

# FSD5 Health Scope and Sequence

## 8<sup>th</sup> Grade

### Standard 1

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

#### Essential Questions: Mental, Emotional, and Social Health

- How can a positive attitude and good self-concept work together to keep you mentally healthy?
- How do you know if you have mental and emotional resiliency?

#### Performance Indicators:

- M-8.1.1                      Examine factors that contribute to a positive self-concept.
- M-8.2.1                      Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.
- M-8.1.3                      Describe the characteristics of resiliency.

#### Sample Teaching Strategies and Activities

- The teacher explains that there are multiple behavior factors that make individuals more flexible and able to function well in adverse situations. Important factors include: positive attitudes and display of emotions, realistic self-reflection, and self-evaluation of talents and abilities, willingness to work at developing talents and skills, and respectful consideration of self and others.
- Students complete a resiliency self-assessment, such as the Strong Kids (University of Oregon). Students outline goals for changing behavior to improve resiliency.

#### Essential Question: Injury Prevention and Safety

- What harm does gang activity cause harm to the community and school?

#### Performance Indicators:

- I-8.1.1                      Identify ways to reduce risk of unintentional and intentional injuries in the home, school, and community.
- I-8.1.2                      Discuss the impact of gang activity on individuals, peers, family, school, and community.

#### Sample Teaching Strategies and Activities

- The teacher discusses different types of assault and abuse including, verbal, physical, and sexual. Strategies for prevention are discussed.

- Students keep a weekly journal of examples of social bullying and gang activity that they observe in school and at home. They also record descriptions of how they are personally impacted by bullying and gangs.

### **Essential Questions: Alcohol, Tobacco, and Other Drugs**

- How does ATOD use impact families and local communities?
- What are examples of legal restrictions placed on ATOD use?

### **Sample Performance Indicators:**

- D-8.1.2 Examine the short- and long-term effects and consequences of ATOD use, including the impact on society.
- D-8.1.3 Identify ways to access laws relating to ATOD use, possession, and sales.

### **Sample Teaching Strategies and Activities**

- The teacher leads discussion and student debate about changes in laws and policy that are designed to force Americans to live healthier lives. Some examples are smokefree restaurants, required trans-fat food labels, fast food happy meals restrictions, taxes on drinks that contain sugar, increased taxes on tobacco and alcohol products, banning the sale of alcohol products on Sundays and, health care benefits for intestinal bypass surgery and weight loss programs.
- The teacher assists students in using Internet sources to compare and contrast the differences in state laws pertaining to the age of sale of ATOD products to minors. State differences in legal intoxication levels are also explored.

### **Essential Questions: Growth and Development**

- What are the social, economic, and academic consequences of early teen sexual intimacy?
- What are the signs, symptoms, mode of transmission and treatment for STIs/STDs?
- How are reproductive structures in males and females similar in function?
- How does the body change during pregnancy?
- What kinds of programs are available to help victims of sexual assault?

### **Sample Performance Indicators:**

- G-8.1.1 Explain how roles, rules, and responsibilities of the members in a family change over time (for example, parental responsibilities regarding a teenager as opposed to an infant).
- G-8.1.2 Compare and contrast the structures and functions of the male and female reproductive systems.
- G-8.1.5 Describe signs and symptoms of STIs/STDs, HIV, and AIDS.
- G-8.1.6 Describe effective treatments for STIs/STDs, HIV, and AIDS.
- G-8.1.7 Explain effective methods for the prevention of STIs/STDs, HIV, and unintended pregnancy.

- G-8.1.8 Describe the signs and symptoms of pregnancy.
- G-8.1.9 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.

### **Sample Teaching Strategies and Activities**

- The teacher identifies the current top five most dangerous and the top five most common sexually transmitted diseases. Students are assigned to use the teacher selected resources to identify the current incidence and prevalence, mode of transmission, symptoms, and treatment for a selected STD-STI.
- The teacher invites a law enforcement officer and a social worker to class to discuss laws and programs to help youth who are victims or perpetrators of criminal sexual conduct.
- The teacher explains like functions of 'paired' structures in both the male and female reproductive system. Paired structures include: testicles/ovaries, vas deferens/fallopian tubes, and scrotum/labia.
- The teacher explains some of the changes in mother's caloric requirement, blood vessel supply, and breast tissue change that occurs in supporting a full-term pregnancy. Physiological hardship to teen mother health is discussed.

### **Sample Assessment Strategy**

- Students properly identify the signs and symptoms, short and long term physical consequences, mode of transmission and treatment options for one STD.

### **Essential Question: Personal and Community Health**

- Why is it important to know hereditary and lifestyle risk factors?

### **Performance Indicators:**

- P-8.1.1 Explain the components of a personal wellness program.
- P-8.1.2 Discuss how heredity, lifestyle, behaviors, environment, and medical care influence an individual's health.

### **Sample Teaching Strategy and Activity**

- Students create a journal of food intake for one week and use the web to analyze sodium and trans-fat and saturated fat intake. They gather family history of heart disease and high blood pressure and determine dietary adjustments that they need to make in creating a personal wellness plan.

### **Sample Assessment Strategy**

- Rubric scoring of journal and health plan entries.

### **Essential Questions: Nutrition, and Physical Activity**

- What are the three main types of eating disorders?
- What are the benefits of regular moderate to vigorous exercise?

**Performance Indicators:**

- N-8.1.1 Examine the benefits of following the federal dietary guidelines.
- N-8.1.2 Discuss ways that disordered eating impacts an individual's health, including his or her oral health.
- N-8.1.3 Compare and contrast the mental, social and physical benefits of moderate to vigorous physical activity.

**Sample Teaching Strategies and Activities**

- The teacher discusses concepts of the health benefits of exercise including the effect on metabolic rate and Body Mass Index (BMI).
- Students are assigned to examine the origin of common American foods and the history of the introduction into the United States. Students site examples of how all American traditional foods have been adapted to make them meet federal recommended dietary guidelines.
- The signs and symptoms of different types of eating disorders are examined. The teacher leads discussion related to the harmful oral health effects of engaging in the practice of induced vomiting for the purpose of weight loss.
- Student record their exercise and healthy diet goals with proper measurement of calorie intake and expenditure.
- Students analyze how the media subtly portrays food in display or consumption and how body image is portrayed. Six groups are assigned to examine three types of media. One group researches images of food consumption. The other group researches images of body size. The groups examine Internet site advertising, magazines, and prime time top rated television shows. Types of food and serving size amounts are recorded on a chart that includes the following categories, single serving, multiple servings, healthy foods and snacks, unhealthy foods and snacks. The body image group analyzes their media category with chart categories of overweight, underweight, normal weight, natural body appearance and evidence of cosmetic make-over. Results of findings are discussed in class.

**Sample Assessment Strategies**

- Students can properly identify the correct eating disorder when given the signs and symptoms of the condition.
- Student rank common media diet plans, giving higher rankings for diets that have good nutrition balance and include exercise. Students identify false or unrealistic claims found in low scoring diet plans.

## **Standard 2**

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

### **Essential Question: Mental, Emotional, and Social Health**

- Why is it important to recognize groups that try to persuade others in thought or action?

### **Performance Indicators**

M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.

### **Sample Teaching Strategy and Activity**

- Student groups examine how peers influence or persuade others to think or do things in a predetermined way. Students give examples of positive influences, negatives, direct, and deliberate pressure versus indirect pressure. Students groups list strategies for dealing with unwanted pressure from peers.

### **Essential Question: Injury Prevention and Safety**

- How can gang activity be harmful to personal safety?

### **Performance Indicator:**

I-8.2.1 Analyze the effect of gangs on personal safety in his or her community.

### **Sample Teaching Strategy and Activity**

- The teacher invites a law enforcement officer to class to discuss the types of gang violence that holds legal and criminal consequences for the perpetrators.

### **Sample Assessment Strategy**

- Students can identify at least four gang recruitment and gang intimidation strategies.

### **Essential Question: Alcohol, Tobacco, and Other Drugs**

- How do media messages and marketing techniques influence ATOD use?

### **Performance Indicator:**

D-8.2.1 Analyze the influence of family, peers, culture, and the media on an individual's ATOD use.

### **Sample Teaching Strategies and Activities**

- Students examine how their community influences and controls legal drug consumption. A student group assigned to evaluating alcohol examines local liquor sale restrictions and regulations, restrictions on local restaurants and bars, and parent, school, and law enforcement

efforts to deter underage drinking in homes and at parties. Another group explores efforts that cigarette and alcohol companies have made to reduce the impact of the harmful consequences of the use of their product. The student research should include drink responsibly advertisements, required warning on cigarette and alcohol packaging, filtered and reduced tar cigarettes, and reduced alcohol content drinks.

- Students are given the current price of a pack of cigarettes. They calculate the cost of smoking a pack a day for a week, a month, a year, three years, and then five years. The financial impact of the cost of smoking is discussed in terms of the effect on family, peers and the community.

### **Essential Question: Growth and Development**

- In what ways do friends, family and culture influence how you view sexuality?

### **Sample Performance Indicators:**

G-8.2.1 Explain ways that culture and the media influence families and relationships.

G-8.2.3 Discuss the influence of family, peers, culture, and the media on personal decisions about sexuality and behavior.

### **Sample Teaching Strategies and Activities**

- Students conduct a survey of department store and mall stores clothing designs that target pre-teen girls and tweens. Pictures of various types of clothing found are shown to the at least three people in the following groups; pre-teens, teens, young adults, adults, older adults and elders over the age of sixty-five. Opinions about the appropriateness of the products and comments about the portrayal of sexuality in advertising are gathered and summarized for each age group interviewed.
- Students examine changes in culture and technology and the impact on sexuality. Discussion includes topics such as sexting, movie ratings, social networking, and the practice of setting up blocks on Internet sites that contain graphic materials that are offensive or inappropriate for teens.

### **Essential Question: Personal and Community Health**

- How do social expectations and norms influence decisions about health?

### **Performance Indicator:**

P-8.2.1 Discuss the ways that social norms influence healthy and unhealthy decisions and behaviors.

### **Sample Teaching Strategy and Activity**

- Students are given a potentially physically or emotionally dangerous scenario and are asked to describe peer negotiation techniques that they would help remove the danger or threat. A sample scenario is that an older friend has been drinking and wants to drive you home. Another example is a friend who has gotten a copy of an exam and wants to cheat on the test. Students describe the social norm associated with each situation and explore how social norms can be changed by the action of a small group of people.

### **Sample Assessment Strategy**

- Students show evidence of using at least three strategies to improve and identify personal health risk associated with a social norm.

### **Essential Question: Nutrition, and Physical Activity**

- How does the environment of the community we live in impact our diet and exercise habits?

### **Performance Indicators:**

N-8.2.1 Describe ways that personal economics and geographic location influence food choices and availability.

N-8.2.2 Discuss the influence of the environment on a person's physical activity.

### **Sample Teaching Strategies and Activities**

- Students list sports that are associated with specific geographical regions. In teacher lead discussion, students explore why there are no naturally occurring opportunities for mountain climbing and ice skating in south states such as Texas and Florida. The creation of artificial climates and the use of domes for sporting activities are discussed.
- Students generate a map of regional foods that are associated with local agriculture. The availability of fish and seafood and the proximity to lakes and oceans are also outlined on the map. Regions known for exceptionally good crops or food products are identified with discussion of perfect soil and weather conditions that promote the growth or availability of the product. Examples are shrimp and New Orleans, Maine lobsters, Florida Indian River citrus, and Georgia and South Carolina pecans and peaches.

### **Standard 3**

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

#### **Essential Question: Mental, Emotional, and Social Health**

- How do you know if the information you receive about health products and services is accurate?

#### **Performance Indicator:**

M-8.3.1        Locate valid health information, products, and services.

#### **Sample Teaching Strategy and Activity**

- Students evaluate the trustworthiness and validity of health information sources. Given a list of sources of health information including friends, infomercials on TV, school nurse, medical journal, movie star or sport star endorsement, clerk at a health store, or faith leader, students discuss the strengths and weakness of each source of information in dealing with a health issue.

#### **Essential Question: Growth and Development**

- What are some community, school, and online resources one could use to get factual information or get help with sexual health?

#### **Performance Indicators:**

G-8.3.1        Evaluate the availability of valid information and community resources related to reproductive health and STIs/STDs.

G-8.3.2        Access valid information and resources related to dating violence, sexual harassment and sexual abuse.

#### **Sample Teaching Strategies and Activities**

- Students use teacher identified Internet sites to create a list of possible warning signs of abusive relationships. Internet sites are compared, and ranked identifying the most helpful and informative resources.
- Students research law regarding sexual behavior, including legal age of consent for sexual activity and legal age of marriage. They compare and contrast the resources used for accuracy in legal definitions and legal penalties for convicted sex offenders, sexual abuse, sexual assault, rape, dating violence, and child sexual molestation.



## **Standard 4**

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

### **Essential Question: Injury Prevention and Safety**

- What are the best ways to say no or help others correct a mistake that may cause personal harm?

#### **Performance Indicator:**

I-8.4.1 Apply refusal and negotiation skills to reduce the risk of injury and promote personal safety.

#### **Sample Teaching Strategy and Activity**

- Students are given examples or video clips of people putting themselves or others at risk for injury or harm. After examining each situation, small groups of students brainstorm how they would approach the individual at risk and negotiate with them to make the situation safe. Examples include: a dog owner leaving their car door locked in ninety five degree heat with their dog inside the car and a teenager getting on the back of a motorcycle as a rider without putting on a helmet.

### **Essential Question: Growth and Development**

- Why is it important to effectively communicate the reasons why sexual abstinence should be promoted?

#### **Performance Indicators:**

G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.

G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.

G-8.4.3 Compare and contrast ways to communicate with parents, family members, and other trustworthy adults (for example, health care providers, school nurses, guidance counselors) about reproductive health and responsible behaviors.

#### **Sample Teaching Strategies and Activities**

- Students demonstrate and practice effective methods of framing and asking questions to trusted adults, parents and medical professionals about sexual health concerns and the development and benefits of nurturing non-sexual caring relationships.
- Students examine the economic cost, and the social and academic consequences of teen pregnancy including the effect that teen pregnancy has on friends, family and future plans. Working in groups, students generate a top ten list of the benefits and reasons for choosing

abstinence to avoid STD transmission, social and emotional problems and unplanned pregnancy. The students then use their list to develop refusal statements to promote abstinence.

**Sample Assessment Strategy**

- Students can generate at least three abstinence refusal statements that include reasons why abstinence is a good choice.

**Essential Question: Nutrition, and Physical Activity**

- In what ways can variety and moderation in food choice help to promote good health?

**Performance Indicator:**

N-8.4.1 Explain to others the importance of variety and moderation in food selection and consumption.

**Sample Teaching Strategy and Activity**

- Groups of students are assigned to research selected harmful diets that caused problems because the dieters consumed too much or too little of one nutrient in their diet. Examples of historically harmful diets are the grapefruit, and cabbage soup diets.

## **Standard 5**

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

### **Essential Question: Injury Prevention and Safety**

- What are ways to stay safe when using social networking?

#### **Performance Indicator:**

I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk, including the use of the Internet.

#### **Sample Teaching Strategy and Activity**

- Students create a survey to target sixth and seventh grade students with questions about Internet and phone safety. Students distribute flyers to accompany the survey outlining safe and appropriate use of cell phones and the Internet.

#### **Sample Assessment Strategy**

- Students create flyers with at least five tips for phone safety and Internet safety.

### **Essential Question: Alcohol, Tobacco, and Other Drugs**

- How can the decision to use ATOD impact the individual, his or her peers, and family members?

#### **Performance Indicator:**

D-8.5.1 Analyze ways that a person's decisions about ATOD affect his or her family and peers as well as society.

D-8.5.2 Explain when and how to ask for assistance in dealing with ATOD abuse in his or her family.

#### **Sample Teaching Strategy and Activity**

- Students examine the depth of impact of the decision of one person to use drugs in relationship to the economic and social effect on the family, employment, crime statistics, and the legal system. Students work in groups to diagram and connect (domino effect) the far reaching negative consequences of drug use.

#### **Sample Assessment Strategy**

- Student generated family, employment, and crime diagrams should have a minimum of three tiers of effects.

### **Essential Question: Growth and Development**

- How can social networking decisions on the Internet enhance or hinder abstinent behaviors?

**Performance Indicator:**

G-8.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors, including the use of the Internet.

**Sample Teaching Strategies and Activities**

- Students use Internet sources to work together to create promotional materials outlining the importance of abstinence and postponement of sexual activity. Alternatives to sexual activity and identifying ways to say no to sexual activity are included in the materials.
- The teacher leads discussion concerning the use of the Internet by criminals who prey on the young and innocent. A law enforcement officer or social worker is invited to class to discuss general rules and tips for staying safe when using the Internet.

## **Standard 6**

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

### **Essential Question: Mental, Emotional, and Social Health**

- What are the steps needed in planning for stress management?

#### **Performance Indicator:**

M-8.6.1 Implement a stress-management plan.

#### **Sample Teaching Strategy and Activity**

- Students examine a stress generating personal lifestyle factor. Examples include, excessive fatigue, overweight, and mild depression. Students identify at least ten social, environmental, and behavior factors that are currently contributing to their problem. They decide to target and monitor two contributing factors for one week in a journal. Students record how family, friends, and daily schedules contribute to their stress related problem.

#### **Sample Assessment Strategy**

- Rubric scoring of stress journal and health plan entries.

### **Essential Question: Growth and Development**

- Why is it important to have a plan to avoid pregnancy and STDs?

#### **Performance Indicators:**

G-8.6.1 Set a personal goal to protect him- or herself from STIs/STDs, HIV, and AIDS.

G-8.6.2 Set a personal goal to prevent pregnancy.

#### **Sample Teaching Strategy and Activity**

- The teacher provides students with index cards with a list of different types of contraceptives methods and devices with percentages of failure rates. Working in groups, students rate each method or device on a continuum from most effective to least effective.

#### **Sample Assessment Strategy**

- Students justify the reason for the positioning of each method or device on the continuum.

### **Essential Question: Nutrition, and Physical Activity**

- Why is it important to establish a regular plan and goals for good nutrition and exercise?

#### **Performance Indicators:**

N-8.6.1 Set a personal goal to achieve a healthy diet, monitor the progress of that goal, and make necessary adjustments to reach it.

N-8.6.2 Develop and implement a plan to increase his or her physical activity.

N-8.6.3 Develop and implement a personal dietary plan that benefits his or her oral health as well as overall health.

### **Sample Teaching Strategies and Activities**

- Students chart their daily exercise by minutes of light, moderate and high levels of intensity. Working with the goal of getting the recommended sixty minutes of exercise a day, students make a plan to adjust their daily exercise schedule.
- Students determine if their current diet is maintaining an even body weight. Students chart their calorie intake and activity for four days. Using food calorie and exercise calorie burning charts, students determine if they had gained weight or lost weight using the thirty five hundred calorie per pound of weight formula.
- Student log the type and amount of foods eaten for three to five days. Students use a food analysis software tool to examine the positive and negative aspects of their daily diet. They set a goal and plan for changing negative eating habits.

## **Standard 7**

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

### **Essential Questions: Mental, Emotional, and Social Health**

- What are some strategies for improving mental health?
- How can good stress coping skills increase resiliency?

### **Performance Indicators:**

M-8.7.1 Implement strategies to maintain or improve his or her mental, emotional, and social health.

M-8.7.2 Discuss coping strategies to increase his or her resiliency.

### **Sample Teaching Strategy and Activity**

- Students complete a resiliency self-assessment, such as the Strong Kids (University of Oregon). Students outline goals for changing behavior to improve resiliency.

### **Sample Assessment Strategy**

- Students correctly identify behavior change goals that improve resiliency.

### **Essential Questions: Injury Prevention and Safety**

- How can you practice protective strategies to reduce the risk of violence and avoid threatening situations?

### **Sample Performance Indicators:**

I-8.7.2 Analyze ways to avoid or reduce threatening situations.

I-8.7.3 Implement protective strategies to reduce the risk of violence in his or her home, school, and community.

### **Sample Teaching Strategy and Activity**

- A school resource officer or guidance counselor can be invited to class to discuss ways that students can respond to students who threaten them with physical harm. The officer or counselor explains the difference between situations that can be handled by the student who is being threatened and potentially dangerous situations that should be reported immediately to school staff or law enforcement.
- Students record daily safety habits such as wearing a helmet on bicycles, wearing a seat belt when riding in a car, and removing items around the home and school that can result in falls. They analyze their results and make recommendations to improve safety habits in the future.

### **Essential Question: Growth and Development**

- What are some important steps to take to avoid being victimized by sexual coercion and violence?

**Performance Indicators:**

- G-8.7.1            Develop strategies for dealing with harmful behaviors, including dating violence, in his or her relationships.
- G-8.7.2            Discuss the appropriate steps a person should take if he or she becomes the victim of dating violence, sexual harassment, or assault.

**Sample Teaching Strategies and Activities**

- Students research law regarding sexual behavior, including legal age of consent for sexual activity and the legal age for marriage. They compare and contrast legal definitions and legal penalties for convicted sex offenders, sexual abuse, sexual assault, rape, dating violence, and child sexual molestation. Working in groups students discuss signs of harmful dating relationships and outline steps individuals should take to effectively avoid potential harm. Students identify turning points in the escalation of violence that requires professional assistance.
- Students examine the history of advocacy group formation that resulted in changes in sexual conduct laws. They discuss how advocacy groups can assist persons who are victims of dating violence or sexual assault.

**Sample Assessment Strategy**

- Students can identify that turning point in a dating relationship when external professional help is needed.

**Essential Question: Personal and Community Health**

- What are important actions to follow for maintaining good health and avoiding illness?

**Performance Indicators:**

- P-8.7.1            Explain behaviors that may lead to the spread of communicable diseases (for example, common cold, flu).
- P-8.7.2            List actions to include in a dental health plan.

**Sample Teaching Strategies and Activities**

- Students assess their flossing and brushing habits and make a plan to improve frequency and techniques used to maintain good dental health. Included in their dental health plan is a schedule to visit the dentist for a check-up and cleaning every six months.
- Students create posters that outline good hygiene practices that help to prevent the spread of disease.

**Essential Question: Nutrition, and Physical Activity**

- Why is it important to assume responsibility for eating a healthy diet and exercising regularly?



**Performance Indicator:**

N-8.7.1            Discuss the importance of assuming personal responsibility for healthy eating and physical activity.

**Sample Teaching Strategy and Activity**

- Students discuss what could happen if they were to adopt a healthy eating plan and exercise plan that was not personally suited to their lifestyle. The importance of having a personal plan and being your own personal trainer is explored.

## **Standard 8**

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

### **Essential Question: Alcohol, Tobacco, and Other Drugs**

- How can you offer support to someone wanting to quit using ATOD?

### **Performance Indicator:**

D-8.8.1 Demonstrate ways to advocate to others to use positive alternatives to ATOD use.

### **Sample Teaching Strategy and Activity**

- Students write a letter to a person that they know uses ATOD. They do not identify the person by name. The letter shows support for anti-drug behavior and outlines the benefits of stopping their drug use.

### **Sample Assessment Strategy**

- Student letters to a drug user must be non-judgmental and supportive, identifying at least three benefits to quit and at least three strategies for quitting.

### **Essential Question: Personal and Community Health**

- How can an individual promote environmental health?

### **Sample Performance Indicator:**

P-8.8.2 Demonstrate ways to advocate for a healthy environment.

### **Sample Teaching Strategy and Activity**

- Students produce a rap targeting younger audiences about the benefits of being a non-polluting citizen.

## Resources

### ATOD

<http://www.acde.org/parent/signs.htm>

[http://www.pbs.org/inthemix/alcohol\\_index.html](http://www.pbs.org/inthemix/alcohol_index.html)

### Growth and Development

[http://www.cdc.gov/violenceprevention/pdf/SV\\_factsheet-a.pdf](http://www.cdc.gov/violenceprevention/pdf/SV_factsheet-a.pdf)

<http://www.redcross.org/portal/site/en/menuitem.86f46a12f382290517a8f210b80f78a0/?vgnextoid=db70c45f663b110VgnVCM10000089f0870aRCD&vgnnextfmt=default>

### Injury Prevention & Safety

Think, Choose, Act Healthy Student Activities: Comprehensive Health for the Middle Grades; Hilda Clarice Quiroz

<http://www.safeteens.com/cell-phone-safety-tips/>

<http://www.beverlypd.org/pdf/CHILD%20SAFETY/GANG%20INFO%20FOR%20PARENTS.pdf>

### Mental Emotional and Health

<http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade-8-peer-influence.pdf>

### Personal and Community Health

<http://www.itsasnap.org/snap/pdfs/SNAP%20Toolkit%20FINAL%204.pdf>

<http://www.uen.org/Lessonplan/preview.cgi?LPid=24664>

<http://strongkids.uoregon.edu/SEARS/SEARS-A.pdf>

### Nutrition and Physical Activity

<http://www.fns.usda.gov/tn/Educators/yourself.html>

[http://www.pbs.org/wgbh/nova/thin/need\\_flash.html](http://www.pbs.org/wgbh/nova/thin/need_flash.html)