

Grade Seven

Students in grade seven generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

Knowledge and Skills

Standard of Learning

- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include:
- alternatives to gang-related behaviors and acts of violence;
 - recognition of harmful and risky behaviors;

Understanding the Standard

The student will explore alternatives to gang-related behaviors and acts of violence and recognize potentially harmful or risky behaviors.

Essential Knowledge and Skills

The student will:

- define risky behaviors. (actions that may cause injury to you or others)
- describe a gang. (groups of young people who band together to participate in violent or criminal behaviors)
- identify venues that display images of violence. (violence on television, stories about violent crimes, etc.)
- identify the causes of violence. (money, anger, hate crimes, easy access to illegal weapons, gang peer pressure, alcohol and other drugs, etc.)
- review and discuss why someone would want to become a gang member. (to be part of a group, to get drugs, feel lonely or bored, peer pressure, racial or ethnic reasons, etc.)
- discuss the dangers of being part of a gang. (forced to commit crimes, live in fear, etc.)
- list risky behaviors that could cause harm to self or others. (using tobacco, alcohol and other drugs, playing with weapons, picking fights, etc.)
- list less risky alternative activities. (sports, clubs, work, etc.)

Instructional Resources

- Review 6.1b
- School Guidance Staff or Resource Officer
- Life Skills Programs
- PBS TeacherSource – http://www.pbs.org/teacherssource/whats_new/health/feb00.shtm
- ERIC – http://www.ericsp.org/pages/digests/health_risk.html
- Prevention Programs that Work – http://www.usdoj.gov/kidspage/getinvolved/1_3.htm
- Adolescence: Peer Influence – <http://www.personal.psu.edu/faculty/n/x/nxd10/adpeer2.htm>
- Drug and Violence Prevention – <http://dave.esc4.net>
- Gangs or Us – <http://www.gangsorus.com/>
- Youth Violence – <http://www.safeyouth.org/teens/topics/conflicts.htm>
- Gangs – <http://www.ci.joliet.il/JPDGangs.htm>

Assessment Ideas

The student will:

- explore the alternatives to gang-related behaviors and acts of violence.
- role-play refusal skills for avoiding risky behaviors.
- locate articles in newspaper, magazine, on the Internet, or on a television news program that relates to violence or gang behavior.
- brainstorm strategies to make the community safer.

Knowledge and Skills Seventh Grade

Standard of Learning

- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include:
- c) the benefits of stress management;
 - d) strategies for coping with disappointment;

Understanding the Standard

The student will understand the health benefits of effectively managing stress and develop strategies for coping with disappointment.

Essential Knowledge and Skills

The student will:

- define stress management. (identifying sources of stress and applying strategies to cope with the mental and physical changes produced by stress)
- explain stress management techniques:
 - work off stress;
 - talk with parents or someone you trust;
 - learn to accept what you cannot change;
 - get enough sleep;
 - take time to play and spend time with friends;
 - accept one assignment or task at a time;
 - plan ahead;
 - get medical help if sick;
 - don't be afraid to say NO;
 - be realistic about perfection;
 - keep a sense of humor; and
 - care for pets.
- recognize the benefits of stress management strategies. (protect your mental or physical health)
- anticipate situations in which disappointment may occur. (expect something and it does not happen)
- discuss ways to cope with disappointment. (discuss your disappointment with your parents and friends and practice stress management skills)

Instructional Resources

- Review 6.3a
- Health Textbooks
- School Guidance Counselor
- Understanding Stress – <http://www.unl.edu/stress/mgmt/concept.html>
- Stress Tips – http://www.stresstips.com/achieve/view_stresstips.cfm
- Coping with Life's Stressors – <http://www.coping.org/control/selfcont.htm>
- Stress Management – <http://stress.about.com>
- Managing Stress – <http://www.healthteacher.com/lessonguides/default.asp>
- Coping with Disappointment – <http://ohioline.osu.edu/flm99/fs15.html>
- Failure and Disappointment – <http://mentalthelp.net/psychhelp/chap6/chap6p.htm>

Assessment Ideas

The student will:

- identify a stressful or disappointing situation and provide appropriate coping strategies.
- discuss stressful situations that may be alleviated through humor.
- list stressful times during the school year and relevant stress management techniques.

Knowledge and Skills Seventh Grade

Standard of Learning

- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include:
- e) factors that affect school success;

Understanding the Standard

The student will discuss the factors that contribute to or detract from success in school.

Essential Knowledge and Skills

The student will:

- identify positive and negative factors that affect academic performance. (mental and physical health, adequate sleep, home environment, homework habits, proper nutrition, self-image and self-esteem, school safety, organizational skills, note taking skills, study skills and habits, test taking strategies, motivation, etc.)
- identify factors that affect school success over which one has control.
- identify factors that affect school success over which one has no control.

Instructional Resources

- Health Textbooks
- School Guidance Counselors
- Linking Health and Learning – <http://www.mnschoolhealth.com/6behaviors.html>
- Health and Academics – <http://www.doe.mass.edu/hssss/health00/slides>
- Academic Skills Resource – <http://www.hsc.edu/academics/success/stress1/htm>
- Ten Top Tips for Academic Success – <http://www.sdc.uwo.ca/learning/tentt.html>
- Maximizing Your Academic Experience – <http://www.dartmouth.edu/admin/acskills/success/time.html>
- Obstacles to Academic Success – <http://caps.unc.edu/ObsAca.html>
- Achieving Academic Success – http://www.ucalgary.ca/~dmjacobs/study_skills_sites.html

Assessment Ideas

The student will:

- record, for a one-week period, situations which cause stress.
- record, for a one-week period, the amount of time spent doing homework, studying, sleeping, exercising, etc.
- record, for a one-week period, meals and snacks eaten on a daily basis.
- explore the relationship between behaviors and times of stress.

Knowledge and Skills Seventh Grade

Standard of Learning

- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include:
- f) the impact of difficult family situations;

Understanding the Standard

The student will understand how difficult family situations affect individual family members.

Essential Knowledge and Skills

The student will:

- define family relationship. (connection a person has with family members)
- provide examples of difficult family situations. (abusive behavior, financial problems, separation or divorce, illness, injury or death, loss of job, family has to move, birth of a baby, remarriage, etc.)
- explain how these difficult family situations may affect individual family members. (may feel angry, confused, afraid, sad, insecure, stress, etc.)
- explore ways to adjust to these difficult changes:
 - talk to your parents or a trusted adult about negative emotions such as sadness, fear, or anger;
 - avoid blaming or criticizing;
 - look for opportunities to help with family expenses or with chores;
 - recognize grief is a natural process and may last a long time; and
 - record feelings and experiences in a journal.

Instructional Resources

- Local Mental Health Agencies
- School Guidance Counselors
- Coping in the Aftermath of Crisis – <http://salute.familiesandwork.org/teachersguide.pdf>
- Impact of Family Atmospheres on Children – <http://ourworld.compuserve.com/homepages/hstein/atmosph.htm>
- Dealing With Problems in Your Family – <http://www.shef.ac.uk/counselling/advice/relationships/family.html>
- Coping With Family Stress – <http://www.uky.edu/Ag/Sociology/coping.htm>

Assessment Ideas

The student will:

- create a scenario in which a family is experiencing a difficult situation.
- describe the affect the difficult situation is having on each family member, and suggest ways each family member may cope with the situation.

Knowledge and Skills Seventh Grade

Standard of Learning

- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include:
- g) development of interpersonal relationships.

Understanding the Standard

The student will understand the importance of developing meaningful interpersonal relationships.

Essential Knowledge and Skills

The student will:

- define interpersonal relationships. (connection a person has with others)
- explain a healthy relationship. (a relationship that promotes mutual respect, trust, and understanding)
- define and give examples of social skills. (skills a person needs to communicate effectively and show others respect)
- explain how to develop meaningful interpersonal relationships:
 - show a willingness to listen;
 - show concern for the needs of others;
 - be honest and supportive;
 - be able to give and take;
 - make an effort to spend time together;
 - encourage each other to do well and have good character;
 - support other friendships;
 - respect family guidelines and values; and
 - be willing to compromise. (to give up something to reach a solution)

Instructional Resources

- School Guidance Counselors
- Interpersonal Communication – <http://www.abacon.com/commstudies/interpersonal/interpersonal.html>
- Stages of Relational Development – <http://novaonline.nv.cc.va.us/eli/spd110td/interper/stages.html>
- Contexts of Communication – <http://chadwick.jlmc.iastate.edu/theory/contexts.html>
- Interpersonal Relationships Necessary for Success – <http://www.afe.org/feb98/feb98/interpersonalrelationships.html>

Assessment Ideas

The student will:

- describe qualities of a good friend.
- discuss the foundation of a good friendship.
- discuss the development of meaningful interpersonal relationships.
- explain why the ability to develop positive interpersonal relationships is necessary for career success.

Knowledge and Skills Seventh Grade

Standard of Learning

- 7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include:
- a) the effects of dietary habits on daily performance;

Understanding the Standard

The student will understand that dietary habits affect daily performance.

Essential Knowledge and Skills

The student will:

- explain why breakfast is the most important meal of the day.
- describe a healthful breakfast.
- identify nutrients that have a positive effect on physical performance. (carbohydrates, proteins, fats, vitamins, minerals, and water)
- describe nutritious snacks.
- define nutrient dense foods. (have a high amount of nutrients relative to the number of calories)

Instructional Resources

Feeding Minds, Fighting Hunger

Grades 6-8

International classroom for exploring the problems of hunger, malnutrition, and food insecurity.

- What are Hunger and Malnutrition?
- Who are the Hungry?
- Why are People Hungry and Malnourished?
- What Can We Do to Help End Hunger?

Three or more class periods

Contact: <http://www.feedingminds.org>

Free

HeartPower

Grades 6-8

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy Snacks – quick activity (Discusses what makes snacks healthy. Students develop recipes for healthy snacks and plan how they would market the snack.)
- Build Your Own Pyramid – activity sheet (Students record what they eat throughout the day on the food pyramid and discuss the results.)
- Become a Fat Detective – quick activity (Students analyze fast food menus to find fats and discuss more healthy ways to cook.)
- Aerobic or Anaerobic? – quick activity (Discusses differences between aerobic and anaerobic exercise, and the relationship between regular physical activity and a healthy heart. Students keep records of their activities.)
- How Does the Heart Work? – lesson idea
- What Increases the Risks of CVD? – lesson idea

- More or Less? – lesson idea
- Why is a Low-Fat Diet a More Healthful Diet? – lesson idea (Encourages children to eat a variety of healthy foods to maintain a healthy heart. Activity sheets.)
- How Do You Choose a Physical Activity? – lesson idea (Relationship between exercise, body concept and a healthy heart. Activity sheets. Create an exercise video.)
- How Can You Help Others Stay Tobacco Free? – lesson idea
- Why is Secondhand Smoke Dangerous? – lesson idea
- Build Your Own Pyramid – activity sheet
- Today’s Specials – activity sheet
- What or Who Influences Your Food Choices? – lesson idea (Relationship between healthful food choices and self-concept.)

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

Middle Level Interdisciplinary Curriculum (Mid-LINC)

Curriculum teaches nutrition concerns to pre-adolescents.

- Prehistoric vs. Modern Diet
- Growing to the Max
- Food-Environment Connection

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Planet Health

Grades 6-8

*Evaluated program with mixed results

Interdisciplinary curriculum encouraging students to choose healthy foods, increase physical activity, and decrease inactivity. Includes 63 lessons, “Power Down” campaign to decrease television viewing, FitCheck tool to check fitness level, and worksheets. Gives students skills to make healthy changes, strengthen competence, and foster support.

Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

Sports Nutrition for Adolescents

Grades 6-8

Promotes healthful nutrition to students participating in school or community-based athletics.

- Sports Drinks
- Sports Bars and Energy Foods
- Sports Diet
- Protein Power
- Recovery Carbs

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition

Teens Eating for Energy and Nutrition at School (TEENS)

Grades 6-8

*Evaluated program

Program to increase fruits and vegetables, and reduce fat intake. Taught by peer leaders.

Sponsor: Learning Zone Express
<http://www.learningzoneexpress.com>

You Are What You Eat

Grades 6-8

Explores how social class might affect personal health, understanding of nutritional needs, and methods for community change.

Source: PBS

Two-four class periods

<http://www.pbs.org/peoplelikeus/resources/lessonplans/health.html>

Free

yourSELF Middle School Education Kit

Grades 6-9

Students understand how their decisions about eating patterns and physical activity affect how they grow and their health as adults. Helps students make healthy choices. Includes magazine, workbooks, teacher's guide, handouts, video, poster, and project ideas.

Source: U.S. Department of Agriculture

<http://www.fns.usda.gov/tn/educators/index.htm>

Instructional Lessons

A Healthy Diet

Grades 5-8

Maintain a three-day food diary to determine how much fat is consumed.

Sponsor: PBS

Two class periods

<http://www.pbs.org/saf/1104/teaching/teaching3.htm>

Free

A Meal of Endurance

Grades 5-8

Explores nutritional value of antarctic explorers' high fat diet.

Sponsor: PBS

One class period

<http://www.pbs.org/teachersource>

Free

Eat This!

Grades 6-8

Modifies personal diets relative to special needs (vegetarians, athletes, diabetics, food allergies).

Evaluates how diet is related to disease.

Sponsor: Georgia State University

Individual lesson plans

<http://www.gsu.edu/~wwwche/lessons.htm>

Free

Eating Forever

Grades 6-12

Importance of a healthy diet and regular exercise.

Sponsor: PBS

One-two class periods

<http://www.pbs.org/stealingtime/resources/lesson2print.htm>

Free

Healthy Weights for Healthy Kids

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact Local County Extension Office

Free

LOAFS – Learning on a Full Stomach

Grades 5-12

Students look at hunger problems within their own communities and are encouraged to implement a LOAFS program.

Sponsor: Ask ERIC Lesson Plan

Three classes

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Mission Nutrition

Grades 6-8

Web-based units and lesson plans covering:

- Self-esteem & body image
- Gender
- Media Awareness
- Healthy Eating (multiple lessons)
- Physical Activity

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

Additional Instructional Resources

- Review 6.2a
- Food Guide Pyramid – <http://www.cnpp.usda.gov>
- A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School – Includes 70 games & activities from 24 cultures – Publisher: Human Kinetics – <http://www.humankinetics.com/products/showproduct.cfm?isbn=0736038825>
- Local Nutritionist
- Nutrition: Calorie Control – <http://www.caloriecontrol.org>
- Nutrition: Family Food Zone – <http://www.familyfoodzone.com/fridge.html>
- School Food Service Staff
- Test Your Nutrition Knowledge – <http://www.utexas.edu/courses/ntr311/testknow/testknow.html>

Assessment Ideas

The student will:

- design a diet that may improve performance for a specific physical activity. (weight training, marathon, soccer, etc.)
- prepare a list of healthy breakfast foods that can be easily made when in a hurry.

- develop a one-week meal plan for the family.

Knowledge and Skills Seventh Grade

Standard of Learning

- 7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include:
- b) the importance of participating in recreational and leisure activities;
 - d) the health benefits of regular physical activity and fitness;
 - e) the impact of sleep and rest on physical and mental performance.

Understanding the Standard

The student will understand the importance of recreational and leisure activities, identify the benefits of regular physical activity and fitness, and understand the relationship between sleep and physical and mental performance.

Essential Knowledge and Skills

The student will:

- define and give examples of recreational or leisure activities. (play, amusement, and relaxation – activity that provides a positive outlet for physical energy)
- determine the benefits of physical activity and fitness:
 - relieves stress;
 - promotes sleep;
 - provides feeling of well-being;
 - maintains cardiovascular health;
 - strengthens bones;
 - improves brain function;
 - tones muscles; and
 - helps with weight management.
- how sleep affects your physical and mental performance. (helps your body rebuild and re-energizes your mind and body)

Instructional Resources

HeartPower

Grades 6-8

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy Snacks – quick activity (Discusses what makes snacks healthy. Students develop recipes for healthy snacks and plan how they would market the snack.)
- Build Your Own Pyramid – activity sheet (Students record what they eat throughout the day on the food pyramid and discuss the results.)
- Become a Fat Detective – quick activity (Students analyze fast food menus to find fats and discuss more healthy ways to cook.)
- Aerobic or Anaerobic? – quick activity (Discusses differences between aerobic and anaerobic exercise, and the relationship between regular physical activity and a healthy heart. Students keep records of their activities.)
- How Does the Heart Work? – lesson idea
- What Increases the Risks of CVD? – lesson idea
- More or Less? – lesson idea
- Why is a Low-Fat Diet a More Healthful Diet? – lesson idea (Encourages children to eat a variety of healthy foods to maintain a healthy heart. Activity sheets.)

- How Do You Choose a Physical Activity? – lesson idea (Relationship between exercise, body concept and a healthy heart. Activity sheets. Create an exercise video.)
- How Can You Help Others Stay Tobacco Free? – lesson idea
- Why is Secondhand Smoke Dangerous? – lesson idea
- Build Your Own Pyramid – activity sheet
- Today’s Specials – activity sheet
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- Growing to the Max
- Food-Environment Connection

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Planet Health

Grades 6-8

*Evaluated program with mixed results

Interdisciplinary curriculum encouraging students to choose healthy foods, increase physical activity, and decrease inactivity. Includes 63 lessons, “Power Down” campaign to decrease television viewing, FitCheck tool to check fitness level, and worksheets. Gives students skills to make healthy changes, strengthen competence, and foster support.

Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

The SPARK Programs (Sports, Play and Active Recreation in Kids)

Grades preK-8

*Evaluated program with mixed results

Program to increase physical activity within and outside of school. Includes materials for PE and non-PE teachers. Special teacher training required.

Sponsor: San Diego University

E-mail: spark@sparkpe.org

+Cost

Sports Nutrition for Adolescents

Grades 6-8

Promotes healthful nutrition to students participating in school or community-based athletics.

- Sports Drinks
- Sports Bars and Energy Foods
- Sports Diet
- Protein Power
- Recovery Carbs

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition

yourSELF Middle School Education Kit

Grades 6-9

Students understand how their decisions about eating patterns and physical activity affect how they grow and their health as adults. Helps students make healthy choices. Includes magazine, workbooks, teacher's guide, handouts, video, poster, and project ideas.

Source: U.S. Department of Agriculture

<http://www.fns.usda.gov/tn/educators/index.htm>

Instructional Lessons

Eating Forever

Importance of healthy diet and regular exercise.

Sponsor: PBS

One-two class periods

<http://www.pbs.org/stealingtime/resources/lesson2print.htm>

Free

Let's Get Moving!

Students consider different forms of physical activity; track exercise; and compare with other children throughout the US. Keep daily log for one-two weeks.

Three class periods

- Keeping a Physical Activity Log
- Classroom Comparison of Activities
- Family Fitness

Sponsor: Michigan State University

<http://commtechlab.msu.edu/sites/letsnet/noframes/subjects/health/b8u4.html>

Free

Mission Nutrition

Grades 6-8

Web-based units and lesson plans covering:

- Self-esteem and body image
- Gender
- Media Awareness
- Healthy Eating (multiple lessons)
- Physical Activity

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

Physical Activity

Grades 7-8

Focuses on fitness as fun; the benefits of physical activity; and barriers to physical activity.

Three class periods

Sponsor: Mission Nutrition

http://www.missionnutrition.ca/english/teachers/print_fitness.htm

Free

Turn off the Tube and Move

Grades 6-8

Learn to decrease the risk of disease through physical activity.

Sponsor: Georgia State University

Individual lesson plan

<http://www.gsu.edu/~wwwche/lessons.htm>

Free

Additional Instructional Resources

- A Good Night's Sleep – <http://www.globalhealthandfitness.com/sleep.htm>
- American Cancer Society – “Generation Fit” – e-mail: rita.w.miller@cancer.org
- American Heart Association – Hoops For Heart (basketball fund-raising activity for AHA – middle schools) – <http://www.americanheart.org>
- Energy Calculator – <http://www.nat.uiuc.edu>
- Presidential Physical Fitness Award – <http://www.indiana.edu/~preschal/ppfa/pres.shtml>

Assessment Ideas

The student will:

- design a collage or poster depicting examples and benefits of recreational and physical activities.
- record for a one-week period the amount of sleep and success or struggles in classes or athletics. Determine the relationship between sleep and mental performance.
- identify and explain personal benefits of regular physical activity.

Knowledge and Skills Seventh Grade

Standard of Learnings

- 7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include:
- c) strategies for avoiding drugs, alcohol, tobacco, and inhalants;

Understanding the Standard

The student will develop strategies for avoiding alcohol, tobacco, inhalant, and other drug use.

Essential Knowledge and Skills

The student will:

- list the benefits of staying tobacco, alcohol, and drug-free.
- practice ways of saying NO.
- define and explain assertive behavior. (willing to stand up for yourself in a firm but positive way)
- identify strategies for assertively saying NO:
 - increasing loudness and deepening tone of voice;
 - making eye contact;
 - having a stern facial expression; and
 - leaving the situation.
- identify strategies for avoiding alcohol, tobacco, inhalants, and other drugs:
 - participate in healthy alternatives; (sports, clubs, recreation, etc.)
 - choose friends wisely; and
 - participate in “refuse to use” pledge/activities.

Instructional Resources

- Review 6.1d
- Life Skills Programs
- Guidance Counselors
- Resource Officer
- Alcohol – <http://www.sayno.com/alcohol.html>
- American Lung Association – <http://www.lungusa.org/tobacco/secondhand.html>
- Inhalants – <http://www.sayno.com/inhalant.html>
- Avoiding Gangs and Bullies – <http://www.healthteacher.com/lessonguides/injuries/middle/inj4ms/printout2asp>
- American Lung Association – <http://www.lungusa.org/tobacco/secondhand.html>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Life Skills Learning Objectives – http://www.lifeskills4kids.com/learning_objectives.htm
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- write a one-page paper on the benefits of staying drug-free.
- design a license plate or bumper sticker encouraging others to remain drug free.
- role-play situations in which assertiveness and refusal skills should be used.

Information Access and Use Seventh Grade

Standard of Learning

- 7.3 The student will investigate and analyze the various factors that guide an individual's decisions about health and well being. Key concepts/skills include:
- a) the types of advertising techniques used to influence adolescents' decisions;

Understanding the Standard

The student will investigate and analyze persuasive advertising techniques used to influence adolescents' decisions about health care products.

Essential Knowledge and Skills

The student will:

- define advertising. (designed to influence consumers to buy a product or service)
- explain infomercial advertising for health and wellness products. (anti-smoking messages, encouraging milk consumption, etc.)
- identify types of advertising designed to influence adolescents' decisions. (groups of teens, beautiful people, good times, status, etc.)
- describe misleading advertising. (claims sound too good to be true, blend opinion with fact, exaggerate the good and barely mention the negative aspects of the product, etc.)

Instructional Resources

- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- Partnership for a Drug-Free America – <http://www.drugfreeamerica.org>
- Health Web – <http://healthweb.org>
- Social Marketing – <http://www.socialmarketing-nutrition.ucdavis.edu/somark.htm>
- Types of Web Advertising – <http://www.pr2.com/webads3.htm>
- Six Types of Advertising – <http://www.smalltownmarketing.com/sixads.html>
- Food and Drug Administration Center for Drug Evaluation – <http://www.fda.gov/cder>
- Federal Trade Commission – <http://www.ftc.gov>
- United States Postal Service – <http://www.usps.gov>
- Where to Complain or Seek Help – <http://www.quackwatch.org/index.html>

Assessment

The student will:

- work in small groups to design a persuasive advertising message for an adolescent health product.
- explain types of advertising designed to influence adolescent consumer decisions.

Information Access and Use Seventh Grade

Standard of Learning

- 7.3 The student will investigate and analyze the various factors that guide an individual's decisions about health and well being. Key concepts/skills include:
- b) the validity of information from different resources;

Understanding the Standard

The student will understand the need to develop a process to validate the reliability of health information derived from different sources.

Essential Knowledge and Skills

The student will:

- brainstorm sources of subjective health information. (friends, advertising, etc.)
- brainstorm sources of factual health information:
 - nonfiction books on nutrition, fitness, science, medicine, etc.;
 - reliable media sources;
 - the Internet;
 - community, state, and national agencies and non-profit organizations; (American Heart Association, Centers for Disease Control, Health Department, etc.) and
 - scientific studies.
- determine how to validate the reliability of information on the Internet. (contains a logo or reliable source of information such as the American Medical Association)

Instructional Resources

- School Library Journal – Surf for a Thematic Guide to Internet Sites – <http://www.slj.com/articles/surffor/surfforarchive.asp>
- CIA World Factbook – <http://www.odci.gov/cia/publications/factbook/index.html>
- Virginia Department of Health – <http://www.vdh.state.va.us>
- Center for Disease Control – <http://www.cdc.gov>
- Food and Drug Administration – <http://www.fda.gov>
- Nation Institutes of Health – <http://www.nih.gov>
- World Health Organization – <http://www.who.int/en>
- American Medical Association – <http://www.ama-assn.org>
- Journal of the American Medical Association – <http://jama.ama-assn.org>

Assessment Ideas

The student will:

- explain how to validate the reliability of information on the Internet.
- assess the validity of health products and service information from three different sources.

Information Access and Use Seventh Grade

Standard of Learning

- 7.3 The student will investigate and analyze the various factors that guide an individual's decisions about health and well being. Key concepts include:
- c) family practices and customs.

Understanding the Standard

The student will understand how family practices and customs influence health decisions and identify different health practices around the world.

Essential Knowledge and Skills

The student will:

- identify food customs that are influenced by family traditions.
- explain the effect these dietary practices have on the individual, family, and groups.
- identify physical activity practices that are influenced by family traditions.
- explain the effect these physical activity practices have on the individual, family, and groups.
- identify health care decisions that are influenced by family customs.
- explain the effect these health care practices have on the individual, family, and groups.

Instructional Resources

Feeding Minds, Fighting Hunger

Grades 6-8

International classroom for exploring the problems of hunger, malnutrition, and food insecurity.

- What are Hunger and Malnutrition?
- Who are the Hungry?
- Why are People Hungry and Malnourished?
- What Can We Do to Help End Hunger?

Three or more class periods

Contact: <http://www.feedingminds.org>

Free

Middle Level Interdisciplinary Curriculum (Mid-LINC)

Curriculum teaches nutrition concerns to pre-adolescents.

- Prehistoric vs. Modern Diet
- Growing to the Max
- Food-Environment Connection

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Planet Health

Grades 6-8

*Evaluated program with mixed results

Interdisciplinary curriculum encouraging students to choose healthy foods, increase physical activity, and decrease inactivity. Includes 63 lessons, "Power Down" campaign to decrease television viewing, FitCheck tool to check fitness level, and worksheets. Gives students skills to make healthy changes, strengthen competence, and foster support.

Sponsor: Harvard University
<http://www.humankinetics.com>
+Cost

You Are What You Eat

Grades 6-8

Explores how social class might affect personal health, understanding of nutritional needs, and methods for community change.

PBS

Two-four class periods

<http://www.pbs.org/peoplelikeus/resources/lessonplans/health.html>

Free

Instructional Lessons

Cooking with Kids Albuquerque

Multicultural food education program to improve students' nutrition by learning about culturally diverse foods that are healthy and appealing. Hands-on approach to cooking, modeling healthy food choices in the classroom and cafeteria, and teaches basic cooking skills. Encourages parent involvement. Provides cooking classes to low income students in summer literacy programs.

Sponsor: Locally and state-funded

E-mail: hopen@doh.state.nm.us

Free

LOAFS – Learning on a Full Stomach

Grades 5-12

Students look at hunger problems within their own communities and are encouraged to implement a LOAFS program.

Sponsor: Ask ERIC Lesson Plan

Three classes

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Additional Instructional Resources

- A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School – Includes 70 games and activities from 24 cultures – Publisher: Human Kinetics – <http://www.humankinetics.com/products/showproduct.cfm?isbn=0736038825>
- Spicy, Sweet, Sour, Bitter – We Have It All! – <http://library.thinkquest.org/20371/indianpg.htm>
- VegaNet: The Centurion's Choice – http://library.thinkquest.org/c004833/default_en.shtml
- The Virtual Japanese Restaurant – <http://library.thinkquest.org/20013/main.htm>

Assessment Ideas

The student will:

- research and create a family tree that includes four generations of family health practices, customs, and traditions.
- identify dietary and activity-related family practices that may influence decisions about their health.

Community Health and Wellness

Seventh Grade

Standard of Learning

- 7.4 The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems. Key concepts/skills include:
- a) the relationship of social and environmental factors to individual and community health;
 - b) the financial resources in the community dedicated to benefiting health programs;
 - c) the community's support of health services and partnerships;
 - d) the community's support of recreational and leisure activities.

Understanding the Standard

The student will identify how social and environmental factors affect community health, how community health programs are funded, and how the community supports health services partnerships and recreational and leisure activities.

Essential Knowledge and Skills

The student will:

- define social factors that affect community health:
 - violence (actions or words that hurt people or things they care about)
 - violent behaviors (acting in a way that hurts others)
 - forms of violence (media, family, random)
- identify environmental factors that affect community health:
 - any negative change in the environment affects the health of all living things;
 - increase in the human population places more demands on the earth's resources;
 - natural events, such as tornados, blizzards, hurricanes, earthquakes, volcanoes, drought, and floods can disturb the balance of the environment;
 - pollution; (harmful wastes in the air, land, or water) and
 - poverty and war.
- identify financial resources in the community dedicated to benefiting health programs.
- list the community's support of health services and partnerships.
- identify the community's support of recreational and leisure activities.

Instructional Resources

- Health Textbooks
- Virginia Department of Health – <http://www.vdh.state.va.us>
- Virginia Department of Social Services – <http://www.dss.state.va.us>
- Invite Guest Speakers from Local Community Agencies to Discuss the Types of Services They Provide and the Health Service Partnership Opportunities in the Community.
- Invite Guest Speakers from Local Agencies (Parks and Recreation, YMCA, etc.) to Discuss the Types of Recreational Opportunities in the Community.

Assessment Ideas

The student will:

- create a brochure that encourages the community to reduce, reuse, and recycle.
- compile a list of community agencies that provide health services.
- list community agencies that provide recreational and leisure activities.

Community Health and Wellness Seventh Grade

Standard of Learning

- 7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include:
- implementation of appropriate health practices and behaviors;
 - appropriate methods of expressing opinions on health issues;
 - the benefits of community service.

Understanding the Standard

The student will implement appropriate health practices and behaviors, identify appropriate methods for expressing opinions on health issues, and understand the benefits of community service.

Essential Knowledge and Skills

The student will:

- describe appropriate health practices and behaviors.
- explain appropriate methods of expressing opinions on health issues.
- list the benefits of community service:
 - promotes positive feelings;
 - promotes feelings of confidence;
 - promotes satisfying personal relationships; and
 - provides an opportunity for career exploration.

Instructional Resources

- Center for Disease Control – <http://www.cdc.gov>
- Community Health – <http://www.communityhealth.hrsa.gov>
- Virginia Department of Social Services – <http://www.dss.state.va.us>
- National Service Learning Clearinghouse – <http://www.servicelearning.org>
- Linking Leadership to Instruction – Virginia Department of Education – <http://www.pen.k12.va.us>
- Virginia Volunteerism – <http://www.dss.state.va.us/community/volunteer.html>
- Food and Drug Administration – <http://www.fda.gov>
- National Institute of Health – <http://www.nih.gov/icd>
- U.S. Environmental Protection Agency – <http://www.epa.gov>

Assessment Ideas

The student will:

- write a one-page paper explaining appropriate health practices and behaviors.
- role-play appropriate methods of expressing opinions on health issues.
- list the benefits of community service.