contribute to a safe and healthy environment.

Sample Teaching Strategy and Activity

- The teacher leads discussion with students as to how the media can help individuals and families feel safe and alleviate fears in an emergency. A weather person from the local TV station can be invited into the classroom to talk about the responsibility of the media in relaying personal safety messages to the public. A policeman can also talk about Amber alerts and the use of the media in keeping people safe.

Sample Assessment Strategy

- Students give examples of positive media messages that promote personal health and safety.

Essential Question: Personal and Community Health

- What information found on the Internet, television, and reading materials can be used to improve health?

Performance Indicator:

P-3.3.1 Use technology to find reliable health information.

Sample Teaching Strategy and Activity

- The teacher asks students to work in groups of two to research a specific health related topic on the Internet. The teacher gives the students multiple web-sites to examine that target their age group. Students examine each website for differences in the messages given on each site. Student groups report and show others the web-site that they believe gave the best and most accurate information.

Sample Assessment Strategy

- Students can rank Internet sites for content that contains the most accurate information.

Essential Question: Nutrition, and Physical Activity

- How can foods be checked to see if they are healthy choices?

Sample Performance Indicator:

N-3.3.2 Describe the nutrition information that is found on food labels.

Sample Teaching Strategy and Activity

- Ten to twenty food labels cut from food products are examined, sorted, and ranked in order from healthiest to unhealthy. Students try to guess the type of food each label represents. They examine fat, salt, and sugar content to make their decisions.

Sample Assessment Strategy

- Given a group of food labels, students can tell which foods are healthy.

Grade Three

Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- What are the different ways you can communicate to others how you feel?

Sample Performance Indicator:

M-3.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Sample Teaching Strategy and Activity

- Student use non-verbal communication to line themselves up in order by calendar month and day of their birthday. They have two minutes to complete the activity. Verbal communication is then allowed and students correct any mistakes that were made in the non-verbal part of the exercise. The teacher leads discussion about the strengths and weaknesses of verbal and non-verbal forms of communication.

Sample Assessment Strategy

- Students effectively use non-verbal communication in successfully completing the birthday line activity.

Essential Question: Injury Prevention and Safety

- What is the best ways to handle conflict or violent situations?

Sample Performance Indicator:

I-3.4.1 Demonstrate nonviolent strategies to manage or resolve conflicts.

Sample Teaching Strategy and Activity

- The teacher explains that conflict naturally happens every day as a result of our daily schedules and daily routines. The teacher gives examples of minor conflicting situations. An example of a minor conflict is the problem of a family having to decide what restaurant to choose for dinner when eating out. Students are asked to cite examples of minor and major conflict in their lives. Students brain storm positive and negative examples of dealing with both minor and major conflict.

Sample Assessment Strategy

- Students suggest positive and healthy solutions to the restaurant choice conflict situation that was presented by the teacher.

Grade Three

Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Question: Injury Prevention and Safety

- Why is it important to decide on a plan of action when faced with an unsafe situation?

Performance Indicator:

I-3.5.1 Identify steps to take when making a decision about a safety issue.

Sample Teaching Strategy and Activity

- Students are given a scenario of a situation where they are playing in a friend's front yard and are approached by an aggressive dog that they do not know. The students role-play the step-by-step action that they should take including: standing still, not looking the dog in the eye, and avoiding screaming, shouting, jumping, or running.

Sample Assessment Strategy

- Students correctly identify behaviors that are appropriate when approaching an unknown and aggressive dog.

Essential Question: Personal and Community Health

- What effect do personal decisions have on other?

Performance Indicators:

P-3.5.1 Describe situations when a personal or community health-related decision is needed.

P-3.5.2 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.

Sample Teaching Strategy and Activity

- Students are given an example of a parent who refuses to have their child immunized for school and also refuses to get their dog vaccinated for rabies. Students examine the consequences of each decision and the effect it has on others.

Sample Assessment Strategy

- Students construct a one paragraph letter explaining the importance of immunizations and vaccinations. They highlight the potential consequences of not having childhood immunizations and pet vaccinations.

Grade Three

Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: Injury Prevention and Safety

- Why is it important to have a set plan for dealing with an emergency?

Performance Indicator:

I-3.6.1 Develop plans for dealing with emergencies, including severe storms that have resulted in injuries in the home, school, or community.

Sample Teaching Strategy and Activity

- The teacher gives examples of common storm emergencies including: flash flooding, lightning strikes, and extremely windy conditions. In each situation, students identify one rule to follow to stay safe.

Sample Assessment Strategy

- Students create posters that display an emergency along with an important rule to follow when faced with that emergency. For example, in a flooding or a wind storm the rule might be to never go near a downed power line. For lightning, the rule might be to get out of the swimming pool, the ocean, or the lake.

Essential Question: Nutrition, and Physical Activity

- Why is it important to plan to have a healthy breakfast every day?

Sample Performance Indicator:

N-3.6.1 Set a goal to eat a healthy breakfast daily.

Sample Teaching Strategy and Activity

- Student record whether or not they ate breakfast each day in a journal. On days that they ate breakfast, they record the items eaten. For each day that they did not eat breakfast, they write a one sentence explanation in their journal.

Sample Assessment Strategy

- At the end of thirty days, students examine the content of their breakfasts, determining the number of healthy and unhealthy breakfasts that they ate. They then determine the main reason why they skipped breakfast.

Grade Three

Standard 7

The student will demonstrate the ability to practice health enhancing behaviors and to avoid or reduce health risks.

Essential Questions: Mental, Emotional, and Social Health

- What are some things you can do to handle stress well?
- Why is it important to be honest in communicating with your family and friends?

Performance Indicators:

M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers (for example, communication, honesty).

M-3.7.2 Demonstrate coping strategies (for example, deep breathing, exercising, talking to a trustworthy adult) for dealing with changes within the family (for example, birth, death, marriage, divorce, illness).

Sample Teaching Strategies and Activities

- The teacher explains how telling an untruth can be hurtful to self and others. Being dishonest leads to more dishonesty as a cover up to the first untruth. The teacher uses a simulation to reinforce the lesson. Using a clear bowl of water, the teacher drops a quarter into the water and tells an untrue story or statement. Each student holds a penny and is instructed to try to cover up the quarter with their penny by dropping it into the water. The difficulty of this task represents the difficulty in trying to cover up for telling untruths.
- The teacher asks students to brainstorm creating a list of things that cause stress. Students then write the name of three daily school stressors separately on three small, four inch by four inch pieces of plain paper. They fold each paper until it is small enough to fit inside a deflated balloon. Each paper is placed individually inside a separate balloon (three folded pieces of paper and three balloons). Students rank the three stressors in order from major to minor in the degree that each causes stress. The students blow up each balloon in different sizes. The balloon with the bigger stressor is blown up fully and tied closed. The medium stressor balloon is blown up half way, and the minor stressor balloon is blown up at less than fifty percent inflation. Using masking tape, the teacher attaches the three balloons to the waist of each student. Students wear their balloons for at least an hour and then discuss the effect of having to cope with their “stress” balloon during the day. Students discuss stress issues that confront families, such as loss of employment, moving, illness of a family member, or divorce.

Sample Assessment Strategy

- Students write a paragraph about the coping strategies they used to deal with a recent family stress event.

Essential Question: Injury Prevention and Safety

- What are key elements for staying safe at home, school, and in the community?

Sample Performance Indicators:

- I-3.7.1 Identify safety rules at home (including never open the door to a stranger while at home, never touch an unknown substance, plan an escape route for family members in case of fire, follow directions of a trustworthy adult during a storm, and dial 911 for assistance in an emergency).
- I-3.7.2 Identify safety rules at school (including do not fight on the school bus, tell a trustworthy adult if a peer brings a gun or weapon to school, do not throw rocks on the playground, and never tell a stranger on the Internet which school you attend).
- I-3.7.4 Demonstrate appropriate responses to emergency situations, including basic first aid.

Sample Teaching Strategies and Activities

- Students develop a fire escape plan for their home along with identifying a common meeting area outside of their home.
- Students adopt a school policy of reporting bullying to an adult they trust along with suggestions about how to manage their own behavior in positive ways.

Sample Assessment Strategy

- After conducting a practice timed trial run of their fire escape plan, students make adjustment and repeat the run until they are successful in completing the run in less time.

Essential Question: Growth and Development

- How does health behavior impact growth and development in the childhood?

Performance Indicator:

- G-3.7.1 Demonstrate behaviors that promote healthy growth and development (for example, eat balanced meals, get sufficient sleep).

Sample Teaching Strategy and Activity

- Students assemble a graph with days of the week listed for 30 days (X axis of chart). On the Y axis of the chart they list healthy activities that they engage in daily. Examples include: riding their bicycle or walking for thirty minutes at a time, eating at least five servings of fruits and vegetables, sleeping eight hours a day, screen time sitting of less than three hours per day, brushing their teeth three times a day, brushing their hair once a day, bathing once a day, and flossing their teeth once a day. The students color the corresponding square for each day that the activity was accomplished. Student records are placed in a personal journal.

Sample Assessment Strategy

- Students write a short report about changes in the way they felt during the month as a result of observing their own healthy behavior practices.

Essential Question: Personal and Community Health

- What can you do to protect your eyes, ears, skin and hair?

Performance Indicator:

- P-3.7.1 Demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy.

Sample Teaching Strategies and Activities

- The teacher asks student if they have been sunburned. The teacher counts the number of students who have had sunburn. The teacher asks students to describe their sunburn including where they were when it happened.
- Students draw the face of a clock on a piece of paper. The teacher discusses the hours of greatest intensity of the sun. The hours from 10:00 AM to 2:00 PM are labeled "Protect Time" on the clock. This part of the clock is colored red. Students color the part of the clock to represent times when they can play without sun protection in the morning and afternoon in a green "safe" shade of green or blue.
- The teacher explains that protection from the sun involves putting a block between themselves and the sun (clothing, umbrellas, and sunscreens). The teacher passes out pictures from magazines of people engaged in an outdoor activity. Students make recommendations for sun protection for the people in the photos, including sunscreens, hats, and T-shirts.
- The class has a hat competition. They construct different types of hats using various materials assembled by the teacher (straw, newspaper, construction paper, belts, and bands). Students identify which hat creations are the most effective to protect against UV radiation. The students explain the reasons for their choices.

Sample Assessment Strategy

- Given a list of items that provide protection against the sun the students can arrange protection list into CARE categories as follows:
 - C**=Cover up
 - A**=Avoid the sun between 10:00 AM and 2:00 PM
 - R**=Rub on sunscreen
 - E**=Examine your skin regularly

Grade Three

Standard 8

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- What plan could you develop to help others avoid using alcohol, tobacco and other drugs that cause harm?

Performance Indicator:

D-3.8.1 Explain to family members and peers the harmful effects of ATOD use.

Sample Teaching Strategy and Activity

- The teacher introduces the students to the Ant E Tobacco cartoon and coloring book that conveys the anti-tobacco message through a colony of ants. Students explore how to pass the ant's message on to family and friends. http://www.itsyourlifefoundation.org/what_is_ante_tobacco

Essential Question: Personal and Community Health

- What are important ways to help other be healthy?

Performance Indicators:

P-3.8.1 List ways to help others be healthy.

P-3.8.2 Describe ways to promote school, community, and environmental health.

Sample Teaching Strategy and Activity

- Students are asked to write a persuasive letter to parents for the school parent newsletter in support of a campaign to unplug TV sets. In their letter, students identify multiple ways that less screen time makes children healthier.

Essential Question: Nutrition, and Physical Activity

- What are some ways to help others eat more healthfully and improve fitness?

Performance Indicator:

N-3.8.1 Explain to others why healthy eating and physical activity are important.

Sample Teaching Strategies and Activities

- Students design a restaurant child menu. They give the restaurant a name and design a cover and pictures for the healthy child menu.
- Students examine reasons for doing personal gardening by reading the story "Grandpa's Garden".

Resources

ATOD

National Institute on Drug Abuse's "Brain Power!"

The NIDA Junior Scientist Program (For Grades 2-3)

"SAMHSA, Al's Pals: Kids Making Healthy Choices"

http://www.aadac.com/documents/grade3_lesson5.pdf

http://www.lung.ca/children/index_kids.html

http://www.itsyourlifefoundation.org/what_is_ante_tobacco

Growth & Development

<http://www.teacherplanet.com/resource/humanbody.php>

http://www.sciencenetlinks.com/pdfs/human_actsheet.pdf

<http://www.scrubclub.org/site/downloads.aspx>

<http://www2.scholastic.com/browse/lessonplan.jsp?id=859>

<http://kidshealth.org/classroom/3to5/body/systems/respiratory.pdf>

United Streaming (Discovery Education) Videos:

All Fit- Body Design Brain

All Fit- Bones and Muscle

All Fit- The Structure and Function of the Human Body

Life Skills 101- Dealing With Stress

Injury Prevention & Safety

<http://web.extension.illinois.edu/disaster/teacher/dispre.html>

<http://www.mcgruff.org/Games/>

<http://www.state.sc.us/dmh/schoolbased/bullying.htm>

<http://pubs.cas.psu.edu/freepubs/pdfs/ui367.pdf>

Mental, Emotional and Social Health

http://www.teachervision.com.au/tv/printables/TCR/1557342741_77.pdf

http://www.vahealth.org/dental/oralhealtheducation/documents/2007/pdfs/Saving_Smiles_K%20-%205_Oral_Health_Education_Curriculum.pdf

Nutrition and Physical Activity

<http://www.choosemyplate.gov>

http://www.impactchildhoodobesity.org/images/docs/K-12_Nutrition_Lesson_Plans.pdf

http://www.canfightbac.org/en/_pdf/loresen.pdf

<http://www.utextension.utk.edu/publications/pbfiles/PB1591.pdf>

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

<http://video.pbs.org/video/1591397895/>

<http://www.energybalance101.com/>

Darian, Shea. *Grandpa's Garden*. Nevada City, California: Dawn Publications, 1996. ISBN: 1883220416

United Streaming (Discovery Education) Videos:

The Organwise Guys- Breakfast Skippin' Blues

The Organwise Guys- H2Ohhhhh

The Grouping Game- Good Food for Good Health

The Blue Dragon- Building Bodies

The Number Crew- Fit Club

Play and Discover with Digger and Splat

The Organwise Guys- Choosing Foods

The Organwise Guys- Farmer's Market Fresh

The Organwise Guys- Pepto's Party Portions

The Organwise Guys- Gimme Five

Grade Four

Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Question: Mental, Emotional, and Social Health

- What causes depression?

Sample Performance Indicator:

M-4.1.2 Define the term depression.

Sample Teaching Strategy and Activity

- Students examine the difference between temporarily feeling the “blues” and the more long-lasting condition of day to day “depression”. Students make a list of activities they engage in to make them feel better when they are having a bad day.

Essential Questions: Injury Prevention and Safety

- How should mouth and tooth injuries be treated?
- What can happen if you participate in violent and unsafe behaviors?

Performance Indicator:

I-4.1.1 Discuss the consequences of violent and unsafe behaviors, including gang behavior.

I-4.1.2 Describe basic first aid and emergency procedures for accidental loss of or injuries to teeth.

Sample Teaching Strategies and Activities

- The teacher asks students to identify types of beneficial groups children can belong to after school. Some examples of groups include: team sports, 4-H, Girl Scouts, Cub Scouts, and recreation leagues. Gang membership and groups are discussed. Students examine false promises that gang members use to recruit others. The dangers of gang membership are explored.
- Students brainstorm home, school, and playground practices that can lead to mouth injuries. The teacher may suggest dangerous practices such as: pushing in line at the drinking fountain, placing pens or pencils in the mouth when walking or running, kicking or throwing objects aimed at the face, and chewing on hard foods including ice. The teacher leads discussion as to how to handle dental emergencies including the use of ice packs and the importance of limited handling of a knocked out tooth. A knocked out permanent tooth should be preserved in cold milk in route to emergency dental treatment.

Sample Assessment Strategies

- Students can differentiate between healthy and unhealthy after school group activities.
- Students identify safety steps necessary to prevent oral injury on the playground, at home, and at school.

Essential Question: Alcohol, Tobacco, and other Drugs

- How can poor choices made concerning the use of drugs affect life goals and plans?

Sample Performance Indicators:

D-4.1.1 Describe the impact of ATOD use or abuse on the individual, peers, family, and society.

D-4.1.3 Define the term “gateway drugs.”

Sample Teaching Strategy and Activity

- The teacher draws a life story time line on the board. The teacher places a pivotal point on the life line, (fork in the road concept) where choices made allows passage in one direction or the other. The teacher tells a story of two twins who walk the first few years of their life on the same path. The teacher stops the twins at the pivotal ATOD event. Students brainstorm possible adverse events that might occur to an eleven or twelve year old. Emphasis should be placed on the choice taken as a result of that adverse event and how that choice changed the path and life of the twins. The teacher draws similarity to the term “gateway” drug as a threat to positive paths in life.

Essential Questions: Growth and Development

- What is puberty?
- What determines the rate of maturation?

Sample Performance Indicators:

G.4.1.1 List the factors that affect an individual’s growth (for example, nutrition, heredity, environment).

G-4.1.2 Define the terms “hormones” and “puberty.”

G-4.1.3 Identify examples of the physical, emotional and social changes that occur in puberty and adolescence (for example, changes in voice, growth of body and facial hair, mood swings, sensitivity to peer influence.

G-4.1.4 Identify personal hygiene needs during puberty and adolescence (for example, using deodorant, flossing teeth, grooming the hair, bathing).

Sample Teaching Strategies and Activities

- The teacher leads discussion about the endocrine system and the beginning of rapid growth that occurs in early adolescence. Heredity and diet are explained as factors in determining when these changes occur. After review of the adolescent body changes review sheet, http://www.sciencenetlinks.com/pdfs/growth2_actsheet.pdf the teacher leads discussion asking questions. An example of a question is: “Who usually experiences rapid growth changes first, boys or girls”? Another question is: “How does the shape of the body change in height, weight, and in muscle and bone structure of shoulders and hips”? A third question is: “What feelings or emotions occur during this period of change”?
- The teacher explains that the physical and emotional changes of early adolescence do not occur overnight. The early signs of change are rapid growth (height and shoe size), followed by changes in voice, body hair, skin condition, and increased perspiration. The teacher explains that in later years of maturation they will experience body changes that are unique to males and females. These are secondary sex characteristics. It should be emphasized that all children experience maturation at their own rate and time.

Sample Assessment Strategy

- Given a list of body changes, students can correctly categorize the change as occurring primarily in males, primarily in females, or occurring equally in both genders.

Essential Questions: Personal and Community Health

- How does the immune system work to keep people healthy?
- What is a pathogen?

Sample Performance Indicators:

- P-4.1.1 Define the term pathogens.
- P-4.1.2 Describe ways to prevent or contain communicable diseases.
- P-4.1.3 Describe the immune system and the way it works.
- P-4.1.6 List ways to reduce exposure to harmful environmental factors (for example, ultraviolet rays, pollutants).

Sample Teaching Strategy and Activity

- Students explore the job of body cell germ defenders. The teacher creates a game where the “germ” is an identified invader within a defined open area of the room such as a circle. The germ can be a drawing or object in the circle. Students are placed into one of five groups: white blood cell, skin, stomach acid, bronchi, and villi. Each member of the group draws a picture of their immune system function. Pictures of the five body functions are labeled and students groups tape the picture to their body function to their body. The game begins with the teacher telling a story about the bacteria or viral invader and it’s location on the body. Depending on the location of the germ, the proper student group responds by moving to the circle to surround the germ.

Sample Assessment Strategy

- The correct student group responds to the location of the germ invasion.

Essential Question: Nutrition, and Physical Activity

- How are food guidelines and food labeling useful in improving the selection of healthy foods?
- How does diet affect your overall health?

Sample Performance Indicators:

- N-4.1.2 Describe the nutrition information included on food package labels.
- N-4.1.3 Explain the importance of following the federal dietary guidelines for Americans with regard to portion sizes.
- N-4.1.4 Explain the interrelationship among food intake, physical activity, and health.

Sample Teaching Strategies and Activities

- Students analyze food labels and choose the healthiest foods based on the food labels and Federal Dietary Guidelines. The teacher presents a visualization of the number of teaspoons of sugar in student’s favorite drinks. Using drink label information, the teacher uses the formula of four grams of sugar being equal to one teaspoon of sugar. The teacher also provides a visual demonstration of the number of teaspoons of fat in popular food items. The basic formula is that five grams of fat can be visually represented as one teaspoon. Yellow Crisco shortening is a good visual to use to demonstrate teaspoons of fat. The concept of super sizing and increased consumption of fat and sugar is explored.
- Students determine the amount of different foods they need each day by playing the Blast Off computer game located on [http://www. Myfoodpyramid.gov](http://www.Myfoodpyramid.gov).

Sample Assessment Strategy

- Students create a five day food diary and sort foods in their diet from highest to lowest in sugar, sodium and fat. They then determine a list of foods that need to be removed from their diet.
- Using a chart that shows calorie expenditures for different activities, students determine how long they will have to walk, run, or ride their bicycle to burn the calories found in one donut. Using donut packaging labels, they determine the amount of sugar and fat in a donut.

Grade Four

Standard 2

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Essential Question: Injury Prevention and Safety

- How do you know if a group of people are really a gang?

Performance Indicators:

I-4.2.1 Analyze ways that protective factors promote health and safety (for example, positive temperament, healthy sense of health, good relationships with parents).

I-4.2.2 Identify ways that gangs can threaten individual and community safety.

Sample Teaching Strategies and Activities

- Students examine the myth surrounding gangs. The biggest myth being that they are “family”. If gang members break gang “rules” and don’t obey, they can get seriously injured as a punishment.
- A policeman or the school resource officer can be invited to class to discuss the type of crime that gangs are often involved in including: property damage, stealing, and carrying illegal weapons. The officer includes a discussion of protective factors that help to keep children safe from gangs.

Essential Question: Alcohol, Tobacco and Other Drugs

- What factors influence a person’s decision to use or to not use drugs?

Performance Indicator:

D-4.2.1 Describe factors that can influence a personal’s decision to use or not use ATOD (Alcohol, Tobacco, and Other Drugs).

Sample Teaching Strategies and Activities

- Students practice holding their nostrils shut and breathing through a straw. They then walk around the room to simulate how difficult it is for a person with emphysema to breathe.
- Students brainstorm all of the ways that young people are targeted in tobacco and alcohol advertising. The teacher leads discussion as to why youth might be more vulnerable to the messages that alcohol and tobacco advertisers use. The teacher asks students to brainstorm what might be the reason why young people choose to experiment with alcohol and tobacco and what positive influences are found in schools, home, and the community (protective factors) that might keep them from experimentation.

Sample Assessment Strategies

- Students identify at least four negative influences that encourage ATOD use and four positive influences that discourage ATOD use.
- Students develop a pamphlet highlighting the dangers of smoking.

Essential Question: Growth and Development

- How do peers and the media impact self-image?

Performance Indicator:

G-4.2.1 Explain ways that peers influence an individual's self-concept during puberty.

Sample Teaching Strategy and Activity

- Students explore the physical and emotional changes they begin to experience as they begin their teen years. The teacher brings in different pictures of teenagers from magazine and asks students to work in groups to identify what they look forward to when they become teenagers and what aspects of teen years they do not look forward to. The teacher emphasizes that the emotional roller coaster of teen emotions is normal as teens adjust to the transition to becoming an adult.

Sample Assessment Strategies

- Students can identify both positive and negative aspects of becoming an adolescent. They can identify at least two early physical changes that occur in maturation to early adolescence.
- Students can compare the positive and negative aspects of teen years.

Essential Question: Personal and Community Health

- How can culture and the media influence your personal health behaviors?

Performance Indicator:

P-4.2.1 Describe ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors.

Sample Teaching Strategy and Activity

- Students examine magazine, television news reports, and television advertising. They identify positive and negative health lifestyle messages that are displayed in each medium. Students summarize the messages into one or two sentence bullets and then organize the messages into positive or negative categories.

Sample Assessment Strategy

- Students correctly identify health lifestyle media messages as positive or negative influences.

Essential Question: Nutrition, and Physical Activity

- How are food choice and exercise inter-related and dependent on each other?

Performance Indicator:

N-4.2.1 Describe factors that influence individual levels of physical activity.

Sample Teaching Strategy and Activity

- The teacher gives an overview of the relationship of calories from food compared to the amount of caloric energy used daily in physical activity. The right type of fuel for a car is a good comparison to the right type of food one eats to perform at top physical and academic levels.

Sample Assessment Strategy

- Students evaluate their personal level of physical activity and their food choices determining their critical areas of need for improvement.

Grade Four

Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Mental, Emotional, And Social Health

- What are resources at home, at school and in the community that can be used to participate in healthy social activities?

Performance Indicator:

M-4.3.1 Locate resources in the home, school, and community that provide valid mental, emotional, and social health information.

Sample Teaching Strategy and Activity

- Students list some common roles they play at home and in the community. At home, some children are brothers, sisters, cousins, pet caretakers, or elder caretakers. In the community, they are volunteers, sport or recreation team members, and leaders in organizational groups. The teacher assists students in charting common healthy roles that students share.

Sample Assessment Strategy

- Students create a report summarizing how involvement in home, community, and school activities promotes mental, emotional, and social health.

Essential Question: Personal and Community Health

- Where are good places to go to get information about personal health and the environment?

Performance Indicator:

P-4.3.1 Locate valid health information, products health information, products, and services that promote personal and community health, including environmental factors and the prevention of disease.

Sample Teaching Strategies and Activities

- A dental professional can be invited to class to explain what their special job responsibilities are.
- Students use an interactive Internet water pollution puzzle to identify sources of personal home and community practices that harm the environment.
<http://www.epa.gov/owow/nps/kids/hapwrng.html>

Sample Assessment Strategy

- Students identify the tools and equipment used in a dental office.
- Students create a list of helpful environmental habits that can be practiced at home, such as turning off the water quickly after brushing your teeth.

Grade Four

Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Question: Injury Prevention and Safety

- What are different ways to resolve conflict?

Performance Indicator:

I-4.4.1 Demonstrate refusal skills that a person can use to resolve conflict and promote personal safety.

Sample Teaching Strategy and Activity

- Students use common conflict resolution skills to analyze the best strategy for dealing with different conflict situations that are found at the website below. The six skills are: negotiating, communicating misunderstandings, litigating (applying class or school rules), legislating (class vote), and mediation and arbitration (seeking outside help). <http://www.teachervision.fen.com/interpersonal-skills/lesson-plan/2989.html?detoured=1>

Sample Assessment Strategy

- Students can give justification to the reason why certain conflict resolution skills work best in a given situation.

Essential Question: Growth and Development

- What are ways to ask for parent and other adult help in dealing with the process of body changes that occur in early adolescence?

Performance Indicator:

G-4.4.1 Discuss ways to communicate with parents, teachers, or other trustworthy adults about the stages of growth and development.

Sample Teaching Strategy and Activity

- Students are asked to bring in two pictures of themselves, one as a baby and one picture that is current. Working in groups, students discuss ways they have changed since they were a baby. They are asked to list and talk about the things that they liked best when they were four, five, six, and seven years old. They are asked to talk about adults or peers that helped them during their earlier years. In summary the teacher emphasizes that as children they continue to grow and change daily and that they still need the support of adults and peers to help them.

Sample Assessment Strategy

- Students identify parents, teachers and clergy as good sources for information and help with the changes they are experiencing in pre-adolescence. Students understand that normal change is determined by individual heredity and lifestyle. Students can cite the specific ways that adults and peers have helped them through their early childhood.

Essential Question: Personal and Community Health

- How can adults and peers help you deal with issues related to adjusting to puberty?

Performance Indicator:

P-4.4.1 Demonstrate ways to ask for assistance to promote personal health.

Sample Teaching Strategy and Activity

- Students brainstorm feelings of fear and anxiety related to puberty. The teacher helps in sorting through facts and myths about puberty. The teacher displays new hygiene “tools” of puberty including; deodorant, and soap. Discussion can include how family members can assist in helping students adjust to puberty.

Sample Assessment Strategy

- Students can correctly identify true facts and myths about puberty.

Grade Four

Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Question: Injury Prevention and Safety

- What are important steps to take to stay safe in peer pressure situations?

Performance Indicator:

I-4.5.1 Use decision-making steps that a person can take to stay safe.

Sample Teaching Strategy and Activity

- The teacher gives students examples of unhealthy peer pressure situations. Some examples are that a friend might ask you to: cheat on a test, shoplift some candy from the store, make fun of a smaller child, or experiment with tobacco or alcohol. Students practice with a partner demonstrating skill in saying “no” gracefully and offering positive healthy alternative behaviors.

Sample Assessment Strategy

- Students design a “refusal skill” poster that depicts the negative peer influence they examined in their partner group.

Essential Question: Alcohol, Tobacco, and other Drugs

- How can you act on the decision to say no to ATOD?

Performance Indicator:

D-4.5.1 Explain why saying “no” to ATOD is a healthy decision.

Sample Teaching Strategy and Activity

- Students practice the decision making process (clarify the decision, consider alternatives, choose the best alternative) when they are being pressured into participating in a risky drug use behavior. The teacher discusses the three steps in the decision making process.

Sample Assessment Strategy

- After demonstrating the three step process of decision making, students choose an appropriate and necessary action to take to refuse drugs.

Essential Question: Personal and Community Health

- Why is it important and necessary to get adult help in making some health decisions?

Performance Indicator:

P-4.5.1 Explain when adult assistance is needed in order to make a health related decision.

Sample Teaching Strategy and Activity

- Students select a health related habit that they wish to improve such as: always wearing a bicycle helmet, reducing sun exposure from 11AM to 2PM, wearing sunscreen, hats and sunglasses, and trying not to argue with a sibling. They discuss how adults can help them in trying to improve their selected health behavior.
- Each Student lists aspects of their health that are under their control (sleep, exercise, and food choices) and those things they don't have control over (gender, race, genes and hereditary). They discuss how adults can influence and help with aspects of health that can be controlled.

Sample Assessment Strategy

- Students determine if the health habit they chose to improve was a good choice. They write a short summary of how adults helped them work to achieve their health plan.

Essential Question: Nutrition, and Physical Activity

- In what ways can poor food choice habits have negative effects on health?

Sample Performance Indicator:

N-4.5.2 Predict the effects of nutritional choices on an individual's health, including oral health.

Sample Teaching Strategy and Activity

- Working in groups, students brainstorm the consequences of engaging in unhealthy food choice habits over time. Examples of habits to consider are practices such as children drinking sugar based drinks before bedtime without brushing their teeth, or the practice of toddlers going to sleep with apple or grape juice filled baby bottles in their cribs.

Sample Assessment Strategy

- Students draw a picture diagram showing the cause and effect of poor food choice habits and practices.

Grade Four

Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: : Mental, Emotional, and Social Health

- What are the best ways to develop a plan to manage stress?

Performance Indicator:

M-4.6.1 Develop a plan to reduce and manage stress.

Sample Teaching Strategies and Activities

- The teacher blows up two balloons of different color. Balloon number one is yellow, orange or red in color. This balloon is labeled distress. Balloon number two is blue or green in color. This balloon is labeled eustress. The teacher asks students to share the day's good (eustress) and harmful (distress) events with other students in the class. To illustrate the release of stress, the teacher allows air to escape from the representative colored balloon during the day. The teacher explains that when stress is released in positive ways, it is healthy.
- Students give examples of resolving conflict peacefully and explain how peaceful behaviors produce less distress. Classmates share and problem solve ways to help reduce stress build up.

Sample Assessment Strategy

- Students can clearly differentiate between examples of stressful situations that are eustress and distress.

Essential Question: Injury Prevention and Safety

- How can you develop a plan to protect yourself from gang activity?

Performance Indicator:

I-4.6.1 Set a goal to increase protective factors to avoid becoming involved in gang activities.

Sample Teaching Strategy and Activity

- The teacher asks the students in class to give examples of each of the following known protective factors to avoid gang involvement. The students select three factors below that they plan to work on over the next month.
 - Feelings of self-worth
 - Good relationships and bonding with positive adult role models.
 - Social support from adults and peers
 - Personal safety and injury prevention practices
 - Positive interaction with law enforcement
 - Positive community and neighborhood attachment
 - Positive peer group activities and norms.
 - Positive peer relationships
 - Avoiding alcohol, tobacco and other drug use
 - Problem solving & decision making
 - Resiliency and positive temperament
 - Self-rewards for pro-social behavior

Sample Assessment Strategy

- Students produce a portfolio with photos, events and stories highlighting the help they received in planning and implementing their selected protective factors.

Essential Question: Personal and Community Health

- Who can assist you in working to attain a personal health goal?

Performance Indicator:

P-4.6.1 Identify a personal health goal and name resources to help him or her achieve that goal.

Sample Teaching Strategy and Activity

- Students select a personal health goal that they wish to achieve and then outline how adults can help them achieve their goal. The teacher gives examples of possible personal health projects (planting a small garden at home, learning to rock climb safely, or increasing flexibility for a difficult dance routine.)

Sample Assessment Strategy

- Students outline in graphic format, how adult community helpers assisted them in working toward their health goal. Barriers such as financial cost, time and transportation should be included in the graphic representation.

Essential Question: Nutrition, and Physical Activity

- Why is both monitoring diet and exercise important?

Performance Indicators:

N-4.6.1 Set a dietary goal and track his or her progress toward its achievement.

N-4.6.2 Set a goal to increase daily physical activity and track his or her progress.

Sample Teaching Strategy and Activity

- Students read the book “*Gregory, The Terrible Eater*” and construct healthy menus determining the costs of the foods highlighted in the book.

Sample Assessment Strategy

- Students demonstrate understanding of balanced meals and food sources from the various food groups in planning a new diet and exercise plan for Gregory.

Grade Four

Standard 7

The student will demonstrate the ability to practice health enhancing behaviors and to avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- How does practicing and engaging in activities that you enjoy help you emotionally and socially?

Performance Indicator:

M-4.7.1 Demonstrate ways to maintain or improve one's mental, emotional, and social health.

Sample Teaching Strategies and Activities

- Students list three positive adjectives to describe themselves.
- The teacher asks students to identify at least three activities that they are talented or skilled in. The students write their name and the name of their talent on multiple same size paper cut out stars. Students decorate their stars with color and glitter. The stars are linked together by yarn across a bulletin board in the room.

Essential Question: Injury Prevention and Safety

- How can mouth and tooth injuries be avoided?

Performance Indicators:

I-4.7.1 Demonstrate basic first aid procedures and responses to common emergencies (for example, bleeding, choking, and ingesting poison).

I-4.7.2 State ways to keep the mouth safe from injury.

Sample Teaching Strategies and Activities

- Students research the history of mouth protective devices on helmets and chin guards that are used in athletic team sports.
- Students select a sport such as baseball, softball, football, and basketball and prepare a report on the incidence of middle school and high school injury that have occurred over a period of two decades.

Sample Assessment Strategy

- Given pictures of different types of head and mouth protective devices, students can identify the devices that provide the highest degree of protection and safety.

Essential Question: Personal and Community Health

- Why is it important to practice healthy daily habits?

Performance Indicators:

P-4.7.1 Practice recommended sleep and rest habits to promote overall health.

P-4.7.2 Implement a personal health plan with the help of a parent or guardian.

Sample Teaching Strategies and Activities

- Students keep a log of the amount of time they watch TV, play video games, and use the computer. Students keep a log of their habits that includes exercise, getting at least eight hours of sleep a day, eating five fruits and vegetables, brushing and flossing your teeth, and washing their hands before eating and after bathroom use. Included in their daily log is notation of how adults helped them with their personal health plan.
- Students identify one television commercial that promotes healthy habits and one current television commercial that promotes unhealthy habits.

Sample Assessment Strategy

- Students compare their food and activity lists and decide what habits they need to improve or change.

Essential Question: Nutrition, and Physical Activity

- How do you use food labels to plan a healthy meal?

Performance Indicator:

N-4.7.1 Demonstrate ways to interpret the information on food labels to plan a meal.

Sample Teaching Strategies and Activities

- The teacher brings in food labels from items found at home and asks groups of students to construct a healthy dinner plate with only five items allowed on each plate. One group of student's task is to assemble a low sodium plate. Another group has a low fat plate. A final group assembles a low sugar plate. The teacher establishes a healthy fat and sodium amount that the students cannot exceed on their plates. Paper plates are decorated and colored to represent the chosen foods on each plate.

Sample Assessment Strategy

- Students vote to determine which plate is the healthiest, most nutritionally balanced, and pleasing to the taste.

Grade Four

Standard 8

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can students help others refuse ATOD?

Performance Indicators:

D-4.8.1 Demonstrate ways to influence and support others in refusing to use ATOD.

Sample Teaching Strategy and Activity

- Students work with other grade levels in the school to plan for a helium balloon launch and ribbon distribution to occur during national seasonal campaign days such as “the Great American Smoke Out” and “Red Ribbon Day”. Students create anti-drug messages to be included with the balloons and ribbons.

Essential Question: Personal and Community Health

- How can you influence others to take care of the environment?

Performance Indicators:

P-4.8.1 Demonstrate ways to influence and support others in making healthy choices related to personal health.

P-4.8.2 Encourage others to keep the air, land, and water clean and safe.

Sample Teaching Strategy and Activity

- Students choose one idea to present to their family to help them become a more environmentally friendly family. The idea should have suggestions for how the family can be successful in their effort. Students monitor and track the progress of their family’s environmental project.

Sample Assessment Strategy

- At the end of each week, students write a summary of the successes and failures of their family project with a plan for revision for upcoming week activities.

Essential Question: Nutrition, and Physical Activity

- How can you help others improve on their eating habits and exercise?

Performance Indicators:

N-4.8.2 Advocate for others to eat healthy foods and to engage in regular physical activity.

Sample Teaching Strategy and Activity

- Students develop plans for a healthy family after school night. The event must include preparation and sharing of a healthy meal, physical activity stations, and group activities. Students plan and promote the event in the school newsletter, through PSA school announcement, and by creating posters and flyers to celebrate the event.

Sample Assessment Strategy

- Students create a portfolio highlighting pictures and participant comments from the healthy family school night event.

Resources

ATOD

<http://www.utahpd.org/mindmatter/MindMatterlesson.pdf>
http://www.lung.ca/children/index_kids.html
<http://www.acde.org/educate/46plan1.htm>

Growth and Development

http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&ps=307&cat_id=20183&article_set=22326
http://www.sciencenetlinks.com/pdfs/growth2_actsheet.pdf

Injury Prevention & Safety

Sunburst Visual Media: Harassment Hurts: Gossiping, Taunting and Bullying

Human Relations Media: The Good Conduct Action Pack

www.kidshealth.com
<http://web.extension.illinois.edu/disaster/teacher/dispre.html>
http://uuhs.utah.edu/poison/publiced/inhalantlesson_4thgr.pdf
http://www.vahealth.org/dental/oralhealtheducation/documents/2007/pdfs/Saving_Smiles_K%20-%205_Oral_Health_Education_Curriculum.pdf

Mental Emotional & Social Health

Human Relations: Time out on Anger, Learning Self-Control.

Sunburst Multi-Media: Harassment Hurts: Gossiping, Taunting & Bullying

www.stopbullyingnow.hrsa.gov,
<http://www.nchealthyschools.org/docs/lessonplans/4/grade4-102.pdf>
<http://www.teachervision.fen.com/interpersonal-skills/lesson-plan/2989.html?detoured=1>

Personal and Community Health

www.choosemyplate.gov
www.kidshealth.com
<http://www.epa.gov/owow/nps/kids/whatwrng.html>
http://www.vdh.state.va.us/Epidemiology/Surveillance/Getsmart/documents/4thgradecomm_noncommdiseases.doc
<http://www.swa.org/pdf/4thgradeprepostlessonplan.pdf>

Nutrition and Physical Activity

www.choosemyplate.gov
www.allianceforahealthiergeneration.com,
www.kidshealth.com
http://www.impactchildhoodobesity.org/images/docs/K-12_Nutrition_Lesson_Plans.pdf
<http://www.teamnutrition.usda.gov/Resources/mypyramidclassroom.html>
<http://www.energybalance101.com/>
“Gregory, The Terrible Eater” Mitchell Sharmat, Ariane Dewey - Scholastic (2009) - Paperback - 32 pages - ISBN 0545129311

Grade Five

Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Question: Mental, Emotional, and Social Health

- What are effective ways to manage stress and control anger?

Performance Indicator:

M-5.1.1 Describe coping strategies to promote mental health (for example, engaging in physical activity, reading, playing or listening to music, writing).

Sample Teaching Strategies and Activities

- Students keep a journal, recording their feelings and how they coped with any unpleasant feelings or situations.

Sample Assessment Strategy

- Students write a short report, reflecting how they used one or more coping strategies to effectively deal with each stressful situation in their journal.

Essential Question: Injury Prevention and Safety

- What is the impact of viewing violence and unsafe behavior?

Sample Performance Indicator:

I-5.1.1 Examine the impact of violent and unsafe behaviors.

Sample Teaching Strategy and Activity

- Students interview younger grade students to determine the top five most popular cartoons that students watch. The students develop a numbered rating system, from one through five. The rating system is intended to measure television cartoon violence with predetermined criteria including the number of incidences of violence, types of violence (verbal or physical), and level of violence (shoving or pushing, weapons and explosive machinery). A rating of one represents low levels or the absence of violence. A rating of five represents the highest level of violence. Students complete independent scoring of videotaped segments of the cartoons.

Sample Assessment Strategy

- After each student has completed individual ratings for each cartoon, the rating results are compared. A final group rating score is assigned to each cartoon. The students then write a letter to the younger grade students explaining the cartoon rating system and the cartoon rating results. The lower grade level teacher reads the letter to the students and leads discussion about the implications of the results of the findings.

Essential Questions: Alcohol, Tobacco, and other Drugs

- What are the long and short term effects of smoking or using drugs such as alcohol?
- What is the difference between dependence, addiction and drug withdrawal?

Sample Performance Indicators:

- D-5.1.1 Describe the structures and function of the respiratory system (for example, lungs, Bronchioles and diaphragm).
- D-5.1.3 Define the terms ATOD, dependence, addiction, and withdrawal.
- D-5.1.5 Describe the link between alcohol use, injury, and disease.

Sample Teaching Strategies and Activities

- The teacher identifies the type of medical conditions and illness that can result from damage done to the respiratory system caused by smoking. To demonstrate the effects of emphysema, students jump up and down, breathing only through a straw for about fifteen seconds. Discussion includes how smoking affects the ability to be physically active or to play sports.
- Students define the meaning of dependence, withdrawal, and addiction. Students give examples of non-drug related addictions.
- Students research and write a report about the types of diseases that are associated with alcohol use.

Essential Questions: Growth and Development

- What are the changes that a young person goes through physically, mentally, and emotionally when he or she goes through puberty?
- Why is it important to abstain from risky behaviors?

Performance Indicators:

- G-5.1.1 Describe the physical, emotional, and social changes that occur in puberty and adolescence (for example, changes in voice, growth of body and facial hair, sensitivity to peer influence, mood swings).
- G-5.1.2 Define the term abstinence.

Sample Teaching Strategies and Activities

- The teacher writes a description of changes youth experience when going through puberty on individual index cards. Each student blindly selects an index card from a pile in a box or bag. The teacher places three signs around the room. The signs are labeled male, female and both. Students stand at the sign that designates if the change listed on the index card occurs in males, females, or in both genders. The teacher explains that the rate of going through puberty is determined by heredity, exercise, and diet.
- The teacher discusses the broad definition of the term abstinence and choosing to abstain. The teacher asks students to brainstorm and identify numerous behaviors that children their age should abstain from including driving a car, smoking, drinking, and sexual activity.

Sample Assessment Strategies

- Students correctly identify the male, female, or both genders affected by the puberty body change presented on index cards. It is important to note that most changes are experienced by both sexes and more students should be standing at the both sign.
- Students can list at least three potentially harmful physical and three potentially harmful emotional consequences of participating in behaviors that are inappropriate for their age group.

Essential Questions: Personal and Community Health

- What are important behaviors individuals should practice to promote and maintain good health?

Sample Performance Indicators:

P-5.1.1 Discuss the barriers to a person's practicing healthy behaviors.

P-5.1.3 Identify ways that health care providers promote health and detect and treat problems.

Sample Teaching Strategy and Activity

- The teacher asks students to brainstorm reasons why they go to the doctor. Working in groups, students develop two lists of reasons. One list includes wellness and maintenance visits and the other list should include visits related to illness. Students generate questions to ask the doctor when going to the doctor's office for both wellness and sickness visits.

Sample Assessment Strategy

- Students can verbally explain why wellness visits to doctors are important for maintaining health. Wellness visits identified should include dental, visual, spinal, and hearing screening.

Essential Questions: Nutrition, and Physical Activity

- What are the benefits of moderate and vigorous physical activity?
- What are the benefits of following federal dietary guidelines?

Sample Performance Indicators:

N-5.1.1 Examine the six essential nutrients, their function, and foods or food groups in which they are present.

N-5.1.2 Identify the benefits of following the federal dietary guidelines.

N-5.1.4 Discuss the benefits of moderate to vigorous physical activity.

N-5.1.5 Explain basic precautions to help prevent injury during physical activity.

Sample Teaching Strategies and Activities

- The teacher explains the appropriate way to warm up and cool down when exercising to reduce injury. Students check their heart rate and explain the importance of exercise for the heart.
- Using the Wisconsin Milk Marketing Nutrient puzzle (MilkMoreMustacheLesson), students select a puzzle piece from a bowl or bag. Students circulate around the room to find their nutrient and matching nutrient benefit.

Sample Assessment Strategy

- Students select healthy food items with the best nutrient value.

Grade Five

Standard 2

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Essential Question: Mental, Emotional, and Social Health

- In what ways can the media influence an individual's feelings of self-concept?

Performance Indicator:

M-5.2.1 Explain ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.

Sample Teaching Strategy and Activity

- Working in groups, students analyze magazine, television, and Internet advertisements depicting pre-puberty and early puberty youth. The students identify the type of activity the youth are engaging in, and list the activity in categories of either healthy or unhealthy behaviors.

Sample Assessment Strategy

- Student groups compare and contrast their findings from their analysis of pre-puberty and early puberty youth activities.

Essential Questions: Injury Prevention and Safety

- How is violence portrayed in the media?
- How are anger and stress portrayed in the media?

Performance Indicator:

I-5.2.1 Discuss family, peer, and cultural influences on the way an individual deals with conflict.

I-5.2.2 Analyze media messages on the subject of violence and risk behaviors.

Sample Teaching Strategies and Activities

- Students write a summary of the events in an episode of three of their favorite television show and identify any examples of violence in the episode.
- Students examine culturally acceptable differences in the way males and females handle stress and anger. For example: "Is it more or less culturally acceptable for girls to respond physically to anger by pushing, hitting or kicking"? Another question to ask is: "Is it okay for males to cry when they are exposed to extremely stress or disappointment"?

Sample Assessment Strategies

- Students properly identify violent situations in television programming.
- Students identify and report on specific examples of both culturally appropriate and culturally inappropriate ways that anger or stress are handled by male and female youth.

Essential Question: Alcohol, Tobacco, and Other Drugs

- In what ways can the media influence the use of tobacco products?

Performance Indicator:

D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco.

Sample Teaching Strategy and Activity

- Students review different strategies and themes that advertising companies use (wealth, friends, social fun, and beauty) to try to persuade the reader or viewer to purchase tobacco products. Students cut out advertisements from magazines and create a collage that portrays one of the identified themes.

Sample Assessment Strategy

- Using a rubric scoring system with set criteria, tobacco advertisement collages are judged for the accuracy of grouping by advertising theme.

Essential Question: Personal and Community Health

- How can the school, family and community work together to help improve health behaviors for everyone?

Performance Indicator:

P-5.2.1 Discuss how the family, peers, school, community, and culture can influence personal health practices and behaviors.

Sample Teaching Strategy and Activity

The teacher shows students examples of community garden program and national community programs that support good health practices. Students discuss local programs in their neighborhood or community. Plans for how to start a new program are discussed as a class project.

<http://www.walktoschool.org>

<http://www.thisweeknews.com/live/content/newalbany/stories/2011/04new/04/27/fifth-grade-students-to-plant-rainpgarden.html?sid=104>

<http://www.nationalnightout.org>

Essential Question: Nutrition, and Physical Activity

- In what ways do restaurant advertisements for food affect the type of foods we eat?

Performance Indicator:

N-5.2.1 Examine the various strategies used by the media to influence food choices and physical activity.

Sample Teaching Strategy and Activity

- Students examine the amount of fat found in hamburgers at fast food restaurants using sites such as <http://www.can-do.com/uci/lessons98/Nutrition.html>. They determine fast foods with the highest percentages of fat. The teacher asks students to give examples of fast food restaurant healthy food advertising campaigns. McDonald's examples include: McDonald's oatmeal, fruit smoothies, and apple slice substitutions in happy meals. The calorie, sugar and fat content of the new foods is examined and compared to traditional fast foods menu items.

Grade Five

Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- Where can you find accurate information about ATOD?

Performance Indicator:

D-5.3.1 Demonstrate the ability to locate valid information and resources concerning ATOD.

Sample Teaching Strategies and Activities

- The teacher brings in recent copies of a convenient store or liquor store flyer. Students determine the weekly and monthly costs of smoking for a person who smokes one pack of cigarettes a day. Students make a list of family necessity items that the money used for cigarettes could have bought including groceries, utility bills, and clothing. Students come and contrast advertised costs for tobacco and alcohol products.

Essential Question: Growth and Development

- What are the best strategies for obtaining information about puberty from health care professionals?

Performance Indicator:

G-5.3.1 Locate people in the family, school or community (for example, parents, teachers, nurses, doctors, clergy) who can provide valid health information about the changes that occur during puberty.

Sample Teaching Strategy and Activity

- The teacher places an anonymous question box in the classroom and asks students to write a question about puberty or abstinence and place it in the box. The teacher identifies four groups of people on the board (peers, parents, clergy, and health care professionals). Questions are read and the students identify which of the four groups the questions should be addressed to.

Sample Assessment Strategy

- Students can justify why certain questions about adolescents need to be answered by peers, parents, clergy members, or health professionals.

Essential Question: Personal and Community Health

Where are the best places to find truthful information about health?

Performance Indicator:

P-5.3.1 Locate resources from home, school, and community that provide valid health information.

Sample Teaching Strategy and Activity

- Students use the following website to examine the validity of what they see in food advertising. <http://www.pbskids.org/dontbuyit/advertisingtricks>. The interactive website allows them to design a cereal box.

Sample Assessment Strategy

- The teacher checks for the absence of false claims on the student cereal box designs.

Essential Question: Nutrition, and Physical Activity

- Where are the best places to find information to help you limit your fat, sugar and salt intake?

Performance Indicator:

N-5.3.1 Locate resources that provide information on the link between excessive sugar consumption and diseases (for example, obesity, diabetes, tooth decay).

Sample Teaching Strategies and Activities

- The teacher assembles a display of clean, empty, equal sized bottles of fruit juice, soda, sport drinks, and chocolate milk. Clear plastic cups are arranged in random order in front of each bottle containing four, eight, twelve, and sixteen teaspoons of sugar. The teacher invites a student to come to the table and challenges the student to place the cups of sugar in front of the bottle that contains the most amount of sugar. Group discussion follows, allowing for adjustments in placement of the sugar cups to the matching bottles. The proper order from high to low amounts of sugar is; juice, soda, sport drink, and chocolate milk. The teacher explains that high amounts of empty calorie sugars in the diet contribute to overweight and type-two diabetes.
- Students keep a three day log of their healthy habits including brushing their teeth, eating fruits and vegetables, and daily exercise. At the same time students keep a log of the amount of time they spend watching TV, playing video games, and their time spent on the computer. Students compare screen time to time spent exercising.

Sample Assessment Strategy

- Students understand the multiple dangers of a diet that has too much refined sugars.

Grade Five

Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Question: Injury Prevention and Safety

- How can you use effective communication strategies to resolve conflict and avoid dangerous situations?

Performance Indicator:

I-5.4.1 Utilize effective communication strategies (including negotiation skills) to resolve conflicts and promote personal safety.

Sample Teaching Strategy and Activity

- Students practice communication strategies to deal with conflict arising from peer pressure to engage in potentially dangerous behaviors.

Essential Question: Alcohol, Tobacco, and Other Drugs

- What are the best ways to refuse ATOD?

Performance Indicator:

D-5.4.1 Demonstrate effective refusal skills regarding ATOD.

Sample Teaching Strategy and Activity

- Students brainstorm naming examples of unhealthy ATOD behaviors that friends might pressure them to do. After several ideas have been generated, students demonstrate a role play of refusal skill using one of their identified peer pressure situations.

Essential Question: Growth and Development

- How can adults help in communicating experiences related to the stages of growth and development that takes place during adolescence?

Performance Indicator:

G-5.4.1 Discuss ways to communicate with parents, teachers, or other trustworthy adults about the stages of growth and development that take place during adolescence.

Sample Teaching Strategies and Activities

- Working in small groups, students create a list of questions that they wish to ask a trusted adult about the adult's personal experience with puberty. Examples of topics for questions are: examples of embarrassing experiences of puberty, age of onset of puberty, and parental or peer support in dealing with issues surrounding puberty. Students agree on a list of questions and then take the questions home to gather survey responses from a trusted adult.

Sample Assessment Strategy

- After completing their trusted adult survey, students write a summary of their thoughts about how attitudes toward puberty have and have not changed among generations.

Essential Question: Personal and Community Health

- In what ways can you refuse engaging in activities that may cause you physical or emotional harm?

Performance Indicator:

P-5.4.1 Demonstrate refusal skills to avoid or reduce health risks.

Sample Teaching Strategy and Activity

- The teacher asks student groups to select a dangerous practice that adolescents might engage in and determine strategies for either refusing to participate or participating in the practice if actions are taken to make the activity safe. The teacher gives the example of skate boarding in the city park on a paved and busy street and asks students to explain how to make the activity safer.

Sample Assessment Strategy

- Students can effectively determine how to make the activity safer to avoid health risks if they choose to engage in the activity. They also determine when it is appropriate to refuse to participate in the activity without options.

Essential Question: Nutrition, and Physical Activity

- How can family and peers help increase physical activity and reduce screen time?

Sample Performance Indicator:

N-5.4.2 Discuss with family members and peers ways to minimize screen time and be physically active.

Sample Teaching Strategy and Activity

- Working in groups, students identify as many different types and locations of electronic screens that people use daily. Students prepare a personal screen use time log sheet and record the amount of time they spent at each screen. Telephone text screen should be included on the list. At the same time, students examine the screen behavior habits of their peers and family members.

Sample Assessment Strategy

- Students write a summary about the type of screen time they engage in independently and the type of screen time they engage in with groups. In their report they should outline a plan to reduce both their personal and social group screen time usage.

Grade Five

Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Question: Mental, Emotional and Social Health

- Who can help an individual succeed with a personal plan to improve and maintain good health?

Performance Indicator:

M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.

Sample Teaching Strategy and Activity

- Students examine stories of dream team winners struggles with self-esteem at Dove's Campaign for Real Beauty, www.campaignforrealbeauty.com. All of the winners overcame low self-esteem by having positive role models. Students are asked to write about their own personal role model and how that person has helped them to plan for the future to achieve their goals.

Sample Assessment Strategy

- Students name at least one short-term five year goal, and one long term fifteen year goal that they hope to achieve. They identify individuals who can help them achieve their goals.

Essential Question: Injury Prevention and Safety

- What are important steps to take in dealing with potentially violent or unsafe situations?

Sample Performance Indicator:

I-5.5.1 Decide when he or she needs to seek help to protect personal safety or that of others.

Sample Teaching Strategy and Activity

- Students develop a safety plan for a disaster such as a tornado, earthquake, or hurricane.

Sample Assessment Strategy

- Students can assemble a step-by-step priority list of actions that need to be taken in the event of a tornado, earthquake, or hurricane.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can alcohol and drug use affect decisions made in performing daily tasks?

Performance Indicator:

D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks.

Sample Teaching Strategy and Activity

- Using plastic highway road cones the teacher sets up a weaving path of cones in a large space such as the gym or on pavement on the school grounds. A student volunteer is timed with a stop watch to determine the amount of time it takes to ride a bicycle between the cones from a start to finish line without touching or knocking down the cones. The road course is timed again with the student volunteer wearing sun glasses that are smeared with oil or butter. The oiled sunglasses represent visual impairment that can occur with drug use.

Sample Assessment Strategy

- Students compare the riding time and riding error rate of the volunteer student with and without the visual impairment. Students can explain why there are laws against operating a vehicle while under the influence of a drug such as alcohol.

Essential Question: Growth and Development

- Why is abstinence the best choice for students?

Performance Indicator:

G-5.5.1 Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent.

Sample Teaching Strategy and Activity

- The teacher reviews the process of decision making regarding the benefits of postponing sexual activity until marriage. Working in groups, students examine the detrimental consequences of premarital sexual activity that are listed below. They then give examples of different types of short and long term outcomes that can occur as a result of each consequence.
 - Sexually transmitted diseases
 - Unwanted pregnancy
 - Infant medical problems
 - Negative psychological, social, economic, and physical consequences
 - Negative legal consequences
 - Negative effect on self-esteem.

Essential Question: Nutrition, and Physical Activity

- How can you choose foods that are healthy to eat when eating out?

Sample Performance Indicator:

N-5.5.1 Select healthy foods from a fast food restaurant menu.

Sample Teaching Strategies and Activities

- Students analyze the label of their favorite fast food and determine if it meets the federal dietary guideline.
- The teacher provides students with a list of a variety of fast food restaurant nutrition labels. Students group foods in the appropriate categories of the federal dietary guidelines and determine the nutritional value the foods provide. The teacher demonstrates portion sizes using fast food empty french-fry containers.

Grade Five

Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can use of ATOD negatively affect future goals?

Performance Indicator:

D-5.6.1 Identify ways that ATOD use can interfere with a person's achievement of his or her goals.

Sample Teaching Strategy and Activity

- Using the list below, student work in four assigned "career" groups to determine which three long and three short term effects of smoking will hamper their assigned career of choice. The career choices are a dancer, model, dentist, construction worker, and stay at home dad.
 - Bad Skin: pale, wrinkles--smoking restricts blood vessels, prevents oxygen and nutrients from getting to the skin (long-term, both)
 - Bad Breath/yellow teeth: halitosis--persistent bad breath (both)
 - Bad Smelling clothes and hair: stale smoke smell lingers and is hard to remove (both)
 - Reduced Athletic Performance: smoking can increase heart beat, decrease circulation, give you shortness of breath (long-term, both)
 - Increase risk of injury and slower healing time: smoking affects body's ability to produce collagen- so common sports injuries such as damaged tendons and ligaments heal more slowly (both)
 - Increase risk of illness: smokers get more colds, flu, bronchitis, and pneumonia than nonsmokers (short-term, both)
 - Causes throat, lung, stomach, bladder cancer (long-term)
 - Higher risk for osteoporosis: decreased bone density (long-term)
 - Can cause fertility problems (long-term)
 - Causes emphysema, heart disease, stroke (long-term)

Sample Assessment Strategy

- Students can identify at least three, short and long term effects of smoking on career choices.

Essential Question: Personal and Community Health

- How can lifestyle habits and goals be improved through planning?

Performance Indicator:

P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal (for example, reduce stress, be physically active, get more sleep, limit the amount of sugary foods/drinks in the diet.)

Sample Teaching Strategies and Activities

- Students develop personal goals to increase non-heredity lifestyle factors in preventing the onset of chronic disease.
- Using an activity calendar, students set personal goals to improve their level of daily vigorous physical activity using individual sport guidelines from CDC Bam.

Grade Five

Standard 7

The student will demonstrate the ability to practice health enhancing behaviors and to avoid or reduce health risks.

Essential Questions: Mental, Emotional, and Social Health

- How can you practice behaviors that improve relationships with friends and family?
- How do you practice managing emotions and controlling anger?

Performance Indicator:

M-5.7.1 Practice behaviors that promote healthy relationships with families and peers.

M-5.7.2 Demonstrate positive self-management skills (for example, managing stress, controlling anger and other impulses).

Sample Teaching Strategies and Activities

- Through guided practice, rehearsal and feedback, students demonstrate how to be a good friend and how to settle conflicts peacefully.
- Student groups are assigned to one of the situations that generate anger that are identified in <http://pbskids.org/itsmylife/emotions/anger/article2.html>. They identify three positive healthy responses to the situation and three unhealthy negative responses and share their findings with the class.

Sample Assessment Strategies

- Student groups identify at least two constructive methods of dealing with conflict and bullying.
- Students self-reflect to determine which self-management skill used in dealing with stress or anger was most effective.

Essential Questions: Injury Prevention and Safety

- What are important steps to take in dealing with potentially violent or unsafe situation?
- What safety strategies should you use to avoid causing injury to yourself or others?

Performance Indicators:

I-5.7.1 Implement safety strategies to avoid causing injury to him- or herself and to others (for example, wearing sunscreen, wearing flotation equipment, being aware of weather conditions, knowing fire safety procedures).

I-5.7.2 Demonstrate strategies for dealing with conflict, bullying, and violence.

I-5.7.3 Practice safety rules when he or she is home alone and with others.

Sample Teaching Strategies and Activities

- Students are assigned to work in one of four groups. Each group represents a type of bullying technique (verbal, physical, exclusion, and character attack). The teacher asks students to identify examples of their type of bullying and asks groups to share strategies for dealing with the specific type of bullying.
- Students identify ways to protect themselves when dealing with severe weather, going to the beach, riding a bike, or when they are riding in a car.

Sample Assessment Strategy

- Student groups identify constructive and helpful techniques in dealing with bullying situations.

Essential Question: Alcohol, Tobacco, and Other Drugs

- What are good examples of dealing with peer pressure in healthy ways?

Performance Indicator:

D-5.7.1 Implement strategies for dealing with peer pressure.

Sample Teaching Strategy and Activity

- The teacher gives student groups examples of ATOD peer pressure problems to solve. Student groups are asked to identify multiple possible solutions to the problem. An example of a peer pressure problem is a student who wants to go to a party at a friend's house this week. The friend has secretly revealed that he or she plans to have alcohol at the party because there will be no adult supervision at the party.

Sample Assessment Strategy

- Student groups can identify at least three healthy and constructive solutions to the peer pressure scenario.

Essential Question: Nutrition, and Physical Activity

- What types of food choices can help to reduce health risks and problems?

Performance Indicator:

N-5.7.1 Demonstrate food choices and physical activity behaviors that reduce or help eliminate health risks, including obesity and tooth decay.

Sample Teaching Strategy and Activity

- Students select a “super” healthy food from the list provided by the teacher. They research the special health benefits of their super food and present the information in poster format to the class. The foods include but are not limited to:
 - Walnuts
 - Avocado
 - Vinegar
 - Almonds
 - Tomatoes
 - Potatoes
 - Dark Fish (tuna, salmon)
 - Broccoli
 - Soy and other beans
 - Olive Oil

Grade Five

Standard 8

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Essential Question: Injury Prevention and Safety

- How can you help others to prepare for disasters at home and at school?

Performance Indicator:

I-5.8.1 Advocate for disaster preparedness for home and school.

Sample Teaching Strategy and Activity

- Students assemble a tornado and hurricane emergency kit and explain the need for each item in the kit to a younger grade level group of students.

Essential Question: Personal and Community Health

- What are some ways to get others to work to keep the environment clean and safe?

Performance Indicator:

P-5.8.1 Utilize strategies to promote keeping the environment clean and safe.

Sample Teaching Strategy and Activity

- Students plan a project to present to their family to help them become a more environmentally friendly family. An example of a project might be to build a compost bin and a rainwater collection bucket.

Essential Question: Nutrition, and Physical Activity

- What can you do to help friends and family eat healthy and exercise more?

Performance Indicator:

N-5.8.1 Encourage peers, family, and others to choose healthy foods and be physically active.

Sample Teaching Strategies and Activities

- Students examine their list of super foods that were reviewed in a previous lesson. They then conduct a simple survey of family and friend food preferences (Mexican, Italian, American or Chinese). For each ethnic food group selected, students highlight and promote the super food found in that ethnic grouping. Examples are olive oil in Italian meals, tomato salsa in Mexican foods and broccoli in Chinese dishes.
- Students examine ingredients in McDonalds, Sonic and Baskin Robbins smoothie drinks. Students come up with plans to make healthier smoothies versions at home. They must explain to the class why their smoothie is healthier.

Resources

ATOD

<http://school.discoveryeducation.com/lessonplans/programs/smoking/>
http://www.educationworld.com/a_lesson/lesson/lesson034.shtml
<http://www.tobaccofreeutah.org/Funsheet%20Grade%205.pdf>

Growth and Development

http://kidshealth.org/parent/growth/growing/understanding_puberty.html#
http://www.bam.gov/sub_physicalactivity/physicalactivity_activitycards.html

Injury Prevention & Safety

www.stopbullyingnow.hrsa.gov,
<http://web.extension.illinois.edu/disaster/teacher/dispre.html>
http://www.epa.gov/sunwise/educator_resources.html
<http://www.cdc.gov/violenceprevention/pdf/EA-brief-a.pdf>

Mental Emotional & Social Health

http://depts.washington.edu/waaction/tools/docs/powerful_choices/prelesson/ScreenTimeTrackingForm.pdf
www.kid'shealth.com
www.stopbullyingnow.hrsa.gov,
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/television_radio/taking_charge_tv_violence.cfm
<http://pbskids.org/itsmylife/emotions/anger/article2.html>
www.campaignforrealbeauty.com.

Personal and Community Health

http://www.cdc.gov/excite/ScienceAmbassador/ambassador_pgm/lessonplans/Hardtke%20Family%20History%20Lesson%20Plan.pdf
http://www.bam.gov/sub_yourbody/yourbody_smile_microscope.html
<http://www.thisweeknews.com/live/content/newalbany/stories/2011/04/27/fifth-grade-students-to-plant-rain-garden.html?sid=104>,
<http://www.walktoschool.org/>
<http://www.nationalnightout.org/nno/>

Nutrition and Physical Activity

www.choosemyplate.gov
<http://www.kidshealth.com>
http://www.impaactchildhoodobesity.org/images/docs/K-12_Nutrition_Lesson_Plans.pdf
<http://www.wmmb.com/SchoolResources/SchoolFoodservice/LunchLadyLessons/MilkMoreMustacheLesson.pdf>
<http://www.energybalance101.com/>
http://www.bam.gov/sub_physicalactivity/physicalactivity_activitycards.html
<http://pbskids.org/dontbuyit/advertisingtricks>.
<http://www.nourishinteractive.com/kids/en/label-game/label-game>

Grade Six

Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Questions: Mental, Emotional, and Social Health

- What is the relationship between the components of health?
- Why is a positive self-concept important?
- What is resiliency?
- What are some positive ways to deal with grief and loss?

Performance Indicators:

- M-6.1.1 Describe the interrelationship among mental, emotional, social, and physical health in adolescence.
- M-6.1.2 Discuss the importance of a positive self-concept.
- M-6.1.3 Define the term resiliency.
- M-6.1.4 Examine grief and ways to deal with loss.

Sample Teaching Strategies and Activities

- Blocks or boxes are labeled for an area of health (physical, mental, or social) to illustrate balance. The blocks are stacked on top of each other. The teacher demonstrates how one block that is not in balance affects the stability of the rest of the blocks. The students create a drawing or a graphic organizer to illustrate how each area of health must be balanced for wellness. Artwork is displayed around the classroom.
- Students are given a list of the names of everyone in the class. Beside each name, the student is to write a compliment or positive comment about each classmate. The teacher collects the lists for cutting and sorting. The compliments are assembled into a collage.
- Several flexible items such as, a foam stress ball, an elastic band are used to demonstrate the elasticity. Students are asked to describe how “bouncing back” or being flexible is important to a person’s mental, emotional, and social health. The flexible items are used in visual illustration of the concept of resiliency.
- Students write a personal documentary about a loss they have experienced and what they did to stay emotionally healthy. Examples of a loss are: a friend moves away, a pet dies, a parent loses a job.

Sample Assessment Strategies

- Students analyze and compose realistic and accurate compliments for members of the classroom.
- Students can distinguish between healthy and unhealthy reactions to the experience of a loss and grief.

Essential Questions: Injury Prevention and Safety

- What are ways to prevent injuries?
- What can cause violence?
- What do the terms bullying and cyberbullying mean?

Performance Indicators:

I-6.1.1 Describe ways to reduce and prevent injuries (for example, helmets, mouth guards, safety equipment, seat belts, water-safety devices).

I-6.1.2 Examine issues surrounding violence and discuss strategies for violence prevention.

I-6.1.3 Identify types of bullying, including cyberbullying.

Sample Teaching Strategies and Activities

- The teacher prepares note cards listing one of various activities, sports, games, and situations in which most sixth graders participate. Typical activities include: football, soccer, skating, skateboarding, riding bicycles, swimming, fishing, riding in or on a motorized vehicle, and walking the dog. Each activity should be repeatedly listed on three separate cards. The cards are shuffled and students select one card and gather into groups according to the topic on their card. The student groups discuss ways to reduce or prevent injuries related to their activity.
- Students bring in an article (newspaper, magazine, or Internet) that addresses gangs or violence in the state or region. The teacher leads discussion on the impact of the violent behavior on the individual, school, and the community. Prevention strategies for individuals, families, and communities are discussed.
- The teacher lists discussion questions on the board or on a worksheet. The questions might include: “Have you ever been bullied? What was the situation in which you were bullied? How did it make you feel? Did you or someone get help? How was the situation resolved? What could be done to prevent the situation in the future?” In small group discussion, students categorize the types of bullying they discussed into two categories, either “physical” (such as pushing or hitting) or “non-physical” (such as name calling and verbal abuse). Cyberbullying is explored as an example of a non-physical form of violence.

Sample Assessment Strategy

- Students create a list of safety rules for using the Internet. The list should include what to do if a person is bullied through other forms of technology such as cell phones or webcams.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- What are reasons some individuals use ATOD?
- What are some harmful effects of ATOD use?
- What some risks of taking OTC (over-the-counter) and prescription drugs?

Performance Indicators:

D-6.1.1 Identify reasons why individuals use and abuse ATOD.

D-6.1.2 Describe short- and long-term effects and consequences of ATOD use, including secondhand smoke.

D-6.1.3 Discuss the risks associated with OTC (over-the-counter) and prescription drugs.

Sample Teaching Strategies and Activities

- The teacher leads a class discussion asking students to identify the reasons why a person would use ATOD. As students make comments, the teacher should map the concepts on the board. The three major concept map categories should be emotional, physical, and social reasons for using ATOD.
- The teacher leads discussion about the factors that change the effects of drug use such as age, weight, dosage, passage of time, and food intake. The teacher explains that no prescription drug is safe or effective if it is not taken as prescribed. Similarly, OTC drug use can be dangerous if warning labels and dosage instructions are not followed. The teacher brings in examples of OTC and prescription medications and reads the dosage and warning label information to students. Students interpret the meaning of the directions found on the drug labels.
- To illustrate one of the short-term effects of alcohol or similar drugs on the coordination of body muscles, a student reads aloud a passage from a textbook with one or two marshmallows in their mouth. This activity will simulate how a person might have difficulty talking if they have had too much alcohol or too much of another mind-altering substance.

Sample Assessment Strategies

- Students write a reflective summary identifying the common links between ATOD use and abuse. Answers should include factors such as peer pressure, lack of factual knowledge, lack of close family relationships and lack of goals or plans for the future.
- Students can properly assess the dosage and risks associated with taking OTC and prescription medications.

Essential Questions: Growth and Development

- How do family roles, rules, and responsibilities change over time?
- How does the endocrine system affect growth and development?
- What are the structures and functions of the reproductive system?
- What are some problems that may occur in the reproductive system?
- How does abstinence protect reproductive health?
- What are STDs/STIs and HIV?

Performance Indicators:

- G-6.1.1 Explain how family roles, rules, and responsibilities change over time.
- G-6.1.2 Describe how the endocrine system affects growth and development.
- G-6.1.3 Identify the structures and functions of the male and female reproductive systems.
- G-6.1.4 Identify reproductive problems found in males and females.
- G-6.1.5 Explain why abstinence is the most effective means of protecting reproductive health.
- G-6.1.6 Define the terms “sexually transmitted diseases/infections” (STDs/STIs) and “human immunodeficiency virus” (HIV).

Sample Teaching Strategies and Activities

- The teacher uses a graphic organizer, such as a Venn diagram, to show the physical changes that occur in both genders during adolescence. The role of the endocrine system in promoting these changes is discussed.
- The teacher leads a class discussion to explain how family roles, rules, and responsibilities change over time. The students list several family rules or responsibilities they had when they were in the second, fourth, and sixth grade.
- Students explore commonly occurring problems in the reproductive system. For females examples are irregular menstruation cycles and menstrual discomfort. For males, examples are testicular discomfort and hernias.
- The teacher explains the concept that diseases need a port of entry into the body that is friendly to their survival. The teacher can explain the concept that many disease causing germs that are ingested never cause illness, because stomach acid destroys the germs. The stomach is a non-supportive environment for many germs and viruses. STIs need the port of entry of warm, non-acidic, body fluids. The teacher can use pictures of cultures growing on science petri dishes to illustrate the concept of supportive environments for bacterial and viral growth.
- The teacher emphasizes that STIs and STDs can harmful to reproductive structures. Infection can cause, swelling, blockages and scarring that can lead to infertility in both males and females. The teacher emphasizes that abstinence is an effective way protect the reproductive system from harm.

Sample Assessment Strategies

- Students identify similarities and differences in family roles and responsibilities of second, fourth and sixth grade students.
- Students can name multiple non-gender specific changes that occur during adolescence, including increases in height, perspiration and body hair.

Essential Questions: Personal and Community Health

- Why are hygiene practices important?
- Why is seeing a dentist important?
- How can a person reduce the risk of communicable and chronic illness?

Performance Indicators:

P-6.1.1 Compare strategies for reducing risks of communicable and chronic illnesses.

P-6.1.2 Discuss personal hygiene practices (for example, bathing, using deodorant, brushing and flossing teeth, grooming the hair).

P-6.1.3 Describe ways a dentist helps to keep teeth and gums healthy.

Sample Teaching Strategies and Activities

- Each students is assign two illnesses (one communicable and one chronic) to research. The students create a graphic organizer or concept map to compare the two illnesses including cause, symptoms, treatment, prevention, and strategies to reduce the risk of contracting the illnesses.
- The teacher invites a dentist, dental hygienist, or dental professional to give a class presentation explaining how a dentist helps keep teeth and gums healthy and the importance of maintaining good dental health throughout life.

Sample Assessment Strategy

- Students can identify key differences between chronic and communicable disease.

Essential Questions: Nutrition, and Physical Activity

- How does the body use the six essential nutrients?
- Why is it important to understand food labels?
- What are the federal dietary guidelines for Americans?
- What is disordered eating?
- What can an individual do to maintain a healthy weight?
- What are the benefits of moderate to vigorous physical activity?

Sample Performance Indicators:

N-6.1.2 Define the term “disordered eating.”

N-6.1.3 Explain how the body uses the six essential nutrients.

N-6.1.4 Differentiate between nutritious and non-nutritious food, snacks, and beverages.

N-6.1.5 Analyze the nutrition information on food labels to compare products.

N-6.1.6 Describe the interrelationship among diet, physical activity level, and body weight.

Sample Teaching Strategies and Activities

- Students select a chronic disease or are assigned a chronic disease to study. They write a one page report to include how healthy eating and nutrition affects the prevention and progression of the disease. Findings are shared with the class.
- Six student groups are each assigned one essential nutrient (protein, carbohydrate, fats, vitamins, minerals, water). Each person within the group must give at least one fact and food sources of their nutrient, explaining how the body uses the nutrient, and the benefits of the nutrient in helping to prevent disease.
- Students bring two food labels of his or her favorite food, snack or beverage containers (empty and clean) to class. One label should be from a healthy choice and the other may be a not so nutritious choice. Working in small groups, students compare the nutrition information on the label to determine the most nutritious choices.
- Students prepare a journal of all foods they ate and all activities they did over a weekend. Students evaluate their results by rating each intake and activity a good, fair, or needs improvement.
- Using Internet sources, students explore the signs and symptoms of different types of eating disorders.
- Students list the amount of food they typically consume in one day and calculate the amount of calories taken in by using www.choosemyplate.com as a resource. They list a normal day of physical activity and calculate the amount of calories used and determine if the results show a balance of energy intake and expenditure.

Sample Assessment Strategy

- Students are able to sort nutritional information found on food labels to correctly determine a ranking of healthiest to least healthy food choices.

Grade Six

Standard 2

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Essential Question: Mental, Emotional, and Social Health

- How do family and peers influence a person's mental, emotional, and social health?

Performance Indicator:

M-6.2.1 Discuss ways that family and peers influence the mental, emotional, and social health of adolescents.

Sample Teaching Strategy and Activity

- Students conduct an informal survey of friends and family to determine: "Who has the greatest influence on an adolescent's mental, emotional, and social health: family or peers and why?" The survey should include a variety of subjects (age, gender, some relatives, and some friends) and a summary analysis of the findings.

Essential Question: Injury Prevention and Safety

- How do gangs or violence threaten a person's safety?

Performance Indicator:

I-6.2.1 Discuss the threat of gangs or other violent behaviors to personal safety.

Sample Teaching Strategy and Activity

- Students conduct an informal survey around the school or community. The teacher sets ground rules for the survey such as; work with a partner, survey different ages of people, do not go door-to-door or anywhere alone and talk to family members and people you know. The teacher should emphasize safety in conducting the survey. The class determines what questions they would like to include on the survey such as: Do you think we have gangs in our school/community? Have you seen signs of gang activity in our school/community, if so what were they? How do you feel about gangs? Why do you think a person would join a gang? Do you think gangs are a threat to a person's safety in our school/community?

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can family and friends influence a person's decisions about ATOD use?

Performance Indicator:

D-6.2.1 Analyze the influence of families and peers on a person's ATOD use.

Sample Teaching Strategy and Activity

- The teacher divides the class into three groups to explore three ATOD situations.

Situation 1: A teen walks over to a group of friends who are smoking and decides to join them. Students discuss: “Why they think he decided to smoke? Does a person have to smoke if his friends smoke? What could he have done instead?”

Situation 2: An adult leaves an alcoholic beverage on the table while she goes to another room. While the adult is gone, their daughter goes over and takes a couple of sips of the drink. Have students discuss: “Why was the adult drinking? Why did the daughter sneak a drink? What could she have done instead?”

Situation 3: Sam has decided to avoid ATOD. He is involved in several school organizations, and has close relationship with his family. He chooses to hang out with friends who share his values regarding ATOD. Have students discuss: “How does the influence of Sam’s family and friends help to protect him from ATOD use?”

Essential Question: Growth and Development

- How do peers influence self-concept and body image?

Performance Indicator:

G-6.2.1 Describe the influence of families and peers on a person’s body image

Sample Teaching Strategy and Activity

- Students make two columns on a sheet of paper. The first column is labeled, “Things I like about myself” and the second is labeled, “Things I’d like to improve.” Working alone, students list as many things as they can think of under each heading. The teacher should assure students that the list will not be shared with others. The students identify the characteristics on their list that were influenced by families or peers. (Place an “f” for family, “p” for peers next to the comments on the lists). The class is polled as to which group had the greater influence on self-image.

Essential Question: Personal and Community Health

- How do peers and media influence healthy and unhealthy behaviors?

Performance Indicator:

P-6.2.1 Analyze ways that peers and the media influence healthy and unhealthy behaviors

Sample Teaching Strategy and Activity

- Students bring samples of media advertisements to class. Working in groups, they sort the ads into one or two categories, healthy behavior or unhealthy behavior. The advertisements should include topics such as fitness, weight loss, beauty products, fashions, fads, health care products, and tobacco use.

Sample Assessment Strategy

- Students sort the behavior displayed in advertisements into correct healthy or unhealthy categories.

Grade Six

Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Mental, Emotional, and Social Health

- What are some local community services that deal with mental health issues?

Performance Indicator:

M-6.3.1 Demonstrate the ability to locate within his or her community the appropriate health information and services for dealing with mental health issues.

Sample Teaching Strategy and Activity

- The teacher leads discussion related to mental health issues common among most sixth graders such as, stress, grief, anger, frustration, anxiety, and fear. Students work with a partner to locate appropriate health information and services in the community for dealing with mental health issues. The paired groups create a report, brochure, or poster to share the information with the class.

Essential Question: Alcohol, Tobacco, and Other Drugs

- What help and resources are available for ATOD abuse?

Performance Indicator:

D-6.3.1 Discuss how to identify sources of help for someone who abuses ATOD.

Sample Teaching Strategy and Activity

- Students explore local, state, and national Internet websites that offer help to people with drug abuse problems. Students summarize the type of help each organization offers, providing information about fee structure, medical insurance reimbursement, residential care options, and family counseling.

Essential Question: Growth and Development

- How can a person find help for a victim of child abuse, sexual assault, or domestic violence?

Performance Indicator:

G-6.3.1 Demonstrate the ability to access appropriate resources for dealing with child abuse, sexual assault, and domestic violence.

Sample Teaching Strategy and Activity

- A school guidance counselor or school resource officer is invited to speak to the class about various services in the community and the assistance the school can provide for students and families who are dealing with child abuse, sexual assault, and domestic violence.

Sample Assessment Strategy

- The students write a reflective summary of the steps they would take to seek help for a victim of abuse or violence.

Essential Question: Personal and Community Health

- How can a person determine if health information, products, and services are valid?

Performance Indicator:

P-6.3.1 Discuss the validity of health information, products, and services.

Sample Teaching Strategy and Activity

- Students conduct an investigation a health promotion item seen on television, advertised in print form on the Internet, or in magazines and newspapers. The students conduct research to investigate the validity of the health information, product, or service that is being promoted, identifying false or exaggerated claims. In their analysis, they should include how they arrived at their conclusion, what valid sources of information they accessed, what unexpected things they discovered, and how the activity will help them when accessing health information in the future.

Essential Question: Nutrition, and Physical Activity

- How can you tell if the food you eat is nutritious and the exercise you do is appropriate for you?

Performance Indicator:

N-6.3.1 Access accurate information on healthy eating and physical activity.

Sample Teaching Strategy and Activity

- Students examine various myths and common beliefs about eating or exercise such as; an apple a day keeps the doctor away, carrots are good for your eyes, milk makes strong teeth and bones and, exercise will wear you out. Students groups choose one of the myths or common beliefs and then prove or disprove it using accessing validating information or resources.

Sample Assessment Strategy

- Students make a poster or brochure to display their myth or belief findings

Grade Six

Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- How can you communicate with others to express feelings and relieve stress?

Performance Indicator:

M-6.4.1 Discuss healthy ways to express feelings and relieve stress.

Sample Teaching Strategies and Activities

- The teacher prepares note cards with words or phrases describing an emotion or a stressful situation. Small groups are given a note card and are asked to tell, act, or communicate a healthy way of expressing the emotion or dealing with the stress. After the group has had a chance to practice, a volunteer from each group demonstrates his or her note card situation.
- Working with a partner, one student is a reader and the other is a talker. The reader should start focusing on reading silently from a page in a textbook. Their partner talks about all of the things they did over the weekend. The reader should not make eye contact with the talker or acknowledge them in any way. After two or three minutes, the readers and talkers share thoughts describing feelings of stress experienced in doing this activity. The activity is repeated with partners switching roles. The teacher lists class identified common stress responses on the board under the talker stress or reader stress category.
- The teacher prepares several note cards with an identified emotion listed on each card (sad, angry, happy, frustrated, fearful, excited, or surprised). The teacher asks for a volunteer to be an actor. The actor should draw one of the cards at random and silently act out the emotion in front of the class. The classmate who correctly identifies the emotion being displayed gets to pick another emotion card to act out. The activity concludes with discussion of how nonverbal communications can promote or hinder relationships.

Sample Assessment Strategy

- Students can explain why and how one-way or all non-verbal communication can be stressful.

Essential Question: Injury Prevention and Safety

- How do you use refusal and negotiation communication skill when faced with a potentially dangerous situation?

Performance Indicator:

I-6.4.1 Demonstrate refusal and negotiation skills to reduce the risk of injury and promote personal safety.

Sample Teaching Strategy and Activity

- Students are partnered together to explore the use of negotiation to promote personal safety. Given various dangerous situations, such as getting into a car with a driver who has been drinking, and peer pressure to not wear a helmet when riding a dirt bike, or peer pressure to not wear a life preserver when floating in a canoe. Students practice the role of persuader and the refusal negotiation skill role. Volunteer partners do a class demonstration of the use of negotiation skill for a safe solution or alternative to the dangerous activity.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can you use refusal skills to help a person avoid risk behaviors and ATOD use?

Performance Indicator:

D-6.4.1 Utilize refusal skills to avoid ATOD use and to reduce risk-taking behaviors

Sample Teaching Strategy and Activity

- The teacher prepares a list of pressure lines that a person might use to convince another person to engage in a risk behavior, such as; “Would like a cigarette/drink/hit? Everybody is doing it! What are you afraid of? No one will find out.” The class forms two lines. The first person in each line faces the first person in the other line. Copies of the pressure lines are distributed to one line (pressurers) to read aloud. The other line (responders) is to respond to the pressure line using a refusal skill. After each person reads and the other person responds, that person should move to the end of his or her line. The participants switch roles (the pressurers become the responders). The teacher reminds students to include important skills to include as they respond including tone of voice, body language and eye contact.

Sample Assessment Strategy

- Students correctly distinguish between responses that are helpful and appropriate and those that are inappropriate and harmful.

Essential Question: Growth and Development

- How can you communication with adults about sexual health and responsibility?

Performance Indicators:

G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.

G-6.4.2 Demonstrate ways to communicate with parents, family members, or other trustworthy adults (for example, doctors and nurses) about sexual health and responsibility.

Sample Teaching Strategy and Activity

- Students are given three note cards or strips of paper for writing down questions about sexual health that they would like to ask a parent, doctor, or trusted adult. Students are told that they may write only one question per card and they are instructed to not sign their name. The students must use scientific terms for reproductive organs. The questions are collected in a box and mixed together so the questions will be anonymous. The teacher sorts cards combining similar questions, discarding inappropriate questions and makes a class list on the board for the students to copy. The students title their paper: “Everything a sixth grader wants to know about sexual health and responsibility.” Students take the list home for their parents or trusted adult to gather answers.

Sample Assessment Strategy

- Students provide feedback to the class regarding answers gathered from the homework assignment.

Grade Six Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Question: Mental, Emotional, and Social Health

- When is it important to seek information and help with mental, emotional, and social health issues?

Performance Indicator:

M-6.5.1 Discuss when it is important to seek information, support, and assistance regarding mental, emotional, and social health.

Sample Teaching Strategy and Activity

- The teacher describes negative feelings related to each area of health (mental, emotional and social). For mental health the negative feeling is: “I cannot think straight with so many things on my mind.” For emotional health the feeling is: “I am so sad since my best friend moved away.” For social health the feeling is: “I’m afraid that no one will want to sit with me at lunch.” Students identify when it may be necessary for the person to seek information, support or assistance in order to make a healthy decision regarding their negative feeling.

Essential Question: Injury Prevention and Safety

- How can decision making help a person stay safe?

Performance Indicator:

I-6.5.1 Demonstrate decision-making processes to deal with situations that involve personal safety and risk, including the use of the Internet.

Sample Teaching Strategy and Activity

- Students use steps in the decision making model to discuss safety risks that a person might encounter while walking home, using the Internet, riding a bike to the park or going to the mall with friends.

Essential Question: Growth and Development

- Why is decision making important to promote abstinence and avoid risks behaviors?

Performance Indicator:

G-6.5.1 Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.

Sample Teaching Strategy and Activity

- Students identify the steps to decision-making model from their text or from a model supplied by the teacher. The teacher discusses the process involved in each step and possible circumstances that could help or hinder a healthy decision. Volunteer students read a role play from prepared script so the appropriate outcome of abstinence may be realized. The role play may include resistance and refusal skills as well as a plan to get out of the situation.

Essential Question: Personal and Community Health

- What factors can help or hinder decision making?

Performance Indicator:

P-6.5.1 Identify circumstances that can help or hinder healthy decision making.

Sample Teaching Strategy and Activity

- Groups of students create two skits, one to illustrate an easy decision and the other to illustrate a difficult decision. As the groups present their skits, the class identifies the circumstances that either helped or hindered the decision. The teacher should list the factors that “Help” such as; values, character, goals and respect and factors that “Hinder” factors such as; peer pressure, media influence, desires and image.

Grade Six

Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- Why is it important to set a goal to avoid ATOD use?

Performance Indicator:

D-6.6.1 Set a goal to avoid ATOD use.

Sample Teaching Strategy and Activity

- Students write a goal statement that addresses avoiding ATOD use. Their plan should include ways to achieve the goal. The plan should also consider possible obstacles that may hinder the achievement of the goal and what can be done to overcome the obstacles.

Essential Question: Personal and Community Health

- How can a person develop a personal health and wellness plan?

Performance Indicator:

P-6.6.1 Set a goal to develop and implement a personal health and wellness plan (for example, eating healthy foods, meeting specific goals related to oral health, getting physical activity, and sleeping 8-10 hours nightly).

Sample Teaching Strategy and Activity

- Students select a health behavior that they need to improve. They create a plan that should include a goal statement, a way to record and measure progress, possible obstacles and the rewards or incentives for motivation.

Sample Assessment Strategy

- Students submit a written report of the plan, the progress record, an evaluation of the success or necessary adjustments in the plan, and what they learned from the experience.

Grade Six

Standard 7

The student will demonstrate the ability to practice health enhancing behaviors and to avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

What are some personal strategies for your improving mental, emotional, and social health?

Performance Indicator:

M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.

Sample Teaching Strategy and Activity

- Students create a worksheet or a list of healthy ways to deal with mental, emotional and social health issues. For example: When I get angry, I will_____; When I am sad, I will_____; When I am lonely, I will_____. After the students complete their lists, they determine how many of their answers involved some form of physical activity, exercise, art, or music? The lesson concludes with a discussion of the mental, emotional and social benefits engaging in healthy activities that a person enjoys.

Essential Questions: Injury Prevention and Safety

- What are ways to effectively resolve conflicts?
- What are specific strategies to use in avoiding or reducing the threat of potentially dangerous situations

Sample Performance Indicators:

I-6.7.1 Demonstrate behaviors and strategies to manage anger and conflict in healthy ways.

I-6.7.2 Discuss ways to avoid or reduce threatening situations.

Sample Teaching Strategy and Activity

- Students divide a piece of notebook paper into four equal parts by drawing lines or folding the paper into four equal parts. The teacher asks students to label each section with 4 “C” words, “Calm” “Communicate” “Consider” and, “Complete.” Using C word skills, students work within a small group to brainstorm ways to resolve conflicts. (Examples: Calm- think, take a breath or, keep your cool. Communicate- listen to the other person, express how you feel or, use “I” messages. Consider- think of a possible solution, negotiate, collaborate or, compromise. Complete- work it out, agree on a solution, walk away or, get help). The teacher gives examples of a scenario that requires the use of conflict resolution skills. Examples are: “your little brother keeps getting into your belongings in your room and you catch him in the act”, “a friend is spreading rumors about you”, and “you see someone being bullied”. Students record how they would apply each “C” in resolving each conflict.
- Students create a personal emergency plan that they could use if they find themselves in a harmful situation. The plan should include examples such as: letting parents know who, what, when, where and why before going out and knowing the location of a phone to notify parents or another emergency contact.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can you avoid potentially harmful situations involving ATOD use?

Performance Indicator:

D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving ATOD use.

Sample Teaching Strategy and Activity

- The teacher gives students a number of examples of situations that can be dangerous because of the use of ATOD. Students must determine how they would avoid harm in dealing with each situation. An example of a harmful ATOD situation is getting into a car to drive home and the driver has had too much to drink. What is your plan to avoid harm?

Essential Question: Growth and Development

- What coping strategies could one use to deal with the changes during adolescence?

Sample Performance Indicator:

G-6.7.1 Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.

Sample Teaching Strategy and Activity

- The teacher uses a raisin, ginger ale, a clear container and, plastic knife for a visualization of how a shriveled grape (raisin) can represent feelings. Students are asked to give examples why adolescents may feel “shriveled.” Examples include: worrying about grades, being hurt by a friend, arguing with a parent, feeling physically different, or being pressured by peers. The teacher pours ginger ale into the clear container and slices the raisins into quarters, explaining that the raisins represent feelings. The raisin pieces are then dropped into the ginger ale. The raisin pieces will be observed sinking and then rising to the surface repeatedly. The teacher uses this illustration to show that no matter how many times the raisins went down, they continued to “bounce back” to the surface. The teacher asks student to brainstorm coping strategies that they can use to help them feel better in order to bounce back. Examples are; talking to a parent or trusted adult, doing something fun, exercising and getting plenty of rest and sleep.

Sample Assessment Strategy

- Students draw a bunch of grapes on a piece of paper (draw several medium-sized circles in a cluster). Students write a coping strategy on each grape they plan to use to bounce back when they have negative feelings. The drawings are posted in the classroom or on a bulletin board.

Essential Questions: Personal and Community Health

- What are ways that a person can assume responsibly for his or her health behaviors?
- How can you work with others to improve environmental health risks in your school or community?

Performance Indicators:

P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.

P-6.7.2 Construct a plan to reduce environmental health risks in his or her school or community.

Sample Teaching Strategies and Activities

- Students keep a health journal for one week to explain how they assume responsibility for personal health and safety each day. Examples may include actions they did on their own without parental reminders such as; making healthy food choices, being physical active, studying, buckling up their seat belt and, performing good dental and personal hygiene. Each day's entry should include an explanation of why they feel assuming responsibility for personal health that day was important.
- Students discuss environmental health concerns that may affect their school or community. The teacher divides the class into small groups. Each group brainstorms a plan to help the environment. Suggestions include; a recycling campaign, picking up litter, planting trees, and energy or water saving ideas. The students plans should include the steps they will use to make the plan become a reality such as approaching administrators, the PTA or the student or city council for help, and searching for resources to support the plan.

Essential Question: Nutrition, and Physical Activity

- How can you be sure your exercise and nutritional plan meets recommended guidelines?

Performance Indicators:

N-6.7.1 Create and implement a nutrition plan that meets the federal dietary guidelines for Americans.

N-6.7.2 Create and implement a plan to engage in moderate to vigorous daily physical activity.

Sample Teaching Strategies and Activities

- Students create and implement plans to follow the guidelines for nutrition and moderate to vigorous daily physical activity by monitoring their eating and exercise habits for a specific amount of time. The teacher can download tracking worksheets from www.choosemyplate.gov; www.kidshealth.org; www.heart.org; www.pecentral.com, students can also choose to track their progress online.

Sample Assessment Strategy

- Students submit a written evaluation of their project including their activity logs, goal statements, outcomes, areas that need improvement, and what they learned from completing the project.

Grade Six Standard 8

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Essential Question: Injury Prevention and Safety

- How can you involve others in keeping your school and community safe and clean?

Performance Indicator:

I-6.8.1 Describe ways to advocate for a safe school environment.

Sample Teaching Strategy and Activity

- Students design a poster that reinforces the rules or illustrate ideas that will promote a safe school environment. Posters are displayed in the classroom or around the school.

Essential Question: Alcohol, Tobacco, and Other Drugs

- What are ways to promote the benefits of not using ATOD?

Performance Indicator:

D-6.8.1 Describe ways to advocate to others the benefits of not using ATOD.

Sample Teaching Strategy and Activity

- Students (individually or in small groups) design a slogan and create a poster to promote the benefits of not using ATOD. The posters are displayed in various areas of the school for Red Ribbon or Drug Awareness weeks.

Essential Question: Personal and Community Health

- Why is it important to defend and support accurate health related information?

Performance Indicator:

P-6.8.1 State a health-enhancing position on a health-related topic and support it with accurate information.

Sample Teaching Strategy and Activity

- Students write a letter to the editor (of the local community or school newspaper) regarding a health-related topic and support it with accurate information. Information may include statistics available online from The Center for Disease Control, Youth Risk Behaviors Survey, or other reliable resources. Students read their letters to the class. The class determine by secret ballot which person's letter should be submitted to the editor for review and possible publication.
- Student groups are assigned a body topic "hair," "nails," "teeth and mouth," "body and skin." Each group's assignment is to discuss what grooming products and procedures are necessary for taking care of the assigned body topic. The group should design a "commercial" to convince others to use the products and explain why good grooming and hygiene is important. The teacher encourages the students to be creative in their "advertising" using slogans and jingles. The information presented in the slogan or jingle must be truthful and accurate. Each group selects a person(s) from their group to try and "sell" their product or practice to the rest of the class.

Essential Question: Nutrition, and Physical Activity

- How can a person encourage others to make healthy food and physical activity choices?

Performance Indicator:

N-6.8.1 Describe ways to encourage family and peers to choose healthy foods and increase their physical activity.

Sample Teaching Strategy and Activity

- Students write a letter, story, poem, or song to encourage their family and friends to choose healthy foods and to engage in moderate to vigorous levels of physical activity. Their writing should include how good choices promote health such as explaining why moving is more healthful for the body than sitting, and why eating a piece of fruit is more healthful than consuming a soft drink or a candy bar.

Resources

ATOD

Decisions for Health; Holt, Rhinehart, Winston.

Teen Health; Glencoe; Bronson, Cleary and Hubbard.

Life Skills; Gilbert J. Botvin.

Comprehensive School Health Education – Totally Awesome Strategies for Teaching Health; Meeks, Heit, Page.

Project TNT Towards No Tobacco Use, ETR Associates; Sussman, Barovich, Hahn, Abrams, Selski and Craig.

Growth and Development

Decisions for Health; Holt, Rhinehart, Winston.

Teen Health; Glencoe; Bronson, Cleary and Hubbard.

Puberty and Reproduction: *Comprehensive Health for the Middle Grades*; ETR Associates: Catherine Golliher, PhD.

Sex Education Activities: *Just for the Health of It!* Patricia R. Toner.

HIV and STD: *Comprehensive Health for the Middle Grades*; ETR Associates: Jory Post, MA and Carole McPherson MA.

How To Survive Teaching Health; Games, Activities and Worksheets for Grades 4-12; Kenneth Tillman, PhD and Patricia R. Toner, M.ED.

Comprehensive School Health Education – Totally Awesome Strategies for Teaching Health: Meeks, Heit and Page.

Draw The Respect, The Line Grade 6: ETR Associates; Coyle, Gardner, Marin Cummings, Gomez and Kirby.

United Streaming (Discovery Education) Videos

Injury Prevention & Safety

Think, Choose, Act Healthy Student Activities: Comprehensive Health for the Middle Grades; Hilda Clarice Quiroz.

Teen Health; Glencoe; Bronson, Cleary and Hubbard.

Decisions for Health; Holt, Rhinehart, and Winston.

Life Skills Manual 1; Gilbert J. Botvin Ph.D.

ETV Streaming Video Resources

Mental Emotional & Social Health

Decisions for Health; Holt, Rhinehart, Winston.

Teen Health; Glencoe; Bronson, Cleary and Hubbard.

Comprehensive School Health Education – Totally Awesome Strategies for Teaching Health; Meeks, Heit, Page.

Personal and Community Health

Teen Health. Glencoe; Bronson, Cleary and Hubbard.

Comprehensive School Health Education – Totally Awesome Strategies for Teaching Health. Meeks, Heit, Page.

Decisions for Health. Holt, Rhinehart, Winston.

Nutrition and Physical Activity

Decisions for Health; Holt, Rhinehart, and Winston.

Nutrition and Body Image: Comprehensive Health for the Middle Grades; ETR Associates: Kathleen R. Miner, PhD.

Think, Choose, Act Healthy Student Activities: Comprehensive Health for the Middle Grades; Hilda Clarice Quiroz.

Eat Well and Keep Moving; Lilian Cheung, Steven Gortmaker, and Hank Dart.
Teen Health; Glencoe; Bronson, Cleary and Hubbard.
ETV Streaming Video Resources
www.choosemyplate.com
www.kidshealth.org;
www.heart.org;
www.pecentral.com

Grade Seven

Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Question: Mental, Emotional, and Social Health

- When does a person need outside help for an emotional problem?

Performance Indicator:

M-7.1.1 Identify situations that may require professional mental, emotional, and social health services.

Sample Teaching Strategies and Activities

- The teacher invites the school guidance counselor to class to talk about services that are available in the community for adolescents and adults who struggle with emotional problems. The counselor gives students suggested steps to follow in dealing with someone who is struggling with a major problem.
- Students examine situations of troubled teens who display the following behaviors: severe depression, suicidal thoughts, self-harm and, threatening harm to others. In each situation the students makes suggestions about where the troubled teen needs to go for help.

Essential Questions: Injury Prevention and Safety

- What type of harm can gangs and bullies cause?
- Why is it important to use safe methods in responding to emergency situations?

Performance Indicators:

I-7.1.1 Discuss the consequences of gangs and bullying, including cyberbullying.

I-7.1.2 Identify emergency situations (for example, choking, drowning, poisoning) and safe methods of responding to them (CPR [cardiopulmonary resuscitation] and universal precautions).

Sample Teaching Strategies and Activities

- Students use the Internet and other reliable resources to construct a cyberbully or gang member warning message. The message should be either in poster format, or in a morning announcement to the student body. The theme of the message should be either recognition of the dangers of gang activity and cyberbullying or the methods to avoid become a victim of cyberbullying or gang violence.
- The teacher explains the importance of critical time factors in response to specific emergency conditions including choking, electrical shock, heart attack, stroke, shock, and internal bleeding. The warning signs of each emergency condition are explored along with citizen steps to take in responding to the emergency. The teacher explains that care should always be taken to not put the rescuer in danger when they are attending to a victim in an emergency situation.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- What are reasons some individuals use ATOD?
- What are the stages of ATOD addiction?
- What are some harmful effects of ATOD use and abuse?

Sample Performance Indicators:

- D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence.
- D-7.1.2 Describe risks associated with ATOD use, dependence, and addiction.
- D-7.1.3 Discuss the impact of ATOD use and abuse on the individual, his or her peers, and family members.
- D-7.1.4 Define the term “social norms” and explain how these norms pertain to ATOD use.
- D-7.1.6 Describe the short- and long-term effects and consequences of ATOD use (including the impact on fetal development).

Sample Teaching Strategies and Activities

- The teacher shows a visual of the effects of alcohol and brain cell damage by illustrating the effect of a raw egg mixed with rubbing alcohol. When mixed with alcohol the egg looks scrambled or cooked.
- Student groups select a “recreational drug” that has been legalized. They report back to the class about the cost of regulation, taxation revenue and the incidence of crime and injury related to the social norming of their selected drug.
- Students use teacher generated Internet sources of information to examine the effects of various drugs on fetal development. This should include the well documented post World War II effects of the use of the drug thalidomide, tobacco use and the association with premature and low weight babies and, the long term damage to babies born to alcoholic mothers. Safe levels of the use medications and drugs during pregnancy are also explored.

Essential Questions: Growth and Development

- How does the endocrine system work in regulating the reproductive system function?
- What is the function of individual structures of the reproductive system?
- What multiple systems and structures of the body can STDs effect?
- What are the stages of fetal development?
- What is dating violence, sexual harassment and sexual abuse?

Sample Performance Indicators:

- G-7.1.1 Explain the structures and functions of the male and female reproductive systems.
- G-7.1.2 Describe the advantages of abstinence.
- G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
- G-7.1.5 Describe signs and symptoms of STIs/STDs, HIV, and AIDS.
- G-7.1.6 Identify effective treatments for STIs/STDs, HIV, and AIDS.
- G-7.1.7 Explain effective methods for the prevention of STIs/STDs and HIV.
- G-7.1.8 Explain effective methods for the prevention of unintended pregnancy.
- G-7.1.9 Define the terms “dating violence,” “sexual harassment,” and “sexual abuse.”

Sample Teaching Strategies and Activities

- Students explore the steps that should be taken if it is suspected that a friend is a victim of sexual abuse or dating violence. The legal consequences of sexual abuse and dating violence are outlined. Incidence of sexual abuse and dating violence among youth is also discussed.
- The teacher provides explanation and diagrams of how the genetics that determine gender combined with the bathing of male and female hormones change sexual structures common to both genders before birth to gender specific functions. Examples of paired structures include gonads which become ovaries in females and become testicles in males. The similarity and differences of the functions of structures is provided through diagrams and teacher led discussion. The fallopian tubes in females and the vas deferens in males are analogues structures with the common function of supporting the movement of egg and sperm. The uterus in females does not have an corresponding analogues structure and function in males.
- The teacher leads discussion showing diagrams of the stages of prenatal development. The teacher explains that the umbilical cord is the “lifeline” for delivery of nutrients and oxygen to the fetus. The umbilical cord may also deliver such substances as medication, toxins, drugs, and alcohol.
- The teacher explains multiple factors and behaviors that both increase or decrease the risk of contracting STDs. Types of STDs are identified including the signs and symptoms of infections and treatment options.

Sample Assessment Strategies

- Students identify a number of resources, strategies and options for dealing with relationship abuse.
- Thorough matching worksheet activities, students can correctly identify the location of structures of both the male and female reproductive system.

Essential Questions: Personal and Community Health

- How does oral health impact overall health?
- How can individuals determine the effect of on health from inherited disease and environmental conditions?

Sample Performance Indicators:

P-7.1.2 Explain how oral health problems can affect overall health.

P-7.1.3 Analyze ways that hereditary and environmental factors affect personal health.

Sample Teaching Strategies and Activities

- Student select one disease factor to research using the teacher identified Internet sources that show a link between disease and environmental factors. Examples include the dangers of chemicals released from bottled beverage containers and canned foods, and radiation exposure from cell phones and x-ray equipment.
- Students explore the link between gum irritation and cardiovascular disease. The teacher emphasizes how the daily practice of flossing can reduce the risk of disease.
- Students conduct a health risk assessment to determine their inherited risk levels for certain chronic diseases.

Essential Questions: Nutrition, and Physical Activity

- What are the signs and symptoms of disordered eating?
- What is the relationship between hydration and physical activity?
- What are safe ways to handle food to prevent the spread of disease?

Sample Performance Indicators:

N-7.1.3 Identify signs and symptoms of disordered eating.

N-7.1.4 Define the term, hydration and explain the benefits of hydration during physical activity.

N-7.1.7 Explain safe food handling and preparation.

Sample Teaching Strategies and Activities

- The teacher discusses signs and symptoms of different types of eating disorders. The harmful effects of eating disorders are explored. Gender difference in the prevalence of eating disorders is discussed.
- The students explore the surprising health benefits of body hydration such as improved short term memory and the removal of body toxins. The students calculate the amount of fluids they need daily based on their body weight, and add up to 30 ounces to their total consumption if they engage in physical activity that requires a high degree of physical exertion or causes them to perspire.
- The teacher selects activities found in the food safety, farm to fork curriculum (<http://www.cfaitc.org/foodsafety/pdf/foodsafety.pdf>). Students can choose become detectives in tracking down the cause of a food outbreak in a hospital or they can analyze their home kitchen cleanliness to determine if food safety procedures are being followed at home.

Sample Assessment Strategies

- Students can identify multiple benefits of body hydration
- Students correctly identify the source of the hospital food outbreak and trace how the illness was spread from person to person.

Grade Seven

Standard 2

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Essential Question: Alcohol, Tobacco, and Other Drugs

- In what ways does advertising influence ATOD use?

Performance Indicator:

D-7.2.1 Analyze the influence of culture and the media on ATOD use and nonuse.

Sample Teaching Strategy and Activity

- Students examine fads and consumer products that target personal appearance and peer acceptance. The health risks associated with use of products should also be discussed. Examples are tanning beds, tooth whitening products, fad diets, muscle enhancing food additives, steroids and other drug use.
- Students examine the cultural and historical changes in attitudes toward people who smoke and drink and drive. They explain how the culture has become more drug aware and more anti-tobacco and anti-drinking and driving in policy and law.

Essential Questions: Personal and Community Health

- How are social norms affected by personal perception and personal action?
- How can environmental events harm both the health of individuals and the community?

Performance Indicators:

P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.

P-7.2.2 Analyze ways that environmental conditions affect personal and community health.

Sample Teaching Strategy and Activity

- Students explore how healthy pro-social norms can be individually promoted at the local level to help change attitudes and promote healthy behaviors. For example, if a community takes the initiative and prides themselves in promoting a clean and liter free community, the anti-liter actions of individual citizens can help promote the effort. Students groups research and provide evidence and examples of pro-social norming programs that worked at the school and community level.
- Working in groups, students explore the impact of weather and environmental disasters on personal and community health. The 2011 earthquake in Japan and Hurricane Katrina in 2005, are examples of environmental disasters that had a massive impact on personal and community health. Other broader examples include the depletion of the ozone layer and the effects of global warming on drought and crop production.
- The teacher shows pictures of celebrities, pro-sports players and pictures of male and female models in magazines and asks students to discuss the social perception of the “ideal body image”. The teacher asks students to research the types of unhealthy activities that some people engage in to obtain the “ideal body image”.

Essential Questions: Nutrition, and Physical Activity

- How does culture and media influence food and physical activity choices?
- What are the effects of technology advancement on physical activity?

Performance Indicators:

N-7.2.1 Analyze ways that culture and the media influence an individual's food choices and physical activity.

N-7.2.2 Examine the influence of screen time on the physical activity levels of adolescents.

Sample Teaching Strategies and Activities

- Students identify unhealthy risks associated with consuming too much fast food and process food products.
- For a period of three days, students record the amount of time that they sit in front of a screen, without getting up to move. They record the number of minutes for each uninterrupted session and identify each type of screen activity that they were engaged in.

Sample Assessment Strategy

- Students prepare a report summarizing the length of time that they had spent sitting in individual screen time sessions. They provide future suggestions for how they might reduce the length of sitting time for each session.

Grade Seven

Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Injury Prevention and Safety

- What are some community non-profit organizations resources that help with providing safety information?

Performance Indicator:

I-7.3.1 Demonstrate the ability to utilize resources at home and in the school and community that provide valid safety information and services.

Sample Teaching Strategy and Activity

- The teacher invites administrative staff from the local chapter of the Red Cross to come to class to discuss types of courses and training that are offered.

Essential Question: Alcohol, Tobacco, and Other Drugs

- Where can you find accurate resources for ATOD problems?

Performance Indicator:

D-7.3.1 Access valid resources for ATOD-related problems.

Sample Teaching Strategies and Activities

- Students explore the addictive nature of different classifications of drugs, stimulants, depressants and hallucinogens. Using identified Internet sources students determine types of OTC drugs that are addictive or habit forming.
- Students construct questions and interview people in the community whose career and work responsibilities involves helping people with substance abuse problems.

Essential Question: Growth and Development

- What are some community, school, and online resources one could use to get factual information or get help with sexual health?

Performance Indicator:

G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs.

G-7.3.2 Locate valid information and resources related to dating violence, sexual harassment, and sexual abuse.

Sample Teaching Strategy and Activity

- Working in groups, students are assigned the task of gathering information about a specific STD. The information must include historical information about the STD and current estimates of incidence rates both in their community, South Carolina and in the United States. They must report their sources of references used in their report.

Grade Seven

Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- Why is it important to tell others how you feel?

Performance Indicator:

M-7.4.1 Explain how talking about feelings and emotions promotes mental health.

Sample Teaching Strategy and Activity

- In teacher guided one on one practice, students use “I” messages to communicate how they feel. The recipient of the “I” message, practices good listening skills by providing a reflective summary of the “I” message back to their partner. Students discuss how expressing feelings can be used to avoid conflict and strengthen relationships.

Essential Question: Injury Prevention and Safety

- What are some effective ways to deal with conflict and anger?

Performance Indicator:

I-7.4.1 Demonstrate effective conflict management or resolution strategies.

Sample Teaching Strategy and Activity

- Students are asked to recall the last time someone was angry at them. They identify the situation and summarize whether the situation was resolved in a constructive and healthy way.

Essential Question: Growth and Development

- In what ways can you refuse to participate in risky behaviors?

Performance Indicator:

G-7.4.1 Demonstrate communication and refusal skills to promote abstinence and to avoid risk behaviors.

Sample Teaching Strategy and Activity

- Students practice saying no in different ways. Strategies include repeating the refusal multiple times, removing oneself from the situation, or ignoring the request to engage in the activity. Other strategies include providing a rational reason for refusing to participate and making a reasonable excuse not to participate in the risky behavior.

Essential Question: Personal and Community Health

- How can you ask for help from others to improve aspects of your health?

Performance Indicator:

P-7.4.1 Demonstrate how to ask for assistance to enhance the health of self and others.

Sample Teaching Strategy and Activity

- Working in groups, students ask the group for assistance in dealing with a stressful family or personal situation. The situation can be real or imaginary. The group participates in a problem solving activity by listing possible “try this” solutions to the negative situation.

Grade Seven

Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- How can you determine if someone has had too much to drink?
- What factors make family members decide to become co-dependents?

Performance Indicator:

D-7.5.1 Apply a decision-making process to ATOD issues.

D-7.5.2 Explain ways that a person's decisions about ATOD affect relationships with his or her family members and peers.

Sample Teaching Strategies and Activities

- The teacher discusses DUI and Blood Alcohol Content (BAC). The teacher creates a visual simulation representing two imaginary people's blood volume. An imaginary person named Sam weighs one hundred and sixty five pounds. Sam's blood volume is visually represented as one half gallon of water in a tall clear glass beaker. Sam's imaginary friend "Pete" weighs 82 pounds. Pete's blood volume is represented by a quart of water in a smaller beaker. The teacher creates an imaginary container representing pure alcohol. Six to eight ounces of water in a clear pourable science beaker are mixed with a ratio of three red to two yellow drops of food coloring to create a copper colored alcohol simulation. The teacher pours one half ounce of the alcohol, the equivalent amount of alcohol in one "drink" into both Sam and Pete's BAC blood volume water containers. The teacher tells a story of how Pete is acting sober and Sam is acting as though he were under the influence of alcohol. Sam is having difficulty talking and walking in a straight line. Pete has no difficulty. The teacher challenges the students to decide which friend has the higher BAC by comparing the color difference in samples of Sam and Pete's BAC containers. Based on their decisions the teacher asks students to determine who should drive the car home, Sam or Pete.
- Students explore behaviors of family members in roles that support co-dependency of a drug habit. Working in groups, they develop a family dialogue with key co-dependent communication that identifies their co-dependent role in the family. The group explains how the ATOD dependent family member's behavior causes other family members to decide to assume the role as co-dependents.
- Students prepare a research report on a selected athlete who has been cited for use of performance enhancing drugs. Included in the report are the short and long term effects of the drug and the legal and financial consequences the athlete incurred as a result of making the decision to use the performance enhancing substance.
- The teacher prepares folded pieces of paper that can fit inside nine deflated balloons of the same color. Eight of the balloons are fully inflated containing folded paper with the following words put inside each balloon: Academics, Sports teams, Social Events, Church Activities, Volunteer Activities, Afterschool/Weekend Employment, Family Relationships and Friends. The last remaining balloon is partially inflated (3/4 full) and contains a paper with the words Drug Addiction. A large circle, twelve feet in diameter, is outlined in an area of the room without obstruction. Eight student volunteers stand within the circle holding one of the eight fully inflated balloons. The students are to remain within the circle. Upon releasing their balloon above their head they help each other keep all balloons afloat. They are timed to determine how long it takes for one of the balloons to touch the floor. The activity is repeated, adding the drug addiction balloon. The addition of the drug addiction balloon will cause a quicker disruption in control of the other "life" balloons.

Sample Assessment Strategies

- Students correctly decide and can explain why Sam has the higher BAC level after both Sam and Pete are given one drink. Students understand that the amount of per alcohol in a drink is the same, beer, wine or hard liquor.
- Students correctly identify the communication style and behavior of individual co-dependent family roles.
- Students group process the negative effect of the drug use in balancing everyday life activities and goals in trying to keep balloons afloat.

Essential Question: Growth and Development

How can choosing to be abstinent from ATOD and sexual activity promote good health?

Performance Indicator:

G-7.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors.

Sample Teaching Strategy and Activity

- The teacher asks students to write their primary reason to remain abstinent on a piece of paper. The answers are recorded on the board with repeating answers getting multiple vote check marks. The class top ten reasons are listed. The teacher directs the class to categorize each reason into one of three groups; a personal reason, a healthy relationship reason or a physical, emotional or mental health reason.

Essential Question: Nutrition, and Physical Activity

- Why is it important to look at the nutritional content in making a decision about what to eat in restaurants?

Performance Indicator:

N-7.5.1 Use the federal dietary guidelines to compare and contrast food choices from a variety of restaurants.

Sample Teaching Strategy and Activity

- Students gather popular chain restaurant and fast food menus and develop criteria for making healthy and non-healthy food choices found on the menus.

Sample Assessment Strategy

- Students assemble a ranking of healthy fast food and full service restaurants with justification as to why the eating establishment should hold that ranking.

Grade Seven

Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: Personal and Community Health

- Why is having a personal health plan important?

Performance Indicator:

P-7.6.1 Analyze ways that health goals can vary with changing abilities, priorities, and responsibilities.

P-7.6.2 Develop a goal to adopt, maintain, or improve a personal health practice (for example, avoid ATOD, promote safety, brush and floss teeth).

Sample Teaching Strategies and Activity

- Students identify one health behavior that they want to target to improve during the next two weeks. Students then monitor the frequency of occurrence of the negative behavior and make plans to curb repeating the behavior by conscience effort and by replacing the behavior with a positive health behavior.

Sample Assessment Strategy

- Students determine if they were successful in reducing the frequency of the behavior that they wished to change. They write a summary about strategies that worked and strategies that did not work, including plans for the future.

Essential Question: Nutrition, and Physical Activity

- Why is it important to have established plans, habits and practices related to diet and exercise?

Performance Indicators:

N-7.6.1 Set a goal to achieve a balanced diet.

N-7.6.2 Set a goal to increase his or her physical activity, monitor the progress of that goal, and make the necessary adjustments to reach it.

Sample Teaching Strategy and Activity

- Students make a written plan to change their diet or exercise routine to improve their overall health.

Grade Seven

Standard 7

The student will demonstrate the ability to practice health enhancing behaviors and to avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- Why is it important to have a strategy for managing stress and anger?

Performance Indicator:

M-7.7.1 Discuss healthy strategies for managing stress, anger, and other feelings (including depression).

Sample Teaching Strategy and Activity

- Students list at least five events in their life in the past three months that have made them feel, proud, brave, happy, sad, and angry and afraid. They are then asked to draw three columns next to the sad, angry and afraid events with the words better or worse at the top of two columns. In each column, students list responses to the emotion that made the stress from the event better or worse. In the third column, they list strategies that would have helped in each of the worse situation listed.

Essential Question: Injury Prevention and Safety

- How can you develop strategies for preventing and treating possible injury to yourself or your family?

Performance Indicator:

I-7.7.1 Develop injury prevention and treatment strategies for personal and family health.

Sample Teaching Strategies and Activities

- Students develop a plan for having an accessible first aid kit with key essential items needed to treat insect stings, burns, rashes, and cuts. Cold compress ice packs and warm compress water bottles should be accessible.
- Students make an effort to target and remove home safety hazards found in one area of the house. An example is removing both stairway clutter, and improving lighting on poorly lighted staircase steps.

Essential Question: Alcohol, Tobacco, and Other Drugs

Performance Indicator:

D-7.7.1 Discuss guidelines for using prescription and OTC (over-the-counter) drugs properly.

Sample Teaching Strategy and Activity

- Student work in groups to prepare a list of essential guidelines to follow to safely take prescription and OTC drugs properly. The list should include taking medications as prescribed and not sharing prescribed medications with others. Proper storage in tamper resistant bottles should also be included in the list.

Essential Question: Growth and Development

- Why is it important to have limits and rules for dating?

Performance Indicator:

G-7.7.1 Discuss strategies for dealing with harmful behaviors in relationships, including dating violence.

Sample Teaching Strategy and Activity

- Students create a list of common Do's and Don't practices for accepting and planning dates that serve as protective factors in reducing the risk of being put in a potentially dangerous dating relationship situations.

Sample Assessment Strategy

- Students can identify dangerous dating relationship patterns and can name specific ways to remove oneself from harm.

Essential Question: Personal and Community Health

- How can you determine if an illness is severe and needs medical attention?

Performance Indicator:

P-7.7.1 Describe strategies to detect and treat common health problems.

Sample Teaching Strategy and Activity

- The teacher gives students multiple imaginary illness situations, each with differing degrees of severity of symptoms. The length of time between the onset of symptoms of the illness is also examined to determine when it is necessary to visit the doctor rather than self-medicate. Students should consider the age and past medical history of the ill person to help them make their recommendations.

Essential Question: Nutrition, and Physical Activity

- Why is it important for your health to select foods that are friendly to your oral health?

Performance Indicator:

N-7.7.1 Explain the relationship between food selection and oral health.

Sample Teaching Strategy and Activity

- Using dietary food analysis computer software and physical activity calorie burning software or charts, students calculate the caloric gain or loss for five days. Based on the results, students plan to make changes in their exercise or food intake and monitor progress for ten days. Students target and identify foods that they like that are friendly to their dental health.

Grade Seven

Standard 8

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How does remaining drug free promote good health?

Performance Indicator:

D-7.8.1 Demonstrate ways to advocate remaining drug-free.

Sample Teaching Strategies and Activities

- Working in groups students explore how now profit organizations work to support the health of the unborn child through advocacy for no ATOD use during pregnancy. Student groups develop an action plan for participating in non-profit community groups including, March of Dimes, American Lung Association, United Cerebral Palsy Foundation and the National Organization on Fetal Alcohol Syndrome and Easter Seals.
- Students create a poster, bumper sticker, or T-Shirt campaign to promote the true social norm that most pre-teens and teens do not smoke. Students report on interviews of community establishments that discourage smoking through policy or rule. Students interview non-smoking teens to identify the reason that they do not choose to smoke or use alcohol.

Sample Assessment Strategy

- Students are assessed for their level of participation in contacting, planning, and delivering of their advocacy effort.

Essential Question: Personal and Community Health

- What can one person do to help others make the environment healthier?

Performance Indicator:

P-7.8.1 Advocate for a healthy school, community, and natural environment.

Sample Teaching Strategy and Activity

- Students work in groups and use selected Internet sites to create a three minute PSA targeting adolescents concerning topics such as sun safety, recycling, composting, energy, and water conservation.

Essential Question: Nutrition, and Physical Activity

- How can you help others improve their diet and activity levels?

Performance Indicator:

N-7.8.1 Demonstrate ways to advocate the benefits of choosing healthy foods and increasing one's physical activity.

Sample Teaching Strategy and Activity

- Groups of students organize a movement campaign targeting specific groups including younger students, peers, parents and community members. Activities that the students organize might include; walk to school clubs, mall walkers, bicycle to school clubs, and weekend jog-a-thon.

Sample Assessment Strategy

- Students use multiple motivational messages and incentives to help gather interest in their movement campaign.

Resources

ATOD

<http://school.discoveryeducation.com/lessonplans/programs/addiction/>
<http://health.howstuffworks.com/wellness/drugs-alcohol/alcohol4.htm>
<http://www.toosmarttostart.samhsa.gov/community/teachin/lessonplan.aspx>

Growth and Development

<http://www.lungusa.org/associations/states/south-carolina/>
<http://www.ucp.org/>
<http://nofas.org/main/index2.htm>
http://sc.easterseals.com/site/PageServer?pagename=SCDR_homepage
<http://www.marchofdimes.com/pnhec/?gclid=COBLwoTomKOCFU7u7QodrCI9Gw>
<http://www2.chccs.k12.nc.us/education/page/download.php?fileinfo=Xzd0aF8zLjA2LnBkZjo6Oi93d3cxMC9zY2hvb2xzL25jL2NoYXB1bC9pbWFnZXMvZG9jbWdyLzczMjNmaWxlNDEyMzIucGRm>
<http://www.loveisnotabuse.com/web/guest/listofwarningsigns>

Injury Prevention & Safety

http://www.seattleschools.org/area/prevention/cbms_1_tm.pdf
<http://www.redcrossofsantamonica.org/article.aspx?a=3787>
http://bethebeat.heart.org/media/pdfs/BEAT_LESSON1_ExploreTheSite.pdf
<http://bethebeat.heart.org/>

Personal and Community Health

<http://www.cancer.org/Cancer/news/sun-safety-101>
<http://www.sunsafetyalliance.org/>
<http://www.epa.gov/osw/education/quest/>
<http://www.ada.org/3257.aspx#lesson>

Nutrition and Physical Activity

<http://www.mypyramidtracker.gov/>
<http://nat.illinois.edu/mainnat.html>
<http://www.nutristrategy.com/caloriesburned.htm>
<http://www.pbs.org/wgbh/nova/thin/>
http://pbskids.org/itsmylife/body/eatingdisorders/print_symptoms.html
<http://www2.chccs.k12.nc.us/education/page/download.php?fileinfo=Xzd0aF80LjAzLnBkZjo6Oi93d3cxMC9zY2hvb2xzL25jL2NoYXB1bC9pbWFnZXMvZG9jbWdyLzczMjNmaWxlNDEyNDAucGRm>
<http://www.cfaitc.org/foodsafety/pdf/foodsafety.pdf>

Grade Eight

Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Questions: Mental, Emotional, and Social Health

- How can a positive attitude and good self-concept work together to keep you mentally healthy?
- How do you know if you have mental and emotional resiliency?

Performance Indicators:

M-8.1.1 Examine factors that contribute to a positive self-concept.

M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.

M-8.1.3 Describe the characteristics of resiliency.

Sample Teaching Strategies and Activities

- The teacher explains that there are multiple behavior factors that make individuals more flexible and able to function well in adverse situations. Important factors include: positive attitudes and display of emotions, realistic self-reflection, and self-evaluation of talents and abilities, willingness to work at developing talents and skills, and respectful consideration of self and others.
- Students complete a resiliency self-assessment, such as the Strong Kids (University of Oregon). Students outline goals for changing behavior to improve resiliency.

Essential Question: Injury Prevention and Safety

- What harm does gang activity cause harm to the community and school?

Performance Indicators:

I-8.1.1 Identify ways to reduce risk of unintentional and intentional injuries in the home, school, and community.

I-8.1.2 Discuss the impact of gang activity on individuals, peers, family, school, and community.

Sample Teaching Strategies and Activities

- The teacher discusses different types of assault and abuse including, verbal, physical, and sexual. Strategies for prevention are discussed.
- Students keep a weekly journal of examples of social bullying and gang activity that they observe in school and at home. They also record descriptions of how they are personally impacted by bullying and gangs.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- How does ATOD use impact families and local communities?
- What are examples of legal restrictions placed on ATOD use?

Sample Performance Indicators:

D-8.1.2 Examine the short- and long-term effects and consequences of ATOD use, including the impact on society.

D-8.1.3 Identify ways to access laws relating to ATOD use, possession, and sales.

Sample Teaching Strategies and Activities

- The teacher leads discussion and student debate about changes in laws and policy that are designed to force Americans to live healthier lives. Some examples are smoke-free restaurants, required trans-fat food labels, fast food happy meals restrictions, taxes on drinks that contain sugar, increased taxes on tobacco and alcohol products, banning the sale of alcohol products on Sundays and, health care benefits for intestinal bypass surgery and weight loss programs.
- The teacher assists students in using Internet sources to compare and contrast the differences in state laws pertaining to the age of sale of ATOD products to minors. State differences in legal intoxication levels are also explored.

Essential Questions: Growth and Development

- What are the social, economic, and academic consequences of early teen sexual intimacy?
- What are the signs, symptoms, mode of transmission and treatment for STIs/STDs?
- How are reproductive structures in males and females similar in function?
- How does the body change during pregnancy?
- What kinds of programs are available to help victims of sexual assault?

Sample Performance Indicators:

G-8.1.1 Explain how roles, rules, and responsibilities of the members in a family change over time (for example, parental responsibilities regarding a teenager as opposed to an infant).

G-8.1.2 Compare and contrast the structures and functions of the male and female reproductive systems.

G-8.1.5 Describe signs and symptoms of STIs/STDs, HIV, and AIDS.

G-8.1.6 Describe effective treatments for STIs/STDs, HIV, and AIDS.

G-8.1.7 Explain effective methods for the prevention of STIs/STDs, HIV, and unintended pregnancy.

G-8.1.8 Describe the signs and symptoms of pregnancy.

G-8.1.9 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.

Sample Teaching Strategies and Activities

- The teacher identifies the current top five most dangerous and the top five most common sexually transmitted diseases. Students are assigned to use the teacher selected resources to identify the current incidence and prevalence, mode of transmission, symptoms, and treatment for a selected STD-STI.
- The teacher invites a law enforcement officer and a social worker to class to discuss laws and programs to help youth who are victims or perpetrators of criminal sexual conduct.

- The teacher explains like functions of ‘paired’ structures in both the male and female reproductive system. Paired structures include: testicles/ovaries, vas deferens/fallopian tubes, and scrotum/labia.
- The teacher explains some of the changes in mother’s caloric requirement, blood vessel supply, and breast tissue change that occurs in supporting a full-term pregnancy. Physiological hardship to teen mother health is discussed.

Sample Assessment Strategy

- Students properly identify the signs and symptoms, short and long term physical consequences, mode of transmission and treatment options for one STD.

Essential Question: Personal and Community Health

- Why is it important to know hereditary and lifestyle risk factors?

Performance Indicators:

P-8.1.1 Explain the components of a personal wellness program.

P-8.1.2 Discuss how heredity, lifestyle, behaviors, environment, and medical care influence an individual’s health.

Sample Teaching Strategy and Activity

- Students create a journal of food intake for one week and use the web to analyze sodium and trans-fat and saturated fat intake. They gather family history of heart disease and high blood pressure and determine dietary adjustments that they need to make in creating a personal wellness plan.

Sample Assessment Strategy

- Rubric scoring of journal and health plan entries.

Essential Questions: Nutrition, and Physical Activity

- What are the three main types of eating disorders?
- What are the benefits of regular moderate to vigorous exercise?

Performance Indicators:

N-8.1.1 Examine the benefits of following the federal dietary guidelines.

N-8.1.2 Discuss ways that disordered eating impacts an individual’s health, including his or her oral health.

N-8.1.3 Compare and contrast the mental, social and physical benefits of moderate to vigorous physical activity.

Sample Teaching Strategies and Activities

- The teacher discusses concepts of the health benefits of exercise including the effect on metabolic rate and Body Mass Index (BMI).
- Students are assigned to examine the origin of common American foods and the history of the introduction into the United States. Students site examples of how all-American traditional foods have been adapted to make them meet federal recommended dietary guidelines.
- The signs and symptoms of different types of eating disorders are examined. The teacher leads discussion related to the harmful oral health effects of engaging in the practice of induced vomiting for the purpose of weight loss.

- Student record their exercise and healthy diet goals with proper measurement of calorie intake and expenditure.
- Students analyze how the media subtly portrays food in display or consumption and how body image is portrayed. Six groups are assigned to examine three types of media. One group researches images of food consumption. The other group researches images of body size. The groups examine Internet site advertising, magazines, and prime time top rated television shows. Types of food and serving size amounts are recorded on a chart that includes the following categories, single serving, multiple servings, healthy foods and snacks, unhealthy foods and snacks. The body image group analyzes their media category with chart categories of overweight, underweight, normal weight, natural body appearance and evidence of cosmetic make-over. Results of findings are discussed in class.

Sample Assessment Strategies

- Students can properly identify the correct eating disorder when given the signs and symptoms of the condition.
- Student rank common media diet plans, giving higher rankings for diets that have good nutrition balance and include exercise. Students identify false or unrealistic claims found in low scoring diet plans.

Grade Eight

Standard 2

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Essential Question: Mental, Emotional, and Social Health

- Why is it important to recognize groups that try to persuade others in thought or action?

Performance Indicators

M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.

Sample Teaching Strategy and Activity

- Student groups examine how peers influence or persuade others to think or do things in a predetermined way. Students give examples of positive influences, negatives, direct, and deliberate pressure verses indirect pressure. Students groups list strategies for dealing with unwanted pressure from peers.

Essential Question: Injury Prevention and Safety

- How can gang activity be harmful to personal safety?

Performance Indicator:

I-8.2.1 Analyze the effect of gangs on personal safety in his or her community.

Sample Teaching Strategy and Activity

- The teacher invites a law enforcement officer to class to discuss the types of gang violence that holds legal and criminal consequences for the perpetrators.

Sample Assessment Strategy

- Students can identify at least four gang recruitment and gang intimidation strategies.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How do media messages and marketing techniques influence ATOD use?

Performance Indicator:

D-8.2.1 Analyze the influence of family, peers, culture, and the media on an individual's ATOD use.

Sample Teaching Strategies and Activities

- Students examine how their community influences and controls legal drug consumption. A student group assigned to evaluating alcohol examines local liquor sale restrictions and regulations, restrictions on local restaurants and bars, and parent, school, and law enforcement efforts to deter underage drinking in homes and at parties. Another group explores efforts that cigarette and alcohol companies have made to reduce the impact of the harmful consequences of the use of their product. The student research should include drink responsibly advertisements, required warning on cigarette and alcohol packaging, filtered and reduced tar cigarettes, and reduced alcohol content drinks.
- Students are given the current price of a pack of cigarettes. They calculate the cost of smoking a pack a day for a week, a month, a year, three years, and then five years. The financial impact of the cost of smoking is discussed in terms of the effect on family, peers and the community.

Essential Question: Growth and Development

- In what ways does friends, family and culture influence how you view sexuality?

Sample Performance Indicators:

G-8.2.1 Explain ways that culture and the media influence families and relationships.

G-8.2.3 Discuss the influence of family, peers, culture, and the media on personal decisions about sexuality and behavior.

Sample Teaching Strategies and Activities

- Students conduct a survey of department store and mall stores clothing designs that target pre-teen girls and tweens. Pictures of various types of clothing found are shown to the at least three people in the following groups; pre-teens, teens, young adults, adults, older adults and elders over the age of sixty-five. Opinions about the appropriateness of the products and comments about the portrayal of sexuality in advertising are gathered and summarized for each age group interviewed.
- Students examine changes in culture and technology and the impact on sexuality. Discussion includes topics such as sexting, movie ratings, social networking, and the practice of setting up blocks on Internet sites that contain graphic materials that are offensive or inappropriate for teens.

Essential Question: Personal and Community Health

- How do social expectations and norms influence decisions about health?

Performance Indicator:

P-8.2.1 Discuss the ways that social norms influence healthy and unhealthy decisions and behaviors.

Sample Teaching Strategy and Activity

- Students are given a potentially physically or emotionally dangerous scenario and are asked to describe peer negotiation techniques that they would help remove the danger or threat. A sample scenario is that an older friend has been drinking and wants to drive you home. Another example is a friend who has gotten a copy of an exam and wants to cheat on the test. Students describe the social norm associated with each situation and explore how social norms can be changed by the action of a small group of people.

Sample Assessment Strategy

- Students show evidence of using at least three strategies to improve and identify personal health risk associated with a social norm.

Essential Question: Nutrition, and Physical Activity

- How does the environment of the community we live in impact our diet and exercise habits?

Performance Indicators:

N-8.2.1 Describe ways that personal economics and geographic location influence food choices and availability.

N-8.2.2 Discuss the influence of the environment on a person's physical activity.

Sample Teaching Strategies and Activities

- Students list sports that are associated with specific geographical regions. In teacher lead discussion, students explore why there are no naturally occurring opportunities for mountain climbing and ice skating in south states such as Texas and Florida. The creation of artificial climates and the use of domes for sporting activities are discussed.
- Students generate a map of regional foods that are associated with local agriculture. The availability of fish and seafood and the proximity to lakes and oceans are also outlined on the map. Regions known for exceptionally good crops or food products are identified with discussion of perfect soil and weather conditions that promote the growth or availability of the product. Examples are shrimp and New Orleans, Maine lobsters, Florida Indian River citrus, and Georgia and South Carolina pecans and peaches.

Grade Eight

Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Mental, Emotional, and Social Health

- How do you know if the information you receive about health products and services is accurate?

Performance Indicator:

M-8.3.1 Locate **valid** health information, products, and services.

Sample Teaching Strategy and Activity

- Students evaluate the trustworthiness and validity of health information sources. Given a list of sources of health information including friends, infomercials on TV, school nurse, medical journal, movie star or sport star endorsement, clerk at a health store, or faith leader, students discuss the strengths and weakness of each source of information in dealing with a health issue.

Essential Question: Growth and Development

- What are some community, school, and online resources one could use to get factual information or get help with sexual health?

Performance Indicators:

G-8.3.1 Evaluate the availability of valid information and community resources related to reproductive health and STIs/STDs.

G-8.3.2 Access valid information and resources related to dating violence, sexual harassment and sexual abuse.

Sample Teaching Strategies and Activities

- Students use teacher identified Internet sites to create a list of possible warning signs of abusive relationships. Internet sites are compared, and ranked identifying the most helpful and informative resources.
- Students research law regarding sexual behavior, including legal age of consent for sexual activity and legal age of marriage. They compare and contrast the resources used for accuracy in legal definitions and legal penalties for convicted sex offenders, sexual abuse, sexual assault, rape, dating violence, and child sexual molestation.

Grade Eight

Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Question: Injury Prevention and Safety

- What are the best ways to say no or help others correct a mistake that may cause personal harm?

Performance Indicator:

I-8.4.1 Apply refusal and **negotiation skills** to reduce the risk of injury and promote personal safety.

Sample Teaching Strategy and Activity

- Students are given examples or video clips of people putting themselves or others at risk for injury or harm. After examining each situation, small groups of students brainstorm how they would approach the individual at risk and negotiate with them to make the situation safe. Examples include: a dog owner leaving their car door locked in ninety five degree heat with their dog inside the car and a teenager getting on the back of a motorcycle as a rider without putting on a helmet.

Essential Question: Growth and Development

- Why is it important to effectively communicate the reasons why sexual abstinence should be promoted?

Performance Indicators:

G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.

G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.

G-8.4.3 Compare and contrast ways to communicate with parents, family members, and other trustworthy adults (for example, health care providers, school nurses, guidance counselors) about reproductive health and responsible behaviors.

Sample Teaching Strategies and Activities

- Students demonstrate and practice effective methods of framing and asking questions to trusted adults, parents and medical professionals about sexual health concerns and the development and benefits of nurturing non-sexual caring relationships.
- Students examine the economic cost, and the social and academic consequences of teen pregnancy including the effect that teen pregnancy has on friends, family and future plans. Working in groups, students generate a top ten list of the benefits and reasons for choosing abstinence to avoid STD transmission, social and emotional problems and unplanned pregnancy. The students then use their list to develop refusal statements to promote abstinence.

Sample Assessment Strategy

- Students can generate at least three abstinence refusal statements that include reasons why abstinence is a good choice.

Essential Question: Nutrition, and Physical Activity

- In what ways can variety and moderation in food choice help to promote good health?

Performance Indicator:

N-8.4.1 Explain to others the importance of variety and moderation in food selection and consumption.

Sample Teaching Strategy and Activity

- Groups of students are assigned to research selected harmful diets that caused problems because the dieters consumed too much or too little of one nutrient in their diet. Examples of historically harmful diets are the grapefruit, and cabbage soup diets.

Grade Eight

Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Question: Injury Prevention and Safety

- What are ways to stay safe when using social networking?

Performance Indicator:

I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk, including the use of the Internet.

Sample Teaching Strategy and Activity

- Students create a survey to target sixth and seventh grade students with questions about Internet and phone safety. Students distribute flyers to accompany the survey outlining safe and appropriate use of cell phones and the Internet.

Sample Assessment Strategy

- Students create flyers with at least five tips for phone safety and Internet safety.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can the decision to use ATOD impact the individual, his or her peers, and family members?

Performance Indicator:

D-8.5.1 Analyze ways that a person's decisions about ATOD affect his or her family and peers as well as society.

D-8.5.2 Explain when and how to ask for assistance in dealing with ATOD abuse in his or her family.

Sample Teaching Strategy and Activity

- Students examine the depth of impact of the decision of one person to use drugs in relationship to the economic and social effect on the family, employment, crime statistics, and the legal system. Students work in groups to diagram and connect (domino effect) the far reaching negative consequences of drug use.

Sample Assessment Strategy

- Student generated family, employment, and crime diagrams should have a minimum of three tiers of effects.

Essential Question: Growth and Development

- How can social networking decisions on the Internet enhance or hinder abstinent behaviors?

Performance Indicator:

G-8.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors, including the use of the Internet.

Sample Teaching Strategies and Activities

- Students use Internet sources to work together to create promotional materials outlining the importance of abstinence and postponement of sexual activity. Alternatives to sexual activity and identifying ways to say no to sexual activity are included in the materials.
- The teacher leads discussion concerning the use of the Internet by criminals who prey on the young and innocent. A law enforcement officer or social worker is invited to class to discuss general rules and tips for staying safe when using the Internet.

Grade Eight

Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: Mental, Emotional, and Social Health

- What are the steps needed in planning for stress management?

Performance Indicator:

M-8.6.1 Implement a stress-management plan.

Sample Teaching Strategy and Activity

- Students examine a stress generating personal lifestyle factor. Examples include, excessive fatigue, overweight, and mild depression. Students identify at least ten social, environmental, and behavior factors that are currently contributing to their problem. They decide to target and monitor two contributing factors for one week in a journal. Students record how family, friends, and daily schedules contribute to their stress related problem.

Sample Assessment Strategy

- Rubric scoring of stress journal and health plan entries.

Essential Question: Growth and Development

- Why is it important to have a plan to avoid pregnancy and STDs?

Performance Indicators:

G-8.6.1 Set a personal goal to protect him- or herself from STIs/STDs, HIV, and AIDS.

G-8.6.2 Set a personal goal to prevent pregnancy.

Sample Teaching Strategy and Activity

- The teacher provides students with index cards with a list of different types of contraceptives methods and devices with percentages of failure rates. Working in groups, students rate each method or device on a continuum from most effective to least effective.

Sample Assessment Strategy

- Students justify the reason for the positioning of each method or device on the continuum.

Essential Question: Nutrition, and Physical Activity

- Why is it important to establish a regular plan and goals for good nutrition and exercise?

Performance Indicators:

N-8.6.1 Set a personal goal to achieve a healthy diet, monitor the progress of that goal, and make necessary adjustments to reach it.

N-8.6.2 Develop and implement a plan to increase his or her physical activity.

N-8.6.3 Develop and implement a personal dietary plan that benefits his or her oral health as well as overall health.

Sample Teaching Strategies and Activities

- Students chart their daily exercise by minutes of light, moderate and high levels of intensity. Working with the goal of getting the recommended sixty minutes of exercise a day, students make a plan to adjust their daily exercise schedule.
- Students determine if their current diet is maintaining an even body weight. Students chart their calorie intake and activity for four days. Using food calorie and exercise calorie burning charts, students determine if they had gained weight or lost weight using the thirty five hundred calorie per pound of weight formula.
- Student log the type and amount of foods eaten for three to five days. Students use a food analysis software tool to examine the positive and negative aspects of their daily diet. They set a goal and plan for changing negative eating habits.

Grade Eight

Standard 7

The student will demonstrate the ability to practice health enhancing behaviors and to avoid or reduce health risks.

Essential Questions: Mental, Emotional, and Social Health

- What are some strategies for improving mental health?
- How can good stress coping skills increase resiliency?

Performance Indicators:

M-8.7.1 Implement strategies to maintain or improve his or her mental, emotional, and social health.

M-8.7.2 Discuss coping strategies to increase his or her resiliency.

Sample Teaching Strategy and Activity

- Students complete a resiliency self-assessment, such as the Strong Kids (University of Oregon). Students outline goals for changing behavior to improve resiliency.

Sample Assessment Strategy

- Students correctly identify behavior change goals that improve resiliency.

Essential Questions: Injury Prevention and Safety

- How can you practice protective strategies to reduce the risk of violence and avoid threatening situations?

Sample Performance Indicators:

I-8.7.2 Analyze ways to avoid or reduce threatening situations.

I-8.7.3 Implement protective strategies to reduce the risk of violence in his or her home, school, and community.

Sample Teaching Strategy and Activity

- A school resource officer or guidance counselor can be invited to class to discuss ways that students can respond to students who threaten them with physical harm. The officer or counselor explains the difference between situations that can be handled by the student who is being threatened and potentially dangerous situations that should be reported immediately to school staff or law enforcement.
- Students record daily safety habits such as wearing a helmet on bicycles, wearing a seat belt when riding in a car, and removing items around the home and school that can result in falls. They analyze their results and make recommendations to improve safety habits in the future.

Essential Question: Growth and Development

- What are some important steps to take to avoid being victimized by sexual coercion and violence?

Performance Indicators:

G-8.7.1 Develop strategies for dealing with harmful behaviors, including dating violence, in his or her relationships.

G-8.7.2 Discuss the appropriate steps a person should take if he or she becomes the victim of dating violence, sexual harassment, or assault.

Sample Teaching Strategies and Activities

- Students research law regarding sexual behavior, including legal age of consent for sexual activity and the legal age for marriage. They compare and contrast legal definitions and legal penalties for convicted sex offenders, sexual abuse, sexual assault, rape, dating violence, and child sexual molestation. Working in groups students discuss signs of harmful dating relationships and outline steps individuals should take to effectively avoid potential harm. Students identify turning points in the escalation of violence that requires professional assistance.
- Students examine the history of advocacy group formation that resulted in changes in sexual conduct laws. They discuss how advocacy groups can assist persons who are victims of dating violence or sexual assault.

Sample Assessment Strategy

- Students can identify that turning point in a dating relationship when external professional help is needed.

Essential Question: Personal and Community Health

- What are important actions to follow for maintaining good health and avoiding illness?

Performance Indicators:

P-8.7.1 Explain behaviors that may lead to the spread of communicable diseases (for example, common cold, flu).

P-8.7.2 List actions to include in a dental health plan.

Sample Teaching Strategies and Activities

- Students assess their flossing and brushing habits and make a plan to improve frequency and techniques used to maintain good dental health. Included in their dental health plan is a schedule to visit the dentist for a check-up and cleaning every six months.
- Students create posters that outline good hygiene practices that help to prevent the spread of disease.

Essential Question: Nutrition, and Physical Activity

- Why is it important to assume responsibility for eating a healthy diet and exercising regularly?

Performance Indicator:

N-8.7.1 Discuss the importance of assuming personal responsibility for healthy eating and physical activity.

Sample Teaching Strategy and Activity

- Students discuss what could happen if they were to adopt a healthy eating plan and exercise plan that was not personally suited to their lifestyle. The importance of having a personal plan and being your own personal trainer is explored.

Grade Eight

Standard 8

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can you offer support to someone wanting to quit using ATOD?

Performance Indicator:

D-8.8.1 Demonstrate ways to advocate to others to use positive alternatives to ATOD use.

Sample Teaching Strategy and Activity

- Students write a letter to a person that they know uses ATOD. The do not identify the person by name. The letter shows support for anti-drug behavior and outlines the benefits of stopping their drug use.

Sample Assessment Strategy

- Student letters to a drug user must be non-judgmental and supportive, identifying at least three benefits to quit and at least three strategies for quitting.

Essential Question: Personal and Community Health

- How can an individual promote environmental health?

Sample Performance Indicator:

P-8.8.2 Demonstrate ways to advocate for a healthy environment.

Sample Teaching Strategy and Activity

- Students produce a rap targeting younger audiences about the benefits of being a non-polluting citizen.

Resources

ATOD

<http://www.acde.org/parent/signs.htm>

http://www.pbs.org/inthemix/alcohol_index.html

Growth and Development

http://www.cdc.gov/violenceprevention/pdf/SV_factsheet-a.pdf

<http://www.redcross.org/portal/site/en/menuitem.86f46a12f382290517a8f210b80f78a0/?vgnextoid=bdb70c45f663b110VgnVCM10000089f0870aRCRD&vgnextfmt=default>

Injury Prevention & Safety

Think, Choose, Act Healthy Student Activities: Comprehensive Health for the Middle Grades; Hilda Clarice Quiroz

<http://www.safeteens.com/cell-phone-safety-tips/>

<http://www.beverlypd.org/pdf/CHILD%20SAFETY/GANG%20INFO%20FOR%20PARENTS.pdf>

Mental Emotional and Health

<http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade-8-peer-influence.pdf>

Personal and Community Health

<http://www.itsasnap.org/snap/pdfs/SNAP%20Toolkit%20FINAL%204.pdf>

<http://www.uen.org/Lessonplan/preview.cgi?LPid=24664>

<http://strongkids.uoregon.edu/SEARS/SEARS-A.pdf>

Nutrition and Physical Activity

<http://www.fns.usda.gov/tn/Educators/yourself.html>

http://www.pbs.org/wgbh/nova/thin/need_flash.html

High School Standard 1

The student will comprehend concepts related to health promotion to enhance health.

Essential Questions: Mental, Emotional, and Social Health

- What are qualities of a healthy friendship or dating relationship?
- What stages of grieving must a person go through to accept a loss?
- What are the signs of depression?

Sample Performance Indicators:

M-HS.1.2 Discuss the characteristics of healthy relationships.

M-HS.1.3 Discuss the stages of loss and grief.

M-HS.1.4 Analyze the signs of depression and self-destructive behaviors (including potential risks of suicide).

Sample Teaching Strategy and Activity

- Students brainstorm key characteristics necessary for long term relationships including the critical elements of caring, trust, respect, and honesty. Students use Internet, newspaper, and magazine articles to provide examples of famous people in healthy relationships.
- Students examine death and dying models that outline the stages of the grieving process. The Kubler-Ross model is a well know example. The students write a report about their experience with a recent loss, outlining the stages of grieving that they experienced in progressing to the last stage of acceptance.
- Using Internet sources, students determine the differences between mild and clinical depression.

Essential Questions: Injury Prevention and Safety

- What are some common first aid procedures?
- How can an individual reduce the risk of intentional and unintentional injuries?

Sample Performance Indicators:

I-HS.1.1 List common first aid procedures for a given scenario.

I-HS.1.5 Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.

Sample Teaching Strategies and Activities

- Students prepare note cards describing various situations (choking, sprains, burns, and poisoning.) that require first aid. Working in small groups they discuss and list the standard first aid procedures for dealing with the situation. Use of universal precautions is included in the procedure descriptions.
- Students use a graphic organizer such as a Venn diagram or word web to distinguish differences between intentional and unintentional injuries. Class discussion includes discussion of strategies to reduce the risk of intentional and unintentional.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- What are the benefits of avoiding ATOD?
- What is the impact of ATOD use and abuse on the individual, his or her family, and society?
How does the cycle of ATOD addiction affect individuals and families?

Sample Performance Indicators:

D-HS.1.1 Discuss the benefits of avoiding ATOD.

D-HS.1.2 Examine the impact of ATOD use and abuse on the individual, his or her family, and Society as a whole.

D-HS.1.3 Describe the cycle of ATOD addiction as it relates to individuals and families.

Sample Teaching Strategies and Activities

- Students discuss the benefits of avoiding ATOD. They create a list of positive alternatives to ATOD.
- Students design a graphic organizer to explain the cycle of addiction.

Essential Questions: Growth and Development

- What are the physical, social, and emotional changes that occur during adolescence?
- What health issues are associated with the male and female reproductive system?
- Why are regular medical and self-examinations important to reproductive health?
- What are the benefits, effectiveness, and risks of pregnancy-prevention methods?
- What is the scientific process of fertilization?
- What are the stages of fetal development and childbirth?
- How does teen pregnancy affect individuals, families, and communities?
- What are the benefits of adoption?
- What are the South Carolina laws relating to sexual conduct?
- How can abstinence strengthen a relationship?

Sample Performance Indicators:

G-HS.1.1 Describe physical, social, and emotional changes that occur during adolescence.

G-HS.1.2 Examine health issues that are specifically related to the male and female reproductive systems (for example, self-examination).

G-HS.1.3 Describe the benefits of abstinence.

G-HS.1.4 Identify the benefits, effectiveness, and risks of pregnancy-prevention methods.

G-HS.1.9 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.

G-HS.1.10 Discuss responsible prenatal and perinatal care.

G-HS.1.11 Evaluate the impact of adolescent pregnancy on individuals, families, and communities

G-HS.1.12 Explore the benefits of adoption.

G-HS.1.13 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.

Sample Teaching Strategies and Activities

- Students use graphic organizer, such as a Venn diagram, to compare adolescent changes that are specific to each gender or present in both genders.
- Students use three section graphic organizers in identifying the benefits, effectiveness, and risks of pregnancy-prevention methods.

- The class creates a list of common male and female health concerns. Students select a topic of interest and prepare a research report about the health concern.
- Students write a fictional short story about domestic violence. Students share their stories the class. The class selects the three best stories and place copies in the media center or published in the school newspaper.
- Students write a “letter to the editor” to promote abstinence. Students vote on the three best and submit them to be published in the school newspaper.
- Students create a class collage with the theme “Why Abstinence is a Healthy Decision.” Students bring pictures and clip-art to attach to the collage.

Essential Questions: Personal and Community Health

- What are some ways that the environment and personal health are interrelated?
- What is the difference between risk-taking and health-promoting behaviors?
- What is the connection between personal health and access to health care, including dental care?

Sample Performance Indicators:

- P-HS.1.1 Differentiate between risk-taking and health-promoting behaviors.
- P-HS.1.4 Explain the connection between personal health and access to health care, including dental care.
- P-HS.1.5 Examine ways that the environment and personal health are interrelated.

Sample Teaching Strategies and Activities

- The teacher divides the class into small groups. Each group is assigned a topic of environmental concern such as: overpopulation, deforestation, air, noise, chemical, or water pollution. Each group researches and reports on their topic area discussing the impact on personal health. Possible solutions to the concerns are also reported.
- Students create a graphic organizer to graphically illustrate the interrelationship of personal health and the environment.
- Student groups are assigned the task of researching the purpose and function of a local, state, and federal environmental regulatory agencies. How the agencies interact and support each other is also discussed.
- Students discuss or debate if health and dental care services are accessible to all Americans. The teacher includes discussion of the weaknesses and strengths of health care in the United States.
- Using Internet sources, students make a list of reason why hospital emergency room for are used for basic health care.

Essential Questions: Personal and Community Health

- What is the relationship between nutritional intake and overall physical, social, and mental health?
- How are the federal dietary guidelines useful in planning healthy diets?

Sample Performance Indicators:

- N-HS.1.1 Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.
- N-HS.1.2 Explain how the federal dietary guidelines are useful in planning healthy diets.

Sample Teaching Strategies and Activities

- After students review federal dietary guidelines the teacher leads discussion on why and how these guidelines are useful in planning healthy diets.
- Students access a website that evaluates or tracks eating habits, such as, www.healthierus.gov or www.choosemyplate.gov. Students evaluate their normal diet and make recommendations for healthier food choice options.

High School Standard 2

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Essential Question: Injury Prevention and Safety

- How do peers and the media influence the practice of safe behaviors?

Sample Performance Indicators:

I-HS.2.2 Analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions.

Sample Teaching Strategies and Activities

- The teacher assigns small groups to review television programs, movies and video games that involve cars racing, chases and other examples of reckless driving. The groups discuss document examples of positive views of dangerous road behavior.
- The school resource officer or a local sheriff is invited to class to explain the consequences of different types of motor vehicle violations.
- The teacher leads discussion related to how peers or passengers may affect a driver's ability to operate a vehicle.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- How do personal, family, economic, legal, and societal issues influence ATOD use?
- How do media messages and marketing techniques influence ATOD use?

Sample Performance Indicators:

D-HS.2.1 Analyze personal, family, economic, legal, and societal issues that influence ATOD use.

D-HS.2.2 Examine ways that media messages and marketing techniques influence ATOD use.

Sample Teaching Strategies and Activities

- Students examine the ways media messages and marketing techniques influence ATOD use by analyzing advertisements, commercials or lyrics.
- Students keep a log for three days and record each time they see advertising about ATOD use. The types of advertising are categorized into groups including the Internet, billboards, cable television, radio and magazines.
- Students conduct a survey or research the personal, family, economic, legal, and societal issues that influence people to use ATOD.
- Students explore available help groups in the community for individuals and the family of individuals who have a drug or alcohol addiction problem.

Essential Question: Growth and Development

- How do family, peers, media and other factors affect relationships?

Sample Performance Indicators:

G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.

Sample Teaching Strategy and Activity

- Students examine how views and expectations toward dating and courtship have changed historically over time and have been influenced by social reform such as gender equality.

Essential Questions: Personal and Community Health

- How do environmental factors affect community health?
- How do research and medical care influence the prevention and treatment of health problems?
- How do public health policies, government regulations, and socioeconomic effect health?

Sample Performance Indicators:

P-HS.2.3 Describe ways that environmental factors can affect the health of the community.

P-HS.2.4 Discuss ways that research and medical care influence the prevention and treatment of health problems.

P-HS.2.5 Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.

Sample Teaching Strategies and Activities

- The teacher presents various state and federal environmental regulations to the class. Students analyze how observing or ignoring these laws can influence the health of a community.
- Students create an informal survey with questions concerning individual decisions to choice to recycle. Survey questions should include the frequency of use of disposable razors, plastic cups and plates, foam cups and the use paper, plastic bags or reusable cloth shopping bags. Questions should include opinion about attitude change and behavior change if financial incentives were offered to recycle. Examples include, bottle return refunds, cash back for using personal cloth shopping bags and personal refillable cups. Students chart the survey results by age group and gender and present the findings to the class.
- Working in five groups, students research how current medical care and medical advances influences the prevention and treatment of the top five causes of death. Students examine newspaper, magazine, or Internet articles to support the discussion. Discussion should also include how insurance issues including pre-existing conditions, Medicaid, and Medicare impact care.
- Students identify community resources that provide low cost or can assist with health or dental care.

Essential Questions: Nutrition, and Physical Activity

- How do unhealthy eating behaviors and inactive lifestyle contribute to chronic disease?
- How does school policy influence healthy or unhealthy eating and physical activity levels?

Sample Performance Indicators:

N-HS.2.3 Debate ways that school policy can influence healthy or unhealthy eating and physical activity levels.

N-HS.2.4 Analyze ways that unhealthy eating behaviors and inactive lifestyle contribute to chronic disease.

Sample Teaching Strategies and Activities

- The student divides the class into three groups for a debate on the topic of “How can school policy influence healthy or unhealthy eating and physical activity levels?” Prior to the debate, the students identify the school or district policies regarding the use of vending machines, sale of snack foods, limitations of fats and sweets in school cafeterias, and the requirement of physical activity. They should contact the food service or cafeteria manager for guidelines the school daily food service requirements. One of the groups is required to debate in favor of having nutritional or physical activity guidelines. Another group argues against the health guidelines. The third group serves as the judges of the debate.
- Students analyze how unhealthy eating habits and inactive lifestyles contribute to influence chronic disease including the top diseases that kill Americans such as, heart disease, cancer, and strokes.

High School Standard 3

The student will demonstrate the ability to access valid information and products and services to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can individual access valid information and resources to assist him or her in dealing with ATOD issues?

Performance Indicator:

D-HS.3.1 Access valid information and resources to assist him or her in dealing with ATOD issues.

Sample Teaching Strategy and Activity

- Students write an essay about how ATOD use affects an individual's thinking and decision making. Students include how a decision to use ATOD can increase the risk of violence, illegal activities or other risky behaviors.

Essential Questions: Growth and Development

- What are some local resources that promote reproductive health?
- What are local resources for victims of sexual violence or abuse?

Performance Indicators:

G-HS.3.1 Access local resources for promoting reproductive health (for example, self-examination, ob-gyn, urologist or state or county health department).

G-HS.3.2 Access local resources to help a survivor recover from sexual violence or abuse.

Sample Teaching Strategies and Activities

- Students explore local resources for promoting reproductive health. They then give a brief report on how they located the resource (phone, Internet, or in person) and a summary of the information they were able to acquire.
- Students use the Internet to find information about the symptoms and treatment of a specific health concern. The teacher provides the students with a list of approved websites that they may access from the school's computers.
- The teacher assigns students to access local resources on ways to help a survivor recover from sexual violence or abuse. Students choose various options to reveal their findings (brochure, poster, report).
- The teacher prepares a list of topics and approved websites that students may access from the school media center. Students report on a topic regarding reproductive health and determine its validity using a validity assessment test.

Essential Question: Personal and Community Health

- What are the costs and accessibility of local health care services, including dental care?

Performance Indicator:

P-HS.3.1 Analyze the cost and accessibility of local health care services, including dental care.

Sample Teaching Strategies and Activities

- Small student groups are assigned the task of locating and analyzing the cost of treatment one local health services (medical, dental, pharmaceutical, nursing home, physical therapy, and urgent care).
- Students conduct research and create a chart listing the most to least expensive local health care insurance as well as factors related to accessibility or quality of care.

High School Standard 4

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- How can you communicate to others that you have respect for them and care about them.

Performance Indicator:

M-HS.4.1 Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.

Sample Teaching Strategy and Activity

- Using a list of five key people in their lives, students identify at least two reasons why they respect that person. They create a strategy for how they plan to communicate their feelings of respect and caring for that person. They might decide to do something nice for that person, or write them a special note.

Essential Question: Injury Prevention and Safety

- What are effective ways to negotiate and collaborate with others to avoid potentially harmful situations?

Performance Indicator:

I-HS.4.1 Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations (for example: ATOD use, sexual harassment, gang activity).

Sample Teaching Strategy and Activity

- Students role-play multiple use of effective negotiation, refusal and collaboration skills in removing the threat in a situation where they are attending a party where ATOD is being used.

Essential Questions: Growth and Development

- Why are effective communication skills important in relationships?
- How do refusal and negotiation skills help reduce health risk behaviors?

Performance Indicators:

G-HS.4.1 Demonstrate effective verbal and nonverbal communication skills in peer and dating relationships.

G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.

G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other trustworthy adults (for example: health care providers or law enforcement officers) About sexual health and responsibilities.

Sample Teaching Strategy and Activity

- The teacher assigns each student group to the same dating situation scenario to discuss and determine which communication method: “Verbal, Non-verbal, Refusal, Resistance, and Negotiation” is most effective for the situation.

Essential Question: Nutrition, and Physical Activity

- What are some local community programs and services that help individuals gain access to affordable healthy foods?

Sample Performance Indicator:

N-HS.3.3 Locate community programs and services that help others gain access to affordable healthy foods.

Sample Teaching Strategy and Activity

- Students select a local program (food banks, co-ops, soup kitchens, farmers’ market or ministries) to access information about how the service or program provides affordable and healthy food to people in the community.

High School Standard 5

The student will demonstrate the ability to use decision-making skills to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can alcohol and/or drugs affect a person's ability to make responsible decisions?

Performance Indicator:

D-HS.5.1 Analyze ways that ATOD affects an individual's thinking and decision making and therefore increases the risk of violence and other illegal activities.

Sample Teaching Strategy and Activity

- Students research the local community incidence of incarceration that results from ATOD use. They create a class graphic of the type of crime or offense committed while under the influence of ATOD. Local results are compared to national statistics.

Essential Question: Growth and Development

- How does a person decide when to take action to protect him or her-self from violence or abuse?

Performance Indicator:

G-HS.5.1 Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.

Sample Teaching Strategy and Activity

- Working in small groups, students write a skit that demonstrates steps to take in a decision making model that are necessary to seek help or leave an unhealthy relationship or situation. Emphasis should be placed on the important first step of "a call for action".

Essential Questions: Personal and Community Health

- When should decision-making be individual or collaborative?
- How can individuals use knowledge of body structure and function to make sound decisions related to personal health?

Performance Indicators:

P-HS.5.1 Examine barriers to healthy decision making.

P-HS.5.2 Justify when individual or collaborative decision making is appropriate.

P-HS.5.4 Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).

Sample Teaching Strategies and Activities

- The teacher assigns small student groups to review the steps of decision making process. Each group chooses a decision that many teens have to consider and apply the steps of the model.
- Students write and perform a skit that demonstrates decision making when preventing injuries or diseases including oral health.

Essential Question: Nutrition, and Physical Activity

- What are strategies for making healthier restaurant food choices?

Performance Indicator:

N-HS.5.1 Distinguish healthy from unhealthy foods on a variety of restaurant menus.

Sample Teaching Strategy and Activity

- The teacher brings menus and nutritional information to class from several local restaurants or the Internet. Working in small groups, students select two meals from the menu, one popular or typical meal choice and the other with healthier options. Students compare the nutritional information to determine which meal would be the healthier choice.

Sample Assessment Strategy

- Students make a list of at least five healthy menu options guide for eating at restaurants.

High School Standard 6

The student will demonstrate the ability to use goal-setting skills to enhance health.

Essential Question: Alcohol, Tobacco, and Other Drugs

- In what ways can short- and long-term goals be affected by ATOD use?

Performance Indicator:

D-HS.6.1 Predict ways that short- and long-term goals can be affected by ATOD use.

Sample Teaching Strategy and Activity

- The teacher assigns at least students to groups according to identified common long-term goals (graduating from college, moving to a resort location to start a business, family with children). The students write a fictional story of how their life proceeds into the future. One story has ATOD interference at some point in the life-span and the other does not. Students discuss possible alternative outcomes from the ATOD interference story.

Essential Question: Injury Prevention and Safety

- How can you plan to avoid unsafe situations?

Performance Indicator:

I-HS.6.1 Develop a plan to avoid unsafe situations and gang involvement.

Sample Teaching Strategy and Activity

- Students develop a list of personal behavior choices that might threaten personal safety? They create a rule to follow in each situation to make the situation safer. Examples might be to always have a highway flare and small highway cones in the car in the event that your car becomes disabled on the road. Another example is to plan to never be out alone after midnight.

Essential Question: Growth and Development

- What is the importance of setting a personal health goal for the reproductive system?

Performance Indicator:

G-HS.6.1 Set a personal goal to maintain the health of his or her reproductive system.

Sample Teaching Strategies and Activities

- Students write a letter to a fictional friend who they believe is sexually active. The letters must include information about the importance of informed decision making steps, consideration of future goals, and the benefits of choosing abstinence. After students have composed their letters they share the letter in small group discussion.

- Students write a personal goal statement to maintain or improve reproductive health. Suggestions for the statement may include; performing self-examinations; practicing abstinence and seeing a health care provider regularly.
- Students write a personal goal statement to maintain reproduce health. Suggestions for the statement may include; performing self-examinations, practicing abstinence and seeing a health care provider.
- Students develop or use a health behavior contract that focuses on reproductive health.

Essential Question: Personal and Community Health

- How can you develop a for the long-range plan to stay healthy?

Performance Indicator:

P-HS.6.1 Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family, history, and personal health behaviors.

Sample Teaching Strategy and Activity

- Students examine health related problems that they have had in the past ten years. They determine areas of susceptibility, such as a tendency to be accident prone when engaging in sporting events. They then determine what steps and precautions they need to take in the future to make engaging in the activity safer. An example might be to change sunscreen to a higher sun protection factor (SPF) rating to avoid sunburn in the future. Factors such as family genetics and history should be considered in determining the course of action to take.

Essential Question: Nutrition, and Physical Activity

- How can an individual set a goal to maintain a healthy diet?

Sample Performance Indicator:

N-HS.6.1 Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).

Sample Teaching Strategy and Activity

- Students write a goal statement or health behavior contract of things they can do to maintain a healthy diet. The plan should include reasons the plan is necessary, predictions of barriers to the plan, and solutions to overcome the barriers.

High School Standard 7

The student will demonstrate the ability to practice health enhancing behaviors and to avoid or reduce health risks.

Essential Question: Mental, Emotional, and Social Health

- What steps can you take to maintain a positive self-concept?

Sample Performance Indicator:

M-HS.7.2 Develop strategies for maintaining a positive self-concept.

Sample Teaching Strategy and Activity

- Students make a list of their top ten talents. They make a plan to utilize one of their talents at least one time during the next ten days.
- Students outline a month long plan for a personal make-over of a habit or behavior that wish to improve. The plan should include a time line and mini-goals along the way.

Sample Assessment Strategy

- The students write a paragraph to summarize how they used their skill or skills in a positive way.

Essential Questions: Injury Prevention and Safety

- How can an individual perform appropriate first aid and other emergency procedures for a given scenario?
- What are some ways to prevent personal and family injuries?

Sample Performance Indicator:

I-HS.7.1 Perform appropriate first aid and other emergency procedures for a given scenario.

I-HS.7.2 Develop injury prevention and treatment strategies for personal and family health.

Sample Teaching Strategies and Activities

- Students practice the first steps to take in an emergency situation.
- Students perform the steps of choking procedure and rescue breathing on a mannequin.
- Students plan the procedures to follow if involved an auto accident.
- Students rehearse emergency plans for severe weather or natural disasters.
- Students create first aid kit for home or auto.

Sample Assessment Strategy

- Using Red Cross criteria and rubric, students are scored for proper technique used to treat victims who are choking or not breathing.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can an individual deal with family, peer, and cultural pressure regarding ATOD?

Performance Indicator:

D-HS.7.1 Evaluate strategies for dealing with family, peer, and cultural pressure regarding ATOD.

Sample Teaching Strategy and Activity

- Groups of students compare and contrast the 1970's Nancy Reagan "Just Say No" message and methods and the 1980's police DARE program message. Post-research results have shown both programs to have been flawed. Students report as to the reason why it is believed the programs did not work.

Essential Question: Growth and Development

- What are the best ways to avoid situations that put you at risk for sexual abuse, harassment or violence?

Performance Indicator:

G-HS.7.1 Evaluate strategies for avoiding situations that increase the risk of sexual harassment, violence, and abuse.

Sample Teaching Strategy and Activity

- The teacher discusses protective measures and warning signs of violence in dating and relationship situations. Students create a story board to illustrate warning signs of dating violence and what to do in an abusive relationship.

Essential Question: Personal and Community Health

- How can an individual practice healthy behaviors that will improve the health of others?

Performance Indicator:

P-HS.7.1 Demonstrate a variety of health practices and behaviors that will maintain or improve the health of him or herself and others.

Sample Teaching Strategy and Activity

- Students generate a list of examples of a person's choice of healthy behaviors that can impact the health of others. The students list the health benefits of the listed behavior on others. Examples of behaviors are cooking a healthy meal for the family, and obeying the speed limit and traffic signs when driving with a car full of passengers.

Essential Question: Nutrition, and Physical Activity

- How can an individual develop and implement a wellness plan that meets the federal dietary guidelines and federal physical activity guidelines for Americans?

Performance Indicator:

N-HS.7.1 Develop and implement a wellness plan that meets the federal dietary guidelines and the federal physical activity guidelines for Americans.

Sample Teaching Strategy and Activity

- Over a several week period, students create a wellness plan that emphasizes healthy eating and adequate physical activity. Internet sources such www.healthierus.gov or www.choosemyplate.gov can be used to help create the plan.

Sample Assessment Strategy

- Students write or give a summary of how they implemented the plan including a summary of what worked, what did not work, and what they did or plan to do to make healthier choices.

High School Standard 8

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Essential Question: Injury Prevention and Safety

- How can an individual promote disaster preparedness in the home, school, and community?

Performance Indicator:

I-HS.8.1 Advocate for disaster preparedness in the home, school, and community.

Sample Teaching Strategy and Activity

- The teacher divides the class into three groups representing the home, school, and the community. Each group creates a way to promote disaster preparedness plans for their assigned area using posters, brochures and public service announcements. Projects are displayed throughout the school or community.

Essential Question: Alcohol, Tobacco, and Other Drugs

- What are some ways to encourage positive alternatives to ATOD use?

Performance Indicator:

D-HS.8.1 Examine ways to encourage positive alternatives to ATOD use.

Sample Teaching Strategy and Activity

- Working in groups, students form an anti-drug, alternative rock band. Their task is to write one song with persuasive lyrics that deal with the harmful influences and effects of one illegal drug. The bands create a colorful CD label to promote their message. <http://www.discoveryeducation.com/teachers/free-lesson-plans/deadly-highs.cfm>

Sample Assessment Strategy

- One rock band is selected to present and promote their message to younger grade levels of students.

Essential Question: Personal and Community Health

- What can an individual do to advocate for the promotion and protection of a healthy environment?

Performance Indicator:

P-HS.8.1 Advocate for the promotion and protection of a healthy environment.

Sample Teaching Strategies and Activities

- Students make a list of things a person can do on a regular basis to protect the environment. Ideas are shared with the class to create a list with a title such as, “Top 10 Ways to Save the Planet.” The list is recreated with artwork and graphics and is distributed throughout the school and community.
- Each class adopts an “earth friendly” semester project to do at school or in the community, such as recycling, planting trees, reducing electricity consumption, or picking up trash. Local television and radio stations and the local newspaper are contacted to help promote the environmental health effort.

Essential Question: Nutrition, and Physical Activity

- What are some ways to encourage others to make healthy eating choices and to increase their level of physical activity?

Performance Indicator:

N-HS.8.1 Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

Sample Teaching Strategies and Activities

- Students create a message, slogan, video or poster to encourage others to eat healthy and move more. The messages are displayed around the school or community.
- The students determine ways to volunteer, make donations, assist, or promote a community program that helps with the nutritional needs of others.

Resources

ATOD

Bronson, Mary H., and Merki, Don. *Glencoe Health*, 9th Edition, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Friedman, David P., Stine, Curtis C., and Whalen, Shannon. *Holt Lifetime Health*. Austin: Holt, Rinehart and Winston, 2007. (Including the Teacher's Edition (TE) and Teacher Supplemental Materials).

Meeks, Linda, Heit, Philip, and Page, Randy. *Meeks Heit Health & Wellness*, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

<http://www.discoveryeducation.com/teachers/free-lesson-plans/deadly-highs.cfm>

Video Resources: *Holt Lifetime Health*: "Alcohol," "Tobacco," "Illegal Drugs."

Glencoe Health: "The Human Body: Brain and Nervous System"

Growth and Development

American Cancer Society resources for cancer self-examinations

Bronson, Mary H., and Merki, Don. *Glencoe Health*, 9th Edition, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Friedman, David P., Stine, Curtis C., and Whalen, Shannon. *Holt Lifetime Health*. Austin: Holt, Rinehart and Winston, 2007. (Including the Teacher's Edition (TE) and Teacher Supplemental Materials).

Meeks, Linda, Heit, Philip, and Page, Randy. *Meeks Heit Health & Wellness*, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Video Resources. *Holt Lifetime Health*: "Abstinence"

*The Nine Month Journey** (14 minutes) Sunburst Communications, Milner-Fenwick, 1988. ISBN 0-7805-4267-3

*The Miracle of Life** (60 minutes) PBS NOVA series, 2001. Video available or online www.pbs.org/wgbh/nova/miracle/program.html

Injury Prevention & Safety

Bronson, Mary H., and Merki, Don. *Glencoe Health*, 9th Edition, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Friedman, David P., Stine, Curtis C., and Whalen, Shannon. *Holt Lifetime Health*. Austin: Holt, Rinehart and Winston, 2007. (Including the Teacher's Edition (TE) and Teacher Supplemental Materials).

Meeks, Linda, Heit, Philip, and Page, Randy. *Meeks Heit Health & Wellness*, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

ITV Link, Streamline SC. Available online: www.itv.sctv.org "Xpress: Safety for Students" 2 lessons, 27 minutes each. "Safe Student School Scenarios" 7 lessons, 24-28 minutes each. American Red Cross

Personal and Community Health

Bronson, Mary H., and Merki, Don. *Glencoe Health*, 9th Edition, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

Friedman, David P., Stine, Curtis C., and Whalen, Shannon. *Holt Lifetime Health*. Austin: Holt, Rinehart and Winston, 2007. (Including the Teacher's Edition (TE) and Teacher Supplemental Materials).

Meeks, Linda, Heit, Philip, and Page, Randy. *Meeks Heit Health & Wellness*, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

ITV Link, Streamline SC. Available online: www.itv.scetv.org

“Talking Trash” 3 lessons, 15 minutes each.

“Earth Day Specials” 9 lessons, 27-60 minutes each.

Nutrition & Physical Activity

- Bronson, Mary H., and Merki, Don. Glencoe Health, 9th Edition, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

- Friedman, David P., Stine, Curtis C., and Whalen, Shannon. Holt Lifetime Health. Austin: Holt, Rinehart and Winston, 2007. (Including the Teacher’s Edition (TE) and Teacher Supplemental Materials).

- Meeks, Linda, Heit, Philip, and Page, Randy. *Meeks Heit Health & Wellness*, New York: Glencoe/McGraw-Hill, 2005. (Including the Teacher Wraparound Edition (TWE) and Teacher Supplemental Materials).

- Glencoe Health: Video Resources “Nutrition for Active Fitness” 20 minutes

- ITV Link, Streamline SC. Available online: www.itv.scetv.org

“Nutrition Basics: Why Food Matters.” 7 lessons, 20-25 minutes each.

“Eat Smart Move More SC Shorts.” 6 lessons, 30 seconds each.

“Daily Food Choices for Healthy Living.” 22 minutes.

Websites: American Heart Association at www.americanheart.org; The American Dietetic Association at www.eatright.org; The US Department of Agriculture at www.usda.gov or www.choosemyplate.gov; The Executive Office of the President and the US Department of Health and Human Services at www.healthierus.gov
<http://www.cfaitc.org/foodsafety/pdf/foodsafety.pdf>