

Randolph Township School District

**Health Education
K-8**

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Board of Education Approved:

TBA

Randolph Township Schools

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Randolph Township Schools

Mission Statement

It is the mission of the Randolph Township Schools to help prepare all our students for further education, productive work, responsible citizenship and personal fulfillment. Toward that end, we will provide students with educational experiences that enable them to acquire the knowledge and develop the thinking and problem-solving skills necessary for a lifelong process of learning. We will guide all students in discovering, valuing and developing their unique talents in order to realize their potential.

**EDUCATIONAL GOALS
RANDOLPH TOWNSHIP BOARD OF EDUCATION
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first.
- Mutual respect and trust are the cornerstones of a learning community.
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members.
- A successful learning community communicates honestly and openly in a non-threatening environment.
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways.
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences.
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth.

Randolph Township Schools

Introduction

Health/Physical Education is a tool by which our students can realize the benefits of further education, productive work, responsible leadership, and personal fulfillment. Toward that end, we will provide students with educational experiences that enable them to acquire knowledge and the ability to apply reasonable development of communication, problem-solving, and decisions making skills, to experience the benefits of learning and the values of wellness pursuits. We will guide all students in discovering, valuing, and developing their unique talents in order to realize their potential and foster a commitment to a lifetime of personal wellness as a health-literate and physically educated citizen.

Randolph Township Schools

Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph township School district ensures that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment. The Curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

GRADE K

Content Standard: 2.1.2

Cumulative Progress Indicator: A, B

UNIT TITLE: ***BODY SYSTEMS***

OBJECTIVES: **2.1.2 A – 1, 2**
 2.1.2 B - 1

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. HEART HEALTHY

Trace a body outline and attach it to a wall in the classroom. Ask students where a person's heart is located and have students tell you where to place a picture/drawing of a heart. Place the heart in the correct location and ask each student to place his/her hand over his heart to feel it beating. Use a stethoscope to allow each child to hear his/her own heartbeat and that of another classmate. Explain that the sound means the heart is similar to a pump and it is pumping blood throughout the body. Explain that blood carries important things like oxygen to all parts of the body.

Ask students what they do to keep their muscles in shape. Correlate the idea that exercise of the body is exercise for the heart. Explain how exercise helps the heart to pump better. Ask the class if they know other ways to keep the heart healthy. List these on the board. Finish the activity by having each student write, "I will keep my heart healthy by ..."

*Use this activity when introducing each body organ, (e.g. brain, stomach, lungs)

VARIATIONS:

1. Create a smock or apron with Velcro attached in areas where important body organs are located. Laminate pictures of the body organs and have students attach them to their smock using Velcro. Discuss how the body organs work together to keep you healthy.
2. Give each student a small outline of a child's body. Have students draw certain body organs (e.g. brain, heart, stomach, lungs) on the outline. Then have each student locate pictures in magazines that show healthy habits and activities that have a positive effect on body organs. (e.g. exercising, eating healthy foods, not smoking). Arrange the pictures and the drawings on a bulletin board display.
3. Some students will be able to trace the blood flow inside the heart and add blood vessels to their drawings.

TEACHER TIP

Any time a discussion of blood and body fluids are presented, use the opportunity to reinforce good hygiene practices, such as, hand washing and caution students about touching anyone’s blood.

2. AS I GROW UP

Hang a clothesline from one end of the classroom to the other. Bring in clothing of various sizes from infant to adult and hang the clothes on the line in chronological order. Ask students: “What is different about the clothing? Can you tell how old a person was that wore the clothing?” Lead the students into a discussion of growth and explain that all of us wore very small infant clothes at one time and now we have moved on – or grown to need bigger clothes. Ask students: “How have you changed from infancy to preschool? From last year? From last month? Since yesterday?”. Reinforce that as we change we also learn new things that help us to stay healthy and happy. Have students write a brief prediction of how they think they will change by the end of the school year.

VARIATIONS:

1. Have students draw a family portrait and discuss family traits, such as, eye color, hair color, and height.
2. Allow students to play dress-up in adult attire and tell their classmates what they think they will be when they grow up. Have the students draw a “Then and Now” picture describing their predictions. Older students can write a brief paragraph describing the portrait.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Teacher Generated	Clothesline
Body Outline	Clothing from Infancy
Stethoscope	to Adult
Picture/Drawing of a heart	
Smock or Apron	
Pictures of Body Organs	

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Four, 30 minute sessions

GRADE K

Content Standard: 2.2.1
2.2.2

Cumulative Progress Indicator: F, D
Essential Learnings: K-1

UNIT TITLE:

COMMUNICATIONS

OBJECTIVE:

2.1.2 F - 2, 3, 4
2.2.2 D - 1

RATIONALE: *Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships and contribute to wellness.*

LEARNING ACTIVITIES:

1. WHAT IS STRESS?

Write the word stress on the board and define it as a feeling a person gets when they are faced with pressure. Explain that when a person feels stress his/her body goes through certain physical changes such as, the heart beats faster, they start to sweat, they get nervous and sometimes confused.

Ask how many students have ever felt like that. After a show of hands, ask students: “What kinds of situations might make you feel stress?” List responses. Explain that you will read to them a story, such as, Little Miss Muffet. Tell the students that during the story they need to listen very carefully for signs that the character was experiencing stress.

After the story, select students to role play the story. Ask the class, “What was Little Miss Muffet feeling when she saw the spider? What did she do? Would you react in the same way?. Discuss that sometimes people are not prepared to deal with stress but they can learn how to cope with it in healthy ways.

Divide the class into small groups and provide each group with a situation that might produce stress (e.g., taking a test, speaking in front of the class, trying out for the team). Students discuss how the situation might make them feel and the outline ways to deal with the stress. Students report back to the class and discuss whether the ways students selected are healthy ways to manage stress.

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

The Book: Little Miss Muffet

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute session

GRADE K

Content Standard: 2.4.2

Cumulative Progress Indicator: B

UNIT TITLE: ***HUMAN DEVELOPMENT***

OBJECTIVE: ***2.4.2 B – 1***

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individual take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. I WANT TO BE SOMEBODY NEW

Read the book, I Want to be Somebody New, by Robert Lopshire. This story illustrates some of the different feelings children face as their bodies begin to grow and develop. It also emphasizes the importance of liking themselves for who they are.

Use the following questions as a guide to discuss the story.

1. What are some of the important things you learned about growing from the story?
2. What did you learn from Spot about appreciating the size, shape, and color that you are?
3. Why do you think Spot wanted to be somebody new? (To be different, to be a different size, shape, or color that he thought was nicer than his own)
4. What did Spot try to be? (An elephant, a giraffe, a mouse) What are some of the problems with being somebody new?
5. (He couldn't do the things he used to do, he missed being himself)
6. Why did Spot finally decide that being himself was the best of all? (Spot and his friends realized that Spot was the best he could be when he was himself)
7. Have you ever wanted to be somebody new? Explain.

2. UNIQUE AND SPECIAL

Children will create one-of-a-kind paper snowflakes, or decorate a unique piece of nature to reinforce the importance of being unique and special.

Have children fold an 8 1/2" x 11" paper in half, then in half again. (4 equal quarters) Have them cut patterns on the folded quarter of paper to create a unique snowflake. Do not cut along the fold.

DISCUSS:

1. Has anyone ever seen a real snowflake? What did it look like? (Encourage children to catch a falling snowflake on dark colored construction paper sometime to see how unique snowflakes really are)
2. Is any snowflake the same as any other? (No, this is the beauty of snowflakes, animals, and people. We are all unique and special, even twins!)
3. Children can also collect leaves, pinecones, or other items from outdoors to explore how unique and special all living things are.

3. BODY PORTRAITS

Children will create individual body portraits to demonstrate their unique sizes, shapes, and characteristics.

1. Distribute art materials, and have children divide into pairs.
2. Have them lay down to trace one another on the large sheet of paper.
3. Decorate the body portraits to illustrate children's features, favorite outfits, and facial expressions.

Example:

- Macaroni for short, brown/blond curly hair. Yarn for long hair.
- Red swatch of cloth for a favorite shirt.
- Smiling face for happy disposition.
- Brown construction paper for big brown eyes.

Complete Work Sheets: Growing and Parent Activity

ASSESSMENT STRATEGIES:

Written Tests	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

- Book: I Want to be Somebody New, by Robert Lopshire
- Paper, scissors
- Leaves, pinecones, or other pieces of nature
- Large paper for tracing children's bodies
- Decorative trim: cloth, yarn, uncooked macaroni
- Crayons, markers, construction paper, glue

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Six, 30 minute sessions

GRADE K

Content Standard: 2.1.2

Cumulative Progress Indicator: B, C

UNIT TITLE: *HUMAN DEVELOPMENT*

OBJECTIVE: *2.1.2 C - 1*
B - 2

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. THE PUPPET’S HEALTH RIDDLE

Have a Puppet read the following riddle to the class. Have students guess the answer.

The Puppet’s Health Riddle

HEALTH RIDDLE - You do this every day
 And every single night

 Every time you gain a pound
 Or add an inch in height

 If you want to know the secret
 Of how to do it best

Eat right, and exercise
sure to get your rest!

And be

What Is It? Growth

Have children take turns using the puppet to describe what **growth** means.

Growth: When the body and mind grow and mature.

ASSESSMENT STRATEGIES:

Written Tests	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Growth Chart
Scale
Tape measures
Erasable pen
Puppet

SUGGESTED NUMBER OF CLASSES OR LESSONS:

One, 30 minute session

GRADE K

Content Standard: 2.1.2
2.2.2
2.4.2

Cumulative Progress Indicator: E, A

UNIT TITLE: ***HUMAN DEVELOPMENT***

OBJECTIVES: ***2.1.2 E – 2, 4***
 2.2.2 D – 1
 E – 1, 2
 2.4.2 A - 4

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. PERSONAL SAFETY SHIELD

For a more durable shield, cut simple vests from burlap or felt, and glue or sew at sides.

Children will be creating personal shields to demonstrate their knowledge about avoiding harmful behavior.

To make safety shields from bags:

- A. Turn the bag upside down and cut a hole for the head at the top. Cut holes for the arms on each narrow side of the bag.
- B. Have children decorate and trim their shields with pictures of good touch and positive behavior. (e.g., having fun outdoors, hugging, playing, smile face, stickers)
- C. While creating their stickers, have children discuss how to keep involved in positive or healthy behavior, and stay away from hurtful actions.
- D. Invite each child to explain his or her Personal Safety Shield to the class.

2. PRACTICING SAFETY SKILLS WITH A PUPPET

Have children practice personal safety skills using a puppet and the following role-play scenarios.

Helping the Puppet Scenarios

What should the puppet do in each of these situations?

He is riding the swings at school, when another child pushes him off.

He accidentally bumped into someone while going to the water fountain.

He overheard a friend calling him a tattletale and it hurts his feelings.

He was walking to his friend's house when a stranger walked up and offered him a bag of cool toys.

He was on his way home from school when a woman pulled up and explained that his mom asked her to pick him up and bring him home.

A neighbor asked him to come into his house for a minute, and not to tell his parents.

For all scenarios where there is danger of personal injury, have children practice assertively saying, **No, Run away,** and **Tell a trusted adult.**

ASSESSMENT STRATEGIES:

Written Tests	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Grocery bag or burlap or felt cloth,
Decorative trim: sparkles, stars, ric-rac, stickers
Crayons, markers, glue, scissors
Magazines

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Four, 30 minute sessions

GRADE K

Content Standard: 2.1.2
2.2.2
2.4.2

Cumulative Progress Indicator: A, D, E, F

UNIT TITLE: ***HUMAN DEVELOPMENT***

OBJECTIVES: 2.1.2 F- 2
 2.2.2 D – 1
 E – 1, 4
 2.4.2 A – 4, 5

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well being of others.

LEARNING ACITIVITIES:

1. HITTING AND HURTING

Read Hitting and Hurting, by Dr. Frank MacHovec. The Aware Bears will be helping children to understand and avoid hitting and hurting others through teasing, pranks, bullying, and other unkind behavior.

Use the following discussion questions as a guide to discuss the story.

DISCUSS:

1. What happened to Li? (He got yelled at unkindly and hit by a stick for walking on someone’s lawn to smell the flowers)
2. What kind of behavior is this? (Hurtful or unkind)
3. Can you think of other types of hurtful behaviors? (Hitting, pulling, mean jokes or pranks on others, bullying, teasing, hurting someone’s feelings)
4. How do you think Li felt? (Sad, hurt, guilty, unloved, unfairly treated)
5. What did Li’s friends do to help him feel better? (They hugged him and reassured him that the man had no right to hurt him, even if he did do something wrong)

ASSESSMENT STRATEGIES:

Written Tests	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Book: Hitting and Hurting by Frank MacHovec

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute session

GRADE K

Content Standard: 2.1.2

Cumulative Progress Indicator: A, D, E

UNIT TITLE:

RESPONSIBLE BEHAVIORS

OBJECTIVES:

***2.1.2 A – 1, 2
D – 1, 4
E – 2, 4***

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. WASH AWAY THOSE GERMS

Pose this question: “When should you wash your hands?” Write the students’ responses on the chalkboard. Tell the students that they are going to experience a demonstration that will show them the importance of washing their hands. Ask for a volunteer. As you rub petroleum jelly on the child’s hands, tell the students that all humans have oils on the surface of their skin. The petroleum jelly represents these oils. Tell the student to place his/her hands in a dish that contains sand. The sand will stick to his hands. Tell the students that the sand represents the many germs that live on objects, on our skin, and in the air all around us. Now ask the child to rinse his/her hands in a basin of water, without soap. Have the child show the class that the oil and sand remains on his/her hands. Ask the students: “What does this tell us about the germs on our hands? What do we need to really get our hands clean?” They should all respond, “soap.” Now have the volunteer wash his/her hands in warm water using soap. Ask the students to describe the difference. Culminate the activity with the school nurse demonstrating proper hand-washing techniques and allow each student to practice.

VARIATION: Correlate this activity with a science activity that shows how soap molecules break up oily substances. Use dishwashing soap and laundering clothes as examples.

2. BEWARE: BODY FLUIDS

One hour before the lesson, prepare a shiny red apple by cutting a small plug from it. (Save the piece to be reinserted). Place several drops of red food coloring inside the apple and replace the plug so that the cut is not obvious.

At the beginning of class, introduce the class to the apple (put a smiley face on it if you wish), being sure to hide the area previously cut. As you circulate around the room, ask if any students would like to take a bite out of this nice juicy apple and ask if that's the normal appearance for an apple. Explain to the students that one cannot make a judgement based on appearances. When you look at some people, you may never know by their looks if they have a disease that could be spread to others. In some cases, people do not even know they have such a disease.

Draw an outline of the human body on the chalkboard and indicate the various kinds of body fluids that students might come in contact with. Talk about the kinds of injuries that may occur on the playground or bus where a student might bleed or times in class when students might spread germs through sneezes or coughs. Discuss the proper procedures when dealing with such incidents.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Petroleum Jelly
Sand
Soap and Water
Red Apple
Red Food Coloring
Book: Germs Might Make Me Sick by Melvin Berger

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three - four, 30 minute sessions

GRADE K

Content Standard: 2.1.2

Cumulative Progress Indicator: A, B, E
Essential Learnings: K-1

UNIT TITLE: *WELLNESS*

OBJECTIVES: *2.1.2 A - 1, 2*
B - 1
E - 1

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. GOOD HEALTH PUPPET

Begin the lesson by asking the students: "What health habits do you practice everyday?" List their responses on the chalkboard. The class will design puppets and will use them to tell others about positive health behaviors they practice. Supply students with a picture of a familiar object (apple, valentine, circle) which has a happy face on it. Students color and cut out the object and paste the face on a brown paper lunch bag to make a puppet. Divide the class into small groups and allow the students a few minutes to have their puppets share healthy habits with the group. For example, puppets can communicate, "I always eat my vegetables." Reconvene the class, have a few volunteers share their puppets "advice" and add to the list of healthy habits. Display the puppets and use them on a regular basis to reinforce healthy habits.

VARIATION: Have students select a healthy name for their puppet, e.g., Ernie Exercise, Franny Fit or Wendy Wellness. Have each student share a health habit that relates to the name of the puppet. Videotape the presentations and play them periodically for the class to remind them of their positive health habits.

2. HEALTH PUZZLE

Prepare a shape or an object, such as a heart, triangle or rectangle on a piece of paper. Divide each shape into several irregular sections to form a puzzle. Tell the students to draw an example of a positive health habit in the shape. After completing the picture, students glue the picture on oak tag or construction paper and then place the puzzle pieces in an envelope. On the envelope, write a brief clue about the puzzle for his/her parent or guardian (e.g., if the puzzle illustrates eating vegetables the clue might be, "You'll be green with envy when you solve my puzzle"). Have the children take their puzzle home.

VARIATION: For some children, using larger puzzle pieces is advantageous.

3. HEALTHY CHOICE MAZE

Copy and distribute Promoting Health Maze. This activity gives children an opportunity to practice making healthy choices. Have children help the school mascot or a puppet find a safe and healthy route through the maze by making healthy personal choices. Sum up this activity by discussing each safe and unsafe route through the maze.

SAFE

child wearing a seatbelt
child crossing with crossing guard at crosswalk
child exercising

UNSAFE

child opening poison bottle
child eating unhealthy foods
child running down stairs and falling

4. CHOOSING HEALTHY BEHAVIORS

Have children take turns using a puppet to practice making healthy choices in the following challenging situations.

Helping The Puppet Scenarios

How would you help the Puppet with this problem?

- The Puppet is at a crosswalk, but there is no crossing guard.
- The Puppet is walking home from a friend's house, when it begins to thunder.
- The Puppet wanders over to the toy section while shopping with his Dad, and now he feels lost and alone.
- The Puppet missed the school bus and his parents have already left for work.
- A friend of the Puppet said that his new sneakers are "uncool", and he should get rid of them.

ASSESSMENT STRATEGIES:

Written Tests	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Teacher generated

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Five, 30 minute sessions

GRADE K

Content Standard: 2.1.2

Cumulative Progress Indicator: A, B

UNIT TITLE: *WELLNESS*

OBJECTIVES: **2.1.2 B – 2**
A - 1

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. GROWTH CHART

1. Pair off children and have them compare height, weight, and arm length.
2. Have children discuss the following:
 - A. Is anyone exactly the same size as anyone else? (We all grow at different rates, that is, what makes growth special and unique).
 - B. What can we do to promote healthy growth? (Eat healthy foods, exercise, get enough rest).
3. Explain that healthy growth is an important part of keeping healthy. Have students help to hang a Growth Chart exactly 3 feet up from the floor (measurements begin at 3 feet so that each child’s growth will be more visible).
4. Distribute art materials. Have children create personal growth markers to chart individual growth throughout the year.
5. Have children take turns being measured, then placing their growth markers at the appropriate spot on the Growth Chart. Date the measurements and add student weights if a scale is available.

6. Continue to chart personal growth at the end of each month so that children can see the changes in their growth over the year.

ASSESSMENT STRATEGIES:

Written Tests	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Growth Chart
Individual Growth Markers
Scale
Tape Measure

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE K

Content Standard: 2.1.2
2.3.2

Cumulative Progress Indicator: D, A

UNIT TITLE: *WELLNESS AND MEDICINES*

OBJECTIVE: *2.1.2 D – 1, 3, 4*
2.3.2 A – 1, 2, 3

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependence, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

TEACHER TIP:

In order for students to understand the concept of wellness, the teacher must clearly define the term. Wellness is the integration of social, mental, emotional, spiritual, and physical health at any level of health or illness. Wellness includes feeling good about one’s self, sharing with others, having positive relationships with others, laughing, learning, and growing. Wellness focuses on the positive things one can do to feel happy and healthy. Teachers will need to modify the definition of wellness to address the cognitive and developmental levels of students.

LEARNING ACTIVITIES:

1. FEELING WELL

Tell the class that they are going to learn about wellness. After distributing a piece of paper and crayons to each student, write the word “wellness” on the chalkboard. Ask the students to close their eyes and imagine a time when they feel well. Use prompt questions such as:

1. How does your face look when you feel well?
2. Where are you? on a beach? with family or friends? playing a game? listening to music?

Direct the students to open their eyes and draw a picture of themselves feeling well. When the drawings are completed, display the pictures in the classroom and use them to introduce the elements of wellness (identify such concepts as happiness, laughing, exercising, being loved). After the discussion, have the students complete a slogan such as:

I feel great when ...

Wellness means ...

Display the completed statement with the drawings.

VARIATION: Kindergarten students may create a “Feeling Well Face” using a paper plate, crayons, and scraps of fabric and yarn rather than creating a self-portrait or scene.

2. THE AWARE BEARS: WE MUST SAY NO

Read the book, We Must Say No, by Frank MacHovec. The lovable Aware Bears, two pandas from China, introduce to the children the difference between medicines and other drugs, and illustrate the importance of avoiding harmful drug use.

Use the following questions as a guide to discuss the story.

1. What is this story about? (Have children retell the story, emphasizing the importance of drug use).
2. Should you take medicine from anyone? (Only parents, doctors, nurses, and other trusted adults should give you medicine).
3. Do you need to take medicine every time you are sick? (No, many times rest or a healthy meal is all that is needed to feel better).
4. What did Sly Rat try to give Li and May-Ling? (Something special that would make them feel better).
5. Why did May-Ling say, “No thank you”? (Her mother had told her she must not take anything from strangers. She knew it might be dangerous).
6. Are strangers the only ones that might try to convince us to use drugs? (NO)
7. Why did May-Ling and Li run home and tell their parents about their experience with Sly Rat? (It is important to turn to reliable adults for help and communicate openly so you can receive good information).
8. What are some of the drugs you learned about from the Aware Bears? (Cigarettes and alcohol).
9. Is it sometimes hard to say “No”? (Yes, especially to our friends. But with practice, saying no to dangerous things becomes easier).

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Book: The Aware Bears: We Must Say No by Frank MacHovec
Paper and Crayons
Paper Plates
Fabric
Yarn

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 1

Content Standard: 2.1.2
2.2.2
2.4.2

Cumulative Progress Indicator: A, B, C, D,
E, F

UNIT TITLE: *COMMUNICATION*

OBJECTIVE: *2.1.2 A – 1*
 B – 2
 2.2.2 A – 1-4
 B – 1, 2
 C – 1
 D – 1
 E – 1-5
 F – 1, 2
2.4.2 A – 1-5

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. WAYS TO COPE

In the lesson above, students generated a list of ways to deal with stress. Write on the board two columns: healthy and unhealthy. Write the strategies from the students list on 3x5 cards and distribute them to the students. Using a whip around activity, go around the room and ask each student to read his/her card to the class and place it in the proper category. If the student puts the card in the wrong column, clarify and ask another student to justify the change. After the strategies are located in the correct spot, introduce the term coping strategies. Explain that learning how to cope or take care of the stress is an important aspect of being healthy.

VARIATIONS:

1. Students make a list of healthy coping strategies for different situations and draw pictures to illustrate the actions.
2. Students create a Healthy Coping poster, identifying positive ways to deal with stress.
3. Use puppets to portray healthy coping strategies.

TEACHER TIP

The school media specialist can help identify stories that illustrate young children dealing with stress in positive ways.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Optional Storybook:

“The Tenth Good Thing About Barney” by Judith Viorst (Aladdin Paperbacks, 1988).

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 1

Content Standard: 2.1.2
2.2.2

Cumulative Progress Indicator: A, B, C, D, E

UNIT TITLE: ***DECISION MAKING AND REFUSAL SKILLS***

OBJECTIVE: ***2.1.2 A – 1***
 E – 1 - 5
 2.2.2 A – 3, 4
 B – 1, 2
 C – 1
 D – 1
 E – 1-5

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. DECISION MAKING STEPS

Students design a poster that outlines the steps of decision making. One easy method for students to remember is the DECIDE model:

Determine the question
Examine the choices
Collect information and identify influences
Investigate consequences
Decide
Evaluate

Students share the poster with classmates and then take it home to post in their room as a constant reminder of the steps.

2. AN ACCIDENT WAITING TO HAPPEN

Explain that students make some very important decisions about health every day. Brainstorm some of the decisions and write on the board (e.g., eating, crossing street, clothing, brushing teeth, wearing a seat belt). Then show slides or photos of situations that might cause harm if the wrong decision is made (e.g., a child getting ready to cross the street, a child on a bike, a child looking at a pack of matches). In each case, ask the students what might happen if the child makes the wrong choice and how the ‘accident’ can be prevented. Divide the class into small groups and give each group a photo or

picture. Each group uses the decision making model to determine the child’s choice. Each group presents their ideas to the class.

VARIATION: Students draw a comic strip that shows what can happen when you make a good and bad decision. Share with classmates and post.

3. MAKING CHOICES

Give each student a sheet of red paper and a sheet of green paper. Print NO on the red paper and YES on the green. Tell them you are going to ask them to make choices. If the choice is safe, smart and healthy, they hold up the green paper. If the choice is unsafe, not smart or unhealthy, they hold up the red paper. For each statement, ask students to explain their answer.

Possible examples:

- Let's run across the street.
- Let's eat an apple.
- Let's play with these matches.

Complete the activity by discussing ways to improve the NO responses.

TEACHER TIP

So that students use the methodology consistently and correctly, it is important that all school staff teach and reinforce the same decision making model. The terminology must be clearly defined, used consistently and reinforced on a regular basis.

ASSESSMENT STRATEGIES:

- | | | |
|------------------|-----------|---------------|
| Written Test | Worksheet | Journal Entry |
| Class Discussion | Project | Role Play |
| Review Game | Other | |

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Four, 30 minute sessions

GRADE 1

Content Standard: 2.3.2

Cumulative Progress Indicator: A, B, C

UNIT TITLE: ***DRUG ABUSE PREVENTION***

OBJECTIVE: **2.3.2 A – 1, 2, 3**
 B – 1-5
 C – 1, 2

RATIONALE: Health-literate and physically educated students know the long and short term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

INTRODUCTION

Tobacco is responsible for more death and disability than all other drugs combined. While cancer deaths of all other types continue to decline, tobacco-related cancers continue to rise. In fact, for fifty plus years breast cancer death (unrelated to tobacco use) was the leading cancer killer among women. Now however, after years of increased usage of tobacco by women, lung cancer has surpassed breast cancer as the leading cancer death.

Despite these statistics, young people continue to take up smoking and smokeless tobacco use at alarming rates. Indeed, after several years on the decline, tobacco use is on the rise again among young adolescents, particularly, teenage females. Tobacco use is beginning at earlier ages than ever before, with the majority of first use by age 11.

It is imperative that our prevention measures begin as early as possible and continue into adulthood. Prevention skills must focus on empowering students with knowledge, skills and motivation to recognize, resist and refuse the temptation to use tobacco.

To accomplish these goals, first graders will be introduced to the dangers of tobacco, explore personal attitudes and knowledge, then practice resistance, refusal and avoidance skills through a combination of hands on experiences.

1. LEARNING ABOUT TOBACCO DANGERS

Purpose: To illustrate the dangers of tobacco use, including emotional and physical health consequences.

Skills: Critical thinking, decision making, personal responsibility.

Work with students to elicit a definition of tobacco. Tobacco: a large brown leafy plant that contains the drug nicotine.

Have students list all the things they know about tobacco, including different tobacco products, health effects, and laws. This provides a good baseline of tobacco knowledge.

Show the video *Dusty the Dragon* (HPW kit). This video uses animated characters, including Dusty the Dragon, to portray the temptations to try tobacco and the health effects to organs including lungs, heart and teeth.

Review important concepts presented in the video using the following discussion questions as a guide:

Why did Dusty want to learn about tobacco?

What do you know about tobacco?

Who taught Dusty about the dangers of tobacco?

Who helps you make important choices and decisions?

What new things did you learn about tobacco from Dusty?

If someone you love uses tobacco, are they bad? (No; it is the drug that is bad, not the person. Most people who use tobacco would like to stop – we need to help support them)

2. MEDIA INFLUENCE

Purpose: To recognize that media greatly influences personal decisions and to be alert to media influences.

Skills: Decision making, critical thinking, assertiveness, communication, self-concept

UNCOOL TO SMOKE

Display several advertisements for tobacco products.

Discuss the advertisements with students. Point out the ways advertisements try to convince people to buy their product. For instance, ads show attractive, well-dressed people having fun. The message is that smoking is fun and attractive. (other examples: smoking is cool, all young people smoke).

Distribute art materials. Divide the class into groups. Have each group create its own honest tobacco ad, showing the truth about the dangers of tobacco use.

ASSESSMENT STRATEGIES:

Written Test

Worksheet

Journal Entry

Class Discussion – Lesson 1

Project – Lesson 2

Role Play

Review Game

Other

RESOURCE MATERIALS:

Lesson 1: Video: Dusty the Dragon ETR Associates Title No. 487 1990

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 1

Content Standard: 2.2.2

Cumulative Progress Indicator: A, B, C, D

UNIT TITLE: ***HARMFUL AND HELPFUL SUBSTANCES***

OBJECTIVE: **2.2.2 B – 1, 2**
 C – 1
 D – 1
 2.3.2 A – 1-3
 B – 1-5
 C – 1, 2

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. AVOIDING HARMFUL THINGS

Purpose: To differentiate between helpful and harmful substances, including poisons.

Skills: Critical thinking, decision making, interpersonal relations

This activity requires the preparation of 3 shoe boxes (or equivalent size boxes). First, cut an opening across the top of each box, approximately 5 inches across and ½ inch wide for inserting 3”x5” pictures.

Have students decorate one box top with a healthy (happy) face; one with an unhealthy (sad) face; and the third with the poison sign (refer to Activity 1).

Copy and distribute Student Activities 14-18, Harmful and Helpful Substances (Student Masters). Have students color and identify the pictures. Then cut the pictures out to place in the boxes.

*Depending on student abilities, you may want to create only 2 boxes: one healthy and the other unhealthy. This limits confusion.

Place the boxes in the front of the room. Explain each box as follows:

HEALTHY BOX: Things in this box are good for you.

UNHEALTHY BOX: These items should be used in moderation, but they are not poison.

POISON BOX: Eating or drinking things from this box is extremely dangerous and may harm your health.

HEALTHY

apple strawberry
pear cheese
milk broccoli
pretzel banana
aspirin*

UNHEALTHY

soda candy
coffee sundae
aspirin* chips

POISON

poison bleach
mixed pills cleaner
cigarettes alcohol
aspirin

*Aspirin is a medicine and should only be taken when a doctor or parent gives it to us. Taking too many aspirin can be poisonous.

Review important information about harmful and helpful things using the following discussion questions:

Why did you put some things in the unhealthy box, even if they are not poison? (There are many things we can eat and drink that are not immediately harmful to our health, but can become harmful if we eat them too often: soda, chips, candy)

Why are poisons so dangerous to our health? (Because they contain substances that can cause serious harm to the body organs. Some harm us right away, like drinking bleach; some, like tobacco, will harm us if we continue to use them)

What will you do next time you see something with a poison label? (Leave it alone and talk to an adult about keeping it in a safe place out of children’s reach)

What other things can you think of to put in the healthy box? (Other fruits, vegetables, medicines from a doctor...)

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute session

GRADE 1

Content Standard: 2.1.2

Cumulative Progress Indicator: A, C

UNIT TITLE: ***HEALTH ENHANCING BEHAVIORS***

OBJECTIVE: ***2.1.2 A – 1***
 C 1, 2, 3

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. DON'T FALL FOR IT

Tell the class that you have just discovered the most exciting new product in the whole world. The name of this exciting new product is “Incredible Ears”. Using two cups, explain that they are not just any ordinary cups but cups that help the brain understand any information very easily. Other children who have used this product get A’s in school. Demonstrate how the product works by placing one cup over each ear (expect giggles). Explain that if they want the greatest results that only “Incredible Ears” can bring, they must bring 25 cents to class the next day. Ask for a show of hands of those students who will be able to bring the money to school for this amazing product. Then ask the students why they want to purchase the product. After the several students explain, ask some of the other students who did not indicate an interest in the product why they chose not to purchase the product. After listening to their responses, tell the students that you have tricked them...”Incredible Ears” is not a product that will help them perform better in school. No product can do that. Explain that this is an example of false advertising. Explain that sometimes advertisers will try to make their product sound really great but everything they say is not really true. Brainstorm other types of products that

might not work as well as the advertisers say (good examples might be weight loss products).

VARIATIONS:

1. Select several products and bring to class with the original packaging. Read the labels to the class, especially the claims made about the products. Discuss with the class what products they should buy and why. Brainstorm valid reasons to buy a particular product.
2. Students design a product and draw ads for the product. This can be accomplished in small groups or independently. Have another student evaluate the ad and decide what claims are made about the product. Is the advertiser telling the truth? After students have reviewed several ads, reconvene the class and discuss.

2. WHAT KIND OF PRODUCT?

Display an assortment of empty labeled boxes, bottles and containers of common food, household products and medicines. Ask students: “How can you tell what kind of product this is? How do you know if this product is safe to eat?” Place their answers on the chalkboard. Ask the students what other information can be found on the product label. Discuss the importance of reading and following directions and heeding warnings. Have three large cardboard signs – one with food, one with household products and one with medicine. Have students select an item from the assortment of products and place it under the correct sign. Then have the students explain why he/she put the item in that category. If their answer is incorrect, allow another student to attempt to place the item in the correct spot.

VARIATION: Select food items from different cultures. Have students read the labels and determine what the product is, how to cook or eat the product and any special information about the product. If possible, students from that culture may wish to share a special dish using that product and share a family story about the product/dish.

TEACHER TIP

The following activity requires preparation by the teacher. In order to save time, you may want to select the foods for the project in advance and measure the sugar contents in baggies rather than using test tubes during the lesson.

3. SWEET SUGAR

For this activity, you will need 10 test tubes with caps, sugar, a test tube holder and a measuring spoon. Ask students: “How many of you really like sweet foods like candy, soda or cookies? Have you ever been told you eat too much sugar? What can too much sugar do?” Have each student select a favorite snack item. Using a sugar content chart have students measure the amount of sugar in their snack choice. Place the sugar in a test tube and label. Observe and compare the amount

of sugar in ten different snack foods. Explain that sugar is in almost everything we eat but that students need to be careful because too much sugar can lead to health problems, especially dental caries. Assist the students to read labels of several other snack foods and identify those lower in sugar. Have students write a list of three low sugar snack foods that they will add to their snack-appetite.

VARIATIONS:

1. Coordinate this activity with Sugarless Day, held in February. Bring in sugar-free or low sugar snacks and have students create a poster supporting Sugarless Day.
2. A similar activity can be done with fat. Have students identify foods high in fat and place corresponding amounts of solid shortening in small baggies to represent the amount of fats in foods. Have student read the labels of common food products and record the amount of fat consumed over the course of the day.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 1

Content Standard: 2.2.2

Cumulative Progress Indicator: A, B, C, D,
E, F

UNIT TITLE: ***HEALTH INFORMATION***

OBJECTIVE: **2.2.2** ***A – 1 - 4***
 B – 1, 2
 C – 1
 D – 1
 E – 1 - 5
 F – 1, 2

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. HEALTH HELPERS MURAL

Ask the students: “If you have a question about your health or your body, where can you go for help?”. List the responses on the board. Tell students that they are going to design a mural that portrays the roles of various school and community health helpers. The mural focuses on places students can go for help and information about health (e.g., parents, family members, school nurse, counselor, teacher, healthcare provider). Display the mural in the hallway and add new faces or agencies to the mural as the school year progresses. Other classes can be invited to add to the mural.

VARIATIONS:

1. Students visit a hospital, clinic or health education center.
2. Students identify television shows that feature positive health messages and portray health-helper characters. After watching the show, students explain what they learned about their health from the show.

2. 3-D FOOD GUIDE PYRAMID

Copy and distribute puzzle piece sheet and the 3-D Food Guide Pyramid. The pyramid cut-out has one side marked with the correct food groups, and the other two sides with blank spaces. The food items on the puzzle piece sheet are to be cut out and pasted onto the appropriate blank spaces.

Help the class cut out the 3-D pyramid pieces. Level by level, explain to them the different food groups. When a food group is discussed, instruct them to:

- Choose two food items from the puzzle piece sheet that would fit into that food group.
- Color those items and cut them out.
- Paste them, one each into the appropriate sections of the pyramid (one on each side of the non-marked sides).

Once the food group spaces are filled, the students can fold and assemble the 3-D pyramid. These can be taken home and taped to the refrigerator as a nutritional reminder to parents and children alike.

VARIATION: Make a refrigerator pyramid: Buy very small magnets and tape them to the inside of one panel of each pyramid. (Call a hardware, craft or discount store to see if they carry magnetic flexible tape strips with adhesive backing – these are inexpensive and can be easily cut and applied.)

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 1

Content Standard: 2.4.2

Cumulative Progress Indicator: A, B, C

UNIT TITLE: ***HUMAN DEVELOPMENT***

OBJECTIVE: **2.4.2 A – 1-5**
 B – 1
 C - 1

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. FAMILY PICTURES

Students bring in pictures of family and friends and use them to create a booklet of their life. Students write a caption or story for each picture, identifying the person(s), place and time. The student develops an acrostic poem, using their name, for the cover.

2. WHAT IS A FAMILY?

Use stories and books (e.g., an African folktale such as “Who Lives in Rabbit’s House or the Little Critter series) to introduce students to different kinds of families and how families care about each other. Ask students: “How do family members show they care about each other?” List on the board. Students develop a pledge entitled: “I will show my family I care by...”. Post pledges on bulletin board with a drawing of the student and his/her family.

3. FAMILIES ARE SPECIAL

Remind students that they have been talking about how people are special. Explain that families are special too – they come in different shapes and sizes just like people. Have students draw a picture of the family members with whom they live. Gather students in a circle to share their pictures and introduce their family members. Students will develop a class family graph using poster board and stickers. The graph will show the number of family members in each student family. Discuss the results of the graph and compare the size of families. Conclude by writing “My family is special because...”.

4. FAMILIES CARE

Use a film such as “Animal Babies” from National Geographic Films to illustrate how all living creatures care for their young. Have students brainstorm ways that their parents care for them.

VARIATION: How do you care for a pet? What does the pet need? If the class has a pet hamster, fish or other creature, make a chart outlining the needs of the animal and assign students to be responsible for those needs. Relate the activities to those of the adults that care for them.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Four, 30 minute sessions

GRADE 1

Content Standard: 2.4.2

Cumulative Progress Indicator: A, B, C

UNIT TITLE: ***HUMAN DEVELOPMENT***

OBJECTIVE: **2.4.2 A – 1-5**
 B – 1
 C – 1

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. DIFFERENT KINDS OF FAMILIES

Divide the class into small groups. Read aloud a statement about families and have each group discuss and vote whether it is true or false. Examples of statements might include:

1. All families have the same number of people.
2. Families can celebrate different holidays.
3. All families live in a house.
4. All families celebrate birthdays in the same way.
5. Families change all the time.
6. Even though family members fight, they still love each other.
7. In all families, mothers and fathers work.
8. Mothers and fathers always live together.
9. Different families have different rules.
10. All families have children.

Discuss each statement and clarify.

VARIATION: Survey the class about names they call their parents and grandparents. Write all the responses on the board and discuss. Students draw a picture of their family.

2. MY FAMILY TREE

Provide students with a simple family tree diagram. Students complete a teacher designed letter to their parents requesting they assist their child to research and complete the family tree. Limit the tracing to 2-3 generations.

TEACHER TIP

Adopted children or children who live in foster care can develop a family tree for the family they live with.

Emphasize that we learn love and trust and important family traditions and culture from those we share our life with.

3. FAMILY TRADITIONS

Students develop a brief presentation on a family tradition. It may be a cultural or ethnic tradition or merely something the family likes to do together. Remind students that families are similar but different (do not use the word “normal” family). Emphasize how such tradition shows that families care about one another.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 1

Content Standard: 2.1.2
2.2.2

Cumulative Progress Indicator: A,E,B

UNIT TITLE: *ILLNESS AND INJURY*

OBJECTIVE: *2.1.2 A – 1*
 E 1 – 5
 2.2.2 B – 1, 2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. STAY SAFE

Write the word SAFE on the chalkboard in very large letters. Ask the class what it means to be safe. Tell them they are going to always remember what the word safe means because each letter in the word has a special meaning. After each letter write:

S = STOP
A = AVOID THE SITUATION
F = FIND AN ADULT
E = EXPLAIN WHAT YOU SAW

Divide the class into four groups and assign each group one letter of the word SAFE. Students create a collage that represents the safe behavior their letter represents or they can draw pictures of safe behaviors related to their letter. Have each group share their pictures and discuss the safe behaviors represented. Create a bulletin board display of SAFE behaviors.

VARIATION: Have the students write an acrostic poem using the letters in the word SAFE. They might also write a poem for words such as seat belt, bike helmet or crosswalk. Students choose a picture or create an illustration for the poem.

TEACHER TIP

Use activities that are relevant to the area where students reside. For example, in a town with a lake place a strong emphasis on water safety or ice skating safety. In a more urban area, choose activities that emphasize traffic safety or the avoidance of violent activity.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 1

Content Standard: 2.1.2
2.2.2
2.4.2

Cumulative Progress Indicator: A, B, F

UNIT TITLE: ***RESOLVING CONFLICT***

OBJECTIVE: ***2.1.2 F – 2, 3, 4***
 2.2.2 A – 4
 B – 1, 2
2.4.2 A - 3

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. WHAT IS CONFLICT?

Write the word conflict on the board and ask students what it means. List their responses and offer simple explanations such as disagreement or fight. Explain that conflicts are normal and occur all the time, but it is important to learn how to resolve conflicts peacefully. Read to the students an example of a situation that might lead to a conflict and brainstorm a list of options and what might happen if each of the options is carried out. Then divide the board into two columns with the headings Unhealthy Choices (options) and Healthy Choices (options). Have the group identify the choices and list in the appropriate column. Have the students complete the following statement: “I have a choice and I choose...”.

Sample situations:

Your brother wants to watch a one hour long TV show at 7 PM and you want to watch a different show at 7:30.

You and your friends are playing ball in the park when some older kids try to chase you off the field.

A student on the bus calls you names.

You want to be first in line.

2. CONSEQUENCES

Students review classroom and school rules for fighting. Assist small groups to develop role plays of situations that might lead to a fight. Students demonstrate non-violent ways to handle each situation.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 1

Content Standard: 2.1.2
2.2.2

Cumulative Progress Indicator: A,C,E

UNIT TITLE: ***RESPONSIBLE BEHAVIORS***

OBJECTIVE: ***2.1.2 A – 1, 2***
 C - 1
 E – 1 – 5
2.2.2 A – 3, 4

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. SPREAD IT OUT

Ask the students: “What do you think is in the air you breathe?” List on board. Turn out the lights and turn on a light source such as a flashlight, slide projector or overhead projector lamp. Have students observe the beam of light and describe the “dust” particles that are visible in the beam. Explain that we can see these particles but there are millions of them so small we cannot see them with just our eyes. Some of the particles might be very small viruses that we breathe in or ingest from our hands. Sometimes people sneeze and the particles are spread out further. Spray a fine mist of colored water to illustrate this point. When someone sneezes, the particles land on objects in the room, such as the table, your pen or your sandwich. Your body has a very strong immune system designed to fight off those germs but sometimes it doesn’t work as well as it should. Have students write at least three rules that will help prevent the spread of germs.

VARIATION: Have students create a poem or song about preventing germs. Titles might include “OOPS, I Sneezed On You, What Are You Going To Do?” or “Wash Those Germs Away”.

2. GO...NO GO

Before this activity begins, place a red stop sign in one corner of the room, a yellow caution sign in another corner and a green go sign in another corner. Introduce the lesson by asking which color on a traffic light means stop, which means caution-slow down and which means go. Tell the class that you will be telling them about a situation and they have to decide if the germs could be spread. If so, they should go to the red-stop corner. If the situation is a healthy one, they should go to the green-go corner. If they are unsure, they can go to the caution corner. (If too many students opt for caution, remove it and force them to make a decision). Examples of statements might be:

- You share a bottle of soda with a friend.
- You share an ice cream cone with a friend.
- You give a friend half a candy bar.
- You have a cold and stay home from school.
- You cover your mouth and nose with a tissue when you sneeze.

VARIATION: *Instead of having students move to a corner of the room, prepare three circles, one of each color. Ask students to hold up the appropriate color for each situation.*

3. WAYS I EXERCISE

Give each child a sheet of construction paper. Have them fold the paper into four sections. Have students illustrate each of the following in a section: Outdoor Exercise, Indoor Exercise, Favorite Exercise and Family Exercise. Have students share their pictures and create a class list of their favorite forms of exercises with classmates. Invite the physical education teacher to class to discuss the benefits of exercise and to demonstrate several simple forms of exercise that can be accomplished during the day right in the classroom.

4. RECHARGING THE BATTERIES

Bring a battery-powered toy to class. First demonstrate the toy with fresh, highly energized batteries. Have students describe the actions of the toy. Then replace the battery with older batteries. Again, have the students observe the actions of the toy. Explain that batteries are like our energy level, that we need fuel (food) and rest to keep our batteries charged. Have student write three things that they can do to “recharge their batteries”.

TEACHER TIP

Correlate this activity with a science lesson on energy and establish the connection between energy and the ability of the body to do work – and remain healthy.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Four, 30 minute sessions

GRADE 1

Content Standard: 2.3.2

Cumulative Progress Indicator: A, B, C

UNIT TITLE: **WELLNESS AND MEDICINES**

OBJECTIVE: **2.3.2 A – 1, 2, 3**
 B – 1-5
 C – 1, 2

RATIONALE: Health-literate and physically educated students know the long and short term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

TEACHER TIP

In order for students to understand the concept of wellness, the teacher must clearly define the term. Wellness is the integration of social, mental, emotional, spiritual and physical health at any level of health or illness. Wellness includes feeling good about one's self, sharing with others, having positive relationships with others, laughing, learning and growing. Wellness focuses on the positive things one can do to feel happy and healthy. Teachers will need to modify the definition of wellness to address the cognitive and developmental levels of students.

1. MEDICINES CAN MAKE YOU WELL

Tell the class a story about a make-believe creature who isn't feeling well (e.g., a dragon with a sore throat). Ask the students: "What makes you feel better when you don't feel well? Maybe you have a cold or a sore throat. What makes you feel just a little bit better?". Students will probably respond with things like soup, sleep or medicine. Write the student's responses on the board and relate to the story. Then have each student draw a "Get Well Creature" picture of what might make the creature in the story feel better. Use the student's pictures to define the word "medicine" and explain how medicines can help the body.

Next, visit the school health office. The school nurse should take the class on a tour of the facility and explain to the class how to use school health services. The nurse should emphasize the reasons for medicine use, safety rules for medicines and related school rules. The nurse should also tell the class what to do when they are not feeling well in school, exploring other options besides medicines. After the visit, have the class brainstorm reasons why people might need medicines. Each student writes one safety rule about the use of medicines. The rules are displayed as a border for the "get well" creature drawings.

TEACHER TIP

Never ask students to bring empty medicine bottles or containers to class. The teacher or school nurse should supply clean, empty, labeled containers for classroom use.

2. SUBSTANCE SAFETY

The teacher brings in several empty containers of common household substances and medicines. Display the containers and describe each one. Emphasize those substances with warning labels or universal warning symbols. Draw the symbol on the board and write the word “poison” next to it. Ask the students to define the word poison.

Next, divide the class into small groups and give each group several empty containers to examine. Have two groups classify the substances as “healthful” or “harmful” and have two groups classify the substances as “poison” or “safe”. Each group should write, on a large sheet of poster board, one safety rule for the use of medicines and household substances. Circulate to assist the groups in the activity. Reconvene the entire class and discuss the group selections and safety rules. Add rules to the list that the groups omitted.

TEACHER TIP

Use this activity to remind parents about the importance of childproofing their home. Send home parent newsletter, family checklist or parent/child activity that will foster discussion about safety in the home.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 1

Content Standard: 2.1.2
2.2.2

Cumulative Progress Indicator: A, B, C, E, F

UNIT TITLE:

WELLNESS

OBJECTIVE:

2.1.2 A - 1, 2
B - 2
C - 1, 2, 3
E - 1-5
F - 1 - 4
2.2.2 A - 1-4
B - 1, 2
C - 1

RATIONALE: *Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships and contribute to wellness.*

LEARNING ACTIVITIES:

2. PATH TO GOOD HEALTH

For this activity, the teacher needs enough life-size “footsteps” to create several paths on the classroom floor. Tape them in staggered positions around the room. Tell students that they can begin to establish good healthy habits that will lead them down the path to wellness. Now they will show how much they really know about healthy habits by playing a game. Divide the class into two teams and have students line up one behind the other. Tell students that, one at a time, they must offer the class a tip about good health, e.g., brush your teeth or don’t eat junk food. Teams will alternate responses and with each new response, team members will move up one footstep. At the end of the path, provide students with a reward (a sticker, nutritious snack) and ask them to write a response to this statement: “I can follow the path to good health by...”.

VARIATIONS:

1. Write a trigger word on each footstep, e.g., teeth, danger, food. Make all footsteps that deal with one category the same color.
2. Divide the class into two teams and ask a health question. If the question is answered correctly, the student and all team members move forward. If incorrect, they all move backward. First team to complete the path, wins a healthy prize. Teachers can calculate total points for correct answers and reward the entire class periodically for reaching total points. (e.g., 20 points wins 10 minutes free time, 50 points wins 30 minutes recess or 100 points wins a healthy snack day.)

TEACHER TIP

Adapt this activity for students with physical handicaps. The activity can be accomplished on a playground or in a gym instead of the classroom. Be sure students view this activity as a team effort to reach a goal. Emphasize the health benefits of working together.

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 2

Content Standard: 2.1.2

Cumulative Progress Indicator: B

UNIT TITLE:

BODY SYSTEMS

OBJECTIVE:

2.1.2 B

RATIONALE: *Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.*

LEARNING ACTIVITIES:

3. MUSCLE STRETCH

Children often have the mistaken belief that only strong people (usually adults) have “muscles”. Explain that all human beings have muscles that help us to do work. Demonstrate various important muscle groups using a chart or body model. After students have explored the purpose of muscles and how they work, explain that muscles need to warm up before using them. Ask if students participate in a warm-up before playing a sport or dancing. Tell students that warming up will give muscles a warning that harder work is coming. Demonstrate this by using two ropes of twisted licorice. Keep one rope in the freezer overnight (until class time) and keep the other in a warm place. Explain that the two licorice twists represent their muscles and that the licorice muscles are needed to run. Move the two sticks – the frozen one will snap while the warm one will remain pliable. Explain that the softer licorice stick was warmed up and did not break while the other rope was not ready for action and subsequently became “injured”. Ask students; “How do your muscles work best?” What do you need to do to insure that your muscles do not get injured when getting ready for a run, a sport or game?”. Explain that you are going to teach them a stretch for different muscles that will become part of their daily routine. Lead the class in a brief stretching routine, done to music and make this a part of every day. Ask various students to lead the stretch. Explain that stretching can help relieve stress when sitting in one spot for a long time. Show students “mini stretching” that can be done at their desks during the school day.

VARIATIONS: Instead of licorice use rubber bands. Attach the rubber bands to a door knob or other fixed object and show how the rubber band can revert to its original shape as long as it is warmed up.

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

One, 30 minute session

GRADE 2

Content Standard: 2.4

Cumulative Progress Indicator: 2

UNIT TITLE: ***HUMAN DEVELOPMENT***

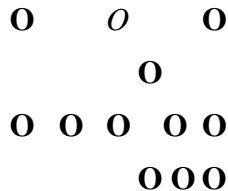
OBJECTIVE: C.P.I.-2.4-2 Identify ways to show affection and caring that are appropriate for children.

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. CONTACT

Draw a number of circles on the floor (use tape, chalk or paper circles) in a diagram similar to this:



Have one student stand in the circle indicated. As you discuss the various kinds of people that students come in contact with, add student volunteers to the remaining circles, e.g., the closest circles represent family, the next level friends, and the last level strangers. Define the word stranger and write on the board. Ask students what they should do if a stranger moves closer to their circle. List their responses and then write on the board:

NO! GO! TELL!

2. NO! GO! TELL!

Students need to practice recognizing and reacting to stranger danger situations. Read to the class a scenario about a child approached by a stranger. Explain how the child stayed safe by using the no-go-tell strategy. Divide the class into groups. Give each a scenario and help the group decide if the situation warrants the strategy. Reconvene the groups and reinforce the concept of safe, trusted helpers. Brainstorm a list of ways to stay safe and write on the board. Students complete the following” “I will stay safe by...”.

VARIATION: Use peer educators to assist the groups to role play each situation.

3. I FEEL

Share with the class pictures of faces showing certain emotions (e.g., happy, sad, confused). Students guess what the face/person is feeling. Then have students share what makes them experience those same feelings. Give students an assortment of stickers with facial expressions on them (or circles with the expressions drawn on them) and a chart with statements such as:

When someone hits me I feel...

When someone kisses me, I feel...

When I lose a game, I feel...

When I'm with friends, I feel...

VARIATION: students select a picture from a grab bag. They describe the situation and how the people might be feeling. Students must use feeling words in the description. Emphasize that different people can have different feelings even if they are in the same situation.

4. SAFE AND GENTLE TOUCH

Explain that safe and gentle touching is acceptable in class. Tell students they are going to practice safe and gentle touches. Have students sit in a circle. Go around the circle and shake everyone's hand with a smile and a pleasant greeting. Then allow other students to do the same (encourage the more aggressive students to be gentler). Then have the children pat a neighbor's hand or pat him/her on the back. Have all the children place an arm around their neighbor's shoulder and hold hands connecting the circle. Ask the children how these activities make them feel. Explain that safe and gentle touches make us feel good and don't scare us – they let us know that someone cares. Have the children stand, join hands in a circle and step back to make the circle very large. Then have them, still holding hands, walk to the center of the circle and reach for the stars. Have students finish the statement:

Friends don't hurt friends...

5. SAFE AND UNSAFE TOUCHES

Begin this lesson with a review of the ways children can take care of their bodies (e.g., food, rest, exercise). Ask students: "Who owns your arms and legs? Your body?"

Students should answer "We do". Explain that they have the right to say no if someone touches them in a way that makes them feel hurt, uncomfortable, afraid or confused. Define safe and write SAFE and UNSAFE on the board. Brainstorm activities for each column. For example:

SAFE

Hug from parent

Doctor giving you a check-up

Shaking hands

Mom giving you a bath

UNSAFE

Pinching

Hitting

Pushing

Someone touching your private parts

Reassure students that there are a few times when things hurt that are good for you (e.g., dental care may hurt or getting an injection). Conclude the activity by creating a poster or collage called SAFE TOUCHES.

TEACHER TIP

Emphasize that children have helpers – safe, trusted adults, that they can talk to if they think they have been touched in an unsafe way.

6. GOOD MESSAGE BOX

Select a student each month. Students must write affirmations or compliments to their secret pal. Put the notes in a good message box and deliver on a regular basis.

VARIATION: Trace a student-sized body on a large sheet of paper. Explain that every student will have a chance to be the special person of the week. Have the selected student write his/her name on the chest of the tracing (like a t-shirt). The rest of the class will write positive comments about the student on the body outline (if the students cannot write small enough they can dictate and the teacher can write the comments on the tracing). Display the student and every week, add a new one. Line the tracings up as if they were holding hands to form a chain of bodies around the room or hallway.

7. RELATIONSHIPS

Bring in pictures of family members or community leaders and write captions under the pictures that describe how they feel. Students can also use pictures from magazines or newspapers and write comments in balloons.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Four, 30 minute sessions

GRADE 2

Content Standard: 2.4.2

Cumulative Progress Indicator: A

UNIT TITLE: ***HUMAN DEVELOPMENT***

OBJECTIVE: **2.4.2 A – 1-5**

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. RESPECT CALENDAR

Each month, the class sets a goal that shows respect for the rights of others (e.g., walking down the hallway without disturbing other classes). The teacher observes and notes on the calendar and the class is rewarded for successful achievement of the goal.

2. WHAT IS A FRIEND?

Ask: “What makes a person your friend?” List responses. Tell students to close their eyes and think about a special friend. What makes this person special? What do you like to do together? Students open their eyes and share their thoughts. Lead students in the following list:

A friend:

- Listens
- Likes to do things with you
- Sticks by you
- Does things for you
- Keeps you safe
- Shares
- Gives you compliments
- Talks about feelings

Complete the activity by having students write a brief paragraph describing a special friend.

VARIATIONS:

1. Students create a friendship mobile with their name in the center and the names of several friends on the other pieces. Each friend card should have the name on one side and a friendship quality on the other. Remind students to use friends from outside school as well.
2. Play a game where one student comes to the front of the room and tells the rest of the class why they like a classmate (without revealing that person's name). Students try to guess the identity of the classmate.

3. DESCRIBE MYSELF

This activity is a good ice breaker in the beginning of the school year. Give each student a brown paper lunch bag. Students cut out words from newspapers and magazines that describe themselves and that they want others to know about. Attach these words to the outside of the bag. Place other words that describe them in the bag. Keep the bag and as students get to know classmates better, pull out a new descriptive word and attach to the bag.

4. RESPECT

Write the word "Respect" on the board and solicit definitions. Ask student to identify individuals that you respect (e.g., parents, principal, police). Have small groups develop respectful ways to handle situations involving those listed. Have the groups share their ideas. Conclude with the following statement in writing:

"I show respect to others by..."

VARIATION: Have students develop an acrostic poem using the word respect or self-respect. Post in classroom.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 2

Content Standard: 2.3.2

Cumulative Progress Indicator: A, B, C

UNIT TITLE: ***ILLNESS/INJURY***

OBJECTIVE: **2.3.2 A – 2, 3**
 B – 4
 C - 1

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. SMOKING BOTHERS ME

Explore with the entire class evidence that passive or secondhand smoking affects the health of others. Talk about laws that support non-smoking areas. Tell students that in spite of those efforts, there will be times when they will have to be in a room with people who smoke. In pairs, have students practice tactful and respectful ways to let others know that cigarette smoking bothers them. Then have each pair model their responses for the class and offer suggestions and comments.

TEACHER TIP

When inviting speakers to the classroom, involve representatives from community agencies that students are most familiar with, such as local healthcare providers, hospitals and clinics.

2. COMMUNITY AGENCIES CAN HELP

Tell students that there are many organizations and agencies that help people with health problems. Have a representative from an agency such as the local hospital, the American Cancer Society or the American Lung

Association, visit the class to discuss the effects of tobacco use and the programs available to help people who want to quit smoking. As a

follow-up activity, have each student write a thank you letter outlining one fact they learned from the presentation.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Write a Thank You Letter	
Other		

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 2

Content Standard: 2.3.2

Cumulative Progress Indicator: B, C

UNIT TITLE: *RISKS/EFFECTS OF ALCOHOL, TOBACCO AND OTHER DRUGS*

OBJECTIVE: *2.3.2 B – 1 - 5*
 C – 1 - 2

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. HOW DRUGS CAN AFFECT MORE THAN ONE BODY PART

Have the students locate their hearts by putting their hands on their chests. Be sure they can all feel the beat. Ask the students where the blood goes after it is pumped through the heart. Explain, using diagrams or anatomical models, how the blood travels around the body. Then have the students place one hand over their stomachs and the other hand over an ear. Explain that if they were to take a pill for an earache, it would enter the bloodstream near the stomach and the blood would carry the medicine to all body parts. Reinforce that drugs change that way those body parts work.

Remind students that the body is like a machine where all the systems and parts must work together. A change in one system can cause change in another. Demonstrate this using dominos to show the action of drugs affecting other body parts. Use tape to put the name or picture of a body part on each domino. Sequence the dominos in the order medicines or other drugs pass through the body. Stand the dominos upright in the correct order. Place a domino marked “drug” at the beginning of the line and let it fall. Point out that all the body parts dominos have been knocked down or affected by the drug.

Discuss the activity with students. Allow small groups to realign the dominos and perform the exercise again.

Conclude the activity by asking students what might happen to the body if one organ or system is damaged by alcohol, tobacco or other drugs. Reinforce the concept that children should not take medicines without adult supervision because they do not know what changes the medicine might cause.

2. REACHING FOR GOALS

Write the word “goal” on the chalkboard and ask the students to define it. After some discussion, focus the class on goals they may have and how things can sometimes interfere with those goals. Explain to the class how using drugs might interfere with achieving a goal. Direct each student to select a favorite activity and set a goal related to that activity. Then have the student write how the use of alcohol, tobacco or other drugs might interfere with the attainment of that goal. Sample goals might include:

- To run faster
- To hit the ball farther
- To score 20 million points on a video game
- To stay up late to watch a special TV show
- To score 100 points on my next math test

Divide the class into groups with similar goals and have each group discuss what needs to be done to meet the goal. Then have each group list three things they can do to improve their enjoyment and performance in those activities and share the lists with the class.

3. WISH STAR: HOW ALCOHOL, TOBACCO AND OTHER DRUGS MIGHT AFFECT MY FUTURE

Tell the class that you want them to think about what they might like to be when they grow up. Discuss how the use of substances might interfere with attaining that dream. Divide the class into small groups and assign each group a career (e.g., pilot, teacher, police officer, race car driver, dancer). Ask each group to think how that career could be affected if the person used drugs. Provide students with trigger questions such as:

- Will I be on time for work?
- Will I be able to do my job safely?
- Will I have friends at my job?

After the groups address the questions, reconvene the entire class and make a list on the chalkboard of all the problems the groups identified. Summarize and restate how drugs can interfere with your dreams. Then have each student develop a “wish star” for his/her chosen career and display it with a class or school contract not to use drugs.

ASSESSMENT STRATEGIES:

- | | | |
|------------------|-----------|---------------|
| Written Test | Worksheet | Journal Entry |
| Class Discussion | Project | Role Play |
| Review Game | Other | |

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 2

Content Standard: 2.3.2

Cumulative Progress Indicator: A

UNIT TITLE: *SIGNS/SYMPTOMS/RESOURCES*

OBJECTIVE: 2.3.2 *A – 1 - 3*
 B – 1 - 5
 C – 1 - 2

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. TOO MUCH

Write the words “too much” on the chalkboard. Explain and demonstrate the concept of “too much” using containers of various sizes and overfilling some of the containers with water. Write examples of “too much” on the board, such as:

Too much candy
Too much sun
Too much TV
Too much alcohol
Too much medicine

Elicit other ideas from the class. Discuss how “too much” of something might be harmful or unhealthy. Have each student create a booklet, illustrating the concept of “too much”. Display the booklets in the classroom.

Can also read: *The Berenstain Bears and Too Much Junk Food* by Stan and Jan Berenstain

TEACHER TIP

The impact of chemical use by adults may be beyond the realm of comprehension of young children. Using stories or videos with cartoon characters may be less threatening. Be aware that some students may have already had experiences with alcohol or other drug use in the family and may disclose information during class discussions. Be prepared to refer students who appear to need more time to talk to a school counselor or substance awareness coordinator.

2. PROBLEMS RESULTING FROM TOO MUCH

Review with the entire class the concept of “too much”, then tell the students you are going to read them a story about a family that has problems because of “too much”. After reading the story to the class, discuss the family’s problems and introduce the word “balance”. Demonstrate the concept of balance using a scale or by riding a two-wheeled bicycle. Tell students when things get to be “too much” it is impossible to maintain balance. Demonstrate this by adding weight to one side of the scale or carrying a heavy load on one side while riding a bike.

Discuss with the entire class ways that the family in the story could restore balance in their lives.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Storybook: The Berenstain Bears and Too Much Junk Food, by Stan and Jan Berenstain (Random House, NY 1988).

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 2

Content Standard: 2.1.2

Cumulative Progress Indicator: C

UNIT TITLE:

WELLNESS

OBJECTIVE:

**2.1.2 A -1
C - 1-3**

RATIONALE: *Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.*

LEARNING ACTIVITIES:

4. BUILDING THE PYRAMID

Ask students: “What are your favorite foods?”. Then ask them if all the favorites they have mentioned are healthy and good for them. Tell them that nutrition specialists have devised an easy way to decide if you are getting enough healthy food in your diet – they devised the Food Pyramid. Display a large poster of the Pyramid and introduce each of the areas. Then distribute pictures of various food products to each student (you can purchase cardboard food pictures or use pictures cut out of magazines). In turn, have each student state the name of his/her food item and attempt to place it in the appropriate area of the Pyramid. (you may want to draw a food pyramid on the chalkboard or have a second large poster available so students can attach their food pictures to the correct area). As students become more comfortable with the pyramid, they can tell the class the number of servings indicated. Correct any errors, summarize and conclude by asking each student to color a blackline master of the food pyramid and finish this statement: “I will build a strong body by...”.

VARIATIONS:

1. During a healthy snack day, have students identify the type of food and where it fits on the food pyramid. Be sure to include new foods and ethnic and cultural items as part of the activity.
2. Divide the class into small cooperative groups. Each group assembles a food folder, pictures from magazines, and newspapers that represent foods in the various sections of the food pyramid. Each group designs a food pyramid collage, placing appropriate food pictures to form a pyramid. Display the collages.
3. Have students keep a log of the foods eaten for a five day period. Students try to match the foods eaten with the recommendations on the food pyramid.

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

One, 30 minute session

GRADE 3

Content Standard: 2.1.4

Cumulative Progress Indicator: B

UNIT TITLE: BODY SYSTEMS

OBJECTIVE: 2.1.4 B – 1, 3

RATIONALE: *Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.*

LEARNING ACTIVITIES:

5. SYSTEMS THAT WORK TOGETHER

Brainstorm the names of the body systems and write them on the chalkboard. Explain that students will be working in pairs to discover information about an assigned body system and will develop a presentation for their classmates using charts, pictures or models. Frame the assignment by giving each student a list of specific questions to answer about the assigned body system. Assist students with the presentation and provide resources from local health agencies.

VARIATION: Working in small groups, students create a graphic organizer on a body system. Each group uses the organizer to teach the rest of the class about their chosen system.

- A. General Body Systems
- B. Digestion/Teeth
- C. Muscles/Skeletal
- D. Heart/Circulatory

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Local Health Agencies

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Five, 30 minute sessions

GRADE 3

Content Standard: 2.1.4
2.2.4
2.3.4

Cumulative Progress Indicator: A, B, C, D, E, F

UNIT TITLE: ***DECISION MAKING AND REFUSAL SKILLS***

OBJECTIVE:

2.1.4 ***A – 1, 2***
 C – 1, 4
 D – 5
 E – 1, 2, 4
 F – 2, 3

2.2.4 ***A – 3***
 B – 1, 2, 3
 C – 1, 2
 E – 1
 F – 1, 2

2.3.4 ***B – 1, 2, 3, 4***
 C – 1, 2

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. AN ACCIDENT WAITING TO HAPPEN

Explain that students make some very important decisions about health every day. Brainstorm some of the decisions and write on the board (e.g., eating, crossing street, clothing, brushing teeth, wearing a seat belt). Then show slides or photos of situations that might cause harm if the wrong decision is made (e.g., a child getting ready to cross the street, a child on a bike, a child looking at a pack of matches). In each case, ask the students what might happen if the child makes the wrong choice and how the ‘accident’ can be prevented. Divide the class into small groups and give each group a photo or picture. Each group uses the decision making model to determine the child’s choice. Each group presents their ideas to the class.

VARIATION: Students draw a comic strip that shows what can happen when you make a good and bad decision. Share with classmates and post.

2. STAY SAFE

Write the word SAFE on the chalkboard in very large letters. Ask the class what it means to be safe. Tell them they are going to always remember what the word safe means because each letter in the word has a special meaning. After each letter write:

S = STOP

A = AVOID THE SITUATION

F = FIND AN ADULT

E = EXPLAIN WHAT YOU SAW

ASSESSMENT STRATEGIES:

Written Test

Worksheet

Journal Entry

Class Discussion

Project

Role Play

Review Game

Other

RESOURCE MATERIALS:

Drawing paper – Slides/Photos of safety situations

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 3

Content Standard: 2.2.4
2.4.4

Cumulative Progress Indicator: A, E

UNIT TITLE: ***FAMILIES AND FRIENDS***

OBJECTIVE: ***2.2.4 E – 2***
 2.4.4 A – 1 - 7

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. WHAT IS A FAMILY?

Use stories and books to introduce students to different kinds of families and how families care about each other. Ask students: “How do family members show they care about each other?” List on the board. Students develop a pledge entitled: “I will show my family I care by...”. Post pledges on bulletin board with a drawing of the student and his/her family.

2. QUALITIES OF A FRIEND

Tell students that part of growing up is choosing friends. Ask students to think about people who are their friends. Ask: “How many chose at least one person in this room? How many chose at least one person who does not live in this community? Did anyone choose a person that lives in another country? Did anyone choose a person much younger or older than yourself?”. Have student volunteers describe how he/she feels when with a friend. Then have students brainstorm all the qualities of a friend and write them on the board. Develop a friendship checklist, such as the one below, and have students complete. Discuss the qualities noted.

Friendship Check-List

1. Can I trust this friend?
2. Does this friend act in a safe and honest way?
3. Will my friend tell me if I am doing something wrong or unsafe?
4. Does this friend listen and understand what I say?
5. Does this friend like me for me, not just for my clothes or games?
6. Can we work things out if we disagree?
7. Does the friend follow his/her family’s rules and help me follow mine?
8. Do I like to be with this friend?
9. Do I feel good when I am with this friend?

VARIATIONS:

1. Prepare an “Are We Friends?” worksheet to accompany three case studies involving friends. After each scenario, have students answer this question: “Do you think _____ is a good friend? Why or why not?”. Students use the checklist to analyze the character’s behavior.
2. Write a personal ad for a friend (or selling themselves as a friend).

3. WHY ARE THERE FAMILIES?

Develop a concept map about families. Start with the word family in the center and then brainstorm words and ideas that are related to families. From this activity, students develop a list of reasons why we have families. Be sure students include things like safety, nurturing, educating, working together. Discuss. Have students complete a journal entry entitled ” The Best Thing About My Family”.

VARIATIONS:

1. Relate the discussion of families to those in literature. Are today’s families like those described in books?
2. Have students research the changes in families across time. What were colonial families like? What about immigrant families? Native American families? Compare different types of families to modern families.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Drawing paper, chalkboard, chart paper, family photos and magazine pictures, literature about families

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 3

Content Standard: 2.4.4

Cumulative Progress Indicator: A

UNIT TITLE: *FAMILIES AND FRIENDS*

OBJECTIVE: *2.4.4 A – 1 - 7*

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. FAMILIES ARE SPECIAL

Remind students that they have been talking about how people are special. Explain that families are special too – they come in different shapes and sizes just like people. Have students draw a picture of the family members with whom they live. Gather students in a circle to share their pictures and introduce their family members. Students will develop a class family graph using posters and stickers. The graph will show the number of family members in each student family. Discuss the results of the graph and compare the size of the families. Conclude by writing “My family is special because...”.

VARIATIONS:

1. Have students develop an acrostic poem using the word respect or self respect. Post in the classroom.
2. Remind students that they have been talking about how people are special. Explain that families are special too – they come in different shapes and sizes just like people. Discuss that people have disabilities.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Family photos, family graph, Kids on the Block assembly or appropriate material dealing with disabilities

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 3

Content Standard: 2.4.4

Cumulative Progress Indicator: B, C

UNIT TITLE: *HUMAN DEVELOPMENT*

OBJECTIVE: *2.4.4 B – 1, 2*
 C – 1, 2

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. CHANGE – IT JUST HAPPENS

Ask students how they have changed throughout the school year. Write on the board. Ask: “What is one thing you know now that you didn’t know last year?”. After discussion, explain that in each stage of your life you learn new things and grow – physically, socially and emotionally. Share with students something new you have learned this year. Then write the life stages on the board and provide each student with a chart something like this:

Infant Toddler Child Teen Adult Sr. Citizen

Brainstorm one physical, one social and one emotional event or milestone for each age group (you can add or subtract the number of groups based on the age level of the students doing this activity). After discussion, have students write a prediction “What I Will be Like in Two Years, Five Years and Ten Years”.

VARIATION: Students measure each other (height, shoe size) and graph the results. The school nurse can also be involved in this project. Repeat the measurements two more times during the school year to show growth. Explain why some students have had a growth spurt while others have not. Reassure students that everyone grows at their own rate.

2. LIFE AND DEATH

Draw a timeline on the board from infancy to death. Explain that many people today are living longer. Note the reasons. However, sometimes people die when they are younger and sometimes people die when they are very old. Everyone is different. All of us will be faced with the death of someone close to us. When this happens, we draw on our family and friends, our religion and our culture to make us feel better. Equate death with a loss, except that unlike losing a favorite toy, you cannot go to a store and buy a new grandpa or pet. Read a story to the class such as “Avery Aardvark Finds Hope” or “The Fall of Freddie Leaf” and discuss. Explain that even adults need help when someone close to them dies but that having a strong family and friends can help.

VARIATIONS:

1. Use a video, such as *The Lion King*, to explain the “Circle of Life”. What does this mean?
2. Show the video or read the book “It Must Hurt A Lot”. Discuss how people feel when they lose a pet. Have students discuss and list ways to deal with those feelings.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Photographic timeline/Bulletin board, School Nurse

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 3

Content Standard: 2.1.4

Cumulative Progress Indicator: E

UNIT TITLE: *ILLNESS AND INJURY*

OBJECTIVE: *2.1.4 E – 1, 2*

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

BICYCLE SAFETY ASSEMBLY utilizing Randolph Police Officers to discuss the importance of safety checks for bicycles, safe riding, following the rules of the road and wearing a helmet.

TEACHER TIP

These activities can be adapted to address safety issues with skateboards, roller blades, swimming and diving or ice skating.

VARIATIONS:

1. Have a bicycle racing enthusiast visit the class, demonstrate his bike and personal safety equipment.
2. Ask how many students regularly ride a bicycle. After a show of hands, tell students that riding a bicycle is a big responsibility and you want them to be safe every time they ride. In order to be safe, there are important things they need to know about the bike itself and about the rules of the road. Read to the class a story or poem about bike safety. Ask the students what important rules were mentioned in the story or poem. Write those on the chalkboard. Tell students that they will now have a chance to learn all the important parts of a bike. Using a real bicycle, give the students a diagram showing the location and names of important parts, such as brakes, chain guard and tires. Explain that just like a

car, a bike needs to have certain safety equipment. After students have matched the parts on the diagram with the bicycle, ask the class what is the most important piece of safety equipment not on the bike. After students answer helmet, emphasize that the law requires them to wear a bike helmet and explain why it is so important.

To complete this exercise, have students complete the following rhymes as

safety

rules:

A safety helmet will help protect me...
Riding in traffic is really unsafe...
Keeping my bike in tip-top shape...
Follow the rules of the road when you ride your bike...

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Randolph Police Dept., bike safety pictures/posters

SUGGESTED NUMBER OF CLASSES OR LESSONS:

One, 30 minute session

GRADE 3

Content Standard: 2.1.4

Cumulative Progress Indicator: E

UNIT TITLE: *ILLNESS AND INJURY*

OBJECTIVE: *2.1.4 E – 1, 2*

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

FIRE SAFETY ASSEMBLY utilizing Randolph Firemen to discuss fire safety precautions and how to handle emergencies.

VARIATION: Visit Fire Station

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Randolph Fire Dept.

SUGGESTED NUMBER OF CLASSES OR LESSONS:

One, 30 minute session

GRADE 3

Content Standard: 2.1.4

Cumulative Progress Indicator: E

UNIT TITLE: *ILLNESS AND INJURY*

OBJECTIVE: *2.1.4 E – 1, 2*

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

HALLOWEEN SAFETY ASSEMBLY utilizing Randolph Police Officers to explain about dangerous strangers, unwrapped treats, and costumes that allow easy movement, full vision, adequate breathing and appropriate Trick or Treat behavior.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Randolph Police Dept.

SUGGESTED NUMBER OF CLASSES OR LESSONS:

One, 30 minute session

GRADE 3

Content Standard: 2.1.4

Cumulative Progress Indicator: E

UNIT TITLE: *ILLNESS AND INJURY*

OBJECTIVE: *2.1.4 E – 1, 2*

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

BUS SAFETY ASSEMBLY utilizing Randolph Schools Transportation Dept. and Randolph Police Officers. Ask how many students regularly ride a bus. After a show of hands, tell students that you want them to be safe every time they ride a bus. In order to be safe, there are important things they need to know about the rules of riding on a bus.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Randolph Schools Transportation Dept., Randolph Police Dept.

SUGGESTED NUMBER OF CLASSES OR LESSONS:

One, 30 minute session

GRADE 3

Content Standard: 2.1.4
2.3.4

Cumulative Progress Indicator: D, A

UNIT TITLE: *ILLNESS AND INJURY*

OBJECTIVE: *2.1.4 D -1, 2, 3, 4*
 2.3.4 A – 2, 3

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. WHY DO I NEED SHOTS?

Ask the students: “How many of you really like to go to the doctor and get a shot? Do you know what shots are for and why they are so important?”. Put the responses on the chalkboard. Explain to the class that most people in our country are protected against many very serious diseases because they have had shots or immunizations. Write the word on the board. Tell the students most of them got their immunizations when they were just a baby because babies are very susceptible to germs. Sometimes though as children and adults grow older we need a “booster” shot. This shot boosts or pushes our own body’s defense system to work better. Use a PAC-Man type video or computer game to illustrate how the body’s defense system literally eats germs in our systems. Explain that immunizations help the body by creating more good PAC Men to fight off the bad germs that enter our bodies. Next use a doll to show students the many ways germs can enter our bodies. Point out that the most common ways children become exposed is through the mouth and cuts on the skin. Divide the class into four groups and give each group a doll or stuffed animal (be sure the doll has a name or allow the group to select a name). Have the group write five ways that the doll or animal can protect himself/herself from germs. The groups present to their classmates a story about the doll or stuffed animal and how he/she is protected from germs.

TEACHER TIP

Many students at this level have a very basic understanding of the word “defense”. Some children will understand the concept because they participate in sports activities such as soccer or hockey. Use the sports defense concept to explain how the body’s defenses keep germs out of the body much like a goalie would in soccer or hockey.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Stuffed animals/dolls

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 3

Content Standard: 2.1.4
2.2.4

Cumulative Progress Indicator: A, B, D, E, F

UNIT TITLE: ***RESOLVING CONFLICT***

OBJECTIVE: ***2.1.4 E – 3***
 F – 1, 2, 3
 2.2.4 A – 3, 4
 B – 1
 D – 1
 E – 1, 3

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. EXPRESSING FEELINGS AND HANDLING CONFLICTS

Explain that what you want, feel, or believe may sometimes be different from other people. These differences can cause conflict. Sometimes these conflicts can cause us to have strong feelings and to say and do things that might hurt someone else. Ask: “What might be some things you could do to prevent a conflict from occurring?”. List ideas on the board (the list should include the following: think before you speak, consider waiting, talk about one issue at a time, talk to someone else first, use I messages, avoid put-downs, be open to new ideas, make sure your body language matches your words, watch your tone of voice). Provide the students with situations and have the class decide what can be done to reduce or prevent conflict. Sample scenarios might include:

Billy’s older brother has been on the phone for 30 minutes. Billy needs to use the phone to call a friend about an important homework assignment.

Jenny’ friend said she couldn’t play on Saturday. Then Jenny found out she went to the park with Ellen.

2. WHAT IS CONFLICT?

Write the word conflict on the board and ask students what it means. List their responses and offer simple explanations such as disagreement or fight. Explain that conflicts are normal and occur all the time, but it is important to learn how to resolve conflicts peacefully. Read to the students an example of a situation that might lead to a conflict and brainstorm a list of options and what might happen if each option is carried out. Then divide the board into two columns with the headings Unhealthy Choices (options) and Healthy Choices (options). Have the group identify the choices and list in the appropriate column. Have students complete the following statement: I have a choice and I choose...”.

Sample situations:

Your brother wants to watch a one hour long TV show at 7 PM and you want to watch a different show at 7:30.

You and your friends are playing ball in the park when some older kids try to chase you off the field.

A student on the bus calls you names.

You want to be first in line.

TEACHER TIP

Be sensitive to the fact that some students may manage conflicts based on religious teachings or cultural values.

3. SKILLS FOR HANDLING DISAGREEMENTS

Write the word conflict on the board and ask students to identify synonyms for it such as disagreement, fight or clash. Explain that a conflict can arise over ideas as well as material things. Brainstorm options or behaviors one might do to resolve conflicts peacefully and note on the board. The list should include the following:

Stay calm

Be polite

Take time to cool down

Share feelings

Don't use put-downs

Listen to what the other person is saying

Pretend you are the other person

Ask an adult for help

Admit if you are wrong

Run away if threatened

Students may want to add other ideas to the list. Divide the class into small groups and have each group develop a mural or book illustrating the conflict management skills noted above.

VARIATION: Give each group a situation and have the students develop role play ways to manage the conflict. Present the skits to the class for comment and discussion.

4. MOUSE, MONSTER OR ME

Explain to students that all of us need a little help managing the many conflicts in our lives. Use puppets or stuffed animals to introduce the following characters that describe the way we handle conflicts:

Mouse: Meek, weak, doesn't stick up for own ideas

Monster: Bully, pushes ideas on others

Me: The Best, a balance or compromise between being a monster and a mouse

Demonstrate using the puppets, how each type would handle the same situation. Allow volunteers to participate in the demonstrations. Divide the class into small groups and give each group a situation. The group reads the situation and determines if the character is responding as a mouse, monster or me. If the mouse or monster is in control, the students must rewrite the scene to handle the conflict more appropriately. Groups present to the class the original role play and then the rewrite. Students may also use the puppets for this activity. As the students present their skits, talk about what skills are needed to manage conflict in a healthy way.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Four, 30 minute sessions

GRADE 3

Content Standard: 2.1.4
2.2.4

Cumulative Progress Indicator: A, C

UNIT TITLE: ***RESPONSIBLE BEHAVIORS***

OBJECTIVE: ***2.1.4 C – 1, 2, 3, 4***
 2.2.4 A – 1, 2
 C – 1, 2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. THINGS THAT INFLUENCE WHAT YOU EAT

Brainstorm the reasons why people eat (e.g., hungry, feels good, mom makes me) and list on the chalkboard. Tell students that all of these are very real reasons why people choose to eat but they might not always be the best reason to eat. Explain that all of us experience both internal and external influences that cause us to do the things we do. Define the terms and give students two handouts listing the external influences (e.g., food supply, income, social setting, ads, culture) and the internal influences (e.g., hunger, nutrition, exercise, rest, general health, smell, taste, texture, shape, temperature, family preferences, peer preferences, appetite, feelings, body image, and attitude). Discuss situations in which these influences play an important role in the selection and consumption of food.

Students are then assigned to keep a food log for five days. The log should include categories such as:

<u>What I Ate</u>	<u>How Much</u>	<u>Where</u>	<u>When</u>	<u>How I Felt</u>
Chips and soda	8 oz. Bag 2 cans cola	my room	after school	hungry, lonely

At the end of the five days, students share, in small groups, their food logs and identify the most common influences on their food decisions. Have each group tabulate the most common foods eaten, the most common location, the most common time and most mentioned feelings associated with eating. Reconvene the entire class and discuss the group's findings, common elements throughout the class and return to the external and internal influences that drive our choices. Students conclude this activity by writing a paragraph on how they will use this information to make better and healthier food choices.

VARIATIONS:

1. Dietician to speak to children on food pyramid and general basic nutrition facts.
2. On 5 x 8 index cards, write the names of each of the food groups found on the Food Pyramid. Divide the class into two teams. Hold up a card and ask the first team member to name a food belonging to that food group. If the student guesses correctly, he/she remains standing and moves to the back of the team line. If the student answers incorrectly, the other team has a chance to respond. If a student repeats a food, it is an incorrect answer. The last team member standing wins for his/her team.
3. This can also be played like a traditional spelling bee or in small cooperative groups.
4. One student compiles a list of all the foods mentioned during the activity. Then students look through magazines to find pictures of those foods and create a bulleting board collage. Students can continue to add new foods to the display every day.

TEACHER TIP

Be sensitive to cultural and ethnic differences when the children give the names of foods. Be prepared to accept a wide variety of responses.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Child-constructed notebooks, school dietician, teacher made food groups index cards

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Four, 30 minute sessions

GRADE 3

Content Standard: 2.3.4

Cumulative Progress Indicator: A, B, C

UNIT TITLE: ***RISKS/EFFECTS OF ALCOHOL, TOBACCO AND OTHER DRUGS***

OBJECTIVE: ***2.3.4 A – 1, 2, 3***
 B – 1, 2, 3, 4, 6
 C – 1, 2, 3, 4

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. WHAT DOES SMOKING COST?

Preface this discussion with comments on the costs of various items that students treasure (e.g., games, CDs). Tell them that you have discovered a great way to save money – never become a smoker! Provide information on the costs of individual packs and cartons of cigarettes and cigars. Divide the class into small groups and assign each group to a “hypothetical smoker”. Have each group calculate the amount of money spent on tobacco products in one week, one month and one year for their smoker. Have each group put their calculations on the chalkboard and justify their answer. Then have each student write a journal entry on what the smoker could with the money saved if he/she quit smoking.

2. EFFECTS OF TOBACCO ON THE RESPIRATORY SYSTEM

This activity will help students visualize the effects of tobacco products on the respiratory system. Use a smoking machine (available from health materials supply companies) or create your own with a 2 liter bottle, cotton balls and a squeeze bottle to demonstrate the effects of smoking. Students write down their observations during the presentation and

share with the class. Emphasize that there are certain effects that are clearly evident, such as yellow teeth or bad breath but that some internal changes may go unnoticed until years later. As an example, use an old and new broom to represent the cilia. Sweep a pile of dirt with the new broom and then with a broom that is worn and broken. Have students comment on the effectiveness of each and relate this to the effects of smoking on the respiratory system.

Then introduce the concept of secondhand smoke. Ask the students how they think cigarette or cigar smoke affects others and create a list on the chalkboard. Organize the class into small groups and have them develop strategies to minimize their exposure to cigarette or cigar smoke. Share the group’s ideas with the entire class and create a large poster for the classroom outlining the best strategies.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Lesson to be presented by guidance counselor

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute session

GRADE 3

Content Standard: 2.1.4

Cumulative Progress Indicator: C

UNIT TITLE: ***WELLNESS – HEALTH, FOOD AND PRODUCT REPRESENTATIONS***

OBJECTIVE: ***2.1.4 C – 1, 2, 3, 4***

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. WHAT KIND OF PRODUCT?

Display an assortment of empty labeled boxes, bottles and containers of common household and health products and medicines. Ask students: “How can you tell what kind of product this is? How do you know if this product is safe to eat?” Place their answers on the chalkboard. Ask the students what other information can be found on the product label. Discuss the importance of reading and following directions and heeding warnings. Have three large cardboard signs – one with household products, one with health products and one with medicine. Have students select an item from the assortment of products and place it under the correct sign. Then have the students explain why he/she put the item in that category.

2. QUACK, QUACK, QUACK

Prior to this class, provide students with cardboard cut-outs of ducks (or provide students with ducks to cut out during class). Post large signs at various spots around the room with the following words and definitions: quackery, products, services and false advertising. Ask how many students really watch the advertisements on television. Ask how many watch TV shopping networks. Tell them you are going to try and sell them

some products. If they think the method you are using to sell the product is false advertising, they should hold up their ducks and say “quack, quack, quack”. After each item is presented, call on one of the “Quackers” to defend his/her argument. Examples of possible advertising statements might include:

- If you buy these sneakers, you will play like a pro!
- This miracle drug will make you grow taller than anyone in your family.
- Everyone eats this cereal because it has no sugar in it.

After presenting a number of these statements, ask students to list the clues in the ads that made them think it was false. Share the lists.

VARIATIONS:

1. Divide the class into small groups. Each group selects a product they would like to advertise and develops two commercials about the product. One commercial should include examples of false advertising. Students perform the ads for the class and have the class vote whether the ads are accurate or false. The commercials may be videotaped and exchanged with other classes at the same grade levels.
2. Have the students write key words on each duck. For example, the ducks could be used to develop a bulletin board “pond” that points out clues to false advertising. Ducks and fish can be combined – “Fishin’ for False Advertising”.
3. Instead of using advertising statements you create, find examples of real ads in magazines or on video.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Assortment of labeled boxes, bottles and containers of common household and health products and medicines.

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 4

Content Standard: 2.1.4

Cumulative Progress Indicator: B

UNIT TITLE:

BODY SYSTEMS

OBJECTIVE:

2.1.4 B – 1

RATIONALE: *Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.*

LEARNING ACTIVITIES:

1. PHYSICAL CHALLENGE AWARENESS

Share a poem, story, or video about a young person with a disability or chronic health condition (such as *Four Eyes* from the Fat Albert Series, *Kids in Wheelchairs* available from the University of Colorado, Health Sciences Center, School of Nursing). Ask students to relate how they felt about the characters. Lead into a definition of disability and physical challenge. Explain that in spite of disabilities or chronic health conditions, all children are the same – they have feelings, they want to learn, be liked, and have fun. At various stations around the room, place the directions and equipment to simulate a variety of disabilities. Stations might include the following situations:

- Give students a deck of cards to play a game of Go Fish. One student in the card game must play blindfolded, with another student acting as his/her eyes. Another card player is permitted to use only one hand to hold the cards. Another player may use two hands, but they are both covered with socks.
- Students prepare a simple meal. One student must open a milk carton with one hand while wearing gloves. Another student measures items into a bowl while wearing eyeglasses smeared with petroleum jelly.

After students have spent a few minutes at each station, reconvene the entire class for a discussion of the challenges and obstacles experienced. Ask: “How do people with disabilities or chronic health conditions overcome the obstacles and frustration?” Students complete the activity by finishing the following statement: “I can be more sensitive to others by...”

VARIATION: Invite a panel of individuals with disabilities or health conditions to discuss their challenges, frustrations, and solutions. Students write questions, in advance, for the panelists and write a brief reaction at the conclusion of the presentations.

TEACHER TIP

Be sure that lessons discuss cellular systems, body defenses, and integrated organ systems, not just individual organs. Collaborate with the science teacher to reinforce each other's instruction. Use similar terminology and share resources such as CD-ROMs, models, and videos

2. SYSTEMS THAT WORK TOGETHER

Brainstorm the names of various body systems and write them on the chalkboard. Students work in pairs to discover information about one assigned body system and develop an oral presentation using charts, pictures, computer graphics, or models. Frame the assignment by giving each student a list of specific questions to answer about the assigned body system.

VARIATION: Working in small groups, students create a graphic organizer on a body system. Each group uses the organizer to teach the rest of the class about their chosen system.

3. HUNTING GROUND

For this activity, set up five or more body organ or system stations (e.g., a station for skin, lungs, bones). At each station, provide an assortment of reading material, worksheets, models, video or computer programs on the body organ or system. Students brainstorm questions about their bodies and seek answers to the questions via a quest, visiting each station to hunt for the answers (you may want to add a few questions of your own). Students write a summary of the activity, including the answers to the questions.

VARIATION: Design several stations that focus on the various parts of one system (e.g., white blood cells, red blood cells, and platelets as part of a blood station project).

TEACHER TIP

It is important for students to understand the interrelationship of all body systems, not just those most commonly discussed like the heart and lungs. Correct information about body systems becomes increasingly important as students begin to experience the signs of impending puberty.

4. BODY SYSTEM PUPPETS

This activity is adapted from *The Organic Puppet Theatre* by Terry Schultz and Linda Sorenson. The book describes a number of creative projects to illustrate the functions of various body parts. This activity focuses on the stomach. For this activity, you need plastic page protectors, tape, self-sealing plastic sandwich bags, crackers, and water. Create a blackline master of a stomach (with a smiling face). Have students cut out the stomach and color it. Take a piece of plastic page protector and cut it in half. Roll it up from the short end to make a plastic tube about the size of a quarter. Tape the ends securely. Cut a hole about the size of a quarter in the middle of the plastic tube. Next take a self-sealing sandwich bag and cut two slits below the self-sealing line so the tube can slide right in. Place the plastic tube in the bag through the slits. After discussing the role of the stomach, help the students tape the stomach puppet to the back of the sandwich bag so the smiling stomach shows through the bag. Hold the puppet by the tube and fill the bag with water. Seal the bag. Give each child three or four crackers and allow them to eat one or two. Tell them they will now see, via their puppet, what is happening to the crackers they are eating. Crumble the crackers and start pushing the pieces down the tube. Explain to the students that this simulates crushing food with your teeth and that saliva from your mouth helps to soften the food before it enters the stomach. Have the children watch as the crackers mix with the "stomach juices" (the water). Discuss the process of digestion and the role the stomach plays in maintaining wellness.

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Six, 30 minute sessions

GRADE 4

Content Standard: 2.2.4

Cumulative Progress Indicator: A, B

UNIT TITLE: ***HEALTH INFORMATION***

OBJECTIVE: ***2.2.4 A – 1 – 5***
 B - 2

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. WATCHING TV ADS

Select several TV ads for health products (e.g., toothpaste, soap, exercise machines) and show them to the students. Ask: “What was the ad trying to sell? How do you know if the information is correct?”. Ask a volunteer to describe what the ad says. Ask the class who might be a good source of information about such ads and write the list on the board (e.g., dentist, parent, nurse, physical education teacher or coach). Each student creates an ad for a product they currently use and like and shares with the class. Students must use accurate information about the product they choose.

VARIATION: Students can select ads from magazines and newspapers. In small groups, students discuss each ad and what it is trying to sell. Then have the entire class discuss a few of the most common ads.

2. ADVERTISING TECHNIQUES

Pose the following question: “Have you ever bought a product, like cereal or candy, and expected it to be really great and then after you tried it, it really wasn’t what the ads said it was?”. Explain that advertisers carefully monitor the people who buy their products and look for ways to attract new customers. There are special techniques advertisers use to get people to buy their products. Explain the following advertising techniques and provide examples of each. As you explain each, ask the students to think of an ad that fits the description and note it on a sheet of paper for later discussion. Divide the class into small groups. Each group locates ads from various sources and tries to match the ad with the advertising method. Groups share their findings.

Advertising Techniques

Give-aways	Prizes	Testimonials
Superlatives	Solution to a Problem	New and improved
Scientific evidence	Endorsement	Claims of social success
Efficiency	Convenience	One of a kind
Image creation	Humor	Value
Health claims	Scare tactics	Appeal to parents
Jingles	Appeal to status	

VARIATION: Small groups create an original ad that illustrates one or more of the techniques. The rest of the class guesses the advertising strategies employed in the original ad.

TEACHER TIP

Enlist the expertise of the library media specialist to select appropriate books for the following activity.

3. FINDING HEALTH RESOURCES

Students select a book about a health topic. Older students, acting as cross-age teachers, read the book with the students and discuss the content. Each student writes a summary of the book, focusing on what he/she learned about the health topic.

VARIATION: Students share the book with a parent, guardian, or other adult family member. The student and his/her adult partner complete a teacher-designed worksheet or develop a poem or illustration related to the book.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Videotape of pre-recorded TV commercials for health products, magazines and newspapers (for ads).

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 4

Content Standard: 2.4.4

Cumulative Progress Indicator: A

UNIT TITLE: ***HUMAN DEVELOPMENT***

OBJECTIVE: ***2.4.4 A – 1 - 5***

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. FAMILY STRUCTURES

Ask for a definition of family and write on the board. Come to agreement on a definition and explain that there are many different kinds of families. Use student volunteers to organize family units as you describe them, e.g. have student role play grandparents, siblings, etc. (you may want to provide props). Provide students with a worksheet that defines each kind of family structure. Divide the class into smaller groups and assign each group a family structure. Students in that group act out a family conversation. Students are given a script to follow. For example, one group may act out a single mom getting ready to go out on a date; characters would be the children, the date, the mom and a sitter. Another example might have grandpa and the rest of the family at the dinner table, discussing the good old days. Students present their skits to the class.

VARIATIONS:

1. Use a book, such as *What Kind of Family Do You Have?*, to research different kinds of families. Have one copy for each of six groups. Each group divides the chapter, assigns tasks and prepares a presentation to the rest of the class on a family structure.
2. Have students research different family structures as related to cultural/ethnic groups.

2. PARENTING

Students interview a parent/guardian about the ten most important things about being a parent. From the interviews, students develop a class list. The class develops a pamphlet "Ten Tips For Parents" or "Ten Tips for Raising a Child". The pamphlet can be designed on the computer and disseminated at Open House.

VARIATION: Develop a pamphlet "Ten Tips For My Child To Become A Healthy Adult" Students interview their parent/guardian and compile a master list of tips.

3. RIGHTS - PRIVILEGES – RESPONSIBILITIES

Ask: "Would you like to stay up all night?". Explain that being able to do something like that is a privilege. Define rights, privileges and responsibilities and write on the board. Ask: "Who decides what responsibilities you have? What about privileges?". Explain that privileges are earned while rights cannot be taken away. Put each word on a separate sheet of newsprint and brainstorm examples for each. Engage the students in a lively discussion. Students may take the listings home and discuss with their parents. Be sure to emphasize the ideas of compromise and respect within the context of this activity.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Family photos, family graph

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 4

Content Standard: 2.1.4
2.4.4

Cumulative Progress Indicator: B, C

UNIT TITLE: ***PUBERTY EDUCATION***

OBJECTIVE: ***2.1.4 B – 2***
 2.4.4 B – 1 – 2
 C – 1 - 2

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. PUBERTY EDUCATION/PHYSICAL /HORMONAL CHANGES

Trained Randolph staff members will follow the Approved Puberty Education Curriculum. The children will be separated with respect to gender. Each gender group will view an approved video, “Meet the New You” (for girls) or “Meet the New You” (for boys). All activities will take place on one designated day in the form of a pull out workshop. Children may have permission from their parents not to attend.

TEACHER TIP

Strategies for Answering Verbal Questions Outside Curricular of Guidelines/Parameters

1. Address all questions within grade appropriate guidelines and developmentally appropriate parameters.
2. Although it is an interesting question **Emphasize:**
 - a. the need to communicate questions to parents (refer question to trusted adult within the family, school nurse, school guidance counselor, or principal).
 - b. the question could be addressed (1 on 1) teacher with student - If you wish to see me after class, I will be glad to meet with you.
 - 1) Determine if the nature of the question(s) suggests communication with parents, nurse, guidance counselor, or principal.
 - 2) Address all questions within grade appropriate guidelines and developmentally appropriate parameters.
 - c. the question may be addressed in future grade levels

Strategies for Answering Written Questions Outside Curricular of Guidelines/Parameters

1. Screen all questions, respond only to those within approved curricular guidelines.
2. Use written questions to reference student levels of understanding and input for future curricular considerations.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Approved Grade 4 Puberty Education Curriculum Guide, Video: Meet the New You

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 4

Content Standard: 2.3.4

Cumulative Progress Indicator: B, C

UNIT TITLE: ***RISKS/EFFECTS OF ALCOHOL, TOBACCO AND OTHER DRUGS***

OBJECTIVE: ***2.3.4 B – 1 – 6***
 C - 4

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. WHY ALCOHOL IS NOT SAFE FOR CHILDREN

For this activity, you will need two clear containers filled with water, one large and one small. The containers will represent the people in a story. In order for students to make a clear connection between the containers and the people in the tale, label or decorate the bottles to resemble the characters.

Ask the class what they think happens when two people drink the same amount of alcohol. Will the effects be the same for both? Tell the class that they are going to observe an experiment that will give them the answer to that question. Read aloud to the class a story about a large person and a small person. Both individuals are drinking alcohol. As you tell the story, add one drop of food coloring to both the large and small containers of water for each drink the participants consume. Ask the students if there is a difference in the containers now that the "drinks" have been added. Ask who might feel the effects first, what does body size have to do with the effects and what other factors might influence the individual's reaction to alcohol (e.g., food, other drugs, medicines, illness, fatigue, age, maturity). Be sure to emphasize that size is not the only factor used

to determine if one can drink safely. Guide the discussion towards the conclusion that alcohol for children is not safe. Have students illustrate the concepts discussed through drawings and write a short summary of what they learned in this lesson.

VARIATIONS:

1. Cross-age teachers can present a puppet show or skit to accompany the water activity. Have the peer leaders guide the discussion, emphasizing that most kids do not use alcohol and other drugs.
2. Obtain two four ounce cups for each student. With students watching, mix a quart of water with the recommended amount of dry lemonade mix and a quart with twice the recommended amount. Fill one cup two-thirds full of regular strength and one cup one-third full of double strength. Have students taste and compare. Explain that each cup has the same amount of powder but the concentration is different. Ask students how this could be connected to alcohol consumed by a child.

2. BODY SYSTEMS, DRUG EFFECTS

Explain to the class that the body experiences many short and long-term effects from the use of various drugs and that this lesson will help them to visualize some of those changes. In small groups, have students trace the outline of a group member's body and then add the body systems to the tracing. Assign each group a body system and have the group gather information about the effects of alcohol, tobacco and other drugs on the assigned body system. Using that information, each group develops a skit, playing the roles of various body parts and describing the effects of chemical substances on the assigned body system. Students can use the body tracings and "sandwich board" costumes to illustrate the skit. After each group has presented their skit, give each student a worksheet on the human body and tell them to list at least one effect for each body system.

TEACHER TIP

The next activity requires the use of cigarettes to demonstrate specific effects. Be sure to notify your building principal prior to any activity using tobacco products. This activity can be used to make parents and students aware of the school district's "No Smoking" policies.

3. EFFECTS OF TOBACCO ON THE RESPIRATORY SYSTEM

This activity will help-students visualize the effects of tobacco products on the respiratory system. Use a smoking machine (available from health materials supply companies) or create your own with a 2 liter bottle, cotton balls and a squeeze bottle to demonstrate the effects of smoking. Students write down their observations during the presentation and share with the class. Emphasize that there are certain effects that are clearly evident, such as yellow teeth or bad breath but that some internal changes may go unnoticed until years later. As an example, use an old and new broom to represent the cilia. Sweep a pile of dirt with the new broom and then with a broom that is worn and

broken. Have students comment on the effectiveness of each and relate this to the effects of smoking on the respiratory system.

Then introduce the concept of secondhand smoke. Ask the students how they think cigarette or cigar smoke affects others and create a list on the chalkboard. Organize the class into small groups and have them develop strategies to minimize their exposure to cigarette or cigar smoke. Share the group's ideas with the entire class and create a large poster for the classroom outlining the best strategies.

Alternate for Lesson 3

Class conducted by the elementary school guidance counselor demonstrating the detrimental effects of tobacco smoking on the lungs.

4. WHAT DOES SMOKING COST?

Preface this discussion with comments on the costs of various items that students treasure (e.g. games, CDs). Tell them that you have discovered a great way to save money - never become a smoker! Provide information on the costs of individual packs and cartons of cigarettes and cigars. Divide the class into small groups and assign each group to a "hypothetical smoker". Have each group calculate the amount of money spent on tobacco products in one week, one month and one year for their smoker. Have each group put their calculations on the chalkboard and justify their answer. Then have each student write a journal entry on what the smoker could do with the money saved if he/she quit smoking.

TEACHER TIP

The following activity provides an ideal opportunity to have students share information about the correct use of the emergency system with family members. This lesson offers opportunity to make families aware of training in first aid CPR or to notify them of parenting or baby-sitting classes.

TEACHER TIP

Emphasize that students should not practice 911 calls using a real telephone.

Optional Activity

EMERGENCY: CALL 911

Introduce the concept that certain substances when inhaled or ingested may cause immediate and life-threatening reactions, such as breathing cessation or heart irregularities. Brainstorm with the entire class the names of some of the substances. After a discussion of the effects, have students develop a role play of emergency situations where someone may have ingested or inhaled a poisonous or dangerous substance. Include a simulated 911 call, a call to the poison control center and simple first aid, with students explaining the effects of common substances on the body and the need for rapid action. Have students reproduce the universal warning label on a poster or collage that displays some of the most dangerous substances.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Guidance counselor, Textbook: Health for Life – Scott, Foresman Chapter 7 1990 Edition

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Four, 30 minute sessions

GRADE 4

Content Standard: 2.2.4

Cumulative Progress Indicator: C, D, E

UNIT TITLE: ***SETTING PERSONAL HEALTH GOALS***

OBJECTIVE: ***2.2.4 C – 1 – 2***
 D – 2
 E – 4

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. WHAT ARE GOALS?

Ask students: “What is a goal?”. Some students may answer the question relating to sports, such as hockey or soccer. Use that idea to explain that goals are something you would like to accomplish. Write the word on the board and give examples. Then introduce the idea that some goals are set far in the future, such as what you want to be when you grow up. Write long-term goals on the board. Then explain that we all have short-term goals, things we can do now or in the near future, that may help us reach one of the long-term goals we set for ourselves. Use sports as an example. Ask the class: “If you play soccer now, what might be a long-term goal for you?”. Write student response on the board (e.g., make the high school team, play in the World Cup, play soccer in college, score five goals in one game). Then ask students what kind of things must happen in order of future goals to occur and list on board (e.g., practice, play on a team, grow, go to camp, keep my grades up). Make a connection between short-term activities and goals and the long-term goal. You may need to process several for the students to fully understand the connections. Each student can write on long-term goals and two or three short-term goals that will help to achieve it. Share with the class.

VARIATIONS:

1. Students develop a concept map related to a goal. For example:

Study Hard

Get Good Grades

Long Term Goal: To Be A Doctor

Go To College

2. Discuss goals that are related to student health (e.g., no cavities at the next dental check-up, eating more vegetables and fruits, getting regular exercise). Each student selects one health goal and draws a picture illustrating how he/she will achieve that goal.

2. SELECTING HEALTH GOALS

Brainstorm possible health goals and write on board. Each student selects three health goals to achieve within a two week period and charts his/her progress. On a daily basis, discuss the successes and failures the students experience to meet their goals. To illustrate how barriers impact the achievement of a goal, draw a diagram on the board with one of the goals in the center of a circle and the barriers to the goal outside the circle. Use the diagram to assist students to identify barriers to their own achievement and identify what each student can do to reduce the barriers and accomplish their goals. Students discuss what goals are easy to meet and which ones are more difficult. Group students by similar goals and have them discuss what they can do to continue reaching their goals for one month to one year. Groups share their ideas with the rest of the class.

TEACHER TIP

Involve parents in the development and monitoring of student goals.

3. GOAL ACHIEVEMENT

Explain to students that to achieve a goal you need to make a plan. Reaching a goal requires good decision making skills. Using the acronym TARGET, students are given a number of potential health goals and asked to analyze them using the TARGET method. Some examples of realistic and unrealistic goals might include:

- Growing to be six feet tall
- Not wearing glasses like the rest of my family
- Getting adequate exercise
- Eating a balanced breakfast every day

The TARGET method provides steps to reach goals. They include:

- Think about the goal.
- Ask yourself, "Can I do this?".
- Review the information and choices.
- Get a plan.
- Exercise your plan.
- Test the results.

After students have reviewed the goals, discuss their ideas and clarify any misconceptions. Then have each student select one or two personal health goals and analyze using the TARGET method.

VARIATION: Students write a story about how they achieved a goal.

4. SETTING FITNESS GOALS

In the beginning of the school year, students participate in the school's annual fitness testing program. After releasing the results, discuss personal improvement and goal setting. Each student develops goals for the next phase of testing (usually late in the school year). Review the student goals and assist with revisions. Explain that many variables may affect the achievement of the goal, e.g., a student that scores high in the beginning may not see the same percent improvement as a student with a lower score. Ask students "What factors might help you to achieve these goals?" Write their answers on the board and model the steps to achieving a goal. Provide students with sample goals and activities to meet them. Students keep a log during the school year that describes efforts and progress made. This can be carried over into a summer vacation activity as well. Include the student's log and other supporting materials in a portfolio. A sample goal might be:

- Fall Result: 9:30 mile
- Spring Goal: 9:00 mile
- Activities to reach my goal: run at least one mile 4-5 days per week
- run one-half mile and quarter mile series at faster pace to improve my speed
- eat a balanced diet every day

VARIATION: Students develop class goals from fall to spring. Goals can also be established for the grade level of the students. In this way, all students can impact the outcome of the goal. Goals should be based on improvement, not percentile rankings.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Chalkboard or overhead, drawing paper, crayons, markers.

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Four, 30 minute sessions

GRADE 4

Content Standard: 2.2.4
2.3.4

Cumulative Progress Indicator: B, E

UNIT TITLE: ***SUBSTANCE ABUSE***

OBJECTIVE: **2.2.4 E – 6**
 2.3.4 B – 1

RATIONALE: Health-literate and physically educated students know the long and short term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

Choose one of the following activities

1. RULES ARE IMPORTANT

Establish classroom ground rules using charts and bulletin boards. Ask students why rules are necessary and put their responses on the board. Organize the class into small groups and assign the task of selecting a classroom "rule for the day". (The rule may be a silly one, such as hopping on one foot when answering a question, or the rule may be a routine classroom rule.) Have the class vote on the rule of the day and discuss the consequences for those who don't follow the rule (e.g., distribute play money and collect a fine). At the end of the day, focus the class on the day's events, any-problems with the rule and discuss why rules are necessary. Have each student write an ending to the statement "Rules are important because ...".

2. RULES FOR CHILDREN

Explain that laws have-been created to protect children from substances that might harm their bodies. Divide the class into small groups and have each group list reasons why alcohol and tobacco products should not be sold to children. Next, invite a police officer or lawyer to speak to the class about rules and laws, with special emphasis on laws regarding access to tobacco products and alcohol by children. After the presentation, have

each student write a thank you letter to the speaker, highlighting what he/she learned in the presentation.

3. LAWS AND RULES AROUND THE WORLD

Begin this discussion of rules and laws by presenting several outdated laws to the class (e.g., not tying your horse to lampposts). Briefly address how laws are created and repealed in the United States. Have students research and compare how laws and rules are instituted in other countries. Discuss the student's research. Emphasize that laws and rules are universal.

VARIATION: Have students write a letter to a pen pal from another country asking about laws regarding the legal use of alcohol and tobacco products. Post and discuss responses to the letters.

4. RULES ON THE JOB

Tell students that even adults must follow rules and laws on the job. Then have each student prepare a letter to a parent or other adult, asking about two rules that must be followed on the job or in the home. Use the responses to discuss how rules relate to adult life on the job and at home.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

SUGGESTED NUMBER OF CLASSES OR LESSONS:

One, 30 minute session

GRADE 4

Content Standard: 2.3.4

Cumulative Progress Indicator: A, C

UNIT TITLE: **WELLNESS AND MEDICINES**

OBJECTIVE: **2.3.4 A 1 – 3**
 C – 3

RATIONALE: Health-literate and physically educated students know the long and short term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. SUBSTANCE SAFETY

The teacher brings in several empty containers of common household substances and medicines. Display the containers and describe each one. Emphasize those substances with warning labels or universal warning symbols. Draw the symbol on the board and write the word “poison” next to it. Ask students to define the word poison.

Next, divide the class into small groups and give each group several empty containers to examine. Have two groups classify the substances as “healthful” or “harmful” and have two groups classify the substances as “poison” or “safe”. Each group should write, on a large sheet of poster board, one safety rule for the use of medicines and household substances. Circulate to assist the groups in the activity. Reconvene the entire class and discuss the group selections and safety rules. Add rules to the list that the group omitted.

TEACHER TIP

Prior to the next activity, students will need to be familiar with basic vocabulary including important terms such as drug, medicine, symptoms, prescription drug, over-the-counter drug, pharmacist, allergy, dosage, warnings and side effects.

2. CREATE A NEW MEDICINE

Tell students they are going to create a make-believe medicine but first they will need to do some research about real medicines. Organize the class into small groups and distribute several empty containers of over-the-counter and prescription medicines to each group. Instruct the students to read the labels carefully and then answer five basic questions about medicine. Give each group a chart with five questions written across the top like this:

<u>WHAT?</u>	<u>WHO?</u>	<u>WHEN?</u>	<u>WHY?</u>	<u>HOW MUCH?</u>
Amoxicillin	John Doe	Three times a day	Strep throat	1 pill

For each bottle, students complete the chart. Reconvene the entire class and have each group present the information on their charts. Ask students what other kinds of information might be on the label and discuss.

Tell the class they are going to use what they have learned to create medicine. Have the students return to their original small groups to design a product, including important information on the label, such as dosage, time, reason for use and warnings. Students can use empty soda bottles or shoe boxes as “medicine containers”. After the medicine package is created, have the group design an ad for the product and try to “sell” the product to the class. After all the ads are presented, discuss with the entire class the positive and negative aspects of the ads. Have each student compare the student created ads to ads in magazines, newspapers or on television using a compare/contrast thinking process map. Using the student-generated maps as a springboard for discussion, create a class map on the chalkboard.

As a completion activity, have each student write three things that they learned from this activity.

VARIATION: Show pre-recorded television ads for a variety of medicines. After showing an ad one time, have the students try to answer the five questions listed above, using only the information supplied in the ad. Then replay the ad and have students try to complete their chart. Discuss the kinds of information available to the consumer in the ad versus the information listed on a medicine container or bottle.

3. MEDICINE CAN HELP US

Open this activity by asking the class how many of them have ever taken medication. Tell students that some people need to take medication only when they don’t feel well and that others may have a health problem that requires them to take medicine all the time to prevent getting sick. Give each student a list or chart of common medical conditions (e.g., asthma, diabetes, strep throat, cold, poison ivy) that might require medication and a list of common medications. Have the students complete the chart, on their own, matching the appropriate medication to the condition. After the charts are completed, focus a large group discussion on the appropriate use of medications, the need to follow treatment instructions, and sensitivity to others who may have medical conditions.

Associate this activity with a book on children with special health conditions such as seizures, diabetes, HIV or asthma or a visit by the “Kids on the Block” puppet show.

After the activity, have the students write a brief paragraph on the importance of taking medications correctly and safely.

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Empty containers of common household substances and medicines, poster board and marker – 1 per group

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 4

Content Standard: 2.1.4

Cumulative Progress Indicator: C

UNIT TITLE: ***WELLNESS – HEALTH, FOOD, AND PRODUCT REPRESENTATIONS***

OBJECTIVE: **2.1.4 C – 2, 3**

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. WHAT'S IN THE CAN?

Tell students that you can be easily fooled into thinking something is healthy when it is really not. Ask students: “Where do you look for information on the ingredients of a product? How do you know the nutritional value of food? Do you read labels on some products and not on others? Why or Why not? Where else can you go to get information about the food you eat?”. Create a sample label and have the students identify the parts (brand name, name of the product, promotion, ingredients, manufacturer, net weight, Additives, directions, cautions). Have students answer a series of questions about the information you provide on the label. Then provide real cans and have students analyze the information provided on those labels. Be sure students can identify what ingredients are in the largest amounts, the many names for sugars, and common food additives and preservatives.

VARIATION: Instead of using food products, use household cleaning products. Supply the class with empty containers of household products and draw attention to warnings, following directions, not mixing substances and the appropriate use of such products.

2. ARE YOU A CONSUMER?

On the chalkboard, write the following terms: consumer, product, seller and service. Ask students to think about what has happened to them since they awoke this morning. Ask: “What products and services have you used since you got up this morning?”. Provide students with trigger ideas such as products used in the bathroom or kitchen or those used getting dressed or on the way to school. Be sure students consider televisions and the use of other electronic devices such as radios, alarm clocks and computers. Ask students to generate a list and then to think about why they chose one product over another. Why do you use the things you do? In small groups, students generate a list that includes their reasons (e.g., ads coupons, price, I like it, my mom makes me use it, it was a gift). Reconvene the entire class and develop a master list of the reasons why students chose certain products. Explain that this shows that they are a consumer and draw attention to the definitions posted on the board. Have students complete the assignment by writing a journal entry entitled: “How Can I Become A Better Consumer?”.

3. SELLING A NEW FOOD PRODUCT

Divide the class into two teams. Each team develops a new breakfast bar that provides the nutritional value equal to six ounces of orange juice, two slices of buttered whole-wheat toast, one poached egg, and one peach. Students create a name, packaging, and advertising campaign for the new product and design a full-page ad to inform the public about the product. Each group presents their product and ad campaign to the rest of the class. Students vote on whether they would buy the product based on the ad.

VARIATIONS:

1. Divide the class into three teams. Assign each team a meal (breakfast, lunch, or dinner) and have them develop a bar that provides a balanced menu for that meal.
2. Bring in an assortment of “space food” – the packaged food used in the space program. Students note the nutritional content and design a balanced diet using these foods.
3. Rather than focusing on advertising, ask students to consider if it is satisfying to eat “just a bar”. Ask: “What feelings might one have after eating a “meal in a minute?”

ASSESSMENT STRATEGIES:

Written Test	Worksheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Sample food products to look at their food labels, sample label worksheet with comprehension questions created by teacher for assessment.

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Five, 30 minute sessions

GRADE 4

Content Standard: 2.1.4
2.2.4

Cumulative Progress Indicator: A, D, E, F

UNIT TITLE:

WELLNESS

OBJECTIVE: **2.1.4 A – 1 – 3**
 D – 6
 F – 4 – 7
 2.2.4 E – 5

RATIONALE: *Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.*

LEARNING ACTIVITIES:

6. WELLNESS PLAN

Place the following items on a table or desk in front of the room: towel, soap, comb, toothbrush, book and pillow. Ask volunteers to select one of the objects, describe for the class how the object contributes to wellness and place the object in a large, decorated box labeled “Good Health” or “Wellness”. After all the items are described and placed in the box, ask students to define “wellness” and place their answers on the chalkboard. Tell students that they are going to create a written plan that will help them with an important health skill or a promise to make safe and wise choices. Students write a plan, share their commitment with the class and then report on their progress during the week. Display the plans on the bulletin board. After a week, have students write a short note to their parents announcing their accomplishments.

7. SHINING STAR

Tell students that you are going to close the shades and turn off the lights in the room. Explain that it will be dark when you do so and that you want them to remain silent. Using a flashlight, shine the light and tell the class that it represents a single shining star. Have students discuss what they know about stars. Explain to the class that we often use the word star in other contexts, such as baseball star, movie star or all-star. Why do they think we use the word that way? Lead students to responses that a star is often used to describe someone that “shines”, that is extraordinary or very special. Tell students that all of them are stars. Turn on the lights and distribute a cardboard star, large enough for each student to affix a photo of himself/herself in the center. Then have each student share one or two reasons why he/she is a star. Display the shining stars as part of a galaxy or create shining stars mobiles to hang in the classroom.

VARIATION: Students can design a star for a classmate and introduce the classmate to the other students, sharing the star qualities. Use this activity as an icebreaker in the beginning of the school year.

TEACHER TIP

Some students may not have photos available for this kind of project. Teachers can take candid shots of students in the classroom. If the local high school or adult school has a photography class or club, ask those students to take pictures of the students.

8. SUPER HERO FOODS

Ask students what super heroes usually do. Write the ideas on the board. One of the ideas should be related to protection or protecting people from the “bad” guys. Tell students that we call things that keep us safe “Protectors”. Write the word on the board. Explain that there are certain foods that protect our bodies from diseases such as cancer or heart disease and that healthy people eat more of those foods for added protection. In order to discover what those foods are, divide the class into two teams. On chart paper, have one team write the names of as many vegetables as they can think of while the other team lists as many fruits as they can think of. Give each team about 3 minutes, verify the responses and post the lists. Draw attention to some of the less common fruits and vegetables on the list.

Now have each team look at their list and using a chart, indicate if the fruit/vegetable is high in vitamin C or vitamin A. Provide students with pamphlets or charts to assist in this part of the activity. When the lists are compiled, share the information, clarify and ask if any of the items listed are of the cabbage family. Indicate on the list. Explain which fruits and vegetables are the best protectors and why. Ask the class how many of them actually eat at least one serving of fruit and one of vegetables per day. Discuss the importance and relate to the food pyramid. Tell students that in the next lesson they will have an opportunity to rate the “Super Heroes”. In preparation for that lesson, provide students with a letter to their parent/guardian that requests that each child bring in a specific fruit or vegetable for the Super Hero project. Have each student explain in the letter the importance of fruits and vegetables in his/her diet.

TEACHER TIP

The next activity requires an assortment of fruits and vegetables. If students cannot provide them seek the assistance of a local grocer or produce market. Be sure to include regional or unusual items for this activity. Check with students and the school nurse regarding allergies to specific fruits and vegetables.

9. RATING THE SUPER HERO FOODS

Collect the fruits and vegetables, wash and cut into small pieces. For each fruit or vegetable, you will need a brown paper lunch bag with the name of the item on the outside. Be sure students wash their hands prior to this activity. Display cut-up fruits and vegetables attractively on several stations around the room. Explain to students that they are going to move from station to station taste testing each item. Give each student one rating sheet for each item displayed. Students rate items on a scale of one to ten such as:

1	5	10
Not so Good	Okay	Great

Students taste and rate each item. Encourage students to try new items. Circulate and reinforce the importance of protector foods. After the students have tasted and rated all the foods, have each student deposit his/her rating sheet in the appropriate brown paper bag. Divide the class into small groups and give each group several of the bags to tabulate the ratings. Create a large chart or poster with the ratings and summarize. Have students write in a journal entry three things they learned about health protectors.

10. PYRAMID CONSTRUCTION

Have students use the computer to draw a food pyramid and list foods that are appropriate for each section of the pyramid. Students may use clip art to copy and paste into the appropriate areas of the pyramid. Students print their pyramid and post the designs on the bulletin board. Encourage students to be creative in the design of the pyramid.

VARIATIONS:

1. Share the Dietary Guidelines for Americans with the students. Explain that there are many health organizations that collaborate to provide citizens with up-to-date information about nutrition and health. An easy way to remember the guidelines is through the Food Pyramid. Ask students; “How does healthy eating contribute to overall wellness? How do you feel when you eat healthy versus when you eat too much junk food?”. Correlate healthy eating with increased energy levels, the body’s ability to fight off simple diseases and more efficient and productive use of muscles. Give each student a copy of the pyramid and have them complete the chart with appropriate representative foods for each section.
2. Divide the class into small groups. Have students review magazines for pictures of foods that are representative of categories in the food pyramid and have students create a collage of the pyramid. Students can use pictures of foods they normally eat for this exercise.

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Chalkboard, chart paper, note to be sent home to parent/guardian requesting a specific food item. Food items from home, knives to cut foods items, paper lunch bags, rating sheets (1 per student).

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Five, 30 minute sessions

GRADE 5

Content Standard: 2.1.6

Cumulative Progress Indicator: A, B

UNIT TITLE: ***BODY SYSTEMS***

OBJECTIVE: ***2.1.6 A – 1, 2, 4, 5***
 B – 1 - 3

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. EFFECTS OF EXERCISE

Allow students a few minutes of quiet time (play some relaxing music, allow students to assume a comfortable position and just unwind). After about five minutes, have each student take and record his/her pulse rate. Now ask students to join you in a quick bit of exercise. After stretching students jog or perform an aerobic routine. After 10 minutes, students take their pulse and record. They also record changes in body temperature, sweat, skin, pupils and breathing rate. Now have the students return to the classroom for quiet time. After recording the heart rate one more time, ask the students what impact the exercise had on the body. Note their comments on the board. What body systems were affected by the exercise?

2. THE BODY SYSTEMS GAME

This activity must follow an introduction to the study of the anatomy and physiology of body systems. Prior to class, print the names of the systems and associated organs on 3x5 cards. Inform the class they will be playing a game that will require them to associate the body organ with the correct body system. Tape one of the 3x5 cards to each student's back (obviously the student cannot know what is on the card). Students circulate around the room and can ask each student one yes or no question in an attempt to identify the system or organ on his/her card. When the student correctly identifies the card, the card

is removed from his/her back and taped to the front of the student's body. As the students guess their identities they should join other class members associated with the same body system. Finally, when all the cards are guessed, students in each group develop a poem, rap, or song about the body system and ways to keep it healthy and present to the class.

VARIATIONS:

1. Students write skits that describe the functions of the body systems and perform the skits for younger students. Costumes should be designed to appropriately reflect the characters.
2. Students conduct an investigation using a mock scenario of Body Incorporated (or another title based on a hit detective series). Body systems must defend their roles and interrelationships with others in order to verify their importance.
3. Create a diary of a body system or organ entitled “A Day in the Life.”

3. BODY CONTROL CENTER

Review the structure and function of the central nervous system prior to this class. Ask for two volunteers. Have the students hold the opposite ends of a piece of string and pull it taut. Pull one of the students firmly so the string moves. Ask the other student what happened (the string moved and so did his/her hands). Explain that the two students sent a message across the string to each other. Relate this to nerves and the transmission of messages across the synapse. Now cut the string. Ask the students what might happen if you pull one of the students now. Once the nerve is cut, there is no chance for the message to get across. Explain the role of the central nervous system and how it sends commands to the circulatory system or to the muscles.

VARIATION: Have the students develop a concept map of the relationships between body systems. Individual maps of each system and its parts can be developed first and then combined into the master body map.

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
*Review Game	*Other – Making a model, video, simulation	

RESOURCE MATERIALS:

Frameworks, Magic School Bus –Digestion video, Health for Life Grade 5 text, Scott, Foresman copyright 1990.

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Five, 30 minute sessions

GRADE 5

Content Standard: 2.1.6
2.2.6

Cumulative Progress Indicator: A, B, C, F

UNIT TITLE: Hygiene & Maintaining a Healthy Lifestyle.

<u>OBJECTIVES</u>	2.1.6	A – 1 – 6
	2.2.6	A – 1
		B – 1 – 3
		C – 1, 2
		F – 1, 2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

Background: The Centers for Disease Control and Prevention have identified six primary causes of health problems. These include (1) Intentional and Unintentional injuries; (2) drug and alcohol use; (3) tobacco use; (4) sexual behaviors that lead to STDs, HIV and unintended pregnancy; (5) inadequate physical activity and (6) dietary patterns that cause disease.

- Stormy Weather:** Prior to class, prepare six large raindrops and label each one with one of the six identified risk behavior categories identified by CDC (Centers for Disease Control and Prevention). Begin the class by asking: “What national health organization keeps us informed about health, wellness, and disease control?” Write the words Centers for Disease Control and Prevention on the chalkboard. Explain the purpose of the agency and tell students that they have identified six critical areas that contribute or impact one’s health. Show the students the raindrops. Ask for two volunteers. Have them sit side by side and give one student an open umbrella. While holding the raindrops over the students’ heads (you may need additional volunteers) explain that the student with the umbrella is prepared for the “storms” of life. Associate the raindrops and the risk factors. Drop the raindrops on both students and ask them to explain what happened. Which student is protected? Why? What does the umbrella represent? Tell the students that one’s ability to make responsible choices will prepare them for the storm of life. Have students brainstorm what other influences will help make them more resilient and less likely to participate in risk behaviors (e.g. parents, values, desire to keep healthy and fit).

Variation: Add strips of paper to the umbrella that outline the steps to responsible decision making. Have small groups generate a list of two situations that relate to each of the six risk categories and then generate at least two strategies that will help reduce their risk.

2. **Technology In Action:** Brainstorm some of the modern inventions over the last 25 years that have helped people who are ill or have contributed to the prevention or treatment of disease. When you have a good sized list, ask students to select one topic and research the development of the invention. These inventions might include certain antibiotics, drugs for disease such as HIV/AIDS, computer diagnostics, improved exercise equipment or the ability to transplant evolution of the inventions and make predictions about the future. Culminate this activity with a visit to a medical facility to see the role of technology in action as well as the many career opportunities that it creates.

Variation: Invite a speaker from a medical supply firm or technology department to demonstrate new equipment.

Variation: Ask students: “While the many advances we have today have generally made life better for everyone, what problems have we created by these technological advances?” Examples for discussion might include prolonging life expectancy and the need

ASSESSMENT STRATEGIES:

(* indicates assessment strategy used, teachers may add to this list)

Written Tests

Work Sheet

*Journal Entry

*Class Discussion

*Project

*Role Plays

*Review Game

Other

RESOURCE MATERIALS: Frameworks, Personnel Consultant

GRADE 5

Content Standard: 2.1.6
2.4.6

Cumulative Progress Indicator: B

UNIT TITLE: *PUBERTY EDUCATION*

OBJECTIVE: *2.1.6 B – 1 – 3*
2.4.6 B - 1

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well being of others.

LEARNING ACTIVITIES:

1. PUBERTY EDUCATION/PHYSICAL /HORMONAL CHANGES

Trained Randolph staff members will follow the Approved Puberty Education Curriculum. The children will be separated with respect to gender. Each gender group will view an approved video, “Growing Up For Boys” or “Growing Up For Girls”. All activities will take place on one designated day in the form of a pull out workshop. Children may have permission from their parents not to attend.

TEACHER TIP

Sexuality is an important component of the physical, social, and emotional changes occurring during adolescence.

Strategies for Answering Verbal Questions Outside Curricular of Guidelines/Parameters

Address all questions within grade appropriate guidelines and developmentally appropriate parameters.

Although it is an interesting question **Emphasize:**

- a. the need to communicate questions to parents (refer question to trusted adult within the family, school nurse, school guidance counselor, or principal).
- b. the question could be addressed (1 on 1) teacher with student - If you wish to see me after class, I will be glad to meet with you.
 - 1) determine if the nature of the question(s) suggests communication with parents, nurse, guidance counselor, or principal.
 - 2) address all questions within grade appropriate guidelines and developmentally appropriate parameters.

c. the question may be addressed in future grade levels

Strategies for Answering Written Questions Outside Curricular of Guidelines/Parameters

1. Screen all questions, respond only to those within approved curricular guidelines.
2. Use written questions to reference student levels of understanding and input for future curricular considerations.

2. WHAT'S HAPPENING?

Students use a variety of print, media, and technological resources to complete a chart similar to the one below. Discuss the changes.

CHANGES OF ADOLESCENCE

Changes	Early Adolescence	Mid-Adolescence
Physical Changes		
Intellectual Changes		
Social and Emotional Changes		
Self		
Family		
Peers		

3. STAGES OF GROWTH

Ask students: "How long does it take to become an adult?". Write the student responses on the board. Explain that everyone goes through the same stages to become an adult. Students create a chart that outlines the stages of growth, the ages at which they occur and important changes and events during each stage. Students share their charts and discuss any misconceptions.

Stage of Growth	Age	Changes	Events
Prenatal			
Infancy			
Toddler			
Child			
Adolescent			
Young Adult			
Adult			
Senior Citizen			

4. LIFE SPANS

Students research the life spans of various animals and compare them to the life span of human beings. What factors contribute to the similarities and the differences? Students compare the gestation periods, the social nature of the species, child-rearing responsibilities, and the roles of the male and female of the species and develop a graphic organizer outlining their ideas.

5. THE MEDIA AND GENDER

Students keep a television log for one week. The log includes observations of shows, commercials, infomercials, and music videos. Students log the name of the show or product, note the time it is shown, and describe its portrayal of males and females. After one week, students share impressions of males and females on TV and respond to the following: “What messages were presented about being a man or a woman? Is the information real and accurate? Why or why not?”.

VARIATIONS:

1. Students examine magazine ads for evidence of stereotyping and respond to the following questions:
 - What is the real message?
 - What are they trying to sell?
 - Is the product related to the person in the ad?
2. Share examples of stereotypes and have students locate examples in magazines or on television. Discuss myths and misconceptions regarding stereotypes and how they are harmful. Students identify examples of male and female role balance

(e.g., women serving as police officers, men working at home or playing with children, male and female athletes) and answer the following: “Is it difficult to find balanced representations in the media? Why? How can stereotypes be eliminated?”.

3. Students rewrite a biased or stereotypical television or print ad in unbiased style.

ASSESSMENT STRATEGIES:

(* Indicates assessment strategy used, teachers may add to this list)

Written Test	*Work Sheet	Journal Entry
*Class Discussion	Project	Role Play
Review Game	*Other – Video	

RESOURCE MATERIALS:

Frameworks, Approved Randolph Puberty Health Curriculum Guide

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Eight, 30 minute sessions

GRADE 5

Content Standard: 2.1.6

Cumulative Progress Indicator: D, E

UNIT TITLE: ***RESPONSIBLE BEHAVIORS***

OBJECTIVE: ***2.1.6 D – 1 – 5***
 E – 1 – 4

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. WHEN WE GET SICK

Invite the school nurse to address the class about the top ten health-related reasons students are not in school. The nurse should conduct informal research on the causes of absenteeism in this age group, such as strep throat, colds, mononucleosis and other similar disease. Divide the class into groups and assign each group one of the top ten reasons. Students research the health problem, outlining the incidence in this age group, the causes and contributing factors, the signs and symptoms, and what methods can be used to prevent or lessen the impact of the disease. Students can use this information to develop a mini-presentation for younger students.

2. TAKING CARE IS COMMON SENSE

In small groups, students develop a health grooming checklist for the care of teeth, eyes, and ears. Groups use a variety of resources to identify sources of information and services for each and create a pamphlet or poster.

VARIATION: Invite a high school student with a vision or hearing problem to visit the class and share how he/she has adapted. A hearing impaired person might be accompanied by an interpreter.

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
Class Discussion	Project	Role Play
Review Game	Other	

RESOURCE MATERIALS:

Frameworks, School Nurse

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Two, 30 minute sessions

GRADE 5

Content Standard: 2.1.6

Cumulative Progress Indicator: D, E

UNIT TITLE: ***RESPONSIBLE BEHAVIORS***

OBJECTIVE: ***2.1.6 D - 1 - 5***
 E - 1 - 4

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. WELLPOWER

This activity should follow a discussion of wellness with particular emphasis on the elements of wellness that strongly impact young adolescents. Begin the class by explaining that many factors contribute to one's feelings of wellness. Write the words, environmental, inherited and behavioral on the chalkboard. These three categories sum up the major influences on one's health and well-being. Divide the class into three groups and assign each group one of the categories. Each group develops a concept map for their assigned factor. Each group then uses their concept map to identify actions that contribute to wellness that are related to their category and fall into the following sub-categories: fitness, nutrition, personal health behavior and hygiene, stress management and avoiding risk behaviors. After reconvening the groups and discussing actions that contribute to wellness, each student selects one action item and develops a plan that he/she will personally try to accomplish. For example, a student might write: I will try to exercise at least three times per week for at least thirty minutes. Students must indicate in the plan the reason they chose that action and justify how they will make the choice become a change.

Extension: After identifying the factors that contribute to wellness, each student develops an action plan for their own wellness, identifying a goal, any obstacles to reaching that goal, steps that support the goal and a reward for its achievement.

2. HIGH ON HEALTH

This activity should be performed in the gym or a wide open area. Outline an equilateral triangle, large enough so students can form lines to create each side. At one point place a large sign reading “Physical”, at the next point a large sign reading “Mental” and at the third point a sign reading “Social”. Explain that each team will represent one of those areas of health. Tell the students they will be passing a balloon (or a ball or bean bag) to each other around the triangle. The student who passes the balloon must describe one action that supports personal or family health related to his/her team’s area (e.g. mental health team could say “I will practice ways to relax before tests”). After all students have had a chance to play, return to the classroom and have each student outline in a journal entry at least one action from each area that they will try to implement.

Extension: Students research sources of health information intended for people in other countries. Students list the topics they find and compare the information to general standards and health practices in the United States.

3. HOME GROOMING NETWORK

Ask the class how many have watched an infomercial. Ask those students who have seen them, what makes them different from other TV ads. Show students an excerpt from an infomercial and then explain that they are going to develop their own with an emphasis on personal health and grooming. Assign the project to pairs of students who will develop an infomercial for one of the following areas:

- a) Clean Body: Taking a bath or shower, using soap and deodorant
- b) Clean Hands: Nail care, handwashing
- c) Clean Hair: Shampoo, style
- d) Clean Feet: Clean shoes and socks, foot care
- e) Clean Skin: Washing face, make-up, acne preparations

Students develop the infomercial and try to sell their program to the class. The program should emphasize the proper use of products and also relate information on costs. Students develop a slogan and visual for the products that are part of their program. Other students, acting as “viewers” call in questions. Students take notes during the presentations and then select four or five products for their own personal plan. Students develop the plan and justify the choices.

VARIATIONS:

1. Instead of creating a new infomercial, the teacher shows the class a series of programs that support health products (e.g. exercise equipment, skin care products) and has the class evaluate them based on specific criteria. Students discuss the products and how they might contribute to their personal or family health and vote on the best product.
2. Students prepare an infomercial with the theme “Dress for Success”. The emphasis should be on appropriate grooming and attire for a student applying for a job. Invite a personnel consultant to address the class prior to the making of the infomercials. This could be expanded to include a fashion show from a local department store or a panel of teen fashion board members.

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	*Journal Entry
*Class Discussion	*Project	*Role Play
*Review Game	Other	

RESOURCE MATERIALS:

Frameworks, Personnel Consultant

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 5

Content Standard: 2.1.6

Cumulative Progress Indicator: D, E

UNIT TITLE: ***RESPONSIBLE BEHAVIORS***

OBJECTIVE: ***2.1.6 D – 1 – 5***
 E – 1 – 4

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

Background: The Centers for Disease Control and Prevention have identified six primary causes of health problems. These include (1) Intentional and Unintentional injuries; (2) drug and alcohol use; (3) tobacco use; (4) sexual behaviors that lead to STDs, HIV and unintended pregnancy; (5) inadequate physical activity and (6) dietary patterns that cause disease.

3. STORMY WEATHER

Prior to class, prepare six large raindrops and label each one with one of the six identified risk behavior categories identified by CDC (Centers for Disease Control and Prevention). Begin the class by asking: “What national health organization keeps us informed about health, wellness, and disease control?” Write the words Centers for Disease Control and Prevention on the chalkboard. Explain the purpose of the agency and tell students that they have identified six critical areas that contribute or impact one’s health. Show the students the raindrops. Ask for two volunteers. Have them sit side by side and give one student an open umbrella. While holding the raindrops over the students’ heads (you may need additional volunteers) explain that the student with the umbrella is prepared for the “storms” of life. Associate the raindrops and the risk factors. Drop the raindrops on both students and ask them to explain what happened. Which student is protected? Why? What does the umbrella represent? Tell the students that one’s ability to make responsible choices will prepare them for the storm of life. Have students brainstorm

what other influences will help make them more resilient and less likely to participate in risk behaviors (e.g. parents, values, desire to keep healthy and fit).

VARIATION: Add strips of paper to the umbrella that outline the steps to responsible decision making. Have small groups generate a list of two situations that relate to each of the six risk categories and then generate at least two strategies that will help reduce their risk.

4. TECHNOLOGY IN ACTION

Brainstorm some of the modern inventions over the last 25 years that have helped people who are ill or have contributed to the prevention or treatment of disease. When you have a good sized list, ask students to select one topic and research the development of the invention. These inventions might include certain antibiotics, drugs for disease such as HIV/AIDS, computer diagnostics, improved exercise equipment or the ability to transplant evolution of the inventions and make predictions about the future. Culminate this activity with a visit to a medical facility to see the role of technology in action as well as the many career opportunities that it creates.

VARIATIONS:

1. Invite a speaker from a medical supply firm or technology department to demonstrate new equipment.
2. Ask students: “While the many advances we have today have generally made life better for everyone, what problems have we created by these technological advances?” Examples for discussion might include prolonging life expectancy and the need for healthcare for the elderly, the “black” market for transplant organs or the controversy surrounding assisted suicide.

5. IS IT HEREDITARY?

Brainstorm the various influences of environment and heredity. Write on the board. Explain that some people in certain cultural or ethnic groups have very distinctive features and characteristics that are handed down from generation to generation. Are the characteristics the result of genetics or environment? Have students research those elements that are genetic such as eye color.

VARIATIONS:

1. Students investigate health conditions that may be related to hereditary factors. Why are some health conditions limited to certain ethnic populations?
2. Students interview a grandparent or senior citizen about “home remedies”. Have students investigate how the family’s culture and tradition influenced the way family members ate, dressed and dealt with illness and stress. Students who cannot interview individuals can research the health traditions of groups such as the Amish.
3. Give the class a list of disease and health conditions. Have students organize the list into communicable and non-communicable. From that list, have the students create a list of conditions that are genetically related versus those that are acquired by environment/behavior. Do some conditions have multiple use? What can you do to reduce your risk if your family has a history of one of these conditions?

ASSESSMENT STRATEGIES:

Written Test	Work Sheet	Journal Entry
*Class Discussion	*Project	Role Play
*Review Game	Other – Simulation, field trip to medical facility, guest speaker	

RESOURCE MATERIALS:

Frameworks

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Three, 30 minute sessions

GRADE 5

Content Standard: 2.1.6
2.2.6

Cumulative Progress Indicator: A, B, D, E

UNIT TITLE: *WELLNESS/RESPONSIBLE BEHAVIORS*

OBJECTIVE: *2.1.6 D – 1 – 5*
E – 1 – 4
2.2.6 A – 1 – 5
B – 1 – 4
E – 6, 7

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. WHO INFLUENCES YOU?

Draw a large circle on the board or on a large piece of butcher paper. Put the pronoun YOU in the center of the circle. Ask students “Who or what influences your decisions?” Brainstorm a list of all the influences and write on the board. Explain that sometimes we have internal influences (those that come from the inside) and sometimes the influences are external (those that come from outside of ourselves, such as friends, family or TV). Have each student complete their own circle, marking the internal influences (own thoughts) with an arrow contained within the circumference of the circle and aiming at the center while the external influences (friends) are marked by an arrow heading toward the circle from the outside. Have students share their own charts and brainstorm additional influences. Now have students return to their own charts and prioritize the influences from most important to the least important. Return to the class list and collate the results. Did everyone agree? Why or why not?

2. BEING YOUR BEST

Remind students of an exercise in younger grades that mentioned the mouse, monster and me characters. That activity set the stage for students to better understand how to be assertive. Ask for definitions of assertiveness and review the three patterns of communication represented by the characters. Explain that there are 4 important factors

to consider when communicating with others. These can be remembered by the acronym BEST:

Body Posture
Eye Contact
Speech
Tone of Voice

Ask students to describe the characters of each factor that support effective communication. Then have students, in small groups, use scenarios to practice assertive responses, emphasizing being your BEST. Each group practices with members rating each other and sharing/discussing their observations.

VARIATIONS:

1. Students combine the BEST model with another acronym ASSERT. ASSERT stands for:
Assertive communication is to
State the situation (what and how do I feel?)
Show understanding for the other person's position (what is his/her role?)
Explore a fair solution (what would you like to see done?)
Respond to the other person's reply (how can you respond to questions and statements?)
Treat yourself and others with respect.

Using the two models, students write and present different situations that portray examples of assertive behavior.

1. Students create responses to the same situation that portray passive, aggressive and assertive behaviors. The class votes on which approach is best for the situation. Students consider what the person says, how the person says it and body language used in the situation.

3. RATING SKILLS

Students rank their communication skills (listening and speaking) based on a scale of 1=very good, 2=good, 3=okay, 4=poor, and 5=very poor. Use the following for the ratings and discuss the results and the reasons students rated themselves.

Communicating with:

- Parents
- Sisters and brothers
- Friends
- Classmates
- Older Adults
- Teachers
- Younger Children
- Relatives

Students identify the area that need improvement and develop a plan to improve their skills with at least one person on the list.

4. EVERYDAY HEROES

Students brainstorm qualities that they believe make someone a hero, heroine or role model. Discuss the differences. Ask students: "Are all heroes role models? Why or why not?" Brainstorm names of people that are considered heroes/heroines or role models and compare the lists. Did anyone appear on both lists? How many of the heroes are make-believe? What does it take to be a real hero? Students develop a short story about a hero/heroine right in the community. It can be based on fact or fiction. Students share stories.

VARIATIONS:

1. Students write a story about a community in which volunteers are treated like celebrities.
2. Invite a local hero to speak to the class about his/her experiences before, during and after the event. Students write a reaction to the presentation.

5. EXAMINING THE NEW MEDIA

Students examine news media coverage for one week for articles about interpersonal violence. Select certain events for discussion. Students analyze what may have happened that led to the incident and describe actions that could have occurred to prevent it.

6. YOUR VALUES

Brainstorm a list of commonly accepted values (e.g. generosity, fairness, honesty, courage, respect, trust, responsibility, loyalty) and write on the board. Explain that we can often tell what people's values are by what they say or do. Provide students with the following statements and have them identify what value is associated with each. Discuss the responses.

I may lose the class election but I have to say what I believe.

You hold the door open for an older person.

A person works hard to provide shelter for the homeless.

You and your sister like to watch different TV shows. You agree to watch each other's shows for one week.

A neighbor left for vacation and left her garden hose running. You shut it off without being asked.

Explain that values show in how you act, what you talk about, what you stand up and fight for and what you are willing to sacrifice for. Your decisions are based on your values.

7. DECISIONS IN MUSIC

Students review a decision making model. Share with students a number of popular songs and have them identify the messages in the songs (you may need to provide a copy of the lyrics). Discuss the following:

What is the message? Is it realistic?

What decisions were made? Did the person use a decision making model?

What were the consequences?

Did the person(s) behave responsibly?

How were other people affected?

What were the alternatives?

Students re-write the song based on the decision making model to provide a positive outcome. Students can role play their new versions.

Note: Pre-screen the lyrics to be sure they do not create a controversy. Even though some students listen to material that we as adults deem inappropriate or objectionable, other students may not be permitted to listen to such music.

ASSESSMENT STRATEGIES:

(* indicates assessment strategy used, teachers may add to this list)

Written Tests Work Sheet *Journal Entry

*Class Discussion Project *Role Plays

Review Game Other – Simulation

RESOURCE MATERIALS:

Frameworks

SUGGESTED NUMBER OF CLASSES OR LESSONS:

Seven, 30 minute sessions

GRADE 6

Content Standard: 2.4.6

Cumulative Progress Indicator: B, C

UNIT TITLE: *Abstinence*

OBJECTIVE: 2.4.6 B 2-6
C 4,5

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Defining Abstinence

Ask students: “Do you know what it means to be abstinent?”. Direct the discussion to a definition of sexual abstinence. State that abstinence is a conscious decision one makes. Share with students a pamphlet or poster that describes ways to remain abstinent. Have students develop an acrostic poem or rap that supports abstinence.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Film: Sex, Lies and the Truth

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.1.6
2.2.6

Cumulative Progress Indicator: A, B, D, E

UNIT TITLE: *Adolescence and Health Related Problems*

OBJECTIVE: *2.1.6 A – 1, 3, 4*
2.2.6 A – 4
B – 1 – 4
D – 1
E – 4

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Wellpower

This activity should follow a discussion of wellness with particular emphasis on the elements of wellness that strongly impact young adolescents. Begin class by explaining that many factors contribute to one's feelings of wellness. Write the words environmental, inherited and behavioral on the chalkboard. These three categories sum up the major influences on one's health and well being. Divide the class into three groups and assign each group one of the categories. Each group develops a concept map for their assigned factor. Each group then uses their concept map to identify actions that contribute to wellness that are related to their category and fall into the following sub-categories: fitness, nutrition, personal health behavior and hygiene, stress management and avoiding risky behaviors. After reconvening the groups and discussing actions that contribute to wellness, each student selects one action item and develops a plan that he/she will personally try to accomplish. For example, a student might write: I will try to exercise at least three times per week for at least thirty minutes. Students must indicate in the plan the reason they chose that action and justify how they will make the choice become a change.

VARIATIONS:

1. After identifying the factors that contribute to wellness, each student develops an action plan for their own wellness, identifying a goal, any obstacles to reaching that goal, steps that support the goal and a reward for its achievement.

2. Taking Care of Myself

Give students a reading assignment. As they are reading, turn off the lights and close the shades. When students respond, turn the lights on. Then, read a story aloud to the class and gradually lower your voice so it is barely a whisper. Again the students should protest. Ask if they understood everything you just said. Next ask a student volunteer to read a poem but tell them they cannot use their teeth or tongue to make the sounds. Finally, ask the class: “Why did I turn out the lights, read in a whisper, and make your classmate struggle to read the poem?”. Emphasize that one must take care of the mouth, the eyes, and the ears in order to most effectively use all those senses to learn. Divide the class into three groups and have each group address one sense. Each group creates a list of strategies that support the health of their sense. Be sure students include good grooming tips as well. Have groups share their lists.

VARIATIONS:

4. Students develop a checklist for the care of teeth, eyes and ears.
5. Students use the business section of the telephone directory to identify a list of healthcare providers in the community that provide specialized services for the mouth, teeth, ears and eyes.
6. Have a high school student with vision or hearing problems visit the class and share how they have adapted. A hearing impaired person might be accompanied by an interpreter.
7. Invite an adolescent health specialist (physician or nurse practitioner) to discuss the most common reasons why students this age use health services. Be sure the visitors identify any new requirements or recommendations for young adolescents, such as hepatitis B immunizations or chicken pox vaccine.

3. Moving Towards Adolescence

Write the word “adolescence” on the chalkboard. Draw an oval around the word. Ask students, using a whip around, pass option activity, to say a word that comes to mind when they see or hear the word adolescence. Develop a web using the students suggestions. After all of the students have had a chance to contribute to the web, explain that the word adolescence is based on the Latin root *esso* which means “becoming”. Write the Latin word on the board. Use a transparency or chart to display the three stages of adolescence (from preteen through early, middle and late adolescence which ends between ages 19 and 21). Compare the differences between boys and girls as shown on the chart and define a “growth clock” as the body’s mechanism to regulate the many changes occurring in the body systems. Explain that many changes are occurring and they are not just the obvious physical ones that everyone gets concerned about. Write three categories on the chalkboard: Physical, Social, and Emotional. Divide the class into

three groups and assign each group one of the categories. Each group develops a time line outlining the changes that occur during each of the three phases of adolescence. Have each group present their time line and discuss. Conclude by having each student write a brief journal entry entitled “I am Becoming...”.

4. Stress Test

Start this activity by administering a short pop quiz. Include questions that are difficult to answer. Tell the class that this is a real test. After the test is completed, ask the class what they thought about the test (expect some negative responses). Assure the students that this was really a “stress” test and you wanted the class to experience some degree of anxiety about the pop quiz. Ask some of the students to share their physical and emotional feelings when you announced the test. Did those feelings change the longer the quiz went on? How did you feel when I announced that it wasn’t a real test after all? Define stress and stressor and write the definitions on the board. Talk about how people are generally able to adapt to stressful situations. Divide the class into small groups. Give each group an example of a stressful situation. Each group develops a list of ways that one could deal with the stress produced by the problem or issue.

Examples of situations might include:

- You left your permission slip for the class trip at home. It's due today.
- You have two papers and three tests this week.
- Tryouts for the softball team are this Saturday; you really want to make the team.
- The teacher always calls on you.
- Your parents and your older brother are always yelling at each other.

Each group shares the strategies they have listed. Emphasize that using drugs and alcohol is not a positive way to deal with stress. Finish the lesson by explaining that the pop quiz did not count towards their grade!

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 1, 2

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.4.6

Cumulative Progress Indicator: A,B

UNIT TITLE: *Affection, Love and Commitment*

OBJECTIVE: 2.4.6 A 4,5
 B 5,6

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Why Do I Feel This Way?

Many factors can affect a person’s overall response to sexual feelings. Many teenagers are surprised by the suddenness and intensity of those feelings. That’s why it is so important to make decisions ahead of time about your sexual behavior. Individuals go through a series of physical and psychological changes that are the same for males and females. Research the impact of hormones on sexual feelings in adolescence. Connect the feelings with the changes. Describe ways to deal with these new sexual thoughts and images.

2. How Can I Tell If I’m Really In Love?

Show photos of individuals engaged in various activities. Can you tell if they are in love? How? What do you look for? Develop a set of questions that will help students establish “criteria” for this judgment. Have students defend their responses. Complete the activity by having students write a list of ten ways to tell if you are in love.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 4, 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 6

Content Standard: 2.2.6

Cumulative Progress Indicator: A, B

UNIT TITLE: *Community Service Learning*

OBJECTIVE: 2.2.6 A – 1- 5
B – 1 - 4

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Be a Volunteer

Explain that many health problems can be solved by people working together. Explain that this is called collaboration. Tell students that many organizations that promote health depend on volunteers to help them. Ask how many students already volunteer in the community. Divide the class into small groups and have each group generate a list of all the possible places that students in middle school can volunteer. Reconvene the group and develop a master list. If permitted in your district, have each student develop a contract to volunteer for at least ten hours over a three week period. The student keeps a journal of the activities and has the sponsor or supervisor sign the contract indicating that the student volunteered for the organization or program. Coordinate this activity with school clubs, community organizations and religious organizations.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Quest: Skills for Adolescence – Workbook
Community Organizations

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.2.6

Cumulative Progress Indicator: A, B, D

UNIT TITLE: *Conflict Management*

OBJECTIVE: 2.2.6 A 3,4
B 1-4
D 1-2

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Turning Down the Anger

Brainstorm a definition of “anger” and write on the board. Introduce and define the following terms: anger triggers (thoughts or events that set off feelings of anger), anger cues (changes in body) and hidden anger (suppressed negative thoughts) and give examples. Using a sponge and a pitcher of water into which red food coloring has been added, explain that the sponge represents their bodies and the red water represents an anger trigger. As students define different anger triggers, pour a little water on the sponge. Relate the change in color of the sponge to the effect of anger triggers on the body. Explain that when people use healthful ways to relieve angry feelings, they do not harm themselves or others. Divide the class into small groups and have each group develop a list of healthy ways to deal with anger. Share the lists and create a class list or poster. Students complete the following statement in a short paragraph: “When I get angry, I will...”.

2. Anger Inventory

Students keep a log for two days of things that make them angry and ways that they dealt with the anger. Students share the log with a partner and discuss healthy and appropriate ways to deal with anger.

VARIATIONS:

1. Based on the two day log, what could you say or do to calm yourself down? Keep a stress diary and identify things that cause stress or make you angry. Develop a list of people that can help when you are stressed or angry.

3. Ways to Deal With Anger

Brainstorm appropriate ways to deal with anger. Focus on advantages of participating in physical activity to release anger. Demonstrate ways to use physical expression to “blow off steam” (e.g., scream in a pillow, squeeze a tennis ball). Discuss ways students can express themselves through creative arts.

VARIATIONS:

1. Students write a letter to someone with whom they have recently experienced anger. In the letter, students explain how they felt and describe what they did. Students explain what they could have done to reduce the anger and negative feelings. Students do not need to send this letter but use ideas in discussion.

4. Peer Mediation

Students investigate and develop a program to provide peer mediation services in the school. Students work with school counselors and advisors to establish the rules of the program. Visit other schools that already have a peer mediation program and design a training program for prospective mediators.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 4

Skills for Adolescence Teacher Manual

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.1.6

Cumulative Progress Indicator: A, B, D, F

UNIT TITLE: *Consumer Health Analysis*

OBJECTIVE: 2.1.6 A 1-5
B 1-3
D 1-5
F 1-6

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Searching for Information

Students research and write to various organizations that promote health, protect consumers or offer health services information. When conducting the research, students focus on how the organization or agency transmits health information, its primary focus or target population, costs involved to obtain information and the reliability of the information. Agencies to consider for this project include: the Consumer Product Safety Commission, The Food and Drug Administration, the Centers for Disease Control and Prevention, the American Cancer Society, the March of Dimes, the American Heart Association, the American Lung Association and the local, county or state health department. Students present a brief overview of the agency and their mission and explain what information can be obtained from their organization.

VARIATIONS:

1. Provide students with various pamphlets and educational materials from public and private organizations. Students review the information and determine which item is appropriate for various audiences, e.g., students their age, adults, teachers.
2. Conduct an online search of various websites for health information. Compare the quality of the sites, the accuracy of the information and the reliability of the organization or individual that sponsors the site.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Community Health Organizations

Inter Net

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.1.6
2.2.6

Cumulative Progress Indicator: A,B,F

UNIT TITLE: *Coping With Problems*

OBJECTIVE: 2.1.6 F 1-6
2.2.6 A 3,4,5
B 1-4

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Family Support

Divide the class into small groups and give each group situations that reflect crisis (e.g., loss of parent, loss of job, illness, fire, move). Each group lists ways students and their families can cope when such problems occur. Each group identifies community resources available to help and describe how friends can help. Each group presents their lists to the class.

VARIATIONS:

2. Invite representatives from the school and community to discuss kinds of services available for students and their families.

2. Teen Worries Brainstorm

In small groups, brainstorm a list of the worries or concerns that some teenagers face. Create a master list and then have each member of the class pick three issues. Students write a letter of advice to a teenager about each issue. Students share their letters with the class.

3. Coping With Self

Each student develops a list of six things that help them to feel better when they are down and depressed. Develop a class list of these activities and create a poster or bulletin board.

VARIATIONS:

1. Use the peer helper concept to encourage constructive dialogue between older students and younger students. If the school has a peer helper group, encourage the helpers in the class to discuss what they do and how others can benefit from the program.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 4

Skills for Adolescence Teacher Manual

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.4.6

Cumulative Progress Indicator: B, C

UNIT TITLE: *Decision Making Skills*

OBJECTIVE: 2.4.6 B 2-6
 C 4,5

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. This Could Have Been Prevented

Students write a story about a teen who has just realized she is pregnant. The character must consider all the options (adoption, abortion, single parent, marriage). Include in the story reactions from the characters friends and family. The character must make a decision and discuss the ramifications of that decision. Share stories.

VARIATIONS:

1. The story can be written from the teen father's perspective. This can also be adapted to address an individual infected with HIV or Hepatitis B.
2. In teams, students develop a colorful, eye catching poster that reflects the changes in social activity, physical health and emotional health as a result of teen pregnancy.

2. Creative Crisis

Working in teams of two, students develop a variety of crisis situations involving STDs or sexual activity. The situations should include:

A teen distressed by the fact that she/he has an STD

A teen developing symptoms of an STD

A teen whose friends won't associate with him/her anymore because the teen refuses to be sexually active and remain abstinent

A teen wants to discuss the possibility of becoming sexually active through discussions with parents.

After each team creates a crisis situation, teams exchange them and try to solve the crisis. Each team develops strategies or role plays the scenario and presents to the class.

3. Peer Pressure

Read the following situation:

You are at your first real party. The lights are low, the chaperones are upstairs watching TV and the partygoers want to play a game. You were afraid this was going to happen – you’ve heard about some of these games. But you want to be invited to more parties, so let’s see what happens. Well, the game begins and just as you thought, guys and girls pair off. Did I hear someone call my name? Where can I hide? I really don’t want to do this but...

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Skills for Adolescence

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.3.6

Cumulative Progress Indicator: A, B, C

UNIT TITLE: *Developmental Impact*

OBJECTIVE: 2.3.6 A 1-4
B 1-8
C 1-4

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Resisting Peer Pressure

Tell students that sooner or later most teens are faced with making an important decision about alcohol, tobacco, and other drugs. In order to be prepared to make the right decision, they need to practice how to handle a variety of real life situations.

Show the entire class a video or laser disc about teens making tough choices. Focus the students attention on the situations the characters face, the factors the characters considered in making a choice, and how the choice was made. After discussing the video, divide the class into small groups and tell them they are to write their own screenplay called "The Party". The script must emphasize the effective use of resistance skills. Allow time for students to develop the script, practice and then have each group present their original "screenplay" to the class. After each skit, allow time for discussion about the use of skills and ask students if they think the skits are realistic. Have the class vote on the best script/performance and videotape the winning group performing their "screenplay". Students can use the video as a peer teaching tool or to develop a parent/community education program on teenage substance abuse. As a culminating activity, have each student write a letter to an anonymous teenager, offering the teen advice on how to deal with pressures to use alcohol, tobacco and other drugs.

2. Why We Don't Use

This activity allows students to explore the many reasons why people do not use alcohol, tobacco and other drugs. Tell students that most people do not abuse alcohol, tobacco and other drugs. Prior to class, create 3x5 cards, each listing a reason not to use alcohol, tobacco and other drugs. The cards are distributed, one per student. In small groups, each student reads his card aloud, states the reason not to use and tells which drug or drugs fit the reason. The group discusses the answers and a recorder enters the information on chart paper divided into four quadrants:

<u>Some Reasons Not to Use Alcohol</u>	<u>Some Reasons Not to Use Tobacco</u>
Some Reasons Not to Use Marijuana	Some Reasons Not to Use Inhalants

Each group shares their chart with the rest of the class. Then ask each student to divide a sheet of paper into two columns. At the top of one column write: “My Reasons for Not Using Drugs” and in the second column write “Why Each Reason is Important To Me”. Ask students to include four or five reasons in each column and ask volunteers to share their reasons.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 8, 9, 10

Project Alert

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 6

Content Standard: 2.3.6

Cumulative Progress Indicator: A, B, C

UNIT TITLE: *Drug Treatment and Resources*

OBJECTIVE: 2.3.6 A 1-4
B 1-8
C 1-4

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Being A Peer Helper

Introduce this activity by asking students: “How many times has someone asked you for advice?”. Tell the class: “Sometimes the problem may be a simple one to solve or maybe your friend just needs someone to be a good listener. Sometimes friends may come to you with a really serious problem. In order to be able to help that friend, you have to be prepared.”

Organize the class into pairs. Distribute a situation card to each pair. Have the pairs discuss the situation and practice giving a response to the problem. Students should practice playing both roles. Keep the students on target with questions such as: “What kinds of things can you do to help a person who has a simple problem? How do you know when a problem is more serious, requiring expert help?”

Where could you send that person for help?” Examples of situations might include:

- Someone discloses that his/her parents are getting a divorce.
- Someone discloses that his/her parent was arrested.
- Someone discloses that his/her brother is in the hospital after a drunk driving accident.
- Someone discloses that he/she tried smoking marijuana.
- Someone discloses that he/she has started drinking beer after school.

After the students have had sufficient time to practice each part, ask volunteers to share their role plays. Conclude the activity by having students write a journal entry entitled “When a Friend Needs Help...”.

2. School Helpers

Ask students the following question: “If you have a problem, where do you go for help?”. Involve all students in compiling a list, using a whip around, pass option activity. Write the list on the board (it should include parents, friends, siblings, teachers, etc.). Tell students that there are trained specialists in school that can help them if they need someone to talk to or work out a problem. Describe the role of the school counselor, substance awareness coordinator, social worker, psychologist and school nurse. Invite one or all of these school health professionals to speak to the class about his/her role in assisting students with problems.

Next, divide the class into small groups and assign each group a situation involving the use of alcohol, tobacco and other drugs. Each group brainstorms where students can go for information and help about the problem. After discussing the situation, the group develops and presents a role play of their assigned situation and presents the role play to the entire class. Discuss each presentation and have students vote on how well the problem was resolved. Examples of situations for this activity might include:

- Someone’s brother is smoking marijuana.
- Someone’s baby-sitter drinks the parent’s beer.
- Someone’s father drinks and drives.
- Someone’s mother died from an overdose of sleeping pills.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

- Teen Health – Chapter 10
- Project Alert Materials

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 2 - 40 minute sessions

GRADE 6

Content Standard: 2.2.6
2.4.6

Cumulative Progress Indicator: A, B, D

UNIT TITLE: *Family Communication*

OBJECTIVE: 2.2.6 A – 3
B – 2
D – 2
2.4.6 A - 3

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. How to Communicate With Your Family

Have the class view excerpts from different television shows that reflect various aspects of family communication (e.g., families with small children, families with teens, extended or blended families). Show one clip at a time. While watching each video, have each student write whether the communication was healthy or unhealthy and why. Students should also note whether the show portrays families realistically and justify their answer. Then divide the class into small groups and assign each group a TV family. The students share their written ideas and discuss, noting how the family solved problems. Reconvene the entire class and brainstorm positive ways that families can solve problems. Write the ideas on the board. Then have each student develop a coupon book containing positive actions he/she can do within the next week to promote a healthy family. Coupons might include a statement such as “I will listen to all sides of an issue” or “I will cooperate with my brother to clean up the yard”. As the week progresses, the student will write the date and time he/she performed the action on the back of the coupon and on the last coupon, writes a brief summary of what actions were taken and how the actions were received by other family members.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Television

Video Tapes

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.4.6

Cumulative Progress Indicator: B

UNIT TITLE: *Gender Stereotypes*

OBJECTIVE: 2.4.6 B 6

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Media Stereotypes

Select a number of TV shows or movies that perpetuate certain stereotypes. Have students watch excerpts from each and record information. Students identify the stereotype found in the film, discuss its connection to the story (if there was a connection) and describe the role of the character. Based on the stereotype, students can discuss whether the characterization was critical to the film or just put in the film for a certain effect (e.g., a sexy blonde bimbo, a stupid but strong male). Have students develop a list of all the stereotypes found in the films. Students write a brief essay about how stereotypes influence bias, discrimination and intolerance.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Skills for Adolescence

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.1.6
2.4.6

Cumulative Progress Indicator: B

UNIT TITLE: *Growth and Development*

OBJECTIVE: 2.1.6 B 1-3
2.4.6 B 1

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Growth and Development

Recognize individual growth patterns.

Relate the importance of personal health practices to growth and development.

Explain the influences of heredity and environment on growth and development.

Examine the human life cycle and review important life events in the form of timelines.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 6
You and Your Body

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.1.6
2.2.6

Cumulative Progress Indicator: A, C, D, F

UNIT TITLE: *Influences Affecting Wellness*

OBJECTIVE: 2.1.6 A 1-5
C 1-4
D 1-5
2.2.6 F 1,2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Technology in Action

Brainstorm some of the modern inventions over the last 25 years that have helped people who are ill or have contributed to the prevention or treatment of disease. When you have a good sized list, ask students to select one topic and research the development of the invention. These inventions might include certain antibiotics, drugs for diseases such as HIV/AIDS, computer diagnostics, improved exercise equipment or the ability to transplant organs or other body parts. Students research and write a report describing the evolution of the inventions and make predictions about the future. Culminate this activity with a visit to a medical facility to see the role of technology in action as well as the many career opportunities that it creates.

VARIATIONS:

1. Invite a speaker from a medical supply firm or technology department to demonstrate new equipment.
2. Ask students: "While the many advances we have today have generally made life better for everyone, what problems have we created by these technological advances?". Examples for discussion might include prolonging life expectancy and the need for healthcare for the elderly, the "black" market for transplant organs or the controversy surrounding assisted suicide.

2. Is It Hereditary?

Brainstorm the various influences of environment and heredity. Write on the board. Explain that some people in certain cultural or ethnic groups have very distinctive features and characteristics that are handed down from generation to generation. Are the characteristics the result of genetics or environment? Have students research those elements that are genetic such as eye color.

VARIATIONS:

1. Students investigate health conditions that may be related to hereditary factors. Why are some health conditions limited to certain ethnic populations?
2. Students interview a grandparent or senior citizen about “home remedies”. Have students investigate how the family’s culture and tradition influenced the way family members ate, dressed and dealt with illness and stress. Students who cannot interview individuals can research health traditions of groups such as the Amish.
3. Give the class a list of disease and health conditions. Have students organize the list into communicable and non-communicable. From that list, have the students create a list of conditions that are genetically related versus those that are acquired by environment/behavior. Do some conditions have multiple cause? What can you do to reduce your risk if your family has a history of one of these conditions?

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 7
Inter Net

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.3.6

Cumulative Progress Indicator: B

UNIT TITLE: *Legal Issues*

OBJECTIVE: 2.3.6 B 4-8

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Rules and Laws

Ask students: “Why is it necessary to have specific rules and laws to deal with students using drugs?”. Define and discuss school rules and local, state and federal statutes and the penalties imposed for violations. Have students create a sample school district substance abuse policy and share with school administrators. Invite the principal or chief school administrator to discuss the sample policy and to discuss existing school rules and policies.

VARIATIONS:

1. Plan and execute a debate regarding school district substance abuse policies, drug screening of student athletes, or state, local and school smoking laws.
2. Have students prepare an orientation session for incoming students. Include in the presentation information on school rules, including school policies on substance abuse.

2. Mock Trial

Tell students that they will have an opportunity to decide the fate of an imaginary young person who has violated a law involving the use of alcohol, tobacco or other drugs. Hold a mock trial, based on an ATOD incident involving a teen. Have students write a script, rehearse and then perform the trial for younger students. The younger students serve as jury and rule on the outcome of the case.

VARIATIONS:

1. Invite an attorney to speak to the class on ATOD laws or to present real-life case studies of adolescents with ATOD problems. Ask the speaker to discuss how juvenile arrests impact career options, voting privileges and driving privileges.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 10

Project Alert

SUGGESTED NUMBER OF CLASSES OR LESSONS:

1 - 40 minute sessions

GRADE 6

Content Standard: 2.3.6

Cumulative Progress Indicator: A-C

UNIT TITLE: *Medicine and Drug Interactions*

OBJECTIVE: 2.3.6 A 1-4
B 1-8
C 1-4

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Prescriptions and Over the Counter Medications

Differentiate between acceptable and unacceptable use of medications.

2. What Would You Do? Taking Medications Correctly

Explain to students that health care providers write prescriptions specifically to meet the needs of the ill or injured individual and that those medicines should not be shared. Demonstrate using two or three varieties of metered dose inhalers (students often think that all inhaled medications for asthma are the same). Show students that each inhaler contains a different kind of medicine for a different purpose or different type of asthma. Next, divide the class into small groups and give each group a scenario where an adolescent is confronted with a “medicine” decision. Have each group discuss the situation and recommend a course of action. Examples of scenarios might include:

You saw a friend share medication with another student.

You carried and took an over-the-counter medication during the school day.

You carried a bottle of aspirin in your book bag, just in case.

You shared an inhaler with a friend who forgot his.

You carried an antibiotic tablet in your lunch bag because you forgot your permission form.

Each group presents their scenario and the recommended action. The Substance Awareness Coordinator (SAC) or school nurse listens and rates each group’s decision. After the presentation, the SAC or nurse should clarify misconceptions and emphasize the school substance abuse and medication policies.

VARIATIONS:

1. Have students create a story or skit about a student asked to share medications, featuring the effective use of resistance skills and an examination of medication safety issues. Have the students use the stories and skits to develop and present a lesson to younger students.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 10

Project Alert Materials

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.1.6
2.2.6

Cumulative Progress Indicator: A, C, E

UNIT TITLE: *Nutrition*

OBJECTIVE: 2.1.6 A 2,4,5
 C 1-4
 E 1-3
2.2.6 C 1,2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Nutrition

Analyze the nutritional qualities of daily food choices.

Interpret the benefits of a balanced diet.

Examine food advertisements and their influence on personal choices.

Identify eating disorders.

Relate the significance of vitamins and minerals, and the importance of limiting sugar, salt, and fat intake.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 9

You and Your Body

SUGGESTED NUMBER OF CLASSES OR LESSONS:

GRADE 6

Content Standard: 2.4.6

Cumulative Progress Indicator: B,C

UNIT TITLE: *Parenthood*

OBJECTIVE: 2.4.6 B 2,5
C 1-5

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Prenatal Care

Brainstorm all the benefits for a woman who identifies her pregnancy early and knows where and how to get help. List ideas on the board. Stress the importance of early prenatal care – write the term on the board and define. Explain that there are a number of factors that contribute to a healthy pregnancy, regardless of the age of the mother. Divide the class into small groups and assign each group one aspect of prenatal care. Each group researches the impact of the behavior on the pregnancy and presents in a brief report to the entire class. Include for group research such topics as:

- Exercise
- Nutrition
- Use of drugs, alcohol and tobacco
- Safety issues
- Protection from STDs and HIV
- Diagnostic procedures to determine the health of mother and baby
- Prenatal classes
- Parenting programs

2. Setting Goals

Ask the class how many of them have big plans for the next few years of their life? Tell the class to write on a piece of paper at least four goals and plans for the next two months (e.g., going to a concert, making the baseball team). After students have completed listing their goals, ask them to look at each goal and describe how it might change if (1) you got married; (2) you were pregnant or a father to be and (3) a parent. What can be done to achieve these goals? What about longer term goals, like next year or four years down the road? Have students list ten strategies that will help them achieve those goals.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 4, 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 6

Content Standard: 2.2.6

Cumulative Progress Indicator: B, D

UNIT TITLE: *Peer Pressure and Influence*

OBJECTIVE: 2.2.6 B 1-4
D 1,2

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Peer Pressure Interview

Students interview a parent, guardian or other adult. Students ask the following questions: “When you were a teen, do you remember feeling peer pressure? In what areas and at what age did you worry most about what your friends thought? How did you resist? Did you ever have any embarrassing moments as a teen as a result of any of this?”. In small groups, students share the results and create a list of successful strategies that were used by the adults to deal with peer pressure. Ask the students: “Are some of the same strategies used in the past as good to use today?”. Reconvene the small groups and have each group develop at least five refusal strategies when confronted with peer pressure. Each group develops a role play for one of the strategies and presents to the class. Students complete the exercise by developing a class list of “100 Ways to Say No”. Develop the list into a poster or bulletin board.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health

Skills for Adolescence Workbook

GRADE 6

Content Standard: 2.1.6

Cumulative Progress Indicator: E

UNIT TITLE: *Problem Solving/Accidents*

OBJECTIVE: 2.1.6 E 1-4

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Community Responses

After students have completed a course in first aid procedures, divide the class into small groups. Provide each group with a series of laminated index cards that describe emergency situations and possible responses. The responses should reflect some that are correct and some that are not. Each team tries to solve the problem by selecting the correct emergency response card. Each team must explain and demonstrate the situation and the response and justify their answer.

VARIATIONS:

1. Students investigate where individuals can go for training in first aid, CPR and emergency response management. Have a speaker from the local training facility (perhaps the American Red Cross or local emergency squad) discuss levels of training for individuals interested in this area.
2. Students diagram the steps in a basic first aid procedure or medical emergency.
3. Students create a list of simple emergencies that might occur when a student is home alone or baby-sitting. For each emergency, students find a resource for more information or a phone number that can be used in such emergencies. Students develop the information into a guide for babysitters or latchkey children.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 13

You and Your Body

Health Organizations

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.1.6
2.4.6

Cumulative Progress Indicator: A

UNIT TITLE: *Relationships/Dating and Marriage*

OBJECTIVE: *2.1.6 A – 3*
2.4.6 A – 1 – 5

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Trends in Marriage

Ask students: “How have marriages changed?”. Write responses on the board. Have students investigate marriage trends such as marrying later, two career marriages, childless marriages and having children later in life.

VARIATIONS:

1. Have students look at marriages in history or in other cultures. For example, students can investigate royal arrangements, family commitments and younger girls marrying older men. How have these things changed?
2. Why do people marry? Have students brainstorm all the reasons they think people marry and then reasons why people do not marry. Compare the lists.

2. Well-Adjusted and Healthy

Brainstorm what constitutes a well-adjusted and healthy marriage. List all the responses on the board. Star the following or add as needed:

Partners: Agree on critical issues
Share common interests
Show affection and shared confidence
Have few complaints
Are not lonely or irritable

Divide the class into small groups. Give each group an imaginary couple. Have the group discuss whether or not they think the couple has a chance at a healthy relationship. Case studies should include couples with religious or economic differences, consider educational and economic background and include ethnic/racial/cultural factors in the studies. After discussing the couples, have each group rate the potential for a healthy marriage on a scale of one to ten (one unlikely, ten highly likely). Each group defends their position based on the information provided.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 4, 6
You and Your Body

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.2.6

Cumulative Progress Indicator: C

UNIT TITLE: *Setting Goals*

OBJECTIVE: 2.2.6 C 1-2

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Changes Throughout the Life Cycle

Explain that change is one thing that is guaranteed to occur throughout the life cycle. Ask students to think of the phases they have already gone through and to try to remember the changes they have already experienced. Use a life cycle line to remind students of the various phases of life from infancy to senior citizen. Then have each student develop their own life stages line from infancy to their present age. After discussion of the changes that have occurred, tell students to imagine what they may be like in 5, 10, 15, 20, and 25 years in the future. Students predict the changes they expect to occur during the time periods and imagine what they have accomplished at each phase of their life. Explain that those accomplishments are goals and that the groundwork for those goals is being set right now (use examples such as education to prepare for college to prepare for a career). Tell students that by setting goals now, they can begin to identify ways to work toward their future. Ask students: “How can their personal health goals influence the achievement of their personal lifetime goals?”. Brainstorm things that students can do now that will promote wellness and help them achieve career and lifetime goals.

VARIATIONS:

1. Using the central theme of a life cycle, students interview an adult and discuss how their health status influenced meeting their lifetime goals.
2. Students develop a list of health goals they wish to accomplish and identify strategies to reach these goals.

TEACHER TIP

The life cycle concept can be used to illustrate change, both good and bad. The central point is that change is natural, normal and expected. However, point out that each individual has the greatest influence on their own changes. Daily decisions greatly determine the success of the life cycle.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

GRADE 6

Content Standard: 2.3.6

Cumulative Progress Indicator: A-C

UNIT TITLE: *Short and Long Term Effects of Drugs*

OBJECTIVE: 2.3.6 A 1-4
B 1-8
C 1-4

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Chemical Substances

Identify drugs and chemicals and their effects on the body.

Discriminate between acceptable and unacceptable use of medications.

Research people and organizations providing assistance related to chemical abuse.

2. Tobacco

Explain the effects of tobacco on the body.

State the causes and dangers of tobacco use.

Review laws regarding controlled substances.

3. Alcohol

Explain the effects of alcohol on the body.

State the causes and dangers of alcohol use.

Review the laws regarding controlled substances.

4. Project Alert

Expand their knowledge of the effects of alcohol, tobacco, and other drugs on the body.

Enhance their abilities to resist peer pressure regarding the use of alcohol, tobacco, and other drugs.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 8, 9, 10

Project Alert Materials

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.1.6
2.4.6

Cumulative Progress Indicator: A,F

UNIT TITLE: *Social Interaction*

OBJECTIVE: 2.1.6 F 1-6
2.4.6 A 1-5

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. The Influence of Friends

Ask the class “How many of you have done something just to go along with the crowd?”. Tell students that even adults have trouble “thinking for themselves” at times. It takes lots of practice. Tell them they are going to find out something about themselves and they are to keep the information private for their own use only. Read the class ten questions dealing with the ways they deal with their peers. Students should indicate on their paper a yes or no to each question. Questions might include:

Have you ever been pressured by your friends?

When you feel alone or lonely do you have a problem making a decision?

Do you ever do some things just so your friends won't make fun of you?

Do you sometimes act one way with one group and another with your friends?

Do you have the same goals as your friends?

Have your goals changed or have you achieved less of them since you started hanging out with this group of friends?

Is it hard for you to make new friends?

Do you spend most of your time with one group of people?

Do your parents disapprove of your friends?

Would you feel guilty if you stopped seeing a friend who no longer shared your values?

Have students tabulate their own scores – the lower the score (3 or below) the more in control of your life and the more you will be able to resist peer pressure. Have students write a brief paragraph in their journal that describes strategies to be in control and resist peer pressure to practice risky behavior.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 4

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 6

Content Standard: 2.3.6

Cumulative Progress Indicator: C

UNIT TITLE: *Symptoms/Effects of Dependency*

OBJECTIVE: 2.3.6 C 1-4

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Your Future, Your Life

Tell students it is never too early to think about their future. Emphasize that mistakes made early in life may impact later life. In this activity, students discover how mistakes regarding the use of alcohol, tobacco and other drugs can impact their ability to get a job. Divide the class into small groups. Supply each group with a number of college and employment applications and have each group review the applications, looking for questions about drug arrests, convictions or drug use. Then have each group select two occupations from a predetermined list. Students research how a drug conviction might affect employability as one of the following:

A member of the armed forces	a teacher
A police officer	a pharmacist
A fire fighter	a truck or bus driver
A nurse or physician	a pilot
A lawyer	a legislator

Have each group share their findings with the class.

2. Dependency Timeline

Begin this lesson with a review of the progression of chemical dependency. Tell students they will be able to more clearly visualize this concept through the use of a time line activity. Attach a string to the chalkboard to simulate the time line. Attach signs illustrating the progression of chemical dependency (e.g., social use, relief use, blackouts). Post each sign and discuss the significance of the action or behavior. Place symptoms from the four categories of chemical use progression on cards and distribute randomly to students. Next, have students line up in correct sequence to represent the stages of dependency. Have students group into four stages (learning/experimentation, social use, harmful use and dependency). Engage students in a discussion of where behaviors are placed on the continuum and direct students to move to the correct place. After summarizing the activity, have each student write a brief journal entry describing what they learned.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 10

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 6

Content Standard: 2.2.8

Cumulative Progress Indicator: B

UNIT TITLE: *Team Problem Solving*

OBJECTIVE: 2.2.8 B 1,3-5

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Team Problem Solving

Ask students: “What is meant by the saying “two heads are better than one?” Tell students that they are going to “put their heads together” to solve a problem. Show students an open-ended video vignette (such as ones available from MetLife Foundation or Project Alert). Divide the class into small groups and allow approximately 20 minutes to discuss and solve the problem. Students write an ending to the vignette and then view the ending of the original video. Compare the students’ endings with the ending of the original. Students identify the criteria used to solve the problem and justify their ending.

VARIATIONS:

3. Provide students with the beginning of a story about a teen with a problem. Students create an ending to the story, showing how the teen used effective decision-making skills and communication skills to solve the problem.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Project Alert Videos

Project Alert Resource Manual

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 7

Content Standard: 2.4.8

Cumulative Progress Indicator: B

UNIT TITLE: *Abstinence*

OBJECTIVE: 2.4.8 B-1-8

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Defining Abstinence

Ask students: “Do you know what it means to be abstinent?”. Direct the discussion to a definition of sexual abstinence. State that abstinence is a conscious decision one makes. Share with students a pamphlet or poster that describes ways to remain abstinent. Have students develop an acrostic poem or rap that supports abstinence.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Film: Sex, Lies and the Truth

SUGGESTED NUMBER OF CLASSES OR LESSONS:

4 - 40 minute sessions

GRADE 7

Content Standard: 2.4.8

Cumulative Progress Indicator: A

UNIT TITLE: *Affection, Love and Commitment*

OBJECTIVE: 2.4.8 A 1-8

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Why Do I Feel This Way?

Many factors can affect a person’s overall response to sexual feelings. Many teenagers are surprised by the suddenness and intensity of those feelings. That’s why it is so important to make decisions ahead of time about your sexual behavior. Individuals go through a series of physical and psychological changes that are the same for males and females. Research the impact of hormones on sexual feelings in adolescence. Connect the feelings with the changes. Describe ways to deal with these new sexual thoughts and images.

2. How Can I Tell If I’m Really In Love?

Show photos of individuals engaged in various activities. Can you tell if they are in love? How? What do you look for? Develop a set of questions that will help students establish “criteria” for this judgment. Have students defend their responses. Complete the activity by having students write a list of ten ways to tell if you are in love.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 4, 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 7

Content Standard: 2.2.8

Cumulative Progress Indicator: A, D, E, F

UNIT TITLE: *Community Service Learning*

OBJECTIVE: 2.2.8 A – 1-5
D- 1-4
E- 1-5
F- 1, 2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Be a Volunteer

Explain that many health problems can be solved by people working together. Explain that this is called collaboration. Tell students that many organizations that promote health depend on volunteers to help them. Ask how many students already volunteer in the community. Divide the class into small groups and have each group generate a list of all the possible places that students in middle school can volunteer. Reconvene the group and develop a master list. If permitted in your district, have each student develop a contract to volunteer for at least ten hours over a three week period. The student keeps a journal of the activities and has the sponsor or supervisor sign the contract indicating that the student volunteered for the organization or program. Coordinate this activity with school clubs, community organizations and religious organizations.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Quest: Skills for Adolescence – Workbook

Community Organizations

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 7

Content Standard: 2.1.8

Cumulative Progress Indicator: A-D, F

UNIT TITLE: *Consumer Health Analysis*

OBJECTIVE: 2.1.8 A 1-4
B 2,3
C 1-4
D 1-5
F 1-7

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Searching for Information

Students research and write to various organizations that promote health, protect consumers or offer health services information. When conducting the research, students focus on how the organization or agency transmits health information, its primary focus or target population, costs involved to obtain information and the reliability of the information. Agencies to consider for this project include: the Consumer Product Safety Commission, The Food and Drug Administration, the Centers for Disease Control and Prevention, the American Cancer Society, the March of Dimes, the American Heart Association, the American Lung Association and the local, county or state health department. Students present a brief overview of the agency and their mission and explain what information can be obtained from their organization.

VARIATIONS:

4. Provide students with various pamphlets and educational materials from public and private organizations. Students review the information and determine which item is appropriate for various audiences, e.g., students their age, adults, teachers.
5. Conduct an online search of various websites for health information. Compare the quality of the sites, the accuracy of the information and the reliability of the organization or individual that sponsors the site.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Community Health Organizations

Inter Net

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 7

Content Standard: 2.1.8
2.2.8

Cumulative Progress Indicator: C, D, F

UNIT TITLE: *Consumer Nutrition*

OBJECTIVE: 2.1.8 C 1-4
D 1-5
F 2,6
2.2.8 F 1,2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Nutrition

Analyze the nutritional qualities of daily food choices.

Interpret the benefits of a balanced diet.

Examine food advertisements and their influence on personal choices.

Identify eating disorders.

Relate the significance of vitamins and minerals, and the importance of limiting sugar, salt, and fat intake.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 5

You and Your Body

Health Organizations

SUGGESTED NUMBER OF CLASSES OR LESSONS:

GRADE 7

Content Standard: 2.1.8
2.2.8

Cumulative Progress Indicator: B,F

UNIT TITLE: *Coping With Problems*

OBJECTIVE: 2.1.8 F 1-7
2.2.8 B 1-4

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Family Support

Divide the class into small groups and give each group situations that reflect crisis (e.g., loss of parent, loss of job, illness, fire, move). Each group lists ways students and their families can cope when such problems occur. Each group identifies community resources available to help and describe how friends can help. Each group presents their lists to the class.

VARIATIONS:

3. Invite representatives from the school and community to discuss kinds of services available for students and their families.

2. Teen Worries Brainstorm

In small groups, brainstorm a list of the worries or concerns that some teenagers face. Create a master list and then have each member of the class pick three issues. Students write a letter of advice to a teenager about each issue. Students share their letters with the class.

3. Coping With Self

Each student develops a list of six things that help them to feel better when they are down and depressed. Develop a class list of these activities and create a poster or bulletin board.

VARIATIONS:

2. Use the peer helper concept to encourage constructive dialogue between older students and younger students. If the school has a peer helper group, encourage the helpers in the class to discuss what they do and how others can benefit from the program.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 4

Skills for Adolescence Teacher Manual

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 7

Content Standard: 2.4.8

Cumulative Progress Indicator: B,C

UNIT TITLE: *Decision Making Skills*

OBJECTIVE: 2.4.8 B-1-8
 C-1-8

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. This Could Have Been Prevented

Students write a story about a teen who has just realized she is pregnant. The character must consider all the options (adoption, abortion, single parent, marriage). Include in the story reactions from the characters friends and family. The character must make a decision and discuss the ramifications of that decision. Share stories.

VARIATIONS:

3. The story can be written from the teen father's perspective. This can also be adapted to address an individual infected with HIV or Hepatitis B.
4. In teams, students develop a colorful, eye catching poster that reflects the changes in social activity, physical health and emotional health as a result of teen pregnancy.

2. Creative Crisis

Working in teams of two, students develop a variety of crisis situations involving STDs or sexual activity. The situations should include:

A teen distressed by the fact that she/he has an STD

A teen developing symptoms of an STD

A teen whose friends won't associate with him/her anymore because the teen refuses to be sexually active and remain abstinent

A teen wants to discuss the possibility of becoming sexually active through discussions with parents.

After each team creates a crisis situation, teams exchange them and try to solve the crisis. Each team develops strategies or role plays the scenario and presents to the class.

3. Peer Pressure

Read the following situation:

You are at your first real party. The lights are low, the chaperones are upstairs watching TV and the partygoers want to play a game. You were afraid this was going to happen – you’ve heard about some of these games. But you want to be invited to more parties, so let’s see what happens. Well, the game begins and just as you thought, guys and girls pair off. Did I hear someone call my name? Where can I hide? I really don’t want to do this but...

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Skills for Adolescence

SUGGESTED NUMBER OF CLASSES OR LESSONS:

4 - 40 minute sessions

GRADE 7

Content Standard: 2.3.8

Cumulative Progress Indicator: C

UNIT TITLE: *Developmental Impact*

OBJECTIVE: 2.3.8 C-1-6

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Resisting Peer Pressure

Tell students that sooner or later most teens are faced with making an important decision about alcohol, tobacco, and other drugs. In order to be prepared to make the right decision, they need to practice how to handle a variety of real life situations.

Show the entire class a video or laser disc about teens making tough choices. Focus the students attention on the situations the characters face, the factors the characters considered in making a choice, and how the choice was made. After discussing the video, divide the class into small groups and tell them they are to write their own screenplay called “The Party”. The script must emphasize the effective use of resistance skills. Allow time for students to develop the script, practice and then have each group present their original “screenplay” to the class. After each skit, allow time for discussion about the use of skills and ask students if they think the skits are realistic. Have the class vote on the best script/performance and videotape the winning group performing their “screenplay”. Students can use the video as a peer teaching tool or to develop a parent/community education program on teenage substance abuse. As a culminating activity, have each student write a letter to an anonymous teenager, offering the teen advice on how to deal with pressures to use alcohol, tobacco and other drugs.

2. Why We Don't Use

This activity allows students to explore the many reasons why people do not use alcohol, tobacco and other drugs. Tell students that most people do not abuse alcohol, tobacco and other drugs. Prior to class, create 3x5 cards, each listing a reason not to use alcohol, tobacco and other drugs. The cards are distributed, one per student. In small groups, each student reads his card aloud, states the reason not to use and tells which drug or drugs fit the reason. The group discusses the answers and a recorder enters the information on chart paper divided into four quadrants:

<u>Some Reasons Not to Use Alcohol</u>	<u>Some Reasons Not to Use Tobacco</u>
Some Reasons Not to Use Marijuana	Some Reasons Not to Use Inhalants

Each group shares their chart with the rest of the class. Then ask each student to divide a sheet of paper into two columns. At the top of one column write: "My Reasons for Not Using Drugs" and in the second column write "Why Each Reason is Important To Me". Ask students to include four or five reasons in each column and ask volunteers to share their reasons.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 8, 9, 10
Project Alert Materials

SUGGESTED NUMBER OF CLASSES OR LESSONS:

4 - 40 minute sessions

GRADE 7

Content Standard: 2.3.8

Cumulative Progress Indicator: C

UNIT TITLE: *Drug Treatment and Resources*

OBJECTIVE: 2.3.8 C-1-6

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Being A Peer Helper

Introduce this activity by asking students: “How many times has someone asked you for advice?”. Tell the class: “Sometimes the problem may be a simple one to solve or maybe your friend just needs someone to be a good listener. Sometimes friends may come to you with a really serious problem. In order to be able to help that friend, you have to be prepared.”

Organize the class into pairs. Distribute a situation card to each pair. Have the pairs discuss the situation and practice giving a response to the problem. Students should practice playing both roles. Keep the students on target with questions such as: “What kinds of things can you do to help a person who has a simple problem? How do you know when a problem is more serious, requiring expert help?”

Where could you send that person for help?” Examples of situations might include:

- Someone discloses that his/her parents are getting a divorce.
- Someone discloses that his/her parent was arrested.
- Someone discloses that his/her brother is in the hospital after a drunk driving accident.
- Someone discloses that he/she tried smoking marijuana.
- Someone discloses that he/she has started drinking beer after school.

After the students have had sufficient time to practice each part, ask volunteers to share their role plays. Conclude the activity by having students write a journal entry entitled “When a Friend Needs Help...”.

2. School Helpers

Ask students the following question: “If you have a problem, where do you go for help?”. Involve all students in compiling a list, using a whip around, pass option activity. Write the list on the board (it should include parents, friends, siblings, teachers, etc.). Tell students that there are trained specialists in school that can help them if they need someone to talk to or work out a problem. Describe the role of the school counselor, substance awareness coordinator, social worker, psychologist and school nurse. Invite one or all of these school health professionals to speak to the class about his/her role in assisting students with problems.

Next, divide the class into small groups and assign each group a situation involving the use of alcohol, tobacco and other drugs. Each group brainstorms where students can go for information and help about the problem. After discussing the situation, the group develops and presents a role play of their assigned situation and presents the role play to the entire class. Discuss each presentation and have students vote on how well the problem was resolved. Examples of situations for this activity might include:

- Someone’s brother is smoking marijuana.
- Someone’s baby-sitter drinks the parent’s beer.
- Someone’s father drinks and drives.
- Someone’s mother died from an overdose of sleeping pills.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

- Teen Health – Chapter 10
- Project Alert Materials

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

UNIT TITLE: *Family Communication*

- OBJECTIVE:**
- 2.2.8 A 1-5
 - B 1-5
 - C 1
 - D 1-4
 - E 1-5
 - F 1
 - 2.4.8 A 1-8
 - B 1-4

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. How to Communicate With Your Family

Have the class view excerpts from different television shows that reflect various aspects of family communication (e.g., families with small children, families with teens, extended or blended families). Show one clip at a time. While watching each video, have each student write whether the communication was healthy or unhealthy and why. Students should also note whether the show portrays families realistically and justify their answer. Then divide the class into small groups and assign each group a TV family. The students share their written ideas and discuss, noting how the family solved problems. Reconvene the entire class and brainstorm positive ways that families can solve problems. Write the ideas on the board. Then have each student develop a coupon book containing positive actions he/she can do within the next week to promote a healthy family. Coupons might include a statement such as “I will listen to all sides of an issue” or “I will cooperate with my brother to clean up the yard”. As the week progresses, the student will write the date and time he/she performed the action on the back of the coupon and on the last coupon, writes a brief summary of what actions were taken and how the actions were received by other family members.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Television

Video Tapes

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

UNIT TITLE: *Gender Stereotypes*

OBJECTIVE: 2.4.8 B-6

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Media Stereotypes

Select a number of TV shows or movies that perpetuate certain stereotypes. Have students watch excerpts from each and record information. Students identify the stereotype found in the film, discuss its connection to the story (if there was a connection) and describe the role of the character. Based on the stereotype, students can discuss whether the characterization was critical to the film or just put in the film for a certain effect (e.g., a sexy blonde bimbo, a stupid but strong male). Have students develop a list of all the stereotypes found in the films. Students write a brief essay about how stereotypes influence bias, discrimination and intolerance.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Skills for Adolescence

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2- 40 minute sessions

GRADE 7

UNIT TITLE: *Growth and Development*

OBJECTIVE: 2.1.8 B 1-3

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Growth and Development

Recognize individual growth patterns.

Relate the importance of personal health practices to growth and development.

Explain the influences of heredity and environment on growth and development.

Examine the human life cycle and review important life events in the form of timelines.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 6

You and Your Body

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 7

UNIT TITLE: *Influences Affecting Wellness*

- OBJECTIVE:**
- 2.1.8 A 1-4
 - C 1-4
 - D 1-5
 - 2.2.8 A 1-5
 - C 1
 - E 1-5
 - F 1,2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Technology in Action

Brainstorm some of the modern inventions over the last 25 years that have helped people who are ill or have contributed to the prevention or treatment of disease. When you have a good sized list, ask students to select one topic and research the development of the invention. These inventions might include certain antibiotics, drugs for diseases such as HIV/AIDS, computer diagnostics, improved exercise equipment or the ability to transplant organs or other body parts. Students research and write a report describing the evolution of the inventions and make predictions about the future. Culminate this activity with a visit to a medical facility to see the role of technology in action as well as the many career opportunities that it creates.

VARIATIONS:

3. Invite a speaker from a medical supply firm or technology department to demonstrate new equipment.
4. Ask students: “While the many advances we have today have generally made life better for everyone, what problems have we created by these technological advances?”. Examples for discussion might include prolonging life expectancy and the need for healthcare for the elderly, the “black” market for transplant organs or the controversy surrounding assisted suicide.

2. Is It Hereditary?

Brainstorm the various influences of environment and heredity. Write on the board. Explain that some people in certain cultural or ethnic groups have very distinctive features and characteristics that are handed down from generation to generation. Are the characteristics the result of genetics or environment? Have students research those elements that are genetic such as eye color.

VARIATIONS:

4. Students investigate health conditions that may be related to hereditary factors. Why are some health conditions limited to certain ethnic populations?
5. Students interview a grandparent or senior citizen about “home remedies”. Have students investigate how the family’s culture and tradition influenced the way family members ate, dressed and dealt with illness and stress. Students who cannot interview individuals can research health traditions of groups such as the Amish.
6. Give the class a list of disease and health conditions. Have students organize the list into communicable and non-communicable. From that list, have the students create a list of conditions that are genetically related versus those that are acquired by environment/behavior. Do some conditions have multiple cause? What can you do to reduce your risk if your family has a history of one of these conditions?

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 7

Inter Net

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

UNIT TITLE: *Legal Issues*

OBJECTIVE: 2.3.8 B 8

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Rules and Laws

Ask students: “Why is it necessary to have specific rules and laws to deal with students using drugs?”. Define and discuss school rules and local, state and federal statutes and the penalties imposed for violations. Have students create a sample school district substance abuse policy and share with school administrators. Invite the principal or chief school administrator to discuss the sample policy and to discuss existing school rules and policies.

VARIATIONS:

3. Plan and execute a debate regarding school district substance abuse policies, drug screening of student athletes, or state, local and school smoking laws.
4. Have students prepare an orientation session for incoming students. Include in the presentation information on school rules, including school policies on substance abuse.

2. Mock Trial

Tell students that they will have an opportunity to decide the fate of an imaginary young person who has violated a law involving the use of alcohol, tobacco or other drugs. Hold a mock trial, based on an ATOD incident involving a teen. Have students write a script, rehearse and then perform the trial for younger students. The younger students serve as jury and rule on the outcome of the case.

VARIATIONS:

2. Invite an attorney to speak to the class on ATOD laws or to present real-life case studies of adolescents with ATOD problems. Ask the speaker to discuss how juvenile arrests impact career options, voting privileges and driving privileges.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 10

Project Alert

SUGGESTED NUMBER OF CLASSES OR LESSONS:

3 - 40 minute sessions

GRADE 7

Content Standard: 2.4.8

Cumulative Progress Indicator: B

UNIT TITLE: *Male and Female Reproductive Systems*

OBJECTIVE: 2.4.8 B-1-8

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Reproductive System

Identify and indicate the structure and functions of the male and female reproductive systems.

Investigate human sexuality as a developing aspect of one's self.

Identify factors influencing sexual behavior.

Develop criteria for peer socialization.

Identify influences on family health.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 7

Content Standard: 2.3.8

Cumulative Progress Indicator: A,B,C

UNIT TITLE: *Medicine and Drug Interactions*

OBJECTIVE: 2.3.8 A-1-4
B-1-9
C-1-6

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Prescriptions and Over the Counter Medications

Differentiate between acceptable and unacceptable use of medications.

2. What Would You Do? Taking Medications Correctly

Explain to students that health care providers write prescriptions specifically to meet the needs of the ill or injured individual and that those medicines should not be shared. Demonstrate using two or three varieties of metered dose inhalers (students often think that all inhaled medications for asthma are the same). Show students that each inhaler contains a different kind of medicine for a different purpose or different type of asthma. Next, divide the class into small groups and give each group a scenario where an adolescent is confronted with a “medicine” decision. Have each group discuss the situation and recommend a course of action. Examples of scenarios might include:

You saw a friend share medication with another student.

You carried and took an over-the-counter medication during the school day.

You carried a bottle of aspirin in your book bag, just in case.

You shared an inhaler with a friend who forgot his.

You carried an antibiotic tablet in your lunch bag because you forgot your permission form.

Each group presents their scenario and the recommended action. The Substance Awareness Coordinator (SAC) or school nurse listens and rates each group’s decision. After the presentation, the SAC or nurse should clarify misconceptions and emphasize the school substance abuse and medication policies.

VARIATIONS:

2. Have students create a story or skit about a student asked to share medications, featuring the effective use of resistance skills and an examination of medication safety issues. Have the students use the stories and skits to develop and present a lesson to younger students.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 10

Project Alert

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 7

UNIT TITLE: *Nutrition*

OBJECTIVE: *2.1.8 C – 1 - 4*

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Nutrition

Analyze the nutritional qualities of daily food choices.

Interpret the benefits of a balanced diet.

Examine food advertisements and their influence on personal choices.

Identify eating disorders.

Relate the significance of vitamins and minerals, and the importance of limiting sugar, salt, and fat intake.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 9

You and Your Body

SUGGESTED NUMBER OF CLASSES OR LESSONS:

1- 40 minute sessions

GRADE 7

UNIT TITLE: *Parenthood*

OBJECTIVE: 2.2.8 B 3
2.4.8 B 2-5,8
C 1-8

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Prenatal Care

Brainstorm all the benefits for a woman who identifies her pregnancy early and knows where and how to get help. List ideas on the board. Stress the importance of early prenatal care – write the term on the board and define. Explain that there are a number of factors that contribute to a healthy pregnancy, regardless of the age of the mother. Divide the class into small groups and assign each group one aspect of prenatal care. Each group researches the impact of the behavior on the pregnancy and presents in a brief report to the entire class. Include for group research such topics as:

- Exercise
- Nutrition
- Use of drugs, alcohol and tobacco
- Safety issues
- Protection from STDs and HIV
- Diagnostic procedures to determine the health of mother and baby
- Prenatal classes
- Parenting programs

2. Setting Goals

Ask the class how many of them have big plans for the next few years of their life? Tell the class to write on a piece of paper at least four goals and plans for the next two months (e.g., going to a concert, making the baseball team). After students have completed listing their goals, ask them to look at each goal and describe how it might change if (1) you got married; (2) you were pregnant or a father to be and (3) a parent. What can be done to achieve these goals? What about longer term goals, like next year or four years down the road? Have students list ten strategies that will help them achieve those goals.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 4, 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 7

UNIT TITLE: *Peer Pressure and Influence*

OBJECTIVE: 2.1.8 B 2,3
E 4
2.2.8 A 1-5
B 1-5
C 1
D 1-4
E 1,5
F 1
2.4.8 A 1-8
B 1-4

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Peer Pressure Interview

Students interview a parent, guardian or other adult. Students ask the following questions: “When you were a teen, do you remember feeling peer pressure? In what areas and at what age did you worry most about what your friends thought? How did you resist? Did you ever have any embarrassing moments as a teen as a result of any of this?” In small groups, students share the results and create a list of successful strategies that were used by the adults to deal with peer pressure. Ask the students: “Are some of the same strategies used in the past as good to use today?”. Reconvene the small groups and have each group develop at least five refusal strategies when confronted with peer pressure. Each group develops a role play for one of the strategies and presents to the class. Students complete the exercise by developing a class list of “100 Ways to Say No”. Develop the list into a poster or bulletin board.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health

Skills for Adolescence Workbook

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 7

Content Standard: 2.1.8

Cumulative Progress Indicator: A, B, E

UNIT TITLE: *Problem Solving/Accidents*

OBJECTIVE: 2.1.8 A 1,2
B 1
E 1-3, 5

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Community Responses

After students have completed a course in first aid procedures, divide the class into small groups. Provide each group with a series of laminated index cards that describe emergency situations and possible responses. The responses should reflect some that are correct and some that are not. Each team tries to solve the problem by selecting the correct emergency response card. Each team must explain and demonstrate the situation and the response and justify their answer.

VARIATIONS:

4. Students investigate where individuals can go for training in first aid, CPR and emergency response management. Have a speaker from the local training facility (perhaps the American Red Cross or local emergency squad) discuss levels of training for individuals interested in this area.
5. Students diagram the steps in a basic first aid procedure or medical emergency.
6. Students create a list of simple emergencies that might occur when a student is home alone or baby-sitting. For each emergency, students find a resource for more information or a phone number that can be used in such emergencies. Students develop the information into a guide for babysitters or latchkey children.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 13

You and Your Body

Health Organizations

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 7

Content Standard: 2.4.8

Cumulative Progress Indicator: A

UNIT TITLE: *Relationships/Dating and Marriage*

OBJECTIVE: 2.4.8 A-1-8

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Trends in Marriage

Ask students: “How have marriages changed?”. Write responses on the board. Have students investigate marriage trends such as marrying later, two career marriages, childless marriages and having children later in life.

VARIATIONS:

3. Have students look at marriages in history or in other cultures. For example, students can investigate royal arrangements, family commitments and younger girls marrying older men. How have these things changed?
4. Why do people marry? Have students brainstorm all the reasons they think people marry and then reasons why people do not marry. Compare the lists.

2. Well-Adjusted and Healthy

Brainstorm what constitutes a well-adjusted and healthy marriage. List all the responses on the board. Star the following or add as needed:

Partners: Agree on critical issues
 Share common interests
 Show affection and shared confidence
 Have few complaints
 Are not lonely or irritable

Divide the class into small groups. Give each group an imaginary couple. Have the group discuss whether or not they think the couple has a chance at a healthy relationship. Case studies should include couples with religious or economic differences, consider educational and economic background and include ethnic/racial/cultural factors in the studies. After discussing the couples, have each group rate the potential for a healthy marriage on a scale of one to ten (one unlikely, ten highly likely). Each group defends their position based on the information provided.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 4, 6

You and Your Body

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 7

Content Standard: 2.2.8

Cumulative Progress Indicator: C

UNIT TITLE: *Setting Goals*

OBJECTIVE: 2.2.8 C 1

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Changes Throughout the Life Cycle

Explain that change is one thing that is guaranteed to occur throughout the life cycle. Ask students to think of the phases they have already gone through and to try to remember the changes they have already experienced. Use a life cycle line to remind students of the various phases of life from infancy to senior citizen. Then have each student develop their own life stages line from infancy to their present age. After discussion of the changes that have occurred, tell students to imagine what they may be like in 5, 10, 15, 20, and 25 years in the future. Students predict the changes they expect to occur during the time periods and imagine what they have accomplished at each phase of their life. Explain that those accomplishments are goals and that the groundwork for those goals is being set right now (use examples such as education to prepare for college to prepare for a career). Tell students that by setting goals now, they can begin to identify ways to work toward their future. Ask students: “How can their personal health goals influence the achievement of their personal lifetime goals?”. Brainstorm things that students can do now that will promote wellness and help them achieve career and lifetime goals.

VARIATIONS:

- a. Using the central theme of a life cycle, students interview an adult and discuss how their health status influenced meeting their lifetime goals.
- b. Students develop a list of health goals they wish to accomplish and identify strategies to reach these goals.

TEACHER TIP

The life cycle concept can be used to illustrate change, both good and bad. The central point is that change is natural, normal and expected. However, point out that each individual has the greatest influence on their own changes. Daily decisions greatly determine the success of the life cycle.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 7

Content Standard: 2.2.8
2.3.8

Cumulative Progress Indicator: A-E

UNIT TITLE:

Short and Long Term Effects of Drugs

OBJECTIVE:

2.2.8 A 1-5
B 1-3
C 1
D 1-4
E 1,5
2.3.8 A 1-4
B 1-2, 6-8
C 1-5

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Chemical Substances

Identify drugs and chemicals and their effects on the body.

Discriminate between acceptable and unacceptable use of medications.

Research people and organizations providing assistance related to chemical abuse.

2. Tobacco

Explain the effects of tobacco on the body.

State the causes and dangers of tobacco use.

Review laws regarding controlled substances.

3. Alcohol

Explain the effects of alcohol on the body.

State the causes and dangers of alcohol use.

Review the laws regarding controlled substances.

4. Project Alert

Expand their knowledge of the effects of alcohol, tobacco, and other drugs on the body.

Enhance their abilities to resist peer pressure regarding the use of alcohol, tobacco, and other drugs.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 8, 9, 10

Project Alert Materials

DARE Workbook

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 7

Content Standard: 2.1.8
2.2.8
2.4.8

Cumulative Progress Indicator: A-F

UNIT TITLE: *Social Interaction*

OBJECTIVE:

2.1.8	B 2,3 E 4
2.2.8	A 1-5 B 1-5 C 1 D 1-4 E 1-5 F 1
2.4.8	A 1-8 B 1-4

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. The Influence of Friends

Ask the class “How many of you have done something just to go along with the crowd?”. Tell students that even adults have trouble “thinking for themselves” at times. It takes lots of practice. Tell them they are going to find out something about themselves and they are to keep the information private for their own use only. Read the class ten questions dealing with the ways they deal with their peers. Students should indicate on their paper a yes or no to each question. Questions might include:

Have you ever been pressured by your friends?

When you feel alone or lonely do you have a problem making a decision?

Do you ever do some things just so your friends won’t make fun of you?

Do you sometimes act one way with one group and another with your friends?

Do you have the same goals as your friends?

Have your goals changed or have you achieved less of them since you started hanging out with this group of friends?

Is it hard for you to make new friends?

Do you spend most of your time with one group of people?

Do your parents disapprove of your friends?

Would you feel guilty if you stopped seeing a friend who no longer shared your values?

Have students tabulate their own scores – the lower the score (3 or below) the more in control of your life and the more you will be able to resist peer pressure. Have students write a brief paragraph in their journal that describes strategies to be in control and resist peer pressure to practice risky behavior.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 4

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 7

Content Standard: 2.3.8

Cumulative Progress Indicator: C

UNIT TITLE: *Symptoms/Effects of Dependency*

OBJECTIVE: 2.3.8 C-1-6

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Your Future, Your Life

Tell students it is never too early to think about their future. Emphasize that mistakes made early in life may impact later life. In this activity, students discover how mistakes regarding the use of alcohol, tobacco and other drugs can impact their ability to get a job. Divide the class into small groups. Supply each group with a number of college and employment applications and have each group review the applications, looking for questions about drug arrests, convictions or drug use. Then have each group select two occupations from a predetermined list. Students research how a drug conviction might affect employability as one of the following:

A member of the armed forces	a teacher
A police officer	a pharmacist
A fire fighter	a truck or bus driver
A nurse or physician	a pilot
A lawyer	a legislator

Have each group share their findings with the class.

2. Dependency Timeline

Begin this lesson with a review of the progression of chemical dependency. Tell students they will be able to more clearly visualize this concept through the use of a time line activity. Attach a string to the chalkboard to simulate the time line. Attach signs illustrating the progression of chemical dependency (e.g., social use, relief use, blackouts). Post each sign and discuss the significance of the action or behavior. Place symptoms from the four categories of chemical use progression on cards and distribute randomly to students. Next, have students line up in correct sequence to represent the stages of dependency. Have students group into four stages (learning/experimentation, social use, harmful use and dependency). Engage students in a discussion of where behaviors are placed on the continuum and direct students to move to the correct place. After summarizing the activity, have each student write a brief journal entry describing what they learned.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 10

SUGGESTED NUMBER OF CLASSES OR LESSONS:

3 - 40 minute sessions

GRADE 7

Content Standard: 2.2.8

Cumulative Progress Indicator: A,B,D

UNIT TITLE: *Team Problem Solving*

OBJECTIVE: 2.2.8 A-3
B-1-5
D-1-4

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Team Problem Solving

Ask students: “What is meant by the saying “two heads are better than one?” Tell students that they are going to “put their heads together” to solve a problem. Show students an open-ended video vignette (such as ones available from MetLife Foundation or Project Alert). Divide the class into small groups and allow approximately 20 minutes to discuss and solve the problem. Students write an ending to the vignette and then view the ending of the original video. Compare the students’ endings with the ending of the original. Students identify the criteria used to solve the problem and justify their ending.

VARIATIONS:

6. Provide students with the beginning of a story about a teen with a problem. Students create an ending to the story, showing how the teen used effective decision-making skills and communication skills to solve the problem.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Project Alert Videos

Project Alert Resource Manual

SUGGESTED NUMBER OF CLASSES OR LESSONS:

9 - 40 minute sessions

GRADE 8

Content Standard: 2.4.8

Cumulative Progress Indicator: B

UNIT TITLE: *Abstinence*

OBJECTIVE: 2.4.8 B-2-6

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Defining Abstinence

Ask students: “Do you know what it means to be abstinent?”. Direct the discussion to a definition of sexual abstinence. State that abstinence is a conscious decision one makes. Share with students a pamphlet or poster that describes ways to remain abstinent. Have students develop an acrostic poem or rap that supports abstinence.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Film: Sex, Lies and the Truth

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 8

Content Standard: 2.1.8

Cumulative Progress Indicator: A,D,E

UNIT TITLE: *Adolescence and Health Related Problems*

OBJECTIVE: 2.1.8 A-1-4
D-1-5
E-1-5

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Wellpower

This activity should follow a discussion of wellness with particular emphasis on the elements of wellness that strongly impact young adolescents. Begin class by explaining that many factors contribute to one's feelings of wellness. Write the words environmental, inherited and behavioral on the chalkboard. These three categories sum up the major influences on one's health and well being. Divide the class into three groups and assign each group one of the categories. Each group develops a concept map for their assigned factor. Each group then uses their concept map to identify actions that contribute to wellness that are related to their category and fall into the following sub-categories: fitness, nutrition, personal health behavior and hygiene, stress management and avoiding risky behaviors. After reconvening the groups and discussing actions that contribute to wellness, each student selects one action item and develops a plan that he/she will personally try to accomplish. For example, a student might write: I will try to exercise at least three times per week for at least thirty minutes. Students must indicate in the plan the reason they chose that action and justify how they will make the choice become a change.

VARIATIONS:

2. After identifying the factors that contribute to wellness, each student develops an action plan for their own wellness, identifying a goal, any obstacles to reaching that goal, steps that support the goal and a reward for its achievement.

2. Taking Care of Myself

Give students a reading assignment. As they are reading, turn off the lights and close the shades. When students respond, turn the lights on. Then, read a story aloud to the class and gradually lower your voice so it is barely a whisper. Again the students should protest. Ask if they understood everything you just said. Next ask a student volunteer to read a poem but tell them they cannot use their teeth or tongue to make the sounds. Finally, ask the class: “Why did I turn out the lights, read in a whisper, and make your classmate struggle to read the poem?”. Emphasize that one must take care of the mouth, the eyes, and the ears in order to most effectively use all those senses to learn. Divide the class into three groups and have each group address one sense. Each group creates a list of strategies that support the health of their sense. Be sure students include good grooming tips as well. Have groups share their lists.

VARIATIONS:

8. Students develop a checklist for the care of teeth, eyes and ears.
9. Students use the business section of the telephone directory to identify a list of healthcare providers in the community that provide specialized services for the mouth, teeth, ears and eyes.
10. Have a high school student with vision or hearing problems visit the class and share how they have adapted. A hearing impaired person might be accompanied by an interpreter.
11. Invite an adolescent health specialist (physician or nurse practitioner) to discuss the most common reasons why students this age use health services. Be sure the visitors identify any new requirements or recommendations for young adolescents, such as hepatitis B immunizations or chicken pox vaccine.

3. Moving Towards Adolescence

Write the word “adolescence” on the chalkboard. Draw an oval around the word. Ask students, using a whip around, pass option activity, to say a word that comes to mind when they see or hear the word adolescence. Develop a web using the students suggestions. After all of the students have had a chance to contribute to the web, explain that the word adolescence is based on the Latin root *esso* which means “becoming”. Write the Latin word on the board. Use a transparency or chart to display the three stages of adolescence (from preteen through early, middle and late adolescence which ends between ages 19 and 21). Compare the differences between boys and girls as shown on the chart and define a “growth clock” as the body’s mechanism to regulate the many changes occurring in the body systems.

Explain that many changes are occurring and they are not just the obvious physical ones that everyone gets concerned about. Write three categories on the chalkboard: Physical, Social, and Emotional. Divide the class into three groups and assign each group one of the categories. Each group develops a time line outlining the changes that occur during each of the three phases of adolescence. Have each group present their time line and discuss. Conclude by having each student write a brief journal entry entitled “I am Becoming...”.

4. Stress Test

Start this activity by administering a short pop quiz. Include questions that are difficult to answer. Tell the class that this is a real test. After the test is completed, ask the class what they thought about the test (expect some negative responses). Assure the students that this was really a “stress” test and you wanted the class to experience some degree of anxiety about the pop quiz. Ask some of the students to share their physical and emotional feelings when you announced the test. Did those feelings change the longer the quiz went on? How did you feel when I announced that it wasn’t a real test after all? Define stress and stressor and write the definitions on the board. Talk about how people are generally able to adapt to stressful situations. Divide the class into small groups. Give each group an example of a stressful situation. Each group develops a list of ways that one could deal with the stress produced by the problem or issue. Examples of situations might include:

You left your permission slip for the class trip at home. It's due today.
You have two papers and three tests this week.
Tryouts for the softball team are this Saturday; you really want to make the team.
The teacher always calls on you.
Your parents and your older brother are always yelling at each other.

Each group shares the strategies they have listed. Emphasize that using drugs and alcohol is not a positive way to deal with stress. Finish the lesson by explaining that the pop quiz did not count towards their grade!

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 1, 2

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 8

Content Standard: 2.4.8

Cumulative Progress Indicator: A

UNIT TITLE: *Affection, Love and Commitment*

OBJECTIVE: 2.4.8 A 1-8

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Why Do I Feel This Way?

Many factors can affect a person’s overall response to sexual feelings. Many teenagers are surprised by the suddenness and intensity of those feelings. That’s why it is so important to make decisions ahead of time about your sexual behavior. Individuals go through a series of physical and psychological changes that are the same for males and females. Research the impact of hormones on sexual feelings in adolescence. Connect the feelings with the changes. Describe ways to deal with these new sexual thoughts and images.

2. How Can I Tell If I’m Really In Love?

Show photos of individuals engaged in various activities. Can you tell if they are in love? How? What do you look for? Develop a set of questions that will help students establish “criteria” for this judgment. Have students defend their responses. Complete the activity by having students write a list of ten ways to tell if you are in love.

ASSESSMENT STRATEGIES:

Homework Class Assignments Written Test/Quizzes

Work Sheet Class Participation Portfolio

Alternative Assessments Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 4, 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 8

Content Standard: 2.1.8
2.2.8

Cumulative Progress Indicator: A-D,F

UNIT TITLE: *Community Service Learning*

OBJECTIVE: 2.1.8 A 1-4
B 2,3
C 1-4
D 1-5
2.2.8 F 1,2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Be a Volunteer

Explain that many health problems can be solved by people working together. Explain that this is called collaboration. Tell students that many organizations that promote health depend on volunteers to help them. Ask how many students already volunteer in the community. Divide the class into small groups and have each group generate a list of all the possible places that students in middle school can volunteer. Reconvene the group and develop a master list. If permitted in your district, have each student develop a contract to volunteer for at least ten hours over a three week period. The student keeps a journal of the activities and has the sponsor or supervisor sign the contract indicating that the student volunteered for the organization or program. Coordinate this activity with school clubs, community organizations and religious organizations.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Quest: Skills for Adolescence – Workbook

Community Organizations

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 8

Content Standard: 2.1.8
2.2.8

Cumulative Progress Indicator: A-F

UNIT TITLE: *Conflict Management*

OBJECTIVE: 2.1.8 F 1-7
2.2.8 A 1-5
B 1-5
C 1
D 1-4
E 1,2,3,5
F 1-2

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Turning Down the Anger

Brainstorm a definition of “anger” and write on the board. Introduce and define the following terms: anger triggers (thoughts or events that set off feelings of anger), anger cues (changes in body) and hidden anger (suppressed negative thoughts) and give examples. Using a sponge and a pitcher of water into which red food coloring has been added, explain that the sponge represents their bodies and the red water represents an anger trigger. As students define different anger triggers, pour a little water on the sponge. Relate the change in color of the sponge to the effect of anger triggers on the body. Explain that when people use healthful ways to relieve angry feelings, they do not harm themselves or others. Divide the class into small groups and have each group develop a list of healthy ways to deal with anger. Share the lists and create a class list or poster. Students complete the following statement in a short paragraph: “When I get angry, I will...”.

2. Anger Inventory

Students keep a log for two days of things that make them angry and ways that they dealt with the anger. Students share the log with a partner and discuss healthy and appropriate ways to deal with anger.

VARIATIONS:

- a. Based on the two day log, what could you say or do to calm yourself down? Keep a stress diary and identify things that cause stress or make you angry. Develop a list of people that can help when you are stressed or angry.

3. Ways to Deal With Anger

Brainstorm appropriate ways to deal with anger. Focus on advantages of participating in physical activity to release anger. Demonstrate ways to use physical expression to “blow off steam” (e.g., scream in a pillow, squeeze a tennis ball). Discuss ways students can express themselves through creative arts.

VARIATIONS:

- a. Students write a letter to someone with whom they have recently experienced anger. In the letter, students explain how they felt and describe what they did. Students explain what they could have done to reduce the anger and negative feelings. Students do not need to send this letter but use ideas in discussion.

4. Peer Mediation

Students investigate and develop a program to provide peer mediation services in the school. Students work with school counselors and advisors to establish the rules of the program. Visit other schools that already have a peer mediation program and design a training program for prospective mediators.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

- Teen Health – Chapter 4
- Skills for Adolescence Teacher Manual

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 8

Content Standard: 2.1.8

Cumulative Progress Indicator: A-D, F

UNIT TITLE: *Consumer Health Analysis*

OBJECTIVE: 2.1.8 A 1-4
B 2,3
C 1-4
D 1-5
F 1-7

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Searching for Information

Students research and write to various organizations that promote health, protect consumers or offer health services information. When conducting the research, students focus on how the organization or agency transmits health information, its primary focus or target population, costs involved to obtain information and the reliability of the information. Agencies to consider for this project include: the Consumer Product Safety Commission, The Food and Drug Administration, the Centers for Disease Control and Prevention, the American Cancer Society, the March of Dimes, the American Heart Association, the American Lung Association and the local, county or state health department. Students present a brief overview of the agency and their mission and explain what information can be obtained from their organization.

VARIATIONS:

- a. Provide students with various pamphlets and educational materials from public and private organizations. Students review the information and determine which item is appropriate for various audiences, e.g., students their age, adults, teachers.
- b. Conduct an online search of various websites for health information. Compare the quality of the sites, the accuracy of the information and the reliability of the organization or individual that sponsors the site.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Community Health Organizations

Inter Net

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 8

Content Standard: 2.1.8
2.2.8

Cumulative Progress Indicator: B,F

UNIT TITLE: *Coping With Problems*

OBJECTIVE: 2.1.8 F 1-7
2.2.8 B 1-4

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Family Support

Divide the class into small groups and give each group situations that reflect crisis (e.g., loss of parent, loss of job, illness, fire, move). Each group lists ways students and their families can cope when such problems occur. Each group identifies community resources available to help and describe how friends can help. Each group presents their lists to the class.

VARIATIONS:

- a. Invite representatives from the school and community to discuss kinds of services available for students and their families.

2. Teen Worries Brainstorm

In small groups, brainstorm a list of the worries or concerns that some teenagers face. Create a master list and then have each member of the class pick three issues. Students write a letter of advice to a teenager about each issue. Students share their letters with the class.

3. Coping With Self

Each student develops a list of six things that help them to feel better when they are down and depressed. Develop a class list of these activities and create a poster or bulletin board.

VARIATIONS:

- a. Use the peer helper concept to encourage constructive dialogue between older students and younger students. If the school has a peer helper group, encourage the helpers in the class to discuss what they do and how others can benefit from the program.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 4

Skills for Adolescence Teacher Manual

SUGGESTED NUMBER OF CLASSES OR LESSONS:

GRADE 8

Content Standard: 2.2.8
2.4.8

Cumulative Progress Indicator: A,B,C

UNIT TITLE: *Decision Making Skills*

OBJECTIVE: 2.2.8 A 1-5
B 1-5
C 1
2.4.8 B 2-5,8

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. This Could Have Been Prevented

Students write a story about a teen who has just realized she is pregnant. The character must consider all the options (adoption, abortion, single parent, marriage). Include in the story reactions from the characters friends and family. The character must make a decision and discuss the ramifications of that decision. Share stories.

VARIATIONS:

5. The story can be written from the teen father's perspective. This can also be adapted to address an individual infected with HIV or Hepatitis B.
6. In teams, students develop a colorful, eye catching poster that reflects the changes in social activity, physical health and emotional health as a result of teen pregnancy.

2. Creative Crisis

Working in teams of two, students develop a variety of crisis situations involving STDs or sexual activity. The situations should include:

A teen distressed by the fact that she/he has an STD

A teen developing symptoms of an STD

A teen whose friends won't associate with him/her anymore because the teen refuses to be sexually active and remain abstinent

A teen wants to discuss the possibility of becoming sexually active through discussions with parents.

After each team creates a crisis situation, teams exchange them and try to solve the crisis. Each team develops strategies or role plays the scenario and presents to the class.

3. Peer Pressure

Read the following situation:

You are at your first real party. The lights are low, the chaperones are upstairs watching TV and the partygoers want to play a game. You were afraid this was going to happen – you’ve heard about some of these games. But you want to be invited to more parties, so let’s see what happens. Well, the game begins and just as you thought, guys and girls pair off. Did I hear someone call my name? Where can I hide? I really don’t want to do this but...

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Skills for Adolescence

SUGGESTED NUMBER OF CLASSES OR LESSONS:

4 - 40 minute sessions

GRADE 8

Content Standard: 2.3.8

Cumulative Progress Indicator: A,B

UNIT TITLE: *Developmental Impact*

OBJECTIVE: 2.3.8 A-1-4
B-1-9

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Resisting Peer Pressure

Tell students that sooner or later most teens are faced with making an important decision about alcohol, tobacco, and other drugs. In order to be prepared to make the right decision, they need to practice how to handle a variety of real life situations.

Show the entire class a video or laser disc about teens making tough choices. Focus the students attention on the situations the characters face, the factors the characters considered in making a choice, and how the choice was made. After discussing the video, divide the class into small groups and tell them they are to write their own screenplay called “The Party”. The script must emphasize the effective use of resistance skills. Allow time for students to develop the script, practice and then have each group present their original “screenplay” to the class. After each skit, allow time for discussion about the use of skills and ask students if they think the skits are realistic. Have the class vote on the best script/performance and videotape the winning group performing their “screenplay”. Students can use the video as a peer teaching tool or to develop a parent/community education program on teenage substance abuse. As a culminating activity, have each student write a letter to an anonymous teenager, offering the teen advice on how to deal with pressures to use alcohol, tobacco and other drugs.

2. Why We Don't Use

This activity allows students to explore the many reasons why people do not use alcohol, tobacco and other drugs. Tell students that most people do not abuse alcohol, tobacco and other drugs. Prior to class, create 3x5 cards, each listing a reason not to use alcohol, tobacco and other drugs. The cards are distributed, one per student. In small groups, each student reads his card aloud, states the reason not to use and tells which drug or drugs fit the reason. The group discusses the answers and a recorder enters the information on chart paper divided into four quadrants:

<u>Some Reasons Not to Use Alcohol</u>	<u>Some Reasons Not to Use Tobacco</u>
Some Reasons Not to Use Marijuana	Some Reasons Not to Use Inhalants

Each group shares their chart with the rest of the class. Then ask each student to divide a sheet of paper into two columns. At the top of one column write: "My Reasons for Not Using Drugs" and in the second column write "Why Each Reason is Important To Me". Ask students to include four or five reasons in each column and ask volunteers to share their reasons.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 8, 9, 10
Project Alert Materials

SUGGESTED NUMBER OF CLASSES OR LESSONS:

3 - 40 minute sessions

GRADE 8

Content Standard: 2.3.8

Cumulative Progress Indicator: C

UNIT TITLE: *Drug Treatment and Resources*

OBJECTIVE: 2.3.8 C-1-6

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Being A Peer Helper

Introduce this activity by asking students: “How many times has someone asked you for advice?”. Tell the class: “Sometimes the problem may be a simple one to solve or maybe your friend just needs someone to be a good listener. Sometimes friends may come to you with a really serious problem. In order to be able to help that friend, you have to be prepared.”

Organize the class into pairs. Distribute a situation card to each pair. Have the pairs discuss the situation and practice giving a response to the problem. Students should practice playing both roles. Keep the students on target with questions such as: “What kinds of things can you do to help a person who has a simple problem? How do you know when a problem is more serious, requiring expert help?”

Where could you send that person for help?” Examples of situations might include:

- Someone discloses that his/her parents are getting a divorce.
- Someone discloses that his/her parent was arrested.
- Someone discloses that his/her brother is in the hospital after a drunk driving accident.
- Someone discloses that he/she tried smoking marijuana.
- Someone discloses that he/she has started drinking beer after school.

After the students have had sufficient time to practice each part, ask volunteers to share their role plays. Conclude the activity by having students write a journal entry entitled “When a Friend Needs Help...”.

2. School Helpers

Ask students the following question: “If you have a problem, where do you go for help?”. Involve all students in compiling a list, using a whip around, pass option activity. Write the list on the board (it should include parents, friends, siblings, teachers, etc.). Tell students that there are trained specialists in school that can help them if they need someone to talk to or work out a problem. Describe the role of the school counselor, substance awareness coordinator, social worker, psychologist and school nurse. Invite one or all of these school health professionals to speak to the class about his/her role in assisting students with problems.

Next, divide the class into small groups and assign each group a situation involving the use of alcohol, tobacco and other drugs. Each group brainstorms where students can go for information and help about the problem. After discussing the situation, the group develops and presents a role play of their assigned situation and presents the role play to the entire class. Discuss each presentation and have students vote on how well the problem was resolved. Examples of situations for this activity might include:

- Someone’s brother is smoking marijuana.
- Someone’s baby-sitter drinks the parent’s beer.
- Someone’s father drinks and drives.
- Someone’s mother died from an overdose of sleeping pills.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 10

Project Alert Materials

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 8

Content Standard: 2.1.8
2.2.8
2.4.8

Cumulative Progress Indicator: A,C,F

UNIT TITLE: *Family Communication*

OBJECTIVE: 2.1.8 F-1,5,7
2.2.8 A-1,2
C-1
F-1,2
2.4.8 A-1-3

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. How to Communicate With Your Family

Have the class view excerpts from different television shows that reflect various aspects of family communication (e.g., families with small children, families with teens, extended or blended families). Show one clip at a time. While watching each video, have each student write whether the communication was healthy or unhealthy and why. Students should also note whether the show portrays families realistically and justify their answer. Then divide the class into small groups and assign each group a TV family. The students share their written ideas and discuss, noting how the family solved problems. Reconvene the entire class and brainstorm positive ways that families can solve problems. Write the ideas on the board. Then have each student develop a coupon book containing positive actions he/she can do within the next week to promote a healthy family. Coupons might include a statement such as “I will listen to all sides of an issue” or “I will cooperate with my brother to clean up the yard”. As the week progresses, the student will write the date and time he/she performed the action on the back of the coupon and on the last coupon, writes a brief summary of what actions were taken and how the actions were received by other family members.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Television

Video Tapes

SUGGESTED NUMBER OF CLASSES OR LESSONS:

1 - 40 minute sessions

GRADE 8

Content Standard: 2.4.8

Cumulative Progress Indicator: B

UNIT TITLE: *Gender Stereotypes*

OBJECTIVE: 2.4.8 B-6

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Media Stereotypes

Select a number of TV shows or movies that perpetuate certain stereotypes. Have students watch excerpts from each and record information. Students identify the stereotype found in the film, discuss its connection to the story (if there was a connection) and describe the role of the character. Based on the stereotype, students can discuss whether the characterization was critical to the film or just put in the film for a certain effect (e.g., a sexy blonde bimbo, a stupid but strong male). Have students develop a list of all the stereotypes found in the films. Students write a brief essay about how stereotypes influence bias, discrimination and intolerance.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Skills for Adolescence

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 8

Content Standard: 2.1.8

Cumulative Progress Indicator: B

UNIT TITLE: *Growth and Development*

OBJECTIVE: 2.1.8 B 1-3

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Growth and Development

Recognize individual growth patterns.

Relate the importance of personal health practices to growth and development.

Explain the influences of heredity and environment on growth and development.

Examine the human life cycle and review important life events in the form of timelines.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 6

You and Your Body

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 8

Content Standard: 2.1.8
2.2.8

Cumulative Progress Indicator: A, C-F

UNIT TITLE: *Influences Affecting Wellness*

OBJECTIVE: 2.1.8 A 1-4
C 1-4
D 1-5
2.2.8 A 1-5
C 1
E 1-5
F 1,2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Technology in Action

Brainstorm some of the modern inventions over the last 25 years that have helped people who are ill or have contributed to the prevention or treatment of disease. When you have a good sized list, ask students to select one topic and research the development of the invention. These inventions might include certain antibiotics, drugs for diseases such as HIV/AIDS, computer diagnostics, improved exercise equipment or the ability to transplant organs or other body parts. Students research and write a report describing the evolution of the inventions and make predictions about the future. Culminate this activity with a visit to a medical facility to see the role of technology in action as well as the many career opportunities that it creates.

VARIATIONS:

- a. Invite a speaker from a medical supply firm or technology department to demonstrate new equipment.
- b. Ask students: "While the many advances we have today have generally made life better for everyone, what problems have we created by these technological advances?". Examples for discussion might include prolonging life expectancy and the need for healthcare for the elderly, the "black" market for transplant organs or the controversy surrounding assisted suicide.

2. Is It Hereditary?

Brainstorm the various influences of environment and heredity. Write on the board. Explain that some people in certain cultural or ethnic groups have very distinctive features and characteristics that are handed down from generation to generation. Are the characteristics the result of genetics or environment? Have students research those elements that are genetic such as eye color.

VARIATIONS:

- a. Students investigate health conditions that may be related to hereditary factors. Why are some health conditions limited to certain ethnic populations?
- b. Students interview a grandparent or senior citizen about “home remedies”. Have students investigate how the family’s culture and tradition influenced the way family members ate, dressed and dealt with illness and stress. Students who cannot interview individuals can research health traditions of groups such as the Amish.
- c. Give the class a list of disease and health conditions. Have students organize the list into communicable and non-communicable. From that list, have the students create a list of conditions that are genetically related versus those that are acquired by environment/behavior. Do some conditions have multiple cause? What can you do to reduce your risk if your family has a history of one of these conditions?

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

- Teen Health – Chapter 7
- Inter Net

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 8

Content Standard: 2.3.8

Cumulative Progress Indicator: B

UNIT TITLE: *Legal Issues*

OBJECTIVE: 2.3.8 B 8,9

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Rules and Laws

Ask students: “Why is it necessary to have specific rules and laws to deal with students using drugs?”. Define and discuss school rules and local, state and federal statutes and the penalties imposed for violations. Have students create a sample school district substance abuse policy and share with school administrators. Invite the principal or chief school administrator to discuss the sample policy and to discuss existing school rules and policies.

VARIATIONS:

- a. Plan and execute a debate regarding school district substance abuse policies, drug screening of student athletes, or state, local and school smoking laws.
- b. Have students prepare an orientation session for incoming students. Include in the presentation information on school rules, including school policies on substance abuse.

2. Mock Trial

Tell students that they will have an opportunity to decide the fate of an imaginary young person who has violated a law involving the use of alcohol, tobacco or other drugs. Hold a mock trial, based on an ATOD incident involving a teen. Have students write a script, rehearse and then perform the trial for younger students. The younger students serve as jury and rule on the outcome of the case.

VARIATIONS:

- a. Invite an attorney to speak to the class on ATOD laws or to present real-life case studies of adolescents with ATOD problems. Ask the speaker to discuss how juvenile arrests impact career options, voting privileges and driving privileges.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 10

Project Alert Materials

SUGGESTED NUMBER OF CLASSES OR LESSONS:

3 - 40 minute sessions

GRADE 8

Content Standard: 2.1.8
2.4.8

Cumulative Progress Indicator: B

UNIT TITLE: *Male and Female Reproductive Systems*

OBJECTIVE: 2.1.8 B-1-3
2.4.8 B-1

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Reproductive System

Identify and indicate the structure and functions of the male and female reproductive systems.

Investigate human sexuality as a developing aspect of one's self.

Identify factors influencing sexual behavior.

Develop criteria for peer socialization.

Identify influences on family health.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 8

Content Standard: 2.2.8
2.3.8

Cumulative Progress Indicator: A-F

UNIT TITLE: *Medicine and Drug Interactions*

OBJECTIVE:

2.2.8 A 1-5
B 1-5
C 1
D 1-4
E 1-4
F 1
2.3.8 B 3-9
C 1-6

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Prescriptions and Over the Counter Medications

Differentiate between acceptable and unacceptable use of medications.

2. What Would You Do? Taking Medications Correctly

Explain to students that health care providers write prescriptions specifically to meet the needs of the ill or injured individual and that those medicines should not be shared. Demonstrate using two or three varieties of metered dose inhalers (students often think that all inhaled medications for asthma are the same). Show students that each inhaler contains a different kind of medicine for a different purpose or different type of asthma. Next, divide the class into small groups and give each group a scenario where an adolescent is confronted with a “medicine” decision. Have each group discuss the situation and recommend a course of action. Examples of scenarios might include:

You saw a friend share medication with another student.

You carried and took an over-the-counter medication during the school day.

You carried a bottle of aspirin in your book bag, just in case.

You shared an inhaler with a friend who forgot his.

You carried an antibiotic tablet in your lunch bag because you forgot your permission form.

Each group presents their scenario and the recommended action. The Substance Awareness Coordinator (SAC) or school nurse listens and rates each group’s decision. After the presentation, the SAC or nurse should clarify misconceptions and emphasize the school substance abuse and medication policies.

VARIATIONS:

- a. Have students create a story or skit about a student asked to share medications, featuring the effective use of resistance skills and an examination of medication safety issues. Have the students use the stories and skits to develop and present a lesson to younger students.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

- Teen Health – Chapter 10
- Project Alert Materials

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 8

Content Standard: 2.2.8
2.4.8

Cumulative Progress Indicator: B,C

UNIT TITLE: *Parenthood*

OBJECTIVE: 2.2.8 B 3
2.4.8 B 2-5,8
C 1-8

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Prenatal Care

Brainstorm all the benefits for a woman who identifies her pregnancy early and knows where and how to get help. List ideas on the board. Stress the importance of early prenatal care – write the term on the board and define. Explain that there are a number of factors that contribute to a healthy pregnancy, regardless of the age of the mother. Divide the class into small groups and assign each group one aspect of prenatal care. Each group researches the impact of the behavior on the pregnancy and presents in a brief report to the entire class. Include for group research such topics as:

- Exercise
- Nutrition
- Use of drugs, alcohol and tobacco
- Safety issues
- Protection from STDs and HIV
- Diagnostic procedures to determine the health of mother and baby
- Prenatal classes
- Parenting programs

2. Setting Goals

Ask the class how many of them have big plans for the next few years of their life? Tell the class to write on a piece of paper at least four goals and plans for the next two months (e.g., going to a concert, making the baseball team). After students have completed listing their goals, ask them to look at each goal and describe how it might change if (1) you got married; (2) you were pregnant or a father to be and (3) a parent. What can be done to achieve these goals? What about longer term goals, like next year or four years down the road? Have students list ten strategies that will help them achieve those goals.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 4, 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 8

Content Standard: 2.1.8
2.2.8
2.4.8

Cumulative Progress Indicator: A-F

UNIT TITLE: *Peer Pressure and Influence*

OBJECTIVE:

2.1.8 A 2
B 1

2.2.8 A 1-5
B 1-5
C 1
D 1-4
E 1,5
F 1

2.4.8 B 2-5, 8
C 1-8

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Peer Pressure Interview

Students interview a parent, guardian or other adult. Students ask the following questions: “When you were a teen, do you remember feeling peer pressure? In what areas and at what age did you worry most about what your friends thought? How did you resist? Did you ever have any embarrassing moments as a teen as a result of any of this?”. In small groups, students share the results and create a list of successful strategies that were used by the adults to deal with peer pressure. Ask the students: “Are some of the same strategies used in the past as good to use today?”. Reconvene the small groups and have each group develop at least five refusal strategies when confronted with peer pressure. Each group develops a role play for one of the strategies and presents to the class. Students complete the exercise by developing a class list of “100 Ways to Say No”. Develop the list into a poster or bulletin board.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 8

Content Standard: 2.1.8
2.2.8

Cumulative Progress Indicator: A-F

UNIT TITLE: *Problem Solving/Accidents*

OBJECTIVE:

2.1.8	F 1-5, 7
2.2.8	A 1-5
	B 1-5
	C 1
	D 1-4
	E 1-3, 5
	F 1,2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. Community Responses

After students have completed a course in first aid procedures, divide the class into small groups. Provide each group with a series of laminated index cards that describe emergency situations and possible responses. The responses should reflect some that are correct and some that are not. Each team tries to solve the problem by selecting the correct emergency response card. Each team must explain and demonstrate the situation and the response and justify their answer.

VARIATIONS:

- Students investigate where individuals can go for training in first aid, CPR and emergency response management. Have a speaker from the local training facility (perhaps the American Red Cross or local emergency squad) discuss levels of training for individuals interested in this area.
- Students diagram the steps in a basic first aid procedure or medical emergency.
- Students create a list of simple emergencies that might occur when a student is home alone or baby-sitting. For each emergency, students find a resource for more information or a phone number that can be used in such emergencies. Students develop the information into a guide for babysitters or latchkey children.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 13
You and Your Body
Health Organizations

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 8

Content Standard: 2.4.8

Cumulative Progress Indicator: A

UNIT TITLE: *Relationships/Dating and Marriage*

OBJECTIVE: 2.4.8 A-1-8

RATIONALE: Health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

LEARNING ACTIVITIES:

1. Trends in Marriage

Ask students: “How have marriages changed?”. Write responses on the board. Have students investigate marriage trends such as marrying later, two career marriages, childless marriages and having children later in life.

VARIATIONS:

5. Have students look at marriages in history or in other cultures. For example, students can investigate royal arrangements, family commitments and younger girls marrying older men. How have these things changed?
6. Why do people marry? Have students brainstorm all the reasons they think people marry and then reasons why people do not marry. Compare the lists.

2. Well-Adjusted and Healthy

Brainstorm what constitutes a well-adjusted and healthy marriage. List all the responses on the board. Star the following or add as needed:

Partners:

- Agree on critical issues
- Share common interests
- Show affection and shared confidence
- Have few complaints
- Are not lonely or irritable

Divide the class into small groups. Give each group an imaginary couple. Have the group discuss whether or not they think the couple has a chance at a healthy relationship. Case studies should include couples with religious or economic differences, consider educational and economic background and include ethnic/racial/cultural factors in the studies. After discussing the couples, have each group rate the potential for a healthy marriage on a scale of one to ten (one unlikely, ten highly likely). Each group defends their position based on the information provided.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 4, 6
You and Your Body

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 8

Content Standard: 2.2.8

Cumulative Progress Indicator: C

UNIT TITLE: *Setting Goals*

OBJECTIVE: 2.2.8 C 1

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Changes Throughout the Life Cycle

Explain that change is one thing that is guaranteed to occur throughout the life cycle. Ask students to think of the phases they have already gone through and to try to remember the changes they have already experienced. Use a life cycle line to remind students of the various phases of life from infancy to senior citizen. Then have each student develop their own life stages line from infancy to their present age. After discussion of the changes that have occurred, tell students to imagine what they may be like in 5, 10, 15, 20, and 25 years in the future. Students predict the changes they expect to occur during the time periods and imagine what they have accomplished at each phase of their life. Explain that those accomplishments are goals and that the groundwork for those goals is being set right now (use examples such as education to prepare for college to prepare for a career). Tell students that by setting goals now, they can begin to identify ways to work toward their future. Ask students: “How can their personal health goals influence the achievement of their personal lifetime goals?”. Brainstorm things that students can do now that will promote wellness and help them achieve career and lifetime goals.

VARIATIONS:

- a. Using the central theme of a life cycle, students interview an adult and discuss how their health status influenced meeting their lifetime goals.
- b. Students develop a list of health goals they wish to accomplish and identify strategies to reach these goals.

TEACHER TIP

The life cycle concept can be used to illustrate change, both good and bad. The central point is that change is natural, normal and expected. However, point out that each individual has the greatest influence on their own changes. Daily decisions greatly determine the success of the life cycle.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 6

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 8

Content Standard: 2.2.8

Cumulative Progress Indicator: A-F

UNIT TITLE:

Short and Long Term Effects of Drugs

OBJECTIVE:

2.2.8 A 1-5
B 1-5
C 1
D 1-4
E 1-5
F 1

RATIONALE:

Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Chemical Substances

Identify drugs and chemicals and their effects on the body.

Discriminate between acceptable and unacceptable use of medications.

Research people and organizations providing assistance related to chemical abuse.

2. Tobacco

Explain the effects of tobacco on the body.

State the causes and dangers of tobacco use.

Review laws regarding controlled substances.

3. Alcohol

Explain the effects of alcohol on the body.

State the causes and dangers of alcohol use.

Review the laws regarding controlled substances.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapters 8, 9, 10

SUGGESTED NUMBER OF CLASSES OR LESSONS:

- 40 minute sessions

GRADE 8

Content Standard: 2.1.8
2.2.8

Cumulative Progress Indicator: A-F

UNIT TITLE: *Social Interaction*

OBJECTIVE: 2.1.8 F 1-7
2.2.8 A 1-5
 B 1-5
 C 1
 D 1-4
 E 1-3,5
 F 1,2

RATIONALE: Health-literate and physically educated students seek to improve personal, family, and public health. Using health promotion and disease principles, nutritional concepts and injury prevention strategies, students modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate and physically educated students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

LEARNING ACTIVITIES:

1. The Influence of Friends

Ask the class “How many of you have done something just to go along with the crowd?”. Tell students that even adults have trouble “thinking for themselves” at times. It takes lots of practice. Tell them they are going to find out something about themselves and they are to keep the information private for their own use only. Read the class ten questions dealing with the ways they deal with their peers. Students should indicate on their paper a yes or no to each question. Questions might include:

Have you ever been pressured by your friends?

When you feel alone or lonely do you have a problem making a decision?

Do you ever do some things just so your friends won't make fun of you?

Do you sometimes act one way with one group and another with your friends?

Do you have the same goals as your friends?

Have your goals changed or have you achieved less of them since you started hanging out with this group of friends?

Is it hard for you to make new friends?

Do you spend most of your time with one group of people?

Do your parents disapprove of your friends?

Would you feel guilty if you stopped seeing a friend who no longer shared your values?

Have students tabulate their own scores – the lower the score (3 or below) the more in control of your life and the more you will be able to resist peer pressure. Have students write a brief paragraph in their journal that describes strategies to be in control and resist peer pressure to practice risky behavior.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 4

SUGGESTED NUMBER OF CLASSES OR LESSONS:

GRADE 8

Content Standard: 2.3.8

Cumulative Progress Indicator: C

UNIT TITLE: *Symptoms/Effects of Dependency*

OBJECTIVE: 2.3.8 C-1-6

RATIONALE: Health-literate and physically educated students know the short and long term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

LEARNING ACTIVITIES:

1. Your Future, Your Life

Tell students it is never too early to think about their future. Emphasize that mistakes made early in life may impact later life. In this activity, students discover how mistakes regarding the use of alcohol, tobacco and other drugs can impact their ability to get a job. Divide the class into small groups. Supply each group with a number of college and employment applications and have each group review the applications, looking for questions about drug arrests, convictions or drug use. Then have each group select two occupations from a predetermined list. Students research how a drug conviction might affect employability as one of the following:

A member of the armed forces	a teacher
A police officer	a pharmacist
A fire fighter	a truck or bus driver
A nurse or physician	a pilot
A lawyer	a legislator

Have each group share their findings with the class.

2. Dependency Timeline

Begin this lesson with a review of the progression of chemical dependency. Tell students they will be able to more clearly visualize this concept through the use of a time line activity. Attach a string to the chalkboard to simulate the time line. Attach signs illustrating the progression of chemical dependency (e.g., social use, relief use, blackouts). Post each sign and discuss the significance of the action or behavior. Place symptoms from the four categories of chemical use progression on cards and distribute randomly to students. Next, have students line up in correct sequence to represent the stages of dependency. Have students group into four stages

(learning/experimentation, social use, harmful use and dependency). Engage students in a discussion of where behaviors are placed on the continuum and direct students to move to the correct place. After summarizing the activity, have each student write a brief journal entry describing what they learned.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Teen Health – Chapter 10

SUGGESTED NUMBER OF CLASSES OR LESSONS:

2 - 40 minute sessions

GRADE 8

Content Standard: 2.2.8

Cumulative Progress Indicator: A,B,D

UNIT TITLE: *Team Problem Solving*

OBJECTIVE: 2.2.8 A-3
B-1-5
D-1-4

RATIONALE: Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

LEARNING ACTIVITIES:

1. Team Problem Solving

Ask students: “What is meant by the saying “two heads are better than one?” Tell students that they are going to “put their heads together” to solve a problem. Show students an open-ended video vignette (such as ones available from MetLife Foundation or Project Alert). Divide the class into small groups and allow approximately 20 minutes to discuss and solve the problem. Students write an ending to the vignette and then view the ending of the original video. Compare the students’ endings with the ending of the original. Students identify the criteria used to solve the problem and justify their ending.

VARIATIONS:

- a. Provide students with the beginning of a story about a teen with a problem. Students create an ending to the story, showing how the teen used effective decision-making skills and communication skills to solve the problem.

ASSESSMENT STRATEGIES:

Homework	Class Assignments	Written Test/Quizzes
Work Sheet	Class Participation	Portfolio
Alternative Assessments		Teacher Observation

RESOURCE MATERIALS:

Project Alert Videos

Project Alert Resource Manual

SUGGESTED NUMBER OF CLASSES OR LESSONS:

1 - 40 minute sessions