

FSD5 Health Scope and Sequence

7th Grade

Standard 1

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

Essential Question: Mental, Emotional, and Social Health

- When does a person need outside help for an emotional problem?

Performance Indicator:

M-7.1.1 Identify situations that may require professional mental, emotional, and social health services.

Sample Teaching Strategies and Activities

- The teacher invites the school guidance counselor to class to talk about services that are available in the community for adolescents and adults who struggle with emotional problems. The counselor gives students suggested steps to follow in dealing with someone who is struggling with a major problem.
- Students examine situations of troubled teens who display the following behaviors: severe depression, suicidal thoughts, self-harm and, threatening harm to others. In each situation the students makes suggestions about where the troubled teen needs to go for help.

Essential Questions: Injury Prevention and Safety

- What type of harm can gangs and bullies cause?
- Why is it important to use safe methods in responding to emergency situations?

Performance Indicators:

I-7.1.1 Discuss the consequences of gangs and bullying, including cyberbullying.

I-7.1.2 Identify emergency situations (for example, choking, drowning, poisoning) and safe methods of responding to them (CPR [cardiopulmonary resuscitation] and universal precautions).

Sample Teaching Strategies and Activities

- Students use the Internet and other reliable resources to construct a cyberbully or gang member warning message. The message should be either in poster format, or in a morning announcement to the student body. The theme of the message should be either recognition of the dangers of gang activity and cyberbullying or the methods to avoid become a victim of cyberbullying or gang violence.
- The teacher explains the importance of critical time factors in response to specific emergency conditions including choking, electrical shock, heart attack, stroke, shock, and internal bleeding. The warning signs of each emergency condition are explored along with citizen steps to take in responding to the emergency. The teacher explains that care should always be taken to not put the rescuer in danger when they are attending to a victim in an emergency situation.

Performance Indicator:

- M-7.1.1 Identify situations that may require professional mental, emotional, and social health services.

Sample Teaching Strategies and Activities

- The teacher invites the school guidance counselor to class to talk about services that are available in the community for adolescents and adults who struggle with emotional problems. The counselor gives students suggested steps to follow in dealing with someone who is struggling with a major problem.
- Students examine situations of troubled teens who display the following behaviors: severe depression, suicidal thoughts, self-harm and, threatening harm to others. In each situation the students makes suggestions about where the troubled teen needs to go for help.

Essential Questions: Injury Prevention and Safety

- What type of harm can gangs and bullies cause?
- Why is it important to use safe methods in responding to emergency situations?

Performance Indicators:

- I-7.1.1 Discuss the consequences of gangs and bullying, including cyberbullying.
- I-7.1.2 Identify emergency situations (for example, choking, drowning, poisoning) and safe methods of responding to them (CPR [cardiopulmonary resuscitation] and universal precautions).

Sample Teaching Strategies and Activities

- Students use the Internet and other reliable resources to construct a cyberbully or gang member warning message. The message should be either in poster format, or in a morning announcement to the student body. The theme of the message should be either recognition of the dangers of gang activity and cyberbullying or the methods to avoid become a victim of cyberbullying or gang violence.
- The teacher explains the importance of critical time factors in response to specific emergency conditions including choking, electrical shock, heart attack, stroke, shock, and internal bleeding. The warning signs of each emergency condition are explored along with citizen steps to take in responding to the emergency. The teacher explains that care should always be taken to not put the rescuer in danger when they are attending to a victim in an emergency situation.

Essential Questions: Alcohol, Tobacco, and Other Drugs

- What are reasons some individuals use ATOD?
- What are the stages of ATOD addiction?
- What are some harmful effects of ATOD use and abuse?

Sample Performance Indicators:

- D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence.
- D-7.1.2 Describe risks associated with ATOD use, dependence, and addiction.
- D-7.1.3 Discuss the impact of ATOD use and abuse on the individual, his or her peers, and family members.
- D-7.1.4 Define the term “social norms” and explain how these norms pertain to ATOD use.
- D-7.1.6 Describe the short- and long-term effects and consequences of ATOD use (including the impact on fetal development).

Sample Teaching Strategies and Activities

- The teacher shows a visual of the effects of alcohol and brain cell damage by illustrating the effect of a raw egg mixed with rubbing alcohol. When mixed with alcohol the egg looks scrambled or cooked.
- Student groups select a “recreational drug” that has been legalized. They report back to the class about the cost of regulation, taxation revenue and the incidence of crime and injury related to the social norming of their selected drug.
- Students use teacher generated Internet sources of information to examine the effects of various drugs on fetal development. This should include the well documented post World War II effects of the use of the drug thalidomide, tobacco use and the association with premature and low weight babies and, the long term damage to babies born to alcoholic mothers. Safe levels of the use medications and drugs during pregnancy are also explored.

Essential Questions: Growth and Development

- How does the endocrine system work in regulating the reproductive system function?
- What is the function of individual structures of the reproductive system?
- What multiple systems and structures of the body can STDs effect?
- What are the stages of fetal development?
- What is dating violence, sexual harassment and sexual abuse?

Sample Performance Indicators:

- G-7.1.1 Explain the structures and functions of the male and female reproductive systems.
- G-7.1.2 Describe the advantages of abstinence.
- G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
- G-7.1.5 Describe signs and symptoms of STIs/STDs, HIV, and AIDS.
- G-7.1.6 Identify effective treatments for STIs/STDs, HIV, and AIDS.
- G-7.1.7 Explain effective methods for the prevention of STIs/STDs and HIV.
- G-7.1.8 Explain effective methods for the prevention of unintended pregnancy.
- G-7.1.9 Define the terms “dating violence,” “sexual harassment,” and “sexual abuse.”

Sample Teaching Strategies and Activities

- Students explore the steps that should be taken if it is suspected that a friend is a victim of sexual abuse or dating violence. The legal consequences of sexual abuse and dating violence are outlined. Incidence of sexual abuse and dating violence among youth is also discussed.

- The teacher provides explanation and diagrams of how the genetics that determine gender combined with the bathing of male and female hormones change sexual structures common to both genders before birth to gender specific functions. Examples of paired structures include gonads which become ovaries in females and become testicles in males. The similarity and differences of the functions of structures is provided through diagrams and teacher led discussion. The fallopian tubes in females and the vas deferens in males are analogous structures with the common function of supporting the movement of egg and sperm. The uterus in females does not have an corresponding analogous structure and function in males.
- The teacher leads discussion showing diagrams of the stages of prenatal development. The teacher explains that the umbilical cord is the “lifeline” for delivery of nutrients and oxygen to the fetus. The umbilical cord may also deliver such substances as medication, toxins, drugs, and alcohol.
- The teacher explains multiple factors and behaviors that both increase or decrease the risk of contracting STDs. Types of STDs are identified including the signs and symptoms of infections and treatment options.

Sample Assessment Strategies

- Students identify a number of resources, strategies and options for dealing with relationship abuse.
- Thorough matching worksheet activities, students can correctly identify the location of structures of both the male and female reproductive system.

Essential Questions: Personal and Community Health

- How does oral health impact overall health?
- How can individuals determine the effect of on health from inherited disease and environmental conditions?

Sample Performance Indicators:

P-7.1.2 Explain how oral health problems can affect overall health.

P-7.1.3 Analyze ways that hereditary and environmental factors affect personal health.

Sample Teaching Strategies and Activities

- Student select one disease factor to research using the teacher identified Internet sources that show a link between disease and environmental factors. Examples include the dangers of chemicals released from bottled beverage containers and canned foods, and radiation exposure from cell phones and x-ray equipment.
- Students explore the link between gum irritation and cardiovascular disease. The teacher emphasizes how the daily practice of flossing can reduce the risk of disease.
- Students conduct a health risk assessment to determine their inherited risk levels for certain chronic diseases.

Essential Questions: Nutrition, and Physical Activity

- What are the signs and symptoms of disordered eating?

- What is the relationship between hydration and physical activity?
- What are safe ways to handle food to prevent the spread of disease?

Sample Performance Indicators:

- N-7.1.3 Identify signs and symptoms of disordered eating.
- N-7.1.4 Define the term, hydration and explain the benefits of hydration during physical activity.
- N-7.1.7 Explain safe food handling and preparation.

Sample Teaching Strategies and Activities

- The teacher discusses signs and symptoms of different types of eating disorders. The harmful effects of eating disorders are explored. Gender difference in the prevalence of eating disorders is discussed.
- The students explore the surprising health benefits of body hydration such as improved short term memory and the removal of body toxins. The students calculate the amount of fluids they need daily based on their body weight, and add up to 30 ounces to their total consumption if they engage in physical activity that requires a high degree of physical exertion or causes them to perspire.
- The teacher selects activities found in the food safety, farm to fork curriculum (<http://www.cfaitc.org/foodsafety/pdf/foodsafety.pdf>). Students can choose become detectives in tracking down the cause of a food outbreak in a hospital or they can analyze their home kitchen cleanliness to determine if food safety procedures are being followed at home.

Sample Assessment Strategies

- Students can identify multiple benefits of body hydration
- Students correctly identify the source of the hospital food outbreak and trace how the illness was spread from person to person.
- What are the signs and symptoms of disordered eating?
- What is the relationship between hydration and physical activity?
- What are safe ways to handle food to prevent the spread of disease?

Sample Performance Indicators:

- N-7.1.3 Identify signs and symptoms of disordered eating.
- N-7.1.4 Define the term, hydration and explain the benefits of hydration during physical activity.
- N-7.1.7 Explain safe food handling and preparation.

Sample Teaching Strategies and Activities

- The teacher discusses signs and symptoms of different types of eating disorders. The harmful effects of eating disorders are explored. Gender difference in the prevalence of eating disorders is discussed.
- The students explore the surprising health benefits of body hydration such as improved short term memory and the removal of body toxins. The students calculate the amount of fluids they need daily based on their body weight, and add up to 30 ounces to their total consumption if they engage in physical activity that requires a high degree of physical exertion or causes them to perspire.
- The teacher selects activities found in the food safety, farm to fork curriculum (<http://www.cfaitc.org/foodsafety/pdf/foodsafety.pdf>). Students can choose become

detectives in tracking down the cause of a food outbreak in a hospital or they can analyze their home kitchen cleanliness to determine if food safety procedures are being followed at home.

Sample Assessment Strategies

- Students can identify multiple benefits of body hydration
- Students correctly identify the source of the hospital food outbreak and trace how the illness was spread from person to person.

Standard 2

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

Essential Question: Alcohol, Tobacco, and Other Drugs

In what ways does advertising influence ATOD use?

Performance Indicator:

D-7.2.1 Analyze the influence of culture and the media on ATOD use and nonuse.

Sample Teaching Strategy and Activity

- Students examine fads and consumer products that target personal appearance and peer acceptance. The health risks associated with use of products should also be discussed. Examples are tanning beds, tooth whitening products, fad diets, muscle enhancing food additives, steroids and other drug use.
- Students examine the cultural and historical changes in attitudes toward people who smoke and drink and drive. They explain how the culture has become more drug aware and more anti-tobacco and anti-drinking and driving in policy and law.

Essential Questions: Personal and Community Health

- How are social norms affected by personal perception and personal action?
- How can environmental events harm both the health of individuals and the community?

Performance Indicators:

P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.

P-7.2.2 Analyze ways that environmental conditions affect personal and community health.

Sample Teaching Strategy and Activity

- Students explore how healthy pro-social norms can be individually promoted at the local level to help change attitudes and promote healthy behaviors. For example, if a community takes the initiative and prides themselves in promoting a clean and liter free community, the anti-liter actions of individual citizens can help promote the effort. Students groups research and provide evidence and examples of pro-social norming programs that worked at the school and community level.
- Working in groups, students explore the impact of weather and environmental disasters on personal and community health. The 2011 earthquake in Japan and Hurricane Katrina in 2005, are examples of environmental disasters that had a massive impact on personal and community health. Other broader examples include the depletion of the ozone layer and the effects of global warming on drought and crop production.
- The teacher shows pictures of celebrities, pro-sports players and pictures of male and female models in magazines and asks students to discuss the social perception of the “ideal body image”. The teacher asks students to research the types of unhealthy activities that some people engage in to obtain the “ideal body image”.

Essential Questions: Nutrition, and Physical Activity

- How does culture and media influence food and physical activity choices?
- What are the effects of technology advancement on physical activity?

Performance Indicators:

- N-7.2.1 Analyze ways that culture and the media influence an individual's food choices and physical activity.
- N-7.2.2 Examine the influence of screen time on the physical activity levels of adolescents.

Sample Teaching Strategies and Activities

- Students identify unhealthy risks associated with consuming too much fast food and process food products.
- For a period of three days, students record the amount of time that they sit in front of a screen, without getting up to move. They record the number of minutes for each uninterrupted session and identify each type of screen activity that they were engaged in.

Sample Assessment Strategy

- Students prepare a report summarizing the length of time that they had spent sitting in individual screen time sessions. They provide future suggestions for how they might reduce the length of sitting time for each session.

Standard 3

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

Essential Question: Injury Prevention and Safety

- What are some community non-profit organizations resources that help with providing safety information?

Performance Indicator:

I-7.3.1 Demonstrate the ability to utilize resources at home and in the school and community that provide valid safety information and services.

Sample Teaching Strategy and Activity

- The teacher invites administrative staff from the local chapter of the Red Cross to come to class to discuss types of courses and training that are offered.

Essential Question: Alcohol, Tobacco, and Other Drugs

- Where can you find accurate resources for ATOD problems?

Performance Indicator:

D-7.3.1 Access valid resources for ATOD-related problems.

Sample Teaching Strategies and Activities

- Students explore the addictive nature of different classifications of drugs, stimulants, depressants and hallucinogens. Using identified Internet sources students determine types of OTC drugs that are addictive or habit forming.
- Students construct questions and interview people in the community whose career and work responsibilities involves helping people with substance abuse problems.

Essential Question: Growth and Development

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

Performance Indicator:

G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs.

G-7.3.2 Locate valid information and resources related to dating violence, sexual harassment, and sexual abuse.

Sample Teaching Strategy and Activity

- Working in groups, students are assigned the task of gathering information about a specific STD. The information must include historical information about the STD and current estimates of incidence rates both in their community, South Carolina and in the United States. They must report their sources of references used in their report.

Standard 4

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

Essential Question: Mental, Emotional, and Social Health

- Why is it important to tell others how you feel?

Performance Indicator:

M-7.4.1 Explain how talking about feelings and emotions promotes mental health.

Sample Teaching Strategy and Activity

- In teacher guided one on one practice, students use “I” messages to communicate how they feel. The recipient of the “I” message, practices good listening skills by providing a reflective summary of the “I” message back to their partner. Students discuss how expressing feelings can be used to avoid conflict and strengthen relationships.

Essential Question: Injury Prevention and Safety

- What are some effective ways to deal with conflict and anger?

Performance Indicator:

I-7.4.1 Demonstrate effective conflict management or resolution strategies.

Sample Teaching Strategy and Activity

- Students are asked to recall the last time someone was angry at them. They identify the situation and summarize whether the situation was resolved in a constructive and healthy way.

Essential Question: Growth and Development

- In what ways can you refuse to participate in risky behaviors?

Performance Indicator:

G-7.4.1 Demonstrate communication and refusal skills to promote abstinence and to avoid risk behaviors.

Sample Teaching Strategy and Activity

- Students practice saying no in different ways. Strategies include repeating the refusal multiple times, removing oneself from the situation, or ignoring the request to engage in the activity. Other strategies include providing a rational reason for refusing to participate and making a reasonable excuse not to participate in the risky behavior.

Essential Question: Personal and Community Health

- How can you ask for help from others to improve aspects of your health?

Performance Indicator:

P-7.4.1 Demonstrate how to ask for assistance to enhance the health of self and others.

Sample Teaching Strategy and Activity

- Working in groups, students ask the group for assistance in dealing with a stressful family or personal situation. The situation can be real or imaginary. The group participates in a problem solving activity by listing possible “try this” solutions to the negative situation.

Standard 5

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

Essential Questions: Alcohol, Tobacco, and Other Drugs

- How can you determine if someone has had too much to drink?
- What factors make family members decide to become co-dependents?

Performance Indicator:

D-7.5.1 Apply a decision-making process to ATOD issues.

D-7.5.2 Explain ways that a person's decisions about ATOD affect relationships with his or her family members and peers.

Sample Teaching Strategies and Activities

- The teacher discusses DUI and Blood Alcohol Content (BAC). The teacher creates a visual simulation representing two imaginary people's blood volume. An imaginary person named Sam weighs one hundred and sixty five pounds. Sam's blood volume is visually represented as one half gallon of water in a tall clear glass beaker. Sam's imaginary friend "Pete" weighs 82 pounds. Pete's blood volume is represented by a quart of water in a smaller beaker. The teacher creates an imaginary container representing pure alcohol. Six to eight ounces of water in a clear pourable science beaker are mixed with a ratio of three red to two yellow drops of food coloring to create a copper colored alcohol simulation. The teacher pours one half ounce of the alcohol, the equivalent amount of alcohol in one "drink" into both Sam and Pete's BAC blood volume water containers. The teacher tells a story of how Pete is acting sober and Sam is acting as though he were under the influence of alcohol. Sam is having difficulty talking and walking in a straight line. Pete has no difficulty. The teacher challenges the students to decide which friend has the higher BAC by comparing the color difference in samples of Sam and Pete's BAC containers. Based on their decisions the teacher asks students to determine who should drive the car home, Sam or Pete.
- Students explore behaviors of family members in roles that support co-dependency of a drug habit. Working in groups, they develop a family dialogue with key codependent communication that identifies their co-dependent role in the family. The group explains how the ATOD dependent family member's behavior causes other family members to decide to assume the role as co-dependents.
- Students prepare a research report on a selected athlete who has been cited for use of performance enhancing drugs. Included in the report are the short and long term effects of the drug and the legal and financial consequences the athlete incurred as a result of making the decision to use the performance enhancing substance.
- The teacher prepares folded pieces of paper that can fit inside nine deflated balloons of the same color. Eight of the balloons are fully inflated containing folded paper with the following words put inside each balloon: Academics, Sports teams, Social Events, Church Activities, Volunteer Activities, Afterschool/Weekend Employment, Family Relationships and Friends. The last remaining balloon is partially inflated (3/4 full) and contains a paper with the words Drug Addiction. A large circle, twelve feet in diameter, is outlined in an area of the room without obstruction. Eight student volunteers stand within the circle holding one of the eight fully

inflated balloons. The students are to remain within the circle. Upon releasing their balloon above their head they help each other keep all balloons afloat. They are timed to determine how long it takes for one of the balloons to touch the floor. The activity is repeated, adding the drug addiction balloon. The addition of the drug addiction balloon will cause a quicker disruption in control of the other “life” balloons.

Sample Assessment Strategies

- Students correctly decide and can explain why Sam has the higher BAC level after both Sam and Pete are given one drink. Students understand that the amount of per alcohol in a drink is the same, beer, wine or hard liquor.
- Students correctly identify the communication style and behavior of individual co-dependent family roles.
- Students group process the negative effect of the drug use in balancing everyday life activities and goals in trying to keep balloons afloat.

Essential Question: Growth and Development

- How can choosing to be abstinent from ATOD and sexual activity promote good health?

Performance Indicator:

G-7.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors.

Sample Teaching Strategy and Activity

- The teacher asks students to write their primary reason to remain abstinent on a piece of paper. The answers are recorded on the board with repeating answers getting multiple vote check marks. The class top ten reasons are listed. The teacher directs the class to categorize each reason into one of three groups; a personal reason, a healthy relationship reason or a physical, emotional or mental health reason.

Essential Question: Nutrition, and Physical Activity

- Why is it important to look at the nutritional content in making a decision about what to eat in restaurants?

Performance Indicator:

N-7.5.1 Use the federal dietary guidelines to compare and contrast food choices from a variety of restaurants.

Sample Teaching Strategy and Activity

- Students gather popular chain restaurant and fast food menus and develop criteria for making healthy and non-healthy food choices found on the menus.

Sample Assessment Strategy

- Students assemble a ranking of healthy fast food and full service restaurants with justification as to why the eating establishment should hold that ranking.

Standard 6

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

Essential Question: Personal and Community Health

- Why is having a personal health plan important?

Performance Indicator:

- P-7.6.1 Analyze ways that health goals can vary with changing abilities, priorities, and responsibilities.
- P-7.6.2 Develop a goal to adopt, maintain, or improve a personal health practice (for example, avoid ATOD, promote safety, brush and floss teeth).

Sample Teaching Strategies and Activity

- Students identify one health behavior that they want to target to improve during the next two weeks. Students then monitor the frequency of occurrence of the negative behavior and make plans to curb repeating the behavior by conscience effort and by replacing the behavior with a positive health behavior.

Sample Assessment Strategy

- Students determine if they were successful in reducing the frequency of the behavior that they wished to change. They write a summary about strategies that worked and strategies that did not work, including plans for the future.

Essential Question: Nutrition, and Physical Activity

- Why is it important to have established plans, habits and practices related to diet and exercise?

Performance Indicators:

- N-7.6.1 Set a goal to achieve a balanced diet.
- N-7.6.2 Set a goal to increase his or her physical activity, monitor the progress of that goal, and make the necessary adjustments to reach it.

Sample Teaching Strategy and Activity

- Students make a written plan to change their diet or exercise routine to improve their overall health.

Standard 7

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

Essential Question: Mental, Emotional, and Social Health

- Why is it important to have a strategy for managing stress and anger?

Performance Indicator:

M-7.7.1 Discuss healthy strategies for managing stress, anger, and other feelings (including depression).

Sample Teaching Strategy and Activity

- Students list at least five events in their life in the past three months that have made them feel, proud, brave, happy, sad, and angry and afraid. They are then asked to draw three columns next to the sad, angry and afraid events with the words better or worse at the top of two columns. In each column, students list responses to the emotion that made the stress from the event better or worse. In the third column, they list strategies that would have helped in each of the worse situation listed.

Essential Question: Injury Prevention and Safety

- How can you develop strategies for preventing and treating possible injury to yourself or your family?

Performance Indicator:

I-7.7.1 Develop injury prevention and treatment strategies for personal and family health.

Sample Teaching Strategies and Activities

- Students develop a plan for having an accessible first aid kit with key essential items needed to treat insect stings, burns, rashes, and cuts. Cold compress ice packs and warm compress water bottles should be accessible.
- Students make an effort to target and remove home safety hazards found in one area of the house. An example is removing both stairway clutter, and improving lighting on poorly lighted staircase steps.

Essential Question: Alcohol, Tobacco, and Other Drugs

Performance Indicator:

D-7.7.1 Discuss guidelines for using prescription and OTC (over-the-counter) drugs properly.

Sample Teaching Strategy and Activity

- Student work in groups to prepare a list of essential guidelines to follow to safely take prescription and OTC drugs properly. The list should include taking medications as prescribed and not sharing prescribed medications with others. Proper storage in tamper resistant bottles should also be included in the list.

Essential Question: Growth and Development

- Why is it important to have limits and rules for dating?

Performance Indicator:

G-7.7.1 Discuss strategies for dealing with harmful behaviors in relationships, including dating violence.

Sample Teaching Strategy and Activity

- Students create a list of common Do's and Don't practices for accepting and planning dates that serve as protective factors in reducing the risk of being put in a potentially dangerous dating relationship situations.

Sample Assessment Strategy

- Students can identify dangerous dating relationship patterns and can name specific ways to remove oneself from harm.

Essential Question: Personal and Community Health

- How can you determine if an illness is severe and needs medical attention?

Performance Indicator:

P-7.7.1 Describe strategies to detect and treat common health problems.

Sample Teaching Strategy and Activity

- The teacher gives students multiple imaginary illness situations, each with differing degrees of severity of symptoms. The length of time between the onset of symptoms of the illness is also examined to determine when it is necessary to visit the doctor rather than self-medicate. Students should consider the age and past medical history of the ill person to help them make their recommendations.

Essential Question: Nutrition, and Physical Activity

- Why is it important for your health to select foods that are friendly to your oral health?

Performance Indicator:

N-7.7.1 Explain the relationship between food selection and oral health.

Sample Teaching Strategy and Activity

- Using dietary food analysis computer software and physical activity calorie burning software or charts, students calculate the caloric gain or loss for five days. Based on the results, students plan to make changes in their exercise or food intake and monitor progress for ten days. Students target and identify foods that they like that are friendly to their dental health.

Standard 8

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

Essential Question: Alcohol, Tobacco, and Other Drugs

- How does remaining drug free promote good health?

Performance Indicator:

D-7.8.1 Demonstrate ways to advocate remaining drug-free.

Sample Teaching Strategies and Activities

- Working in groups students explore how non-profit organizations work to support the health of the unborn child through advocacy for no ATOD use during pregnancy. Student groups develop an action plan for participating in non-profit community groups including, March of Dimes, American Lung Association, United Cerebral Palsy Foundation and the National Organization on Fetal Alcohol Syndrome and Easter Seals.
- Students create a poster, bumper sticker, or T-Shirt campaign to promote the true social norm that most pre-teens and teens do not smoke. Students report on interviews of community establishments that discourage smoking through policy or rule. Students interview non-smoking teens to identify the reason that they do not choose to smoke or use alcohol.

Sample Assessment Strategy

- Students are assessed for their level of participation in contacting, planning, and delivering of their advocacy effort.

Essential Question: Personal and Community Health

- What can one person do to help others make the environment healthier?

Performance Indicator:

P-7.8.1 Advocate for a healthy school, community, and natural environment.

Sample Teaching Strategy and Activity

- Students work in groups and use selected Internet sites to create a three minute PSA targeting adolescents concerning topics such as sun safety, recycling, composting, energy, and water conservation.

Essential Question: Nutrition, and Physical Activity

- How can you help others improve their diet and activity levels?

Performance Indicator:

N-7.8.1 Demonstrate ways to advocate the benefits of choosing healthy foods and increasing one's physical activity.

Sample Teaching Strategy and Activity

- Groups of students organize a movement campaign targeting specific groups including younger students, peers, parents and community members. Activities that the students organize might include; walk to school clubs, mall walkers, bicycle to school clubs, and weekend jog-a-thon.

Sample Assessment Strategy

- Students use multiple motivational messages and incentives to help gather interest in their movement campaign.

Resources

ATOD

<http://school.discoveryeducation.com/lessonplans/programs/addiction/>
<http://health.howstuffworks.com/wellness/drugs-alcohol/alcohol4.htm>
<http://www.toosmartostart.samhsa.gov/community/teachin/lessonplan.aspx>

Growth and Development

<http://www.lungusa.org/associations/states/south-carolina/>
<http://www.ucp.org/>
<http://nofas.org/main/index2.htm>
http://sc.easterseals.com/site/PageServer?pagename=SCDR_homepage
<http://www.marchofdimes.com/pnhec/?gclid=CObLwoTomKQCFU7u7QodrCl9Gw>
<http://www.loveisnotabuse.com/web/guest/listofwarningsigns>

Injury Prevention & Safety

http://www.seattleschools.org/area/prevention/cbms_1_tm.pdf
<http://www.redcrossofsantamonica.org/article.aspx?a=3787>
http://bethebeat.heart.org/media/pdfs/BEAT_LESSON1_ExploreTheSite.pdf
<http://bethebeat.heart.org/>

Personal and Community Health

<http://www.cancer.org/Cancer/news/sun-safety-101>
<http://www.sunsafetyalliance.org/>
<http://www.epa.gov/osw/education/quest/>
<http://www.ada.org/3257.aspx#lesson>

Nutrition and Physical Activity

<http://www.mypyramidtracker.gov/>
<http://nat.illinois.edu/mainnat.html>
<http://www.nutristrategy.com/caloriesburned.htm>
<http://www.pbs.org/wgbh/nova/thin/>
http://pbskids.org/itsmylife/body/eatingdisorders/print_symptoms.html
<http://www.cfaitc.org/foodsafety/pdf/foodsafety.pdf>