

Contemporary Health (K-8)

Mississippi Department of Education



2012

Ordering Information

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The Office of Healthy Schools is a part of the Mississippi Department of Education and is located in Jackson, MS. In coordination with the Office of Healthy Schools, the Mississippi Department of Education continues to focus on and promote educational enhancements and innovations relating to healthy students and schools.

Mississippi Healthy Students Act

The Mississippi Healthy Students Act of 2007 strengthened health education and physical education requirements in Mississippi and mandated that schools provide programming that will aid in reducing obesity in the state. Forty-five (45) minutes of health education is required each week for students in K-8 grades and 150 minutes of physical education/physical activity per week is also required.

Data indicates that the earlier that students begin participating in physical activity and are introduced to health education skills, the greater the chance that they will build life skills to help them to be healthier. This Act also strengthened the child nutrition program and school health councils in the state. Prior to the passing of this law, health education was already a graduation requirement in grades 9-12.

This curriculum is designed to provide teachers the resources that they need to integrate the teaching of health education standards and skills into their academic classrooms. It also provides the health-endorsed teacher guidance and resources needed to teach K-8 health.

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Standards

Standards in the *Contemporary Health (K-8) Curriculum Framework and Supporting Materials* are based on the following:

National Health Education Standards

The National Health Education Standards were developed by a joint committee consisting of the American Association for Health Education, American Public Health Association, American School Health Association, and the Society of State Leaders of Health and Physical Education. The standards are published by the Centers for Disease Control and Prevention, are meant for public use, and are not subject to copyright law protections. Permission is not required for use of public domain items.

Common Core State Standards Initiative

The Common Core State Standards[®] provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. **Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers.** All rights reserved. **States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required.** Reprinted from <http://www.corestandards.org/>.

National standards are superscripted in each unit and are referenced in Appendix B. Common Core State standards are referenced in Appendix C.

Preface

As with all disciplines, Contemporary Health (K-8) must include a range of educational experiences. It should be taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines. These standards provide a way of making the school program more responsive to student, family, and community needs.

The 2012 Mississippi Contemporary Health (K-8) Framework serves as a guide for teachers to provide a comprehensive learning experience for students. This course should include all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The students should also gain an understanding about the importance of participation in physical activity.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46); Section 37-13-134, Mississippi Code of 2011; House Bill 999, Section 37-13-171, Mississippi Code of 1972, as amended (Section 37-13-171 and 37-13-173); and Nathan's Law Section 63-3-615, Mississippi Code of 1972, as amended (Sections 63-1-73, 97-3-7, and 63-1-33). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 2002, ch. 585, § 2; Laws, 2003, ch. 436, § 1; Laws, 2006, ch. 401, § 1; Laws, 2007, ch. 521, § 2, eff from and after July 1, 2007; and No Child Left Behind Act of 2001).

Contemporary Health (K-8) Executive Summary

PHILOSOPHY

Learning is an active process and individuals learn best from instruction that is hands-on and related to life experiences. All students should have the opportunity to learn. However, the capacity for success is diminished if students are absent or distracted by unhealthy behaviors or hazardous situations. Health Education must be a collaborative process between family, school and community. Health-literate students should have the capacity to obtain, interpret, and use basic health information and skills to enhance individual health. Health instruction focuses on the health and wellness of students and must become an integral and consistent part of the total school program. Instruction that begins while children are young and continues through youth reinforces the positive behaviors to be sustained throughout adulthood.

MISSION STATEMENT

The 2012 Mississippi Contemporary Health (K-8) Framework ensures that all students gain information to develop positive attitudes, behaviors, and skills necessary to make health-enhancing decisions that are age and developmentally appropriate with the ability to apply skills responsibly for a lifetime.

PURPOSE

The 2012 Mississippi Contemporary Health (K-8) Framework promotes the development of health skills needed to improve quality of life. Based on the National Health Education Standards, the framework emphasizes the holistic dimensions of health education. It enables students to become health literate, self-directed learners, which establishes foundations for leading healthy and productive lives.

CYCLE

The pilot (optional) year for the framework is 2012- 2013. Implementation of the framework begins in the school year, 2013-2014.

ORGANIZATION

The 2012 Mississippi Contemporary Health (K-8) Framework ensures that all students will have the opportunity to gain information and skills appropriate to age level and apply skills to everyday health-related behaviors.

Each grade level has eight competencies that focus on healthful living behaviors. Each competency has suggested objectives designed to reinforce the competency. There are also suggested teaching strategies and assessment methods that can be applied to the objectives. These competencies are based on the National Health Education Standards.

This framework is designed to be progressive. Beginning in Kindergarten, the students should receive the basic skills so that by Twelfth grade the students are proficient in many of the competencies.

CONTENT STRANDS/TOPICS

The 2012 Mississippi Contemporary Health (K-8) Framework consists of nine content strands. These content strands identify the aspect of health that should be taught and ensures continuity throughout the process of teaching Contemporary Health (K-8).

Contemporary Health (K-8) Content Strands/Topics:

| | |
|--|--------------------------------------|
| Personal and Consumer Health (PH) (CH) | Nutrition and Fitness (N) |
| Mental Health (M) | Substance Abuse Prevention (SA) |
| Family/Social Health (F) | Community and Environmental Health © |
| Human Growth and Development (H) | Safety and First Aid (S) |
| Disease Prevention and Control (D) | |

The strand/topic code is identified in parentheses at the end of each competency.

COMPETENCIES/STANDARDS

A competency/standard represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a strand/topic. Competencies/standards are required to be taught to all students and are printed in bold face type. The competencies/standards are directly correlated to the eight national and state health education standards. However, they do not have to be taught in the order presented within the framework. The competencies/standards are intentionally broad to allow school districts and teachers' flexibility in developing curriculum unique to their students' needs.

SUGGESTED OBJECTIVES

Suggested objectives are not mandatory. The objectives serve as a guide, indicating how competencies can be fulfilled through a progression of content and concepts at each grade level. Multiple objectives should be taught in a well-organized activity. The suggested objectives are optional, not mandatory. Suggested objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the suggested objectives or modify them; and are encouraged to write their own objectives to meet the needs of students in their school district.

SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies are designed only to be the starting point for creative teaching. These strategies can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

SUGGESTED ASSESSMENTS

Assessment is the mechanism used to measure educational achievement. Assessment is important because it affects how the students view themselves; the way parents, community, and governing bodies evaluate schools and districts; and the way the citizens of this nation compete with those of other nations in a worldwide marketplace. Assessment in Contemporary Health (K-8) should focus on students' attainment of health literacy, which includes the knowledge of health-related information as well as critical thinking, problem solving, responsible citizenship, self-directed learning and effective communication. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

REFERENCES

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

THE REVISION PROCESS FOR THE CONTEMPORARY HEALTH (K-8) FRAMEWORK

Six present and former elementary and middle school teachers were asked to be part of the Contemporary Health (K-8) Revision Team. Members for the Revision Team were selected on the basis of their participation in and completion of health education professional development opportunities offered by the Office of Healthy Schools and their involvement in the teaching of health education strands/topics in schools across the state. The goal of the team was to draft a new Contemporary Health (K-8) framework.

State and National Health Education Standards were used to help in the development of the framework. Finally, drafts of the document were made available to all educational stakeholders for input and were revised accordingly.

TEACHER ENDORSEMENTS

The Mississippi Healthy Students Act of 2007 (Senate Bill 2369) requires that “45 minutes per week of health education instruction be provided for students in grades K-8 as defined by the State Board of Education.” These minutes should be provided by a certified teacher/instructor in any way that a school determines to be a school best practice. Often times, there is not a certified health teacher in the elementary or middle school setting, so academic instructors, school nurses or counselors are asked to integrate health education instruction into academic classrooms (science, math, language arts, etc.).

The goal of the Contemporary Health (K-8) Curriculum is to provide instructors a rich resource for teaching health concepts and skills in any classroom setting. Teachers are encouraged to remember these things when integrating health education instruction into their classrooms:

- Health education does not have to be limited to “health” class – health information can be provided in many different ways.
- Health education should be skill-based. Do not limit education strategies to providing information only. Make learning fun with the hands-on teaching strategies that are provided.
- Invite partners from the community to make presentations about different health topics. Make sure that they present accurate and evidence-based information.

There is a Mississippi teacher license endorsement 142 (grades 7-12) or 143 (grades 9-12) that is required to teach the ½ Carnegie Unit Health Course in high school. Requirements for the 142 or 143 educator endorsement are listed below.

1. Applicants must have a bachelor’s degree or higher in Teacher Education from a state approved or NCATE approved program from a regionally/nationally accredited institution of higher learning.
2. Applicants must pass the Praxis II (Principles of Learning and Teaching Test).
3. Applicants must pass the Praxis II (Specialty Area Test) in degree program.
4. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the Local Education Agency (LEA) and approved by the MDE.

Note: If an applicant meets all requirements listed above, that applicant will be issued a 142 or 143 endorsement--
– a 5 year license. If an applicant does not meet all requirements, the applicant will be issued a 3-year
endorsement license, and all requirements stated above must be satisfied prior to the ending date of that license.

Contemporary Health – Kindergarten

Course Description

Contemporary Health (Kindergarten) reinforces the importance of gaining a basic understanding of health promotion and disease prevention at an early age. This initial exposure is a sequential building process for the health of individuals.

Understandings and Goals

Enduring Understandings

In this grade, the student will:

- learn that it is important to grow up healthy.
- learn healthy habits to become healthy.
- learn that behavior can affect health.
- learn that setting health goals early in life, can impact health later in life.
- learn that my behavior affects my health and well-being and the health and well-being of others.

Essential Questions

- What is health?
- What does it mean to be healthy?
- What are things I can do to stay healthy?
- How can goal setting create a safe environment for me, my family, and my friends?
- How can I avoid dangerous situations and keep myself safe?
- How does what I eat affect my health?
- In what ways does physical activity impact health and well-being?

Vocabulary

Identify and review the unit vocabulary.

- Anger: the general term for a sudden violent displeasure.
- Behavior: the way in which one conducts oneself.
- Community: a group of people with a common characteristic or interest living together within a larger society.
- Decisions: the act or result of deciding.
- Deodorant: a grooming product used under the arms to control body odor.
- Emergency: a sudden, urgent, usually unexpected occurrence or occasion requiring immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive of a plant or animal or ecological community.
- Exercise: the act of putting into use, action, or practice.
- Food Group: foods that contain the same nutrients.

- Goal: the end toward which effort is directed, the target or aim of an activity.
- Grooming: taking care of your body and having a neat and clean appearance.
- Health: a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.
- Healthy helper: a person that helps or gives assistance, support, etc. relating to health
- Hygiene: conditions or practices of cleanliness.
- Illness: an unhealthy condition of body or mind.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Nutrition: the taking in and use of food and other nourishing materials by the body.
- Peer: a person who is equal to another in abilities, qualifications, age, background, and social status.
- Physical activity: any bodily movement produced by skeletal muscles that result in energy expenditure.
- Risk: to expose to danger.

Suggested Learning Experiences

| Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} | | |
|--|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Explain how childhood injuries and illnesses can be prevented or treated. | Show and discuss pictures of safe and unsafe practices. Risk Watch Resources | Teacher Observation |
| Describe relationships between personal health behaviors and individual well-being. | Have students decide whose heart is working harder after viewing pictures of people sleeping, running, riding a bike, and sitting. | Teacher Observation |
| Describe the functions of the five senses. | Read and discuss <i>My Five Senses</i> and/or <i>Brown Bear, Brown Bear</i> Barney - The Five Senses Song Video | Teacher Observation |
| Identify the food groups of the Choose My Plate. | Use Choose My Plate teaching materials to identify foods in each food group. Choose My Plate for Educators Nourishinteractive Printables | Teacher Observation |

| Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} | | |
|---|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Understand the differences among peers and how they relate to culture. | Read <i>We're Different, We're All the Same</i> and discuss. Have students draw a picture of them. Allow students to compare the characteristics they put in their picture with another student's picture. Identify which characteristics are the same and which characteristics are different. Emphasize to the students that these different characteristics are what make each of us unique. | Teacher Observation Student Journal |

| Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3} | | |
|---|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Demonstrate healthy behavior in daily | Invite professionals to demonstrate proper use of personal hygiene items (i.e., toothbrush, deodorant, | Teacher Observation |

| | | |
|--|--|--|
| activities. | soap). Have students practice proper use of personal hygiene items. Bright Smiles, Bright Futures Curriculum Personal Hygiene Worksheets Part I Personal Hygiene Worksheets Part II Healthy Habits Activity Booklet | Grade and review student's worksheets. |
| Identify healthy helpers in the community. | Cut pictures from magazines that show people in the family, school, and community who promote health and safety. | Teacher Observation |

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|---|
| Demonstrate ability to work in group settings without interfering with others. | Explain the difference between personal space and shared space. Have students work on art project together. Display student art work. And/or have students in groups to clean a specific area in the room, stack books, or work center. Ask the question, "How does it feel to work with your class members to complete a project?" | Teacher Observation Art/Poster Rubric – Appendix A |
| Explain healthy ways to express feelings. | Read <i>When Sophie Gets Angry - Really, Really, Angry.</i> by Molly Bang | Teacher Observation |
| Identify positive and negative ways to get attention. | Ask these key questions about the book: <ul style="list-style-type: none"> • What is anger? • Why did Sophie get mad? • What does Sophie do to calm herself down? • Is that a good way to deal with her anger? | Teacher Observation |
| Identify ways families meet the needs and wants of each family member. | Define family and roles of each family member. Discuss how roles affect the needs and wants of each family member. | Teacher Observation |
| Identify characteristics of a friend. | Have students name a friend and tell why that person is a friend. | Teacher Observation |

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|----------------------|-------------------------------|---------------------------------|
|----------------------|-------------------------------|---------------------------------|

| | | |
|--|---|--|
| Identify healthy foods to include snacks and drinks. | Use Choose My Plate to identify foods in each food group. Give examples of healthy choices for foods, snacks and drinks. Nourish Interactive Printables | Teacher Observation My Plate Checklist – Appendix A |
| Identify healthy activity choices. | Read the book <i>The Berenstain Bears and Too Much Junk Food</i> to students. Discuss the importance of eating healthy foods, participating in physical activity and getting a check-up. | Teacher Observation Student Journal |
| Identify characteristics of a healthy home and community | Discuss what makes a safe healthy home and community. Introduce RED means to stop!!! And the “tell an adult” safety principal. Have students complete the activity sheets that help them identify safe environments and practices Risk Watch Poison Control Activity Booklet Students will post completed activity sheets around the room. | Teacher Observation |

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)^{NHES 6}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|--|--|
| Explain how to set personal health goals and track progress toward achievement. | Discuss setting healthy goals. Have students participate in a health goal and track progress in meeting the goal. Use goals sheets and tracking sheets from the web site below. Helping Kids Set Healthy Goals | Teacher Observation Tracking Sheets |

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|--|---------------------------------|
| Define germs and list methods of protection from illness. | View videos regarding germs and discuss how students can protect each other from germs. SID THE SCIENCE KID-"The Journey of a Germ" Video | Teacher Observation |

| | | |
|--|---|---|
| | <p>Crawford the Cat – Hand Washing for Kids Video</p> <p>Demonstrate passing of germs using glitter activity. (See Appendix A)</p> <p>Lather Up for Good Health</p> | |
| Recognize strangers and how to respond. | <p>Discuss “Who is a stranger and who is not a stranger?”</p> <p>KidsHealth Resources about Strangers</p> <p>Invite professional to discuss strangers and how to respond.</p> <p>Practice safety rules pertaining to threatening strangers: shout, kick or scream; tell an adult; avoid a stranger’s vehicle.</p> <p>Strangers and 9-1-1 Lesson Plan</p> <p>Role-play ways to avoid a stranger.</p> <p>Identify adults to notify for help. (school, family, community)</p> | <p>Teacher Observation</p> <p>Role Play Participation - Appendix A</p> |
| Understand procedures in the case of an emergency. | <p>Discuss importance of emergency numbers and how to use them properly.</p> <p>Strangers and 9-1-1 Lesson Plan</p> <p>Use a telephone to demonstrate how to dial 911 and role play a conversation with the operator.</p> <p>Is It An Emergency Activity Booklet</p> | <p>Teacher Observation</p> <p>Class Participation Rubric – Appendix A</p> |

Competency 8: Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|--|--|
| Recognize health services in the community that promote health and safety (i.e., firefighter, sanitation worker, police officer, paramedics, etc.). | <p>Cut pictures from magazines that show people in the family, school, and community who promote health and safety.</p> <p>Take students on a field trip to tour the various emergency agencies in the community (i.e., fire department, police department, hospital, etc.). Have student’s role play each service.</p> <p>Ben's Guide to the Neighborhood</p> | <p>Teacher Observation</p> <p>Role Play Rubric – Appendix A</p> <p>Student Journal</p> |

Supplementary Lesson Plans

These lessons plans for teaching Kindergarten, First, and Second Grade Health can be found at <http://www.mdek12.org/OHS> - click on Health In Action.

| <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> | <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> |
|------------------------------------|-------------------|---------------|--|-------------------|---------------|
| Mr. Germ Head | H1 | H-PH | The Five Senses - Sight | H1 | H-PH |
| My Allergies Make Me Sneeze | H1 | H-PH | The Five Senses - Smell | H1 | H-PH |
| Where is the Heart? | H1 | H-H | The Five Senses - Taste | H1 | H-PH |
| I Can Hear the Heart Beat | H1 | H-PH | The Five Senses - Touch | H1 | H-PH |
| What is Asthma? | H1 | H-PH | Introduction to the Food Pyramid | H1 | H-N |
| Food Group Puzzle | H1 | H-N | Safe Routes to School - K-2 - Lesson 2 | H1 | H-PH |
| Dairy Products | H1 | H-N | Dylan the Smokey Dragon - Lesson 1 | H1 | H-PH |
| What is Asthma? | H1 | H-PH | Dylan the Smokey Dragon - Lesson 2 | H1 | H-PH |
| Is This House Safe? | H1 | H-S | Dylan the Smokey Dragon - Lesson 3 | H1 | H-PH |
| Apples and Oranges | H1 | H-N | Dylan the Smokey Dragon - Lesson 4 | H1 | H-PH |
| 9-1-1 May I Help You? | H1 | H-PH | Reject All Tobacco(RAT) - Lesson 5 | H1 | H-D |
| Diabetes | H1 | H-D | Reject All Tobacco(RAT) - Lesson 7 | H1 | H-D |
| The Five Senses - Hearing | H1 | H-PH | Reject All Tobacco (RAT) - Lesson 13 | H1 | H-PH |
| | | | | | |
| Can You Hear Me? | H2 | H-PH | Fighting is Not the Answer | H2 | H-M |
| I am Special | H2 | H-M | Please Don't Tease Me | H2 | H-H |
| Smoke Alarms | H2 | H-CH | Standing Up for Yourself | H2 | H-M |
| Technologies That Influence Health | H2 | H-CH | Working Out Conflicts | H2 | H-H |
| Honesty is the Best Policy | H2 | H-M | Responsibility Collage | H2 | H-PH |
| It's Okay to Be Different | H2 | H-F | Back to School - Being Prepared | H2 | H-M |
| I'm a Late Bloomer | H2 | H-M | Teasing Can Hurt | H2 | H-H |
| It's All about Respect | H2 | H-M | Creating Classroom Rules | H2 | H-F |
| Responsibility | H2 | H-PH | Groups We Belong To | H2 | H-F |
| | | | | | |
| May I Have a Snack? | H3 | H-N | Community Helper - Nurse | H3 | H-C |
| Immunizations | H3 | H-D | I Don't Want That Shot! | H3 | H-PH |
| Dogs Have Jobs Too? | H3 | H-C | Firefighters and Fire Safety | H3 | H-S |
| Health Workers Collage | H3 | H-C | Health Worker - Physical | H3 | H-C |

| <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> | | <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> |
|---|-------------------|---------------|--|--|-------------------|---------------|
| | | | | Therapist | | |
| Going to the Dentist | H3 | H-PH | | Health Worker - Respiratory Therapist | H3 | H-C |
| Going to the Hospital | H3 | H-M | | Home Health Agencies | H3 | H-C |
| What's My Job? | H3 | H-C | | Pharmacist | H3 | H-C |
| Safety and Medicines | H3 | H-PH | | Safe Routes to School - K-2 - Lesson 3 | H3 | H-PH |
| Community Helper - Emergency Medical Technician | H3 | H-C | | Safe Routes to School - K-2 - Lesson 4 | H3 | H-PH |
| Community Helper - Policeman | H3 | H-C | | Reject All Tobacco(RAT) - Lesson 1 | H3 | H-D |
| Community Helper - Firefighter | H3 | H-C | | Reject All Tobacco(RAT) - Lesson 8 | H3 | H-PH |
| | | | | | | |
| Back to School - The Healthy Me | H4 | H-PH | | Will You Be My Friend? | H4 | H-M |
| Compliments | H4 | H-H | | I Can Listen | H4 | H-M |
| No Name Calling Allowed | H4 | H-M | | Dealing with Anger | H4 | H-M |
| Knowing When to Say No | H4 | H-H | | I Had That First | H4 | H-M |
| Are You a Tattle Tale? | H4 | H-M | | Don't Talk to Me That Way! | H4 | H-M |
| Mind Your Manners | H4 | H-F | | Back to School - Community Classroom Builder | H4 | H-M |
| Bullying | H4 | H-M | | Words Can Hurt | H4 | H-M |
| Cooperation Nation | H4 | H-M | | You're Going to Eat That? | H4 | H-C |
| How Are You Feeling Today? | H4 | H-M | | Help Me Feel Better - Please! | H4 | H-M |
| Do You Hear What I Hear? | H4 | H-M | | Dylan the Smokey Dragon - Lesson 5 | H4 | H-PH |
| Honesty | H4 | H-PH | | Dylan the Smokey Dragon - Lesson 6 | H4 | H-PH |
| I Made a Mistake | H4 | H-PH | | Reject All Tobacco(RAT) - Lesson 2 | H4 | H-PH |
| Manners Matter | H4 | H-F | | Reject All Tobacco(RAT) - Lesson 3 | H4 | H-PH |
| Please Stop Teasing Me | H4 | H-M | | Reject All Tobacco(RAT) - Lesson 4 | H4 | H-PH |
| Settling Conflicts | H4 | H-H | | Reject All Tobacco(RAT) - Lesson 6 | H4 | H-PH |
| Solving Problems | H4 | H-PH | | Reject All Tobacco(RAT) - Lesson 9 | H4 | H-PH |
| | | | | | | |
| Is This Necessary? | H5 | H-PH | | Choosing Healthy Foods | H5 | H-N |
| 9-1-1 Emergency | H5 | H-S | | An Introduction to the Food Pyramid | H5 | H-N |
| It's Too Cold for Shorts! | H5 | H-PH | | What Are You Having for Breakfast? | H5 | H-N |
| That's Not Food | H5 | H-D | | Making Good Decisions | H5 | H-M |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|--|-------------------|---------------|--|--|-------------------|---------------|
| Let's Get Active | H5 | H-PH | | If it's Not Yours, Don't Touch It! | H5 | H-DA |
| Am I Making a Good Decision? | H5 | H-PH | | My Body Helps Me Get Food | H5 | H-PH |
| Practicing Healthy Habits | H5 | H-PH | | Think Before You Act | H5 | H-M |
| The Importance of Choosing Healthy Beverages | H5 | H-PH | | Vegetables | H5 | H-N |
| One Minute Physical Activity | H5 | H-PH | | Wants and Needs | H5 | H-F |
| Eating Patterns | H5 | H-N | | Reject All Tobacco (RAT) - Lesson 12 | H5 | H-PH |
| Food Sort | H5 | H-N | | | | |
| | | | | | | |
| My Healthy New Year's Resolution | H6 | H-PH | | My Personal Safety Goal | H6 | H-CH |
| Back to School the Healthy Way | H6 | H-C | | Reject All Tobacco(RAT) - Lesson 11 | H6 | H-PH |
| Food Pyramid Power | H6 | H-N | | Reject All Tobacco (RAT) - Lesson 17 | H6 | H-PH |
| What's My Goal? | H6 | H-PH | | | | |
| | | | | | | |
| Backpack Safety | H7 | H-PH | | Halloween Safety | H7 | H-S |
| Happy Teeth | H7 | H-PH | | Home Alone Safety | H7 | H-S |
| My Hands Are Clean | H7 | H-D | | School Bus Safety | H7 | H-S |
| Healthy Alphabet Book | H7 | H-N | | Drugs Are Bad for You | H7 | H-DA |
| Exercise is Good For My Heart | H7 | H-PH | | Safe Places and Safe People | H7 | H-C |
| I Can Eat Healthy | H7 | H-CH | | Stop, Look and Listen | H7 | H-S |
| I Can Play the Safe Way | H7 | H-S | | Saying No to Drugs | H7 | H-DA |
| I'm So Stressed Out! | H7 | H-M | | Can Soap Really Float? | H7 | H-PH |
| Ouch! I've Hurt Myself | H7 | H-S | | Fire Safety Know How | H7 | H-S |
| What is Peer Pressure? | H7 | H-M | | Move It to Lose It | H7 | H-PH |
| Keeping the Flu Away | H7 | H-D | | Choices | H7 | H-PH |
| Test for saving - delete later | H7 | H-H | | Developer Test Strategy (Please do not delete) | H7 | H-DA |
| Poison Safety | H7 | H-S | | Reject All Tobacco(RAT) - Lesson 10 | H7 | H-PH |
| Five a Day, the Healthy Way | H7 | H-N | | Reject All Tobacco (RAT) - Lesson 14 | H7 | H-D |
| Tornado Safety | H7 | H-S | | Reject All Tobacco (RAT) - Lesson 15 | H7 | H-D |
| Medicine Safety | H7 | H-S | | Reject All Tobacco (RAT) - Lesson 16 | H7 | H-F |
| Don't Talk to Strangers | H7 | H-S | | Reject All Tobacco(RAT) - Lesson 18 | H7 | H-D |
| | | | | | | |
| Community Helpers | H8 | H-C | | That Water Looks Funny | H8 | H-C |
| Drug Free Kids | H8 | H-DA | | Playground Safety | H8 | H-S |

| <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> | | <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> |
|-------------------------------------|-------------------|---------------|--|---|-------------------|---------------|
| If You Lead, I Will Follow | H8 | H-H | | Cleaning Up the Environment | H8 | H-C |
| I Am Responsible | H8 | H-M | | Families | H8 | H-F |
| Litter Free is What I'll Be | H8 | H-C | | Healthy Choices | H8 | H-PH |
| Showing Respect for the Environment | H8 | H-C | | Farmer's Market Fresh | H8 | H-N |
| Someone I Respect | H8 | H-PH | | Sanitation Workers | H8 | H-C |
| Land Pollution | H8 | H-C | | Stop, Drop and Roll | H8 | H-S |
| Water Pollution | H8 | H-C | | When I Grow Up I Want to be a Firefighter | H8 | H-F |
| My Field Trip to the Fire Station | H8 | H-S | | When I Grow Up I Want to be a Police Officer | H8 | H-C |
| Recycling | H8 | H-C | | Working Together | H8 | H-F |
| Why Does the Sky Look Like That? | H8 | H-C | | Safe Routes to School - Kindergarten - Lesson 3 | H8 | H-S |

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching kindergarten students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books
 Taking Arthritis to School by DeeDee L. Miller – JayJo Books
 Taking Asthma to School by Kim Gosselin – JayJo Books
 Taking Autism to School by Andreanna Edwards – JayJo Books
 Taking Cancer to School by Cynthia S. Henry – JayJo Books
 Taking Cerebral Palsy to School by Mary Elizabeth Anderson – JayJo Books
 Taking Cystic Fibrosis to School by Cynthia S. Henry – JayJo Books
 Taking Depression to School by Kathy Khalsa – JayJo Books
 Taking Diabetes to School by Kim Gosselin – JayJo Books
 Taking Down Syndrome to School by Jenna Glatzer – JayJo Books
 Taking Dyslexia to School by Lauren E. Moynihan – JayJo Books
 Taking Food Allergies to School – Ellen Weiner – JayJo Books
 Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books
 Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books
 Taking Speech Disorders to School by John Bryant – JayJo Books
 Taking Tourette Syndrome to School by Tira Krueger – JayJo Books
 Taking Weight Problems to School by Michelle L. Dean – JayJo Books
 Germs Make Me Sick by Melvin Berger – Harper Collins Publishers, Inc.
 It's Not Your Fault – KoKo Bear by Vicki Lansky – Book Peddlers
 Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books
 The Rainbow Fish by Marcus Pfister – NorthSouth, 1999
 The Recess Queen by Alexis O'Neill – Awaken Speciality Press
 Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
 The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain – Random House
 Clifford's Manners by Norman Bridwell – Scholastic, Inc
 Eating the Alphabet by Lois Ehlert – Harcourt, Inc

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - First Grade

Course Description

Contemporary Health (First Grade) focuses on the relationship between personal health behaviors and individual well-being. Emphasis should be placed on the basic structure and functions of the human body systems. The health of individuals is a building process; the teacher must continue to reinforce the importance of gaining a basic understanding of health promotion and disease prevention at an early age.

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- know how to prevent injuries and illnesses.
- know the five senses and their functions.
- identify the foods in each food group.
- identify the characteristics of and understand differences in other cultures.
- know how to properly wash their hands and use proper hygiene techniques.
- identify community helpers and the services they provide.
- understand the difference between personal and shared space.
- know the roles of each family member.
- give examples of healthy food choices.
- understand the benefits of physical activity.
- understand use and misuse of medicine.
- know how alcohol and tobacco affects the body.
- understand how to set healthy goals.
- know how to avoid and prevent the spread of germs.
- recognize strangers and know how to respond.
- understand emergency procedures.

Essential Questions

- Why is it important to wash your hands?
- What is the first step in preventing accidents?
- Who are healthy helpers in your community?
- What is anger?
- Why is it important to eat healthy foods?
- How are you alike and different from your peers?
- Why is your family important?
- How can choosing the wrong medicine affect your health?
- Why is physical activity important?
- What are the five senses?
- What are the nutrient groups?

Vocabulary

Identify and review the unit vocabulary.

- Community: a group of people with a common characteristic or interest living together within a larger society.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: all living and non-living things around you.
- Family: the basic unit of society that includes two or more people joined by marriage, blood, or adoption.
- Friendship: a relationship with someone you know, trust, and regard with affection.
- Germs: organisms that are so small that they can only be seen through a microscope.
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Health: the condition of being sound in body, mind, or spirit; especially the freedom of physical disease or pain.
- Hygiene: conditions or practices (as of cleanliness) that are aids in good health.
- Medicine: a drug that prevents or cures an illness or eases its symptoms.
- Nutrition: the process by which an animal or plant takes in and makes use of food substances.
- Prescription: a written direction or order for the preparation and use of medicine.
- Safety: being careful to act in a safe manner.

Suggested Learning Experiences

| Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} | | |
|---|---|---|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Identify ways of preventing and controlling disease. | <p>View videos regarding germs and discuss how student can protect each other from germs.</p> <p>SID THE SCIENCE KID-"The Journey of a Germ" Video</p> <p>Crawford the Cat – Hand Washing for Kids Video</p> <p>Demonstrate passing of germs using glitter activity. (See Appendix A)</p> <p>Helping Kids Set Healthy Goals</p> | <p>Teacher Observation</p> <p>Role Play Rubric – Appendix A</p> |
| Identify items appropriate for sharing and items not appropriate for sharing. | <p>Have students brain storm items appropriate for sharing and for not sharing. Teacher will list ideas.</p> <p>Read <i>Germs Make Me Sick</i> by Melvin Berger, <i>Miss Bindergarten Stays Home From Kindergarten</i> by Joseph Slate, or <i>Germs, Germs, Germs</i> by B. Katz OR</p> <p>Helping Kids Set Healthy Goals</p> <p>Have the students make corrections or deletions to the list.</p> | Teacher Observation |
| Introduce healthy snacks. | <p>Use the EdSaid website to introduce students to Ed, a boy who loves to learn about healthy eating and being active.</p> <p>Identify healthy quick snacks (i.e., whole fruit, yogurt) and easy to make snacks (i.e., cinnamon toast, 100% fruit juice pops).</p> <p>Choose My Plate for Educators</p> | Teacher Observation |
| Identify reasons for taking medicine. | <p>Invite school nurse to explain the benefits of taking medicine as prescribed.</p> <p>What Medicines Are and What They Do - KidsHealth</p> | Teacher Observation |
| Recognize that health problems should be detected and treated early. | <p>Read the book <i>Froggy Goes to the Doctor</i> by Jonathan London. Discuss the need to detect and treat health problems early.</p> <p>Health Problem Series Lesson Plans from KidsHealth</p> <p>I Feel Sick</p> | Teacher Observation |

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health. (M) ^{NHES 2}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|--|---|
| Identify factors that contribute to individuality. | Discuss characteristics that create distinctiveness in individuals (i.e., singing, athletics, hobbies, etc.). | Student Journal |
| Introduce technologies that influence health | <p>Discuss the importance of 911, when to use it, and how to use it.</p> <p>Have student simulate a 911 call.(Use 911 Scenario – Appendix A)</p> <p>Discuss how media influences thoughts, feelings, health and behaviors.</p> <p>Use Health in Action Lesson Plan “Technologies that Influence Health” – # 244 to teach about technologies that influence health.</p> | <p>Role Play Rubric – Appendix A</p> <p>Teacher Observation</p> |

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|--|---|
| Explain the roles of various types of workers in the field of health. | <p>Discuss community helpers and have students identify each through pictures. Use Wordle to generate a collage.</p> <p>Cut pictures from magazines that show people in the family, school, and community who promote health and safety.</p> | Teacher Observation |
| Discuss the roles of emergency workers. | Invite emergency and community workers to demonstrate the equipment they use. | Teacher Observation |
| Identify sources of health products and services in the community. | <p>Show pictures of health products (sunscreen, toothpaste, vitamins, dental floss) and explain their use.</p> <p>Demonstrate the proper way to floss teeth.</p> <p>Bright Smiles, Bright Futures Curriculum</p> <p>Personal Hygiene Worksheets Part I</p> <p>Personal Hygiene Worksheets Part II</p> <p>Healthy Habits Activity Booklet</p> | Teacher Observation Demonstration/Modeling |

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|--|---|
| Describe the difference in verbal and nonverbal communication. | <p>Explain how students can express their feelings through verbal and nonverbal communication (i.e., smiling, frowning, handshake, hug, encouraging words, etc.).</p> <p>Using a scenario, have students turn negative comments into positive comments. (See Appendix A)</p> <p>Explain how facial, eye, and body gestures impacts the emotions of others. Practice using positive gestures (i.e., smiling).</p> | <p>Student Journal</p> <p>Teacher Observation</p> |
| Demonstrate attentive listening skills to build and maintain healthy relationships. | <p>Have students listen to various sounds (recordings, music, or voices) and identify the sounds.</p> <p>Discuss “What it means to listen.”</p> <p>Have students develop rules for listening.</p> <p>Use the findings to design a classroom poster about listening.</p> <p>Listening Skills Lesson Plan</p> | <p>Teacher Observation</p> |

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|---|---------------------------------|
| Identify guidelines for making wise food choices. | <p>Use <i>Fabulous Fruits, Various Vegetables</i> from the Mississippi Department of Education, Office of Nutrition, to encourage students to eat different fruits and vegetables.</p> <p>Teaching Resources</p> <p>EdSaid</p> <p>Nourish Interactive</p> <p>Keep a log of fruits students eat for lunch and create a pictograph.</p> | <p>Food Log</p> |
| Explore a variety of physical activities. | <p>Students will brainstorm physical activities that they like to do and make a graph of the activities.</p> <p>Students will choose physical activities to participate in throughout the school year.</p> <p>Active Academics</p> | <p>Teacher Observation</p> |

| | | |
|-------------------------------------|--|---------------------|
| | JAMmin' Minute | |
| Identify safe and unsafe behaviors. | <p>Discuss with students the harmful effects of sniffing strong fumes from products such as gasoline, model airplane glue, aerosol sprays, correction fluid and other household products. Use To Smell or Not to Smell handout found on page 32 in Kindergarten Teacher Guide developed by the USM Institute for Disability Studies</p> <p>Kindergarten Health Literacy Guide</p> <p>What Medicines Are and What They Do</p> <p>Use the Stories to be Used with the Right Thing To Do handout found on page 33 in Kindergarten Teacher Guide developed by the USM Institute for Disability Studies, Kindergarten Health Literacy Guide,</p> <p>Read the statements and have students identify the right and wrong behaviors.</p> <p>Use the Dylan the Smokey Dragon or RAT lessons provided in the Health In Action website to teach the unsafe behavior of smoking. (all materials needed to teach these lessons are provided)</p> | Teacher Observation |

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|---|---|
| Set a personal health goal and track progress toward its achievement. | <p>Guide students in developing a healthy class goal (i.e., Exercising ten minutes each day).</p> <p>Each student will choose physical activities to participate in throughout the school year and will track their progress on a weekly activity chart.</p> <p>Healthy Goals Tracking Charts</p> | <p>Student Journal</p> <p>Weekly Physical Activity Chart – Appendix A</p> |

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|---|---|
| Explain ways family members work together to obtain and maintain healthy behaviors. | Use the scenarios in Stories to be Used with the Right Thing to Do provided in Appendix A. Have students stand up when the right thing is done and remain seated with the wrong thing is done. | <p>Teacher Observation</p> <p>Scenario – Appendix A</p> |
| Contrast safe and risky behaviors. | Identify and discuss safety rules for bus, playground and street. | Teacher Observation |

| | | |
|---|--|--|
| | <p>Have students practice these skills.</p> <p>Use Safe Routes to School lesson plans (#1195, 1197, 1200 and 1201) found in Health in Action to teach safe walking. All resources needed to teach these lessons are provided.</p> <p>Watch Learn Know Video</p> | |
| Identify healthy habits that ensure good hygiene. | <p>Invite professionals to demonstrate proper use of personal hygiene items (i.e., toothbrush, deodorant, soap).</p> <p>Have students practice proper use of personal hygiene items.</p> <p>Bright Smiles, Bright Futures Curriculum</p> <p>Personal Hygiene Worksheets Part I</p> <p>Personal Hygiene Worksheets Part II</p> <p>Healthy Habits Activity Booklet</p> | <p>Teacher Observation</p> <p>Demonstration/Modeling</p> |
| | | |

Competency 8: Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|---|
| Understand the importance of influencing others to make healthy choices. | <p>Discuss the health benefits associated with making healthy choices.</p> <p>Have students work in groups to identify ways they can help others make healthy choices.</p> <p>Using the healthy choices they identified, the groups will play Charades.</p> | <p>Teacher Observation</p> <p>Group role play</p> |
| Work collaboratively in small groups to achieve a common goal. | Students will work together to pick up litter on the playground. | Teacher observation |

Supplementary Lesson Plans

These lessons plans for teaching Kindergarten, First, and Second Grade Health can be found at <http://www.mdek12.org/OHS> - click on Health In Action.

| <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> | | <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> |
|------------------------------------|-------------------|---------------|--|--|-------------------|---------------|
| Mr. Germ Head | H1 | H-PH | | The Five Senses - Sight | H1 | H-PH |
| My Allergies Make Me Sneeze | H1 | H-PH | | The Five Senses - Smell | H1 | H-PH |
| Where is the Heart? | H1 | H-H | | The Five Senses - Taste | H1 | H-PH |
| I Can Hear the Heart Beat | H1 | H-PH | | The Five Senses - Touch | H1 | H-PH |
| What is Asthma? | H1 | H-PH | | Introduction to the Food Pyramid | H1 | H-N |
| Food Group Puzzle | H1 | H-N | | Safe Routes to School - K-2 - Lesson 2 | H1 | H-PH |
| Dairy Products | H1 | H-N | | Dylan the Smokey Dragon - Lesson 1 | H1 | H-PH |
| What is Asthma? | H1 | H-PH | | Dylan the Smokey Dragon - Lesson 2 | H1 | H-PH |
| Is This House Safe? | H1 | H-S | | Dylan the Smokey Dragon - Lesson 3 | H1 | H-PH |
| Apples and Oranges | H1 | H-N | | Dylan the Smokey Dragon - Lesson 4 | H1 | H-PH |
| 9-1-1 May I Help You? | H1 | H-PH | | Reject All Tobacco(RAT) - Lesson 5 | H1 | H-D |
| Diabetes | H1 | H-D | | Reject All Tobacco(RAT) - Lesson 7 | H1 | H-D |
| The Five Senses - Hearing | H1 | H-PH | | Reject All Tobacco (RAT) - Lesson 13 | H1 | H-PH |
| | | | | | | |
| Can You Hear Me? | H2 | H-PH | | Fighting is Not the Answer | H2 | H-M |
| I am Special | H2 | H-M | | Please Don't Tease Me | H2 | H-H |
| Smoke Alarms | H2 | H-CH | | Standing Up for Yourself | H2 | H-M |
| Technologies That Influence Health | H2 | H-CH | | Working Out Conflicts | H2 | H-H |
| Honesty is the Best Policy | H2 | H-M | | Responsibility Collage | H2 | H-PH |
| It's Okay to Be Different | H2 | H-F | | Back to School - Being Prepared | H2 | H-M |
| I'm a Late Bloomer | H2 | H-M | | Teasing Can Hurt | H2 | H-H |
| It's All about Respect | H2 | H-M | | Creating Classroom Rules | H2 | H-F |
| Responsibility | H2 | H-PH | | Groups We Belong To | H2 | H-F |
| | | | | | | |
| May I Have a Snack? | H3 | H-N | | Community Helper - Nurse | H3 | H-C |
| Immunizations | H3 | H-D | | I Don't Want That Shot! | H3 | H-PH |
| Dogs Have Jobs Too? | H3 | H-C | | Firefighters and Fire Safety | H3 | H-S |
| Health Workers Collage | H3 | H-C | | Health Worker - Physical | H3 | H-C |

| <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> | | <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> |
|---|-------------------|---------------|--|--|-------------------|---------------|
| | | | | Therapist | | |
| Going to the Dentist | H3 | H-PH | | Health Worker - Respiratory Therapist | H3 | H-C |
| Going to the Hospital | H3 | H-M | | Home Health Agencies | H3 | H-C |
| What's My Job? | H3 | H-C | | Pharmacist | H3 | H-C |
| Safety and Medicines | H3 | H-PH | | Safe Routes to School - K-2 - Lesson 3 | H3 | H-PH |
| Community Helper - Emergency Medical Technician | H3 | H-C | | Safe Routes to School - K-2 - Lesson 4 | H3 | H-PH |
| Community Helper - Policeman | H3 | H-C | | Reject All Tobacco(RAT) - Lesson 1 | H3 | H-D |
| Community Helper - Firefighter | H3 | H-C | | Reject All Tobacco(RAT) - Lesson 8 | H3 | H-PH |
| | | | | | | |
| Back to School - The Healthy Me | H4 | H-PH | | Will You Be My Friend? | H4 | H-M |
| Compliments | H4 | H-H | | I Can Listen | H4 | H-M |
| No Name Calling Allowed | H4 | H-M | | Dealing with Anger | H4 | H-M |
| Knowing When to Say No | H4 | H-H | | I Had That First | H4 | H-M |
| Are You a Tattle Tale? | H4 | H-M | | Don't Talk to Me That Way! | H4 | H-M |
| Mind Your Manners | H4 | H-F | | Back to School - Community Classroom Builder | H4 | H-M |
| Bullying | H4 | H-M | | Words Can Hurt | H4 | H-M |
| Cooperation Nation | H4 | H-M | | You're Going to Eat That? | H4 | H-C |
| How Are You Feeling Today? | H4 | H-M | | Help Me Feel Better - Please! | H4 | H-M |
| Do You Hear What I Hear? | H4 | H-M | | Dylan the Smokey Dragon - Lesson 5 | H4 | H-PH |
| Honesty | H4 | H-PH | | Dylan the Smokey Dragon - Lesson 6 | H4 | H-PH |
| I Made a Mistake | H4 | H-PH | | Reject All Tobacco(RAT) - Lesson 2 | H4 | H-PH |
| Manners Matter | H4 | H-F | | Reject All Tobacco(RAT) - Lesson 3 | H4 | H-PH |
| Please Stop Teasing Me | H4 | H-M | | Reject All Tobacco(RAT) - Lesson 4 | H4 | H-PH |
| Settling Conflicts | H4 | H-H | | Reject All Tobacco(RAT) - Lesson 6 | H4 | H-PH |
| Solving Problems | H4 | H-PH | | Reject All Tobacco(RAT) - Lesson 9 | H4 | H-PH |
| | | | | | | |
| Is This Necessary? | H5 | H-PH | | Choosing Healthy Foods | H5 | H-N |
| 9-1-1 Emergency | H5 | H-S | | An Introduction to the Food Pyramid | H5 | H-N |
| It's Too Cold for Shorts! | H5 | H-PH | | What Are You Having for Breakfast? | H5 | H-N |
| That's Not Food | H5 | H-D | | Making Good Decisions | H5 | H-M |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|--|-------------------|---------------|--|--|-------------------|---------------|
| Let's Get Active | H5 | H-PH | | If it's Not Yours, Don't Touch It! | H5 | H-DA |
| Am I Making a Good Decision? | H5 | H-PH | | My Body Helps Me Get Food | H5 | H-PH |
| Practicing Healthy Habits | H5 | H-PH | | Think Before You Act | H5 | H-M |
| The Importance of Choosing Healthy Beverages | H5 | H-PH | | Vegetables | H5 | H-N |
| One Minute Physical Activity | H5 | H-PH | | Wants and Needs | H5 | H-F |
| Eating Patterns | H5 | H-N | | Reject All Tobacco (RAT) - Lesson 12 | H5 | H-PH |
| Food Sort | H5 | H-N | | | | |
| | | | | | | |
| My Healthy New Year's Resolution | H6 | H-PH | | My Personal Safety Goal | H6 | H-CH |
| Back to School the Healthy Way | H6 | H-C | | Reject All Tobacco(RAT) - Lesson 11 | H6 | H-PH |
| Food Pyramid Power | H6 | H-N | | Reject All Tobacco (RAT) - Lesson 17 | H6 | H-PH |
| What's My Goal? | H6 | H-PH | | | | |
| | | | | | | |
| Backpack Safety | H7 | H-PH | | Halloween Safety | H7 | H-S |
| Happy Teeth | H7 | H-PH | | Home Alone Safety | H7 | H-S |
| My Hands Are Clean | H7 | H-D | | School Bus Safety | H7 | H-S |
| Healthy Alphabet Book | H7 | H-N | | Drugs Are Bad for You | H7 | H-DA |
| Exercise is Good For My Heart | H7 | H-PH | | Safe Places and Safe People | H7 | H-C |
| I Can Eat Healthy | H7 | H-CH | | Stop, Look and Listen | H7 | H-S |
| I Can Play the Safe Way | H7 | H-S | | Saying No to Drugs | H7 | H-DA |
| I'm So Stressed Out! | H7 | H-M | | Can Soap Really Float? | H7 | H-PH |
| Ouch! I've Hurt Myself | H7 | H-S | | Fire Safety Know How | H7 | H-S |
| What is Peer Pressure? | H7 | H-M | | Move It to Lose It | H7 | H-PH |
| Keeping the Flu Away | H7 | H-D | | Choices | H7 | H-PH |
| Test for saving - delete later | H7 | H-H | | Developer Test Strategy (Please do not delete) | H7 | H-DA |
| Poison Safety | H7 | H-S | | Reject All Tobacco(RAT) - Lesson 10 | H7 | H-PH |
| Five a Day, the Healthy Way | H7 | H-N | | Reject All Tobacco (RAT) - Lesson 14 | H7 | H-D |
| Tornado Safety | H7 | H-S | | Reject All Tobacco (RAT) - Lesson 15 | H7 | H-D |
| Medicine Safety | H7 | H-S | | Reject All Tobacco (RAT) - Lesson 16 | H7 | H-F |
| Don't Talk to Strangers | H7 | H-S | | Reject All Tobacco(RAT) - Lesson 18 | H7 | H-D |
| | | | | | | |
| Community Helpers | H8 | H-C | | That Water Looks Funny | H8 | H-C |
| Drug Free Kids | H8 | H-DA | | Playground Safety | H8 | H-S |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|-------------------------------------|-------------------|---------------|--|---|-------------------|---------------|
| If You Lead, I Will Follow | H8 | H-H | | Cleaning Up the Environment | H8 | H-C |
| I Am Responsible | H8 | H-M | | Families | H8 | H-F |
| Litter Free is What I'll Be | H8 | H-C | | Healthy Choices | H8 | H-PH |
| Showing Respect for the Environment | H8 | H-C | | Farmer's Market Fresh | H8 | H-N |
| Someone I Respect | H8 | H-PH | | Sanitation Workers | H8 | H-C |
| Land Pollution | H8 | H-C | | Stop, Drop and Roll | H8 | H-S |
| Water Pollution | H8 | H-C | | When I Grow Up I Want to be a Firefighter | H8 | H-F |
| My Field Trip to the Fire Station | H8 | H-S | | When I Grow Up I Want to be a Police Officer | H8 | H-C |
| Recycling | H8 | H-C | | Working Together | H8 | H-F |
| Why Does the Sky Look Like That? | H8 | H-C | | Safe Routes to School - Kindergarten - Lesson 3 | H8 | H-S |

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching first grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books
 Taking Arthritis to School by DeeDee L. Miller – JayJo Books
 Taking Asthma to School by Kim Gosselin – JayJo Books
 Taking Autism to School by Andreanna Edwards – JayJo Books
 Taking Cancer to School by Cynthia S. Henry – JayJo Books
 Taking Cerebral Palsy to School by Mary Elizabeth Anderson – JayJo Books
 Taking Cystic Fibrosis to School by Cynthia S, Henry – JayJo Books
 Taking Depression to School by Kathy Khalsa – JayJo Books
 Taking Diabetes to School by Kim Gosselin – JayJo Books
 Taking Down Syndrome to School by Jenna Glatzer – JayJo Books
 Taking Dylexia to School by Lauren E. Moynihan – JayJo Books
 Taking Food Allergies to School – Ellen Weiner – JayJo Books
 Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books
 Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books
 Taking Speech Disorders to School by John Bryant – JayJo Books
 Taking Tourette Syndrome to School by Tira Krueger – JayJo Books
 Taking Weight Problems to School by Michelle L. Dean – JayJo Books
 Germs Make Me Sick by Melvin Berger – Harper Collins Publishers, Inc.
 It's Not Your Fault – KoKo Bear by Vicki Lansky – Book Peddlers
 Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books
 The Rainbow Fish by Marcus Pfister – NorthSouth, 1999
 The Recess Queen by Alexis O'Neill – Awaken Speciality Press
 Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
 Way to Go Alex! By Robin Pulver – Albert Whitman and Company
 When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
 Bully Trouble by Joanna Cole – Random House Children's Books

Clark the Toothless Shark by Corine Mellor – Golden Books Publishing
Healthy Snacks for Blue by J-P Chanda – Simon Spotlight – Simon and Schuster Children’s Publishing Division
King of the Playground by Phyllis Reynolds Naylor – Simon and Schuster
My Five Senses by Alike – HarperCollins
My Friend Isabelle by Eliza Woloson – Woodbine House, Inc.
Since We’re Friends by Celeste Shally & David Harrington – Contemporary Realistic Fiction
The Magic School Bus Inside the Human Body by Joanna Cole & Bruce Degen – Scholastic, Inc
The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain – Randon House
Clifford’s Manners by Norman Bridwell – Scholastic, Inc
Eating the Alphabet by Lois Ehlert – Harcourt, Inc
Just Go to Bed by Mercer Mayer – Randon House Children’s Books

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - Second Grade

Course Description

Contemporary Health (Second Grade) focuses on teaching students how physical, social, and emotional well-being influence personal health and how to identify common health problems that should be detected and treated early.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn:

- that it is important to grow up healthy.
- healthy habits to become healthy.
- ways to prevent illnesses.
- that the environment can contribute to illness or disease.
- that behavior can affect health.
- that setting health goals early in life, can impact health later in life.
- that people, places and things compete for my health choices.
- that my behavior affects my health and well-being and the health the well-being of others.
- that it is important to treat others with respect.

Essential Questions

- What does it mean to be healthy?
- Why is it important that I make healthy choices?
- How can I prevent illness and injury?
- How can goal setting impact health outcomes?
- How does the environment contribute to illness and injury?
- How does the media influence health choices?
- Why is it important to be respectful of others?
- Who are community helpers who help me to be safe and healthy?
- How can I contribute to helping my community be healthier?

Vocabulary

Identify and review the unit vocabulary.

- Awareness: having or showing understanding or knowledge.
- Behavior: the way in which one conducts oneself.
- Community: a group of people with a common characteristic or interest living together within a larger society.
- Consumer: one who consumes; especially a person who buys and uses up goods and services.

- Disease: an abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive in a plant or animal or ecological community.
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Health: the condition of being sound in body, mind or spirit; especially the freedom from physical disease or pain.
- Hygiene: conditions or practices (as of cleanliness) that are aids to good health.
- Illness: an unhealthy condition of body or mind.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Media: forms or systems of communication designed to reach a large number of people.
- Nutrition: the processes by which an animal or plant takes in and makes use of food substances.
- Physical Activity: the quality or state of being active, an educational exercise designed to teach by firsthand experience.
- Prescription: a written direction or order for the preparation and use of a medicine.
- Prevention: the act of preventing, causing not to happen.
- Promotion: the act of furthering the growth or development of something.
- Risk: to expose to danger.
- Society: part of a community that is a unit distinguishable by particular aims or standards of living or conduct.

Suggested Learning Experiences

| Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} | | |
|--|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Identify how dietary habits affect health. | Use the EdSaid website to introduce students to Ed, a boy who loves to learn about healthy eating and being active. Use the Movin' with Fruits and Vegetables lesson plans found in Health in Action. Those plans are #1291- 1305. All resources needed to teach the lessons are provided. | Teacher Observation |
| Discuss ways to prevent injury. | Identify the proper accessories (i.e., tennis shoes, helmet to wear when riding a bike). Demonstrate the proper way to wear a bicycle helmet. Use teaching resources provided on page 24 in Third Grade Teacher Guide developed by the USM Institute for Disability Studies. Health Literacy Guide Safe Kids Activity Booklet | Teacher Observation |
| Explore some of the causes of illnesses and chronic disease. | Discuss and demonstrate proper hand washing techniques and discuss reasons why it is important in disease prevention. Demonstrate passing of germs using glitter activity. (See Appendix A) | Teacher Observation |
| Discuss ways in which the environment can contribute to illnesses or diseases (i.e., air pollution, water). | Brainstorm the statement "Clean air is good for people to breathe". Allow students to share their thoughts. Access the EPA website – Air Now for information on clean air. (At this site, you can access Local Air Quality Conditions and Forecasts for our state.) EPA Teaching Resources | Teacher Observation |

| Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} | | |
|---|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Appreciate the differences in people and how these differences are related | Teacher will cut a large heart from bulletin board paper and ask students to share words that are hurtful or unkind to others. As the words are mentioned, the teacher will crumple a portion of the heart. Discuss how it makes a person feel when others are | Teacher Observation |

| | | |
|--|--|-------------------------------|
| to culture. | unkind. Have student's use the letters of their name and assign qualities that describe them to each letter. Have students share their qualities with the class. | |
| Describe how the media (i.e., Terrance the Rat) influences health choices. | Discuss ways to influence others to make healthy choices. Show how media uses athletes to influence society to make healthy choices (i.e., why drink milk, not using drugs). Use Health in Action Lesson Plans to teach this topic. Terrance the Rat | Role Play Rubric – Appendix A |

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|--|--|
| Identify health products and services for daily use. | Show pictures of health products (sunscreen, toothpaste, vitamins, dental floss) and explain their use. Demonstrate the proper way to brush and floss teeth, apply sunscreen, or other healthy routines. Invite school nurse, dental hygienist, or community health professionals. Bright Smiles, Bright Futures Curriculum Personal Hygiene Worksheets Part I Personal Hygiene Worksheets Part II Healthy Habits Activity Booklet | Teacher Observation Evaluate Worksheets |
| Understand the importance of warning labels and symbols. | Show warning labels and discuss why we need warning labels. Show warning symbols identified on page 26 in the Second Grade Teacher Guide developed by the USM Institute for Disability Studies, Health Literacy Guide or Use examples of warning symbols that you collect. | Teacher Observation |
| Describe the roles of various community resources (i.e., hospital, Department of Health, voluntary health agency, home health) that aid in preventing illness. | Allow health professionals to visit and discuss their roles in health promotion/disease prevention. | Teacher Observation |

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|--|
| Identify ways to communicate care, consideration, and respect of self and others. | Define respect. Brainstorm ways to show respect. Create a classroom Motto about respect. It's My Life – Bullying Resources | Teacher Observation |
| Demonstrate refusal skills to enhance health (i.e., just say no, don't talk to strangers). | Discuss the difference in a safe and unsafe stranger. Explain the steps: Run, Yell, and Tell. Have a community helper (police officer) teach students how to avoid being abducted and what to do if approached by a stranger. Read the book, <i>Never Talk to Strangers</i> by Irma Joyce. | Class Participation Rubric – Appendix A |
| Identify individual differences and the value of those differences. | Discuss self-worth and what makes a person unique such as talents, character, or personality. To emphasize the student's personal worth in the classroom, each student will draw a self-portrait on a square piece of paper. The teacher will punch holes in each corner of the paper and tie the pictures together with yarn. Display the "classroom quilt" in the room for everyone to see. | Teacher Observation Participation Rubric – Appendix A |

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|--|--|
| Explain the potential results of making positive and negative health choices. (i.e., accidents, nutrition, physical activity, drug use, smoking, and bullying) | Discuss choices students make that result in a healthy or unhealthy outcome. Discuss public service announcements and how they impact healthy choices. Have students work in groups to create a public service announcement. | Public Service Announcement Rubric Group Participation Rubric |

Competency 6: Demonstrate the ability to use goal setting skills to enhance health. (N, PH, H, S)^{NHES 6}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|--|
| Explain how goal-setting enhances healthy behaviors. | Have students complete a personal health inventory and evaluate present health habits. Use the Personal Health Habit Inventory found on pages 42-43 in the Fourth Grade Teacher | Personal Health Habit Inventory – Appendix A |

| | | |
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| | <p>Guide developed by the USM Institute for Disability Studies. Health Literacy Guide</p> <p>Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory. Use the Personal Health Goal Chart provided on page 44 in the Fourth Grade Teacher Guide developed by the USM Institute for Disability Studies.</p> <p>Health Literacy Guide</p> | <p>Personal Health Goal Chart – Appendix A</p> |
|--|--|--|

| Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7} | | |
|---|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Identify fair methods for settling conflicts. | <p>Explain that a conflict is when two or more people cannot agree on something. Ask for volunteers to give examples of when they didn't agree with someone.</p> <p>Have student role-play conflicting situations.</p> <p>Conflict Management Lesson Plans</p> | <p>Teacher Observation</p> <p>Role Play Rubric – Appendix A</p> |
| Demonstrate and explain proper use of seat belts. | <p>Show videos on seat belt safety. Discuss the importance of wearing a seat belt.</p> <p>Invite a police officer to discuss seat belt and car seat safety laws.</p> <p>Students will create signs to be placed around the school to encourage students to wear their seatbelts.</p> <p>Booster Seat and Safety Belt Resource</p> | <p>Teacher Observation</p> <p>Art/Poster Rubric – Appendix A</p> |
| Identify stress associated with different situations (i.e., recital, leadership role, disagreement with a peer, and visit to the principal's office). | <p>Define stress and explain what happens to the body (i.e., eyes widen, mouth becomes dry, muscles tighten, heart rate increases) when one is experiencing a stressful situation.</p> <p>Invite the school counselor to speak to the class about ways to avoid or manage stress.</p> <p>Students will list five things that cause them stress.</p> <p>Stress Resources from KidsHealth</p> | <p>Teacher Observation</p> |
| Identify negative effects of using alcohol, tobacco, and drugs. | <p>Invite the RAT and DARE program instructors to discuss alcohol, tobacco, and drug use as they relate to health.</p> <p>Students will role play saying “no”.</p> <p>Refusal Skills</p> <p>Health in Action Lesson Plan #'s 1238, 1242, 1243, and 1246</p> | <p>Teacher Observation</p> <p>Role Play Rubric – Appendix A</p> |

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| | can be used to teach this topic. | |
|--|----------------------------------|--|

| Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} | | |
|--|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Demonstrate an ability to influence others to become involved in healthy community projects. | Discuss ways to influence others to become involved in healthy community projects. Have students establish a classroom project to benefit others. (campus cleanup, planting flowers, can food drive, clothing closet, etc.) | Teacher Observation |
| Explore ways individual can contribute to on-going state/community health projects. | Identify and explain community health programs and include ways students can participate in those programs. (Let's Go Walkin' Mississippi, Adopt-A-Mile, Habitat for Humanity, Keep Mississippi Beautiful, etc.) Invite various speakers to talk about these programs. | Teacher Observation |

Supplementary Lesson Plans

These lessons plans for teaching Kindergarten, First, and Second Grade Health can be found at <https://lessonplans.movetolearnms.org/Search.aspx>.

| Activity Title | Competency | Strand | Activity Title | Competency | Strand |
|-----------------------------|-------------------|---------------|--|-------------------|---------------|
| Mr. Germ Head | H1 | H-PH | The Five Senses - Sight | H1 | H-PH |
| My Allergies Make Me Sneeze | H1 | H-PH | The Five Senses - Smell | H1 | H-PH |
| Where is the Heart? | H1 | H-H | The Five Senses - Taste | H1 | H-PH |
| I Can Hear the Heart Beat | H1 | H-PH | The Five Senses - Touch | H1 | H-PH |
| What is Asthma? | H1 | H-PH | Introduction to the Food Pyramid | H1 | H-N |
| Food Group Puzzle | H1 | H-N | Safe Routes to School - K-2 - Lesson 2 | H1 | H-PH |
| Dairy Products | H1 | H-N | Dylan the Smokey Dragon - Lesson 1 | H1 | H-PH |
| What is Asthma? | H1 | H-PH | Dylan the Smokey Dragon - Lesson 2 | H1 | H-PH |
| Is This House Safe? | H1 | H-S | Dylan the Smokey Dragon - Lesson 3 | H1 | H-PH |
| Apples and Oranges | H1 | H-N | Dylan the Smokey Dragon - Lesson 4 | H1 | H-PH |
| 9-1-1 May I Help You? | H1 | H-PH | Reject All Tobacco(RAT) - Lesson 5 | H1 | H-D |

| Activity Title | Competency | Strand | Activity Title | Competency | Strand |
|---|-------------------|---------------|--|-------------------|---------------|
| Diabetes | H1 | H-D | Reject All Tobacco(RAT) - Lesson 7 | H1 | H-D |
| The Five Senses - Hearing | H1 | H-PH | Reject All Tobacco (RAT) - Lesson 13 | H1 | H-PH |
| | | | | | |
| Can You Hear Me? | H2 | H-PH | Fighting is Not the Answer | H2 | H-M |
| I am Special | H2 | H-M | Please Don't Tease Me | H2 | H-H |
| Smoke Alarms | H2 | H-CH | Standing Up for Yourself | H2 | H-M |
| Technologies That Influence Health | H2 | H-CH | Working Out Conflicts | H2 | H-H |
| Honesty is the Best Policy | H2 | H-M | Responsibility Collage | H2 | H-PH |
| It's Okay to Be Different | H2 | H-F | Back to School - Being Prepared | H2 | H-M |
| I'm a Late Bloomer | H2 | H-M | Teasing Can Hurt | H2 | H-H |
| It's All about Respect | H2 | H-M | Creating Classroom Rules | H2 | H-F |
| Responsibility | H2 | H-PH | Groups We Belong To | H2 | H-F |
| | | | | | |
| May I Have a Snack? | H3 | H-N | Community Helper - Nurse | H3 | H-C |
| Immunizations | H3 | H-D | I Don't Want That Shot! | H3 | H-PH |
| Dogs Have Jobs Too? | H3 | H-C | Firefighters and Fire Safety | H3 | H-S |
| Health Workers Collage | H3 | H-C | Health Worker - Physical Therapist | H3 | H-C |
| Going to the Dentist | H3 | H-PH | Health Worker - Respiratory Therapist | H3 | H-C |
| Going to the Hospital | H3 | H-M | Home Health Agencies | H3 | H-C |
| What's My Job? | H3 | H-C | Pharmacist | H3 | H-C |
| Safety and Medicines | H3 | H-PH | Safe Routes to School - K-2 - Lesson 3 | H3 | H-PH |
| Community Helper - Emergency Medical Technician | H3 | H-C | Safe Routes to School - K-2 - Lesson 4 | H3 | H-PH |
| Community Helper - Policeman | H3 | H-C | Reject All Tobacco(RAT) - Lesson 1 | H3 | H-D |
| Community Helper - Firefighter | H3 | H-C | Reject All Tobacco(RAT) - Lesson 8 | H3 | H-PH |
| | | | | | |
| Back to School - The Healthy Me | H4 | H-PH | Will You Be My Friend? | H4 | H-M |
| Compliments | H4 | H-H | I Can Listen | H4 | H-M |
| No Name Calling Allowed | H4 | H-M | Dealing with Anger | H4 | H-M |
| Knowing When to Say No | H4 | H-H | I Had That First | H4 | H-M |
| Are You a Tattle Tale? | H4 | H-M | Don't Talk to Me That Way! | H4 | H-M |
| Mind Your Manners | H4 | H-F | Back to School - Community Classroom Builder | H4 | H-M |
| Bullying | H4 | H-M | Words Can Hurt | H4 | H-M |
| Cooperation Nation | H4 | H-M | You're Going to Eat That? | H4 | H-C |
| How Are You Feeling | H4 | H-M | Help Me Feel Better - Please! | H4 | H-M |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|--|-------------------|---------------|--|--------------------------------------|-------------------|---------------|
| Today? | | | | | | |
| Do You Hear What I Hear? | H4 | H-M | | Dylan the Smokey Dragon - Lesson 5 | H4 | H-PH |
| Honesty | H4 | H-PH | | Dylan the Smokey Dragon - Lesson 6 | H4 | H-PH |
| I Made a Mistake | H4 | H-PH | | Reject All Tobacco(RAT) - Lesson 2 | H4 | H-PH |
| Manners Matter | H4 | H-F | | Reject All Tobacco(RAT) - Lesson 3 | H4 | H-PH |
| Please Stop Teasing Me | H4 | H-M | | Reject All Tobacco(RAT) - Lesson 4 | H4 | H-PH |
| Settling Conflicts | H4 | H-H | | Reject All Tobacco(RAT) - Lesson 6 | H4 | H-PH |
| Solving Problems | H4 | H-PH | | Reject All Tobacco(RAT) - Lesson 9 | H4 | H-PH |
| | | | | | | |
| Is This Necessary? | H5 | H-PH | | Choosing Healthy Foods | H5 | H-N |
| 9-1-1 Emergency | H5 | H-S | | An Introduction to the Food Pyramid | H5 | H-N |
| It's Too Cold for Shorts! | H5 | H-PH | | What Are You Having for Breakfast? | H5 | H-N |
| That's Not Food | H5 | H-D | | Making Good Decisions | H5 | H-M |
| Let's Get Active | H5 | H-PH | | If it's Not Yours, Don't Touch It! | H5 | H-DA |
| Am I Making a Good Decision? | H5 | H-PH | | My Body Helps Me Get Food | H5 | H-PH |
| Practicing Healthy Habits | H5 | H-PH | | Think Before You Act | H5 | H-M |
| The Importance of Choosing Healthy Beverages | H5 | H-PH | | Vegetables | H5 | H-N |
| One Minute Physical Activity | H5 | H-PH | | Wants and Needs | H5 | H-F |
| Eating Patterns | H5 | H-N | | Reject All Tobacco (RAT) - Lesson 12 | H5 | H-PH |
| Food Sort | H5 | H-N | | | | |
| | | | | | | |
| My Healthy New Year's Resolution | H6 | H-PH | | My Personal Safety Goal | H6 | H-CH |
| Back to School the Healthy Way | H6 | H-C | | Reject All Tobacco(RAT) - Lesson 11 | H6 | H-PH |
| Food Pyramid Power | H6 | H-N | | Reject All Tobacco (RAT) - Lesson 17 | H6 | H-PH |
| What's My Goal? | H6 | H-PH | | | | |
| | | | | | | |
| Backpack Safety | H7 | H-PH | | Halloween Safety | H7 | H-S |
| Happy Teeth | H7 | H-PH | | Home Alone Safety | H7 | H-S |
| My Hands Are Clean | H7 | H-D | | School Bus Safety | H7 | H-S |
| Healthy Alphabet Book | H7 | H-N | | Drugs Are Bad for You | H7 | H-DA |
| Exercise is Good For My | H7 | H-PH | | Safe Places and Safe People | H7 | H-C |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|-------------------------------------|-------------------|---------------|--|---|-------------------|---------------|
| Heart | | | | | | |
| I Can Eat Healthy | H7 | H-CH | | Stop, Look and Listen | H7 | H-S |
| I Can Play the Safe Way | H7 | H-S | | Saying No to Drugs | H7 | H-DA |
| I'm So Stressed Out! | H7 | H-M | | Can Soap Really Float? | H7 | H-PH |
| Ouch! I've Hurt Myself | H7 | H-S | | Fire Safety Know How | H7 | H-S |
| What is Peer Pressure? | H7 | H-M | | Move It to Lose It | H7 | H-PH |
| Keeping the Flu Away | H7 | H-D | | Choices | H7 | H-PH |
| Test for saving - delete later | H7 | H-H | | Developer Test Strategy (Please do not delete) | H7 | H-DA |
| Poison Safety | H7 | H-S | | Reject All Tobacco(RAT) - Lesson 10 | H7 | H-PH |
| Five a Day, the Healthy Way | H7 | H-N | | Reject All Tobacco (RAT) - Lesson 14 | H7 | H-D |
| Tornado Safety | H7 | H-S | | Reject All Tobacco (RAT) - Lesson 15 | H7 | H-D |
| Medicine Safety | H7 | H-S | | Reject All Tobacco (RAT) - Lesson 16 | H7 | H-F |
| Don't Talk to Strangers | H7 | H-S | | Reject All Tobacco(RAT) - Lesson 18 | H7 | H-D |
| | | | | | | |
| Community Helpers | H8 | H-C | | That Water Looks Funny | H8 | H-C |
| Drug Free Kids | H8 | H-DA | | Playground Safety | H8 | H-S |
| If You Lead, I Will Follow | H8 | H-H | | Cleaning Up the Environment | H8 | H-C |
| I Am Responsible | H8 | H-M | | Families | H8 | H-F |
| Litter Free is What I'll Be | H8 | H-C | | Healthy Choices | H8 | H-PH |
| Showing Respect for the Environment | H8 | H-C | | Farmer's Market Fresh | H8 | H-N |
| Someone I Respect | H8 | H-PH | | Sanitation Workers | H8 | H-C |
| Land Pollution | H8 | H-C | | Stop, Drop and Roll | H8 | H-S |
| Water Pollution | H8 | H-C | | When I Grow Up I Want to be a Firefighter | H8 | H-F |
| My Field Trip to the Fire Station | H8 | H-S | | When I Grow Up I Want to be a Police Officer | H8 | H-C |
| Recycling | H8 | H-C | | Working Together | H8 | H-F |
| Why Does the Sky Look Like That? | H8 | H-C | | Safe Routes to School - Kindergarten - Lesson 3 | H8 | H-S |

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching second grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books
Taking Arthritis to School by DeeDee L. Miller – JayJo Books
Taking Asthma to School by Kim Gosselin – JayJo Books
Taking Autism to School by Andreanna Edwards – JayJo Books
Taking Cancer to School by Cynthia S. Henry – JayJo Books
Taking Cerebral Palsy to School by Mary Elizabeth Anderson – JayJo Books
Taking Cystic Fibrosis to School by Cynthia S, Henry – JayJo Books
Taking Depression to School by Kathy Khalsa – JayJo Books
Taking Diabetes to School by Kim Gosselin – JayJo Books
Taking Down Syndrome to School by Jenna Glatzer – JayJo Books
Taking Dyslexia to School by Lauren E. Moynihan – JayJo Books
Taking Food Allergies to School – Ellen Weiner – JayJo Books
Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books
Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books
Taking Speech Disorders to School by John Bryant – JayJo Books
Taking Tourette Syndrome to School by Tira Krueger – JayJo Books
Taking Weight Problems to School by Michelle L. Dean – JayJo Books
Germs Make Me Sick by Melvin Berger – Harper Collins Publishers, Inc.
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
Bully Trouble by Joanna Cole – Random House Children’s Books
Clark the Toothless Shark by Corine Mellor – Golden Books Publishing
The Magic School Bus Inside the Human Body by Joanna Cole & Bruce Degen – Scholastic, Inc
Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books
The Rainbow Fish by Marcus Pfister – NorthSouth, 1999
The Recess Queen by Alexis O’Neill – Awaken Speciality Press
Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
Way to Go Alex! By Robin Pulver – Albert Whitman and Company
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
Bully Trouble by Joanna Cole – Random House Children’s Books
Clark the Toothless Shark by Corine Mellor – Golden Books Publishing
Sorry by Tracy Ludwig – Tricycle Press
I Have Asthma by Jennifer Moore-Mallinos – Genser Publication
Just Kidding by Trudy Ludwig – Tricycle Press
Knotts on a Counting Rope by Bill Martin, Jr & John Archambault – Henry Holt & Company
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst – Aladdin Paperbacks
Ben Has Something to Say – A Story about Stuttering by Laurie Lears – Albert Whitman & Company
The Berenstain Bears and the Bully by Stan and Jan Berenstain – Random House – New York
The Berenstain Bears and the Excuse Note by Stan and Jan Berenstain – Random House – New York
Don’t Laugh At Me by Steve Seskin & Allen Shamblin – Tricycle Press (ISBN 1582460582)
Those Mean Nasty Dirty Downright Disgusting Invisible Germs by Judith Rice – Redleaf Press
A Trip to the Dentist by Penny Smith – DK Publishing, Inc
The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain – Random House

Clifford's Manners by Norman Bridwell – Scholastic, Inc
Eating the Alphabet by Lois Ehlert – Harcourt, Inc
Just Go to Bed by Mercer Mayer – Randon House Children's Books
The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
My Secret Bully by Trudy Ludwig & Abigail Marble – Riverwood Books
Oliver Button is a Sissy by Tomie dePaola – Harcourt Brace & Company
No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - Third Grade

Course Description

Contemporary Health (Third Grade) reinforces the importance of gaining an understanding of how family influences personal health. Students are introduced to childhood illnesses/injuries and how they can be prevented. Students also gain an understanding about the importance of participation in physical activity.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn:

- how to avoid injuries and illnesses.
- the effects of physical activity on the body.
- how to read a food label.
- about the different types of health products.
- about the different health care services available in the community.
- how to identify hazardous products.
- effective communication skills.
- how to set health enhancing goals.
- what personal rights are.
- the importance of community involvement.

Essential Questions

- What is an injury?
 - What is an illness?
 - What information is displayed on a food label?
 - What are the different types of media?
 - What are the available health services in the community?
 - What are hazardous products?
 - What is the difference between needs and wants?
 - What is respect?
 - Why is it important to have health goals?
 - What is stress?
 - What is a friend?
-

Vocabulary

Identify and review the unit vocabulary.

- Calories: a unit for measuring the amount of heat energy supplied by food.
- Carbohydrates: the starches and sugars present in foods.
- Cholesterol: a white fatty substance that is important in metabolism; in large amounts, cholesterol is believed to cause heart and vascular disease by collecting on the inner walls of arteries and causing them to harden.
- Fat: solidified animal or vegetable oil used when cooking.
- Fiber: the part of grains, fruit and vegetables not absorbed or digested by the human body, and stimulates the muscles of the intestinal wall.
- Flexibility: the ability to move a body part through a full range of motion.
- Grooming: cleaning and maintaining parts of the body.
- Heart rate: how fast your heart is beating.
- Hygiene: a set of practices associated with health and healthy living.
- Hospital: is a health care institution providing patient treatment.
- Muscle: a tissue composed of fibers capable of contracting to effect bodily movement.
- Muscle fatigue: when a muscle becomes tired or weak.
- Muscle strength: the amount of force a muscle can exert.
- Need: something that is necessary for a healthy life.
- Non-verbal communication: is when we communicate with body movement.
- Peer: people of similar age who share similar interests.
- Protein: nutrients that help build and maintain body cells and tissues.
- Rapid breathing: breathing faster than normal.
- Respect: to feel or show deferential regard.
- Rights: are legal, social, or ethical principles of freedom or entitlement.
- Responsibilities: moral, legal, or mental accountability.
- Serving size: the amount of a particular food that is served.
- Servings per container: the number of servings in the container.
- Sodium: a soft, light, silver-white element that is found in salt.
- Stress: the reaction of the body and mind to everyday challenges and demands.
- Sugar: any of a class of crystalline carbohydrates, such as a sucrose, glucose, or lactose, that dissolve in liquid and have a sweet taste.
- Verbal communication: is when we communicate our message verbally to whoever is receiving the message.
- Volunteer: a person who voluntarily undertakes or expresses a willingness to undertake a service.
- Want: is not necessary for a healthy life, it is a desire.

Suggested Learning Experiences

| Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} | | |
|--|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Identify types of childhood injuries and illnesses and ways of prevention and treatment. | <p>Explain injuries associated with riding a bicycle. Discuss the parts of a bicycle and how to check the bicycle (i.e., reflectors, tire pressure, proper seat height) to be sure it is safe to ride.</p> <p>Use handout from the website below to explain bicycle safety.</p> <p>Kids and Bicycle Safety</p> | Teacher Observation |
| Recognize and describe the relationship between personal health behaviors and individual well-being. | <p>Describe the effects physical activity has on the body.</p> <p>Teacher will have students run in place for one minute. After participating in the exercise, students will write a paragraph about the physical changes in their body after exercise.</p> | <p>Teacher Observation</p> <p>Writing Rubric</p> |
| Define nutritional terms on food labels (i.e., fats, calories, etc.). | <p>Have student bring a canned food item and/or a food label to class.</p> <p>Discuss nutritional information on the food label, defining terms on labels.</p> <p>Food Label</p> <p>Using the worksheet link below, pair students and have them compare their labels.</p> <p>Food Label Worksheet</p> | Teacher observation – giving feedback as needed |

| Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} | | |
|---|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Analyze how the media influences thoughts and feelings about healthy behavior. | <p>Discuss how we can learn about different kinds of healthy products (food, fitness, hygiene, medical care, etc.) through the media. (television, radio, newspaper and billboards, internet, etc.)</p> <p>Have students write how these make them feel, think, and behave.</p> | <p>Teacher Observation</p> <p>Writing Rubric</p> |

| | | |
|---|--|---------------------|
| | Go Rat Videos | |
| Identify ways that health care technology can impact personal health. | Provide internet sites for students to explore health related issues. MRI Machines X-ray Machine Wheel Chairs Ventilator | Teacher Observation |

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|--|--|
| Investigate how the availability of health services affect the community. | Have students name the health services available in their community and what services they provide. Provide a list of available health services in the community (telephone directory, chamber of commerce, internet, hospital, etc.); or invite a health care professional/school nurse to talk about existing services in the community. Identify gaps in availability of health services. | Teacher Observation Class Discussion Rubric |
| Identify and discuss hazardous products. | Invite a local firefighter (i.e., training division) to speak to the class about hazardous products in everyday life. Student will complete a checklist of hazardous products found in the household. Risk Watch Resources | Teacher Observation Hazardous Products Checklist – Appendix A |

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|--|---|
| Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication. | Explain how students can express their feelings through verbal and nonverbal communication (i.e., smiling, frowning, handshake, hug, encouraging words, etc.). Have students make a chart to illustrate their needs, wants and feelings (verbal and nonverbal). Share these charts with the class, then display in the classroom or hall. Explain how facial, eye, and body gestures impacts the emotions of others. Practice using positive gestures (i.e., smiling). | Teacher Observation |
| Apply ways to properly communicate care, consideration and | Brainstorm ways to show respect. Create a classroom Motto about respect. | Teacher Observation Participation Rubric |

| | | |
|------------------------------|---|--|
| respect for self and others. | Teacher will initiate a Respect Box activity. (See Appendix A) Bullying Resources Free Bullying Resources | |
|------------------------------|---|--|

| Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} | | |
|---|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Communicate information that promotes positive health choices. (i.e., nutrition, physical activity, drug use, peer choices) | Students will research newspaper and magazine articles dealing with drug abuse. They will bring an article to share with the class. Read the book, <i>My Big Sister Takes Drugs</i> by Judith Vigna. Lead a class discussion on how drug abuse affects individuals, family and the community. | Class Participation Rubric |

| Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} | | |
|--|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Develop a personal health plan and track progress toward achievement. | Have students complete a personal health inventory and evaluate present health habits. Use the Personal Health Habit Inventory found on pages 42-43 and the Personal Health Goal Chart found on Page 44 provided in Fourth Grade Teacher Guide developed by the USM Institute for Disability Studies – Health Literacy Guide Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory. Read <i>Murphy Meets the Treadmill</i> by Harriet Ziefert. Ask these questions about the story: <ul style="list-style-type: none"> • What exercise plan did Murphy have to lose weight? • What eating plan did Murphy have to lose weight? • Was Murphy’s plan a good one? How do you know that it was good? • How did Murphy feel about reaching his goals? • What are some goals that you have made? | Personal Health Habit Inventory and Personal Health Goal Chart – Appendix A Teacher Observation |

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|---------------------------------|
| Demonstrate ways to avoid and reduce threatening or stressful situations. | <p>Discuss the importance of anger management. Read <i>When Sophie Gets Angry - Really, Really, Angry.</i> by Molly Bang</p> <p>Ask these key questions about the book:</p> <ul style="list-style-type: none"> • What is anger? • Why did Sophie get mad? • What does Sophie do to calm herself down? • Is that a good way to deal with her anger? • Can you identify other ways to avoid or reduce threatening or stressful situations? | Teacher Observation |
| List personal rights and responsibilities of individuals at home and school. | <p>Discuss personal rights: Right to Learn, Right to be Respected, Right to be Safe, Right to be Treated Fairly by Others.</p> <p>Students will write one or more paragraphs about a time when they or someone they know were bullied.</p> | Writing Rubric |

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|--|---|
| Describe characteristics needed to be a responsible friend and family member. | <p>Have students brainstorm and make a list of characteristics a responsible friend or family member should have.</p> <p>Divide the class into groups. Have each group create a want advertisement describing the characteristics students would like in a friend. Groups will share with class.</p> | <p>Teacher Observation</p> <p>Written Assessment Rubric</p> |
| Identify and understand the importance of contributing to the community. | <p>Identify and explain community health programs and include ways students can participate in those programs. (Let's Go Walkin' Mississippi, Adopt-A-Mile, Habitat for Humanity, Keep Mississippi Beautiful, etc.)</p> <p>Invite various speakers to talk about these programs.</p> | Teacher Observation |
| Demonstrate an ability to influence others to become involved in healthy community projects. | <p>Discuss ways to influence others to become involved in healthy community projects.</p> <p>Have students establish a classroom project to benefit others. (campus cleanups, planting flowers, can food drive, clothing closets, recycling, etc.)</p> | Teacher Observation |

Supplementary Lesson Plans

These lesson plans for teaching Third, Fourth, and Fifth Grade Health can be found at <http://www.mdek12.org/OHS> - click on Health In Action.

| <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> | <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> |
|---|-------------------|---------------|--|-------------------|---------------|
| First Aid to Go | H1 | H-S | Tour the Respiratory System | H1 | H-H |
| It's a Matter of Time | H1 | H-H | Tour the Digestive System | H1 | H-H |
| Do I Have to Wash My Hands? | H1 | H-D | Tour the Circulatory System | H1 | H-H |
| The Quest for Food Safety | H1 | H-D | Tour the Nervous System | H1 | H-H |
| Tour the Skeletal System | H1 | H-H | Nutrient Knowledge | H1 | H-N |
| Tour the Muscular System | H1 | H-H | Roll Out the Five Senses | H1 | H-PH |
| Nutrition 4: Planning to Eat Healthy! | H1 | H-N | Asthma: What is it? | H1 | H-PH |
| Help! I'm Choking! | H1 | H-S | Asthma Triggers, Control and Support | H1 | H-PH |
| Safe Routes to School - 3-5 - Lesson 2 | H1 | H-PH | | | |
| | | | | | |
| I'm Going to Keep Those Germs Right Out of My Food! | H2 | H-D | Show Respect: Lesson 1 | H2 | H-F |
| How to Study | H2 | H-H | Show Respect: Lesson 2 | H2 | H-F |
| I Can Be Responsible: Lesson 1 | H2 | H-M | Respect, Everyone Deserves It! | H2 | H-F |
| I Can Be Responsible: Lesson 2 | H2 | H-M | Dendrite Dividend: Unscrambling Respectful Facts | H2 | H-M |
| I Can Be Responsible: Lesson 3 | H2 | H-M | Dendrite Dividend: Ballooning Honesty | H2 | H-M |
| Mark It: Be Responsible | H2 | H-M | Dendrite Dividend: Not in My Space! | H2 | H-M |
| Honesty Lesson 1: Little Lies Equal Big Trouble | H2 | H-M | Compute This, Computers Can Be A Pain | H2 | H-PH |
| Honesty Lesson 2: Friends Don't Cheat | H2 | H-M | It's Traditional: Lesson 1 | H2 | H-F |
| Honesty Lesson 3: It's Still Not Cool to Steal | H2 | H-M | It's Traditional: Lesson 2 | H2 | H-F |
| Honesty Lesson 4: Tell a Tale | H2 | H-M | My Culture - Your Culture - Our Culture | H2 | H-F |
| | | | | | |
| Let's Compare | H3 | H-CH | Grounded in the Present Against Drugs: Lesson 1 | H3 | H-DA |
| Take A Break: Direct Your Attention Here, | H3 | H-C | Grounded in the Present Against Drugs: Lesson 2 | H3 | H-DA |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|---|-------------------|---------------|--|---|-------------------|---------------|
| Please | | | | | | |
| Write About It: This Story Makes Sense | H3 | H-H | | Grounded in the Present Against Drugs: Lesson 3 | H3 | H-DA |
| Write About It: Sensory Poetry | H3 | H-H | | Grounded in the Present Against Drugs: Lesson 4 | H3 | H-DA |
| Write About It: This Story Makes Sense | H3 | H-H | | Grounded in the Present Against Drugs: Lesson 5 | H3 | H-DA |
| Write About It: Sensory Poetry | H3 | H-H | | Safe Routes to School - 3-5 - Lesson 3 | H3 | H-PH |
| Diagram Sense | H3 | H-H | | Safety Behaviors for Pedestrians - Grades 3-5 | H3 | H-PH |
| Experimenting Makes Sense: Lesson 1 | H3 | H-H | | The Wheels Go Round and Round | H3 | H-S |
| Experimenting Makes Sense: Lesson 2 | H3 | H-H | | It's RICE to Know About Injuries | H3 | H-S |
| Tobacco Turn-Off: Lesson 1 | H3 | H-DA | | Staying Safe in the Car | H3 | H-S |
| Tobacco Turn-Off: Lesson 2 | H3 | H-DA | | Nutrition 1: Labels Are Important! | H3 | H-N |
| Lousy Lice: Lesson 1 | H3 | H-PH | | Add Nutrition to Your List | H3 | H-N |
| Lousy Lice: Lesson 2 | H3 | H-PH | | A Dental Visit to Flip Over! | H3 | H-PH |
| It "Ads" Up Fast! | H3 | H-CH | | The Caption: Keep a Healthy Smile | H3 | H-PH |
| Health Products for \$ale | H3 | H-CH | | The Illustrated Tooth | H3 | H-PH |
| What Does It Say? | H3 | H-CH | | Bossy Floss | H3 | H-PH |
| | | | | | | |
| Dendrite Dividend: Words Add Up! | H4 | H-M | | Good Apple Compliments | H4 | H-M |
| Dendrite Dividend: Help Me! Who or What Am I? | H4 | H-M | | Dendrite Dividend: Mystery Person | H4 | H-C |
| Dendrite Dividend: Knot Us! | H4 | H-M | | N-O Spells No! Lesson 1 | H4 | H-M |
| Dendrite Dividend: The Webs We Spin | H4 | H-M | | N-O Spells No! Lesson 2 | H4 | H-M |
| Standing Up to the Bully | H4 | H-M | | N-O Spells No! Lesson 3 | H4 | H-M |
| Dendrite Dividend: A Circle of Friends | H4 | H-M | | N-O Spells No! Lesson 4 | H4 | H-M |
| Dendrite Dividend: Hang in There for the Holidays | H4 | H-M | | Don't Stress Over Stress | H4 | H-M |
| Dendrite Dividend: Minute Math | H4 | H-M | | Problems Don't Have to Be a Curse! | H4 | H-M |
| Dendrite Dividend: Let's Tell a Story | H4 | H-M | | Working Together to Help Each Other | H4 | H-M |
| Dendrite Dividend: This Doesn't Stack Up! | H4 | H-M | | All Squared Up | H4 | H-M |
| Sidetrack Fear | H4 | H-M | | | | |
| | | | | | | |
| Nutrition 2: Check It Out! | H5 | H-N | | Dendrite Dividend: Sentence Scramble | H5 | H-PH |
| Nutrition 3: Building | H5 | H-N | | Dendrite Dividend: Rave | H5 | H-PH |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|---|-------------------|---------------|--|---|-------------------|---------------|
| Good Nutrition is No Mystery! | | | | Reviews | | |
| Decisions—Decisions—Decisions | H5 | H-DA | | Dendrite Dividend: Color My World! | H5 | H-PH |
| Dendrite Dividend: Parts of Speech in Hiding | H5 | H-PH | | Dendrite Dividend: Whose Turn Is It Anyway? | H5 | H-PH |
| Dendrite Dividend: Which Way Do I Go? | H5 | H-PH | | Participation in Mediation Lesson 2 | H5 | H-M |
| | | | | | | |
| Dendrite Dividend: Knic--Knac--Know | H6 | H-PH | | Dendrite Dividend: What Can I Be? | H6 | H-PH |
| What's My Goal? | H6 | H-PH | | | | |
| | | | | | | |
| Bicycle to Safety | H7 | H-S | | Dendrite Dividend: Just Like Me | H7 | H-M |
| Sports Scene Charades | H7 | H-S | | Dendrite Dividend: Travelin' Around Mississippi | H7 | H-M |
| Fired Up for Home Safety | H7 | H-S | | Dendrite Dividend: Cards Up--Cards Around | H7 | H-M |
| Dendrite Break: If | H7 | H-C | | Dendrite Dividend: Stand Up and Clap! | H7 | H-M |
| Dendrite Dividend: Alliteration Antics | H7 | H-C | | Dendrite Dividend: We Remember! | H7 | H-PH |
| Dendrite Dividend: Punctuation on the Run | H7 | H-C | | Dendrite Dividend: Vocabulary on the Run | H7 | H-PH |
| Dendrite Dividend: Goin' Around the U.S.A. | H7 | H-C | | Dendrite Dividend: Pass the Letter Please | H7 | H-PH |
| Take a Break: Who Has It? | H7 | H-C | | Friends Helping Friends | H7 | H-D |
| Dendrite Dividend: Animated Antic Questions | H7 | H-M | | Athletes with Asthma | H7 | H-PH |
| Dendrite Dividend: Move Over, Make Your Mark! | H7 | H-M | | Take a Break: Erase Bad Posture | H7 | H-PH |
| Dendrite Dividend: What's in the Box? | H7 | H-C | | Body Systems on Review | H7 | H-H |
| Dendrite Dividend: Line Up | H7 | H-C | | What Can Beat This? | H7 | H-PH |
| Dendrite Dividend: Parts of Speech Mix-Up | H7 | H-C | | Preparing for an Emergency | H7 | H-S |
| Am I in Shape Now? | H7 | H-PH | | Time Out: Give Them the Info | H7 | H-S |
| Staying Dog Bite Free | H7 | H-S | | Dendrite Dividend, Stand up and Spell | H7 | H-M |
| Weathering Hurricanes | H7 | H-S | | Dendrite Dividend: Scrambled Vocabulary | H7 | H-M |
| Safe Ways to Take a Splash | H7 | H-S | | Beary Sleepy | H7 | H-PH |
| | | | | | | |
| Be Positive | H8 | H-M | | This Habit of Mine | H8 | H-PH |
| Too Much Stress | H8 | H-M | | Reuse It or Lose It: Lesson 1 | H8 | H-C |

| <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> | | <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> |
|-----------------------|-------------------|---------------|--|-----------------------|-------------------|---------------|
| It's Not Fun to Lose! | H8 | H-F | | | | |

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching third grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

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 Taking Cerebral Palsy to School by Mary Elizabeth Anderson – JayJo Books
 Taking Cystic Fibrosis to School by Cynthia S, Henry – JayJo Books
 Taking Depression to School by Kathy Khalsa – JayJo Books
 Taking Diabetes to School by Kim Gosselin – JayJo Books
 Taking Down Syndrome to School by Jenna Glatzer – JayJo Books
 Taking Dylexia to School by Lauren E. Moynihan – JayJo Books
 Taking Food Allergies to School – Ellen Weiner – JayJo Books
 Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books
 Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books
 Taking Speech Disorders to School by John Bryant – JayJo Books
 Taking Tourette Syndrome to School by Tira Krueger – JayJo Books
 Taking Weight Problems to School by Michelle L. Dean – JayJo Books
 When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
 Bully Trouble by Joanna Cole – Random House Children’s Books
 Clark the Toothless Shark by Corine Mellor – Golden Books Publishing
 The Magic School Bus Inside the Human Body by Joanna Cole & Bruce Degen – Scholastic, Inc
 Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books
 The Rainbow Fish by Marcus Pfister – NorthSouth, 1999
 The Recess Queen by Alexis O’Neill – Awaken Speciality Press
 Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
 Way to Go Alex! By Robin Pulver – Albert Whitman and Company
 When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
 Alexander and the Terrible, Horrible No Good, Very Bad Day by Judith Viorst – Aladdin Paperbacks
 Ben Has Something to Say – A Story about Stuttering by Laurie Lears – Albert Whitman & Company
 The Berenstain Bears and the Bully by Stan and Jan Berenstain – Random House – New York
 The Berenstain Bears and the Excuse Note by Stan and Jan Berenstain – Random House – New York
 Don’t Laugh At Me by Steve Seskin & Allen Shamblin – Tricycle Press (ISBN 1582460582)
 Just Go to Bed by Mercer Mayer – Randon House Children’s Books
 The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
 Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.
 My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
 No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press
 Plate Full of Color by Georgia Perez – CDC – www.cdc.gov/diabetes
 Through the Eyes of the Eagle by Georgia Perez - CDC – www.cdc.gov/diabetes
 Tricky Treats by Georgia Perez - CDC – www.cdc.gov/diabetes

Knees Lifted High by Georgia Perez - CDC – www.cdc.gov/diabetes
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
The Berenstain Bears and the In Crowd by Stan and Jan Berenstain – Random House – New York
The Moonlight Caterpillar by Lori Lits – LiteBooks, Inc.

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygaard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - Fourth Grade

Course Description

Contemporary Health (Fourth Grade) focuses on identifying indicators of mental, social, and physical health during childhood. Students should establish the basic health promotion and disease prevention skills and be able to apply them in their individual lives. Students should also be exposed to role-playing in various settings where the teacher reinforces the most accurate ways to resolve each issue. Teachers should reinforce the relationship between physical activity and a healthy lifestyle.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn that:

- knowledge and attitudes about health help me act in healthy ways.
- using a decision-making process enhances health outcomes.
- tracking my progress and using healthy resources will help me achieve my personal health goals.
- I am an advocate for healthy decisions.
- communication skills, including nonviolent strategies and refusal skills are needed to enhance personal health.
- there are many places to obtain health information and resources.

Essential Questions

- What influences my behaviors and decisions?
- What can I do to avoid or reduce health risks?
- How can quality communication skills help me to develop a healthy lifestyle?
- What can I do to prevent and resolve conflict?
- How can good setting enhance and improve my health?
- How do a person's unique talents contribute to a larger community?

Vocabulary

Identify and review the unit vocabulary.

- Advertising: a written or spoken media message designed to interest consumers in purchasing a product or service.
- Awareness: having or showing understanding or knowledge.
- Behavior: the way in which one conducts oneself.
- Communicable disease: a disease that is spread from one living thing to another or through the environment.
- Community: a group of people with a common characteristic or interest living together within a larger society.
- Consumer: one who consumes; especially a person who buys and uses up goods and services.

- Disability: a physical or mental impairment that limits normal activities.
- Disease: an abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive in a plant or animal or ecological community.
- FDA: Federal Drug Administration
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Health: the condition of being sound in body, mind or spirit; especially the freedom from physical disease or pain.
- Hygiene: conditions or practices (as of cleanliness) that are aids to good health.
- Illness: an unhealthy condition of body or mind.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Media: forms or systems of communication designed to reach a large number of people.
- Non-communicable disease: a disease that is not transmitted by another person.
- Nutrition: the processes by which an animal or plant takes in and makes use of food substances.
- Physical Activity: the quality or state of being active, an educational exercise designed to teach by firsthand experience.
- Prescription: a written direction or order for the preparation and use of a medicine.
- Prevention: the act of preventing, causing not to happen.
- Promotion: the act of furthering the growth or development of something.
- Relationship: a bond or connection that you have with other people.
- Risk: to expose to danger.
- Society: part of a community that is a unit distinguishable by particular aims or standards of living or conduct.
- Substance abuse: any unnecessary or improper use of chemical substances for nonmedical purposes.

Suggested Learning Experiences

| Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} | | |
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| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Identify the relationship between health behaviors and individual well-being. | Have students brainstorm healthy and unhealthy behaviors. Prepare the <i>Matching Behaviors and Outcomes Activity</i> provided in Appendix A. Have students work in groups to match the behavior with a possible outcome of the behavior. OR Invite a fitness expert or athlete to speak to the class about the importance of a healthy lifestyle. | Teacher Observation |
| Distinguish between communicable and non-communicable diseases. | Create a Venn Diagram or Double Bubble Thinking Map identifying communicable and non-communicable diseases and how they are alike. Venn Diagram Double Bubble Thinking Map | Class Participation Rubric |
| Identify and practice strategies to reduce the spreading of germs. | Using the lesson plan below, students will identify and practice strategies to reduce the spreading of germs. Germ Lesson Plan from KidsHealth | Demonstration Class Participation Rubric – Appendix A |
| Identify and discuss serving sizes as recommended by the Food and Drug Administration (FDA). | Show students items that can be used to help them estimate appropriate serving sizes. Use these websites to explore serving sizes using ordinary objects: Household Items and Handy Reminders Use interactive white board with activity below: Interactive White Board Activity | Teacher Observation |

| Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} | | |
|---|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Identify advertising techniques used in marketing health related | Have students view televised commercials or printed material on health related products. | How Effective Was The Advertisement - Appendix A |

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| products. | <p>Guide students to evaluate the effectiveness of the advertisement using the evaluation tool provided in Appendix A.</p> <p>Have the students work in groups to create a commercial highlighting a healthy product.</p> <p>Lesson Plan Database from Media Smarts</p> <p>Learn Washing Index – Help Keep Advertising Honest</p> | Group Participation Rubric |
| Explore differences in cultural diets. | <p>Divide students into groups and have them research common foods from an assigned culture using the links provided below. Have students list the nutritional value of foods in different cultures. (Greek, Hispanic, Asian, Native American, Italian, French, German, etc.)</p> <p>Greek Food</p> <p>Hispanic Food</p> <p>Asian Food</p> <p>Native American</p> <p>Italian Food</p> <p>French Food</p> <p>German Food</p> <p>Groups will share their information through oral reports, power points, or food demonstrations.</p> | Presentation Rubric |
| Analyze ways health care technology can enhance personal health. | <p>Brainstorm and make a list of types of technological tools such as heart rate monitors and pedometers to enhance personal health.</p> <p>Invite a guest to demonstrate how to find a healthy heart rate.</p> <p>Students will participate in finding their personal heart rate and check to see if their heart rate is in the correct range.</p> | Teacher Observation |

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|---------------------------------|
| Demonstrate the ability to locate resources from home, school and community that provide valid health information. | <p>Discuss the term “valid health information” and where to find the information.</p> <p>Assign students a health related topic. Students will collect valid information on that topic from various sources and design a pamphlet on the topic.</p> | Pamphlet Rubric |
| Distinguish between fact and opinion in health information. | Use the list Strange and Funny but True Health Facts found in the appendix to introduce the lesson. Using the website listed below explore with students old wives tales concerning health. | Teacher Observation |

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| | KidsHealth Old Wives Tales | |
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| Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4} | | |
|---|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Identify ways to be sensitive to the feelings of others to include disabled and chronically-ill persons. | <p>Read the book, <i>Be Good to Eddie Lee</i> by Virginia Fleming (Philomel Books – New York – ISBN – 0-399-21993-5). This book is about a child with Down-syndrome.</p> <p>Brainstorm ways that students can be helpful to those with disabilities.</p> <p>Simulate blindness or deafness by blindfolding students or by using earplugs.</p> <p>Students will write about their experience by answering these questions: How did it feel? What problems did you encounter? What did you learn from the experience? How will the experience affect the way you will treat an individual with a disability?</p> | <p>Teacher Observation</p> <p>Writing Rubric</p> |

| Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5} | | |
|--|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Explain how exercise enhances health. | <p>You can choose moderate or vigorous intensity activities, or a mix of both each week. Activities can be considered vigorous, moderate, or light in intensity. This depends on the extent to which they make you breathe harder and your heart beat faster.</p> <p>Have students brainstorm and list different activities and then categorize the activities as to whether they are vigorous, moderate, or light in intensity. <i>View the website for a definition and a list of activities and intensity levels.</i></p> <p>Moderate to Vigorous Physical Activity</p> <p>Discuss the benefits of physical activity (maintain healthy weight, keeps heart strong, boosts energy, increases self-esteem, and reduces risk of disease).</p> <p>Describe the physiological effects of exercise on the body (perspiration, burning calories, increase heart rate, increase metabolism). Ask the question, “Why are these effects important”?</p> | <p>Teacher Observation</p> |

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| Explain the impact of substance abuse on the individual, family, and community. | Teacher will read “My Big Sister Takes Drugs” by Judith Vigna. Have students discuss how the decision to become involved in substance abuse affects individuals, families, and the community. | Teacher Observation Class Participation Rubric – Appendix A |
| Identify factors that influence decision-making. | Create a diagram of the factors that influence decision making (media, teachers, parents, siblings, peers, famous people or celebrities, church, law enforcement/government, etc.) Identify which of the influences are positive or negative and why. | Teacher Observation |
| Apply a decision-making process to address personal health issues and problems. | Discuss common health issues for fourth graders. (Stomachache, head ache, tooth ache, ear ache, fever, food allergies, diabetes, asthma, sport related injuries, etc.) List steps in the decision-making process. Discuss the 6 Steps of Decision Making. <ul style="list-style-type: none"> • State the situation • List the options • Weigh the outcomes • Consider values • Make a decision and act • Evaluate the decision Have students apply the process to a common health issue that they have identified. Illness and Injuries from KidsHealth | Teacher Observation |

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|--|---|
| Develop a personal health plan and track progress toward achievement. | Have students complete a personal health inventory and evaluate present health habits. Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory. Have students complete a personal health goal chart. Health Literacy Guide | Personal Health Goal Chart – Appendix A |

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|-------------------------|--|---------------------------------|
| Compare various factors | Brainstorm factors (physical, social, and psychological) | Teacher Observation |

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| influencing health. | <p>factors) that influence health. (Have students consider these factors: 8-10 hours of sleep, eating a healthy breakfast, eating a variety of foods, being physically active, maintaining a healthy weight, avoiding tobacco, alcohol and other drugs, managing stress, practicing safe behaviors and maintaining healthy relationships, if they do not come up with these on their own.)</p> <p>Create a Venn diagram to compare and contract factors.</p> <p>Venn Diagram</p> | Class Participation Rubric |
| Illustrate safety and injury prevention techniques. | <p>Divide class into groups. Each group will choose a safety topic (fire, water, sports, bicycle, car seat, and seat belt) The group will create a skit, song, or video to teach the class about the chosen safety topic.</p> | Group Participation Rubric |
| Distinguish between medicine use and misuse. | <p>Define the term medicine. A medicine is a drug that is used to treat or prevent disease or other conditions.</p> <p>Have students explore the reasons that people take medicine and identify ways that medicines are misused.</p> <p>Use the <i>What Does It Say</i> lesson plan # 923 found on the Health In Action website to teach students about over-the-counter medicines.</p> | Teacher Observation |

| Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} | | |
|--|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Identify the characteristics of a good friend. | <p>Using the letters of the word FRIEND, have students make an acrostic to identify characteristics of a good friend.</p> <p>Post the projects in the classroom.</p> | Teacher Observation |
| Demonstrate healthy choices outside the school environment. | <p>Brainstorm healthy choices students make every day and make a list. (wearing bike helmet; playing sports with the correct safety equipment; using safety belts; exercising; avoiding tobacco, drugs, and alcohol; eating healthy foods)</p> | Teacher Observation |
| Discuss ways that family time promotes healthy lifestyles. | <p>Have students encourage their family to eat together at least twice a week for three months. Discuss the importance of family time.</p> <p>Explain ways students can help prepare for dinner. Teach students how to set the table, pour drinks, create place mats, pick flowers, clean table and dishes after dinner, etc.</p> | <p>Class Participation Rubric</p> <p>Teacher Observation</p> |

Supplementary Lesson Plans

These lessons plans for teaching Third, Fourth, and Fifth Grade Health can be found at <http://www.mdek12.org/OHS> - click on Health In Action.

| Activity Title | Competency | Strand | Activity Title | Competency | Strand |
|---|-------------------|---------------|--|-------------------|---------------|
| First Aid to Go | H1 | H-S | Tour the Circulatory System | H1 | H-H |
| It's a Matter of Time | H1 | H-H | Tour the Nervous System | H1 | H-H |
| Do I Have to Wash My Hands? | H1 | H-D | Nutrient Knowledge | H1 | H-N |
| The Quest for Food Safety | H1 | H-D | Roll Out the Five Senses | H1 | H-PH |
| Tour the Skeletal System | H1 | H-H | Nutrition 4: Planning to Eat Healthy! | H1 | H-N |
| Tour the Muscular System | H1 | H-H | Help! I'm Choking! | H1 | H-S |
| Tour the Respiratory System | H1 | H-H | Safe Routes to School - 3-5 - Lesson 2 | H1 | H-PH |
| Tour the Digestive System | H1 | H-H | Asthma: What is it? | H1 | H-PH |
| First Aid to Go | H1 | H-S | | | |
| | | | | | |
| I'm Going to Keep Those Germs Right Out of My Food! | H2 | H-D | Show Respect: Lesson 1 | H2 | H-F |
| How to Study | H2 | H-H | Show Respect: Lesson 2 | H2 | H-F |
| I Can Be Responsible: Lesson 1 | H2 | H-M | Respect, Everyone Deserves It! | H2 | H-F |
| I Can Be Responsible: Lesson 2 | H2 | H-M | Dendrite Dividend: Unscrambling Respectful Facts | H2 | H-M |
| I Can Be Responsible: Lesson 3 | H2 | H-M | Dendrite Dividend: Ballooning Honesty | H2 | H-M |
| Mark It: Be Responsible | H2 | H-M | Dendrite Dividend: Not in My Space! | H2 | H-M |
| Honesty Lesson 1: Little Lies Equal Big Trouble | H2 | H-M | Compute This, Computers Can Be A Pain | H2 | H-PH |
| Honesty Lesson 2: Friends Don't Cheat | H2 | H-M | It's Traditional: Lesson 1 | H2 | H-F |
| Honesty Lesson 3: It's Still Not Cool to Steal | H2 | H-M | It's Traditional: Lesson 2 | H2 | H-F |
| Honesty Lesson 4: Tell a Tale | H2 | H-M | My Culture - Your Culture - Our Culture | H2 | H-F |
| | | | | | |
| The Wheels Go Round and Round | H3 | H-S | Tobacco Turn-Off: Lesson 2 | H3 | H-DA |
| It's RICE to Know About Injuries | H3 | H-S | Lousy Lice: Lesson 1 | H3 | H-PH |
| Staying Safe in the Car | H3 | H-S | Lousy Lice: Lesson 2 | H3 | H-PH |
| Nutrition 1: Labels Are Important! | H3 | H-N | It "Ads" Up Fast! | H3 | H-CH |
| Add Nutrition to Your List | H3 | H-N | Health Products for \$ale | H3 | H-CH |
| A Dental Visit to Flip Over! | H3 | H-PH | What Does It Say? | H3 | H-CH |
| The Caption: Keep a Healthy Smile | H3 | H-PH | Grounded in the Present Against Drugs: Lesson 1 | H3 | H-DA |
| The Illustrated Tooth | H3 | H-PH | Grounded in the Present Against Drugs: Lesson 2 | H3 | H-DA |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|---|-------------------|---------------|--|---|-------------------|---------------|
| Bossy Floss | H3 | H-PH | | Grounded in the Present Against Drugs: Lesson 3 | H3 | H-DA |
| Let's Compare | H3 | H-CH | | Grounded in the Present Against Drugs: Lesson 4 | H3 | H-DA |
| Take A Break: Direct Your Attention Here, Please | H3 | H-C | | Grounded in the Present Against Drugs: Lesson 5 | H3 | H-DA |
| Write About It: This Story Makes Sense | H3 | H-H | | Safe Routes to School - 3-5 - Lesson 3 | H3 | H-PH |
| Write About It: Sensory Poetry | H3 | H-H | | Safety Behaviors for Pedestrians - Grades 3-5 | H3 | H-PH |
| Diagram Sense | H3 | H-H | | Reject All Tobacco (RAT) Grades 4-6 - Lesson 2 | H3 | H-PH |
| Experimenting Makes Sense: Lesson 1 | H3 | H-H | | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 15 | H3 | H-PH |
| Experimenting Makes Sense: Lesson 2 | H3 | H-H | | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 16 | H3 | H-PH |
| Tobacco Turn-Off: Lesson 1 | H3 | H-DA | | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 18 | H3 | H-PH |
| | | | | | | |
| All Squared Up | H4 | H-M | | N-O Spells No! Lesson 1 | H4 | H-M |
| Dendrite Dividend: Words Add Up! | H4 | H-M | | N-O Spells No! Lesson 2 | H4 | H-M |
| Dendrite Dividend: Help Me! Who or What Am I? | H4 | H-M | | N-O Spells No! Lesson 3 | H4 | H-M |
| Dendrite Dividend: Knot Us! | H4 | H-M | | N-O Spells No! Lesson 4 | H4 | H-M |
| Dendrite Dividend: The Webs We Spin | H4 | H-M | | Don't Stress Over Stress | H4 | H-M |
| Standing Up to the Bully | H4 | H-M | | Problems Don't Have to Be a Curse! | H4 | H-M |
| Dendrite Dividend: A Circle of Friends | H4 | H-M | | Working Together to Help Each Other | H4 | H-M |
| Dendrite Dividend: Hang in There for the Holidays | H4 | H-M | | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 10 | H4 | H-D |
| Dendrite Dividend: Minute Math | H4 | H-M | | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 11 | H4 | H-PH |
| Dendrite Dividend: Let's Tell a Story | H4 | H-M | | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 14 | H4 | H-PH |
| Good Apple Compliments | H4 | H-M | | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 17 | H4 | H-D |
| Dendrite Dividend: Mystery Person | H4 | H-C | | Dendrite Dividend: Relax | H4 | H-M |
| Struggling Less: Lesson 1 | H4 | H-M | | Dendrite Dividend: Did You Hear What I Heard? | H4 | H-M |
| Struggling Less: Lesson 2 | H4 | H-M | | Dendrite Dividend: This Doesn't Stack Up! | H4 | H-M |
| Struggling Less: Lesson 3 | H4 | H-M | | Sidetrack Fear | H4 | H-M |
| Struggling Less: Lesson 4 | H4 | H-M | | | | |
| | | | | | | |
| Nutrition 2: Check It Out! | H5 | H-N | | Dendrite Dividend: Color My World! | H5 | H-PH |
| Nutrition 3: Building Good Nutrition is No Mystery! | H5 | H-N | | Dendrite Dividend: Whose Turn Is It Anyway? | H5 | H-PH |
| Decisions—Decisions—Decisions | H5 | H-DA | | Participation in Mediation Lesson 2 | H5 | H-M |
| Dendrite Dividend: Parts of Speech in Hiding | H5 | H-PH | | Reject All Tobacco(RAT) - Grades 4-6 - Lesson 1 | H5 | H-PH |
| Dendrite Dividend: | H5 | H-PH | | Reject All Tobacco(RAT)- | H5 | H-PH |

| Activity Title | Competency | Strand | Activity Title | Competency | Strand |
|---|-------------------|---------------|---|-------------------|---------------|
| Which Way Do I Go? | | | Grades 4-6 - Lesson 9 | | |
| Dendrite Dividend: Sentence Scramble | H5 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 19 | H5 | H-PH |
| Dendrite Dividend: Rave Reviews | H5 | H-PH | | | |
| | | | | | |
| Dendrite Dividend: Knic- -Knac--Know | H6 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 12 | H6 | H-PH |
| What's My Goal? | H6 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 13 | H6 | H-PH |
| Dendrite Dividend: What Can I Be? | H6 | H-PH | | | |
| | | | | | |
| Bicycle to Safety | H7 | H-S | Time Out: Give Them the Info | H7 | H-S |
| Sports Scene Charades | H7 | H-S | Dendrite Dividend, Stand up and Spell | H7 | H-M |
| Fired Up for Home Safety | H7 | H-S | Dendrite Dividend: Scrambled Vocabulary | H7 | H-M |
| Dendrite Break: If | H7 | H-C | Dendrite Dividend: Animated Antic Questions | H7 | H-M |
| Dendrite Dividend: Alliteration Antics | H7 | H-C | Dendrite Dividend: Move Over, Make Your Mark! | H7 | H-M |
| Dendrite Dividend: Punctuation on the Run | H7 | H-C | Dendrite Dividend: Just Like Me | H7 | H-M |
| Dendrite Dividend: Goin' Around the U.S.A. | H7 | H-C | Dendrite Dividend: Travelin' Around Mississippi | H7 | H-M |
| Take a Break: Who Has It? | H7 | H-C | Dendrite Dividend: Cards Up-- Cards Around | H7 | H-M |
| Dendrite Dividend: Don't Be Stingy! | H7 | H-C | Dendrite Dividend: Stand Up and Clap! | H7 | H-M |
| Dendrite Dividend: What's in the Box? | H7 | H-C | Dendrite Dividend: We Remember! | H7 | H-PH |
| Dendrite Dividend: Line Up | H7 | H-C | Dendrite Dividend: Vocabulary on the Run | H7 | H-PH |
| Dendrite Dividend: Parts of Speech Mix-Up | H7 | H-C | Dendrite Dividend: Pass the Letter Please | H7 | H-PH |
| Am I in Shape Now? | H7 | H-PH | Reject All Tobacco (RAT) – Grades 4-6 - Lesson 3 | H7 | H-PH |
| Staying Dog Bite Free | H7 | H-S | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 4 | H7 | H-PH |
| Weathering Hurricanes | H7 | H-S | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 5 | H7 | H-PH |
| Safe Ways to Take a Splash | H7 | H-S | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 6 | H7 | H-PH |
| Beary Sleepy | H7 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 7 | H7 | H-PH |
| Take a Break: Erase Bad Posture | H7 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 8 | H7 | H-PH |
| Body Systems on Review | H7 | H-H | Friends Helping Friends | H7 | H-D |
| What Can Beat This? | H7 | H-PH | Athletes with Asthma | H7 | H-PH |
| Preparing for an Emergency | H7 | H-S | Your Environment and Asthma | H7 | H-PH |
| | | | | | |
| Be Positive | H8 | H-M | This Habit of Mine | H8 | H-PH |
| Too Much Stress | H8 | H-M | Reuse It or Lose It: Lesson 1 | H8 | H-C |
| It's Not Fun to Lose! | H8 | H-F | | | |

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching fourth grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books
The Rainbow Fish by Marcus Pfister – NorthSouth, 1999
The Recess Queen by Alexis O’Neill – Awaken Speciality Press
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
The Berenstain Bears and the Excuse Note by Stan and Jan Berenstain – Random House – New York
Don’t Laugh At Me by Steve Seskin & Allen Shamblin – Tricycle Press (ISBN 1582460582)
Just Go to Bed by Mercer Mayer – Random House Children’s Books
The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
The Berenstain Bears and the In Crowd by Stan and Jan Berenstain – Random House – New York
The Moonlight Caterpillar by Lori Lits – LiteBooks, Inc.
You Can Call Me Willy by Joan C. Verniero – Magination Press
The Berenstain Bears and the Trouble with Commercials by Stan and Jan Berenstain – Harper Festival Publishing
The Berenstain Bears and Too Much Pressure by Stan and Jan Berenstain - Harper Festival Publishing
Catundra by Steven Cosgrove – Price Sern Sloan Publisher
The Report Card by Andrew Clements – Aladdin Publishing
Good Enough to Eat by Lizzy Rockwell – Harper Collins Publishers

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygaard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - Fifth Grade

Course Description

Contemporary Health (Fifth Grade) emphasizes the interrelationship between mental, emotional, social, and physical health during adolescence. Teachers should reinforce the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- learn that engaging in, monitoring, and comparing physical activity will enhance my health.
- learn that setting goals in physical and nutritional health can improve my health.
- learn that saying no to drugs and alcohol can help me stay healthy.
- learn about different health agencies in the community.
- learn how to become an advocate for health in the community.
- learn conflict management and refusal skills.
- learn how the media can affect health.
- learn how technology can affect health.

Essential Questions

- What determines how I feel about myself?
- How can I become a health advocate?
- How can technology be beneficial and a deterrent to my health?
- How do I make good choices?
- How and why do I need to set goals in my physical and nutritional health?
- How can I protect myself from the misuse of drugs?
- What are conflict resolution skills?
- What is a fitness assessment?

Vocabulary

Identify and review the unit vocabulary.

- Behavior: the way in which one conducts oneself.
- Consumer: one who consumes; especially a person who buys and uses up goods and services.
- Disease: an abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive in a plant or animal or ecological community.
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Habit: an acquired mode of behavior that has become nearly or completely involuntary.
- Hygiene: conditions or practices (as of cleanliness) that are aids to good health.

- **Illness:** an unhealthy condition of body or mind.
- **Immunity:** a condition of being able to resist a particular disease especially through preventing development of a pathogenic microorganism.
- **Influence:** the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- **Media:** forms or systems of communication designed to reach a large number of people.
- **Risk:** to expose to danger.
- **Nutrition:** the processes by which an animal or plant takes in and makes use of food substances.
- **Physical Activity:** the quality or state of being active, an educational exercise designed to teach by firsthand experience.
- **Prescription:** a written direction or order for the preparation and use of a medicine.
- **Responsible:** answerable or accountable, as for something within one's power, control, or management.
- **Vaccination:** the act of administering a vaccine, usually by injection.

Suggested Learning Experiences

| Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} | | |
|--|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Describe how participation in physical activity affects the body. | Have students participate in the “Fuel Up to Play 60” program. Fuel Up to Play 60 | Teacher observation |
| Discuss how the body’s defenses against disease work. | Brainstorm various diseases. Work with students to sort diseases according to type. <ul style="list-style-type: none"> • infectious - spread by germs • food-borne - spread by improper food handling • air-borne - spread by coughing/sneezing • immunity - results from lack of immunization • contact – results from poor hygiene Immune System Lesson Plan from KidsHealth | Teacher Observation |
| Identify ways the body’s defense system can be improved. | Explain the importance of proper sleep and nutrition. Sleep Lesson Plan from KidsHealth | Teacher Observation |
| Distinguish between healthy and unhealthy snacks. | Discuss the difference in a healthy snack and an unhealthy snack. Explain how to read a food label using materials from the following site: Nourish Interactive Have students bring in healthy snacks from vending machines and look at labels. Plan a snack tasting activity. Have student’s rate snacks in areas of smell, taste, nutritional value, preparation time, etc. Create a graph to indicate their favorite snack. | Teacher Observation |

| Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} | | |
|---|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Explore various eating habits and how they relate to family culture and lifestyles. | Have students investigate nutrition facts for a fast food item(s) that their family eats on a regular basis. Have them consider a more nutritious choice for their family. Students will write a report of their findings. | Written Assessment Rubric |

| | | |
|--|---|---------------------|
| Describe the way technology affects health. | Read the book, <i>Bernstein Bears and Too Much TV</i> by Stan and Jan Berenstain. After reading the book, have the students brainstorm a list of healthy activities to do instead of watching TV, playing video games or other sedentary activities. | Teacher Observation |
| Analyze ways in which the media influences buying decisions regarding health products, medicine, and food. | Discuss how media influences buying decisions. Have student complete the worksheet, "Advertisements – How Effective Are They?" and discuss. (Appendix A) Media Smarts Lesson Plans | Teacher Observation |

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|---|
| Locate and evaluate the functions of community agencies and health care professionals. | Have students brainstorm health care agencies in their community and complete an emergency list that includes addresses and phone numbers for these agencies. (Fire, ambulance, poison control, police, local doctor, pharmacy) Use internet to research community agencies and health care professionals. | Health Care Provider List - Appendix A |
| Identify the impact of health services (i.e., ambulance service, rescue squad) in the community. | Have students brainstorm the question "What would we do without health services in our community?" Invite a health care professional to share how the services they provide impact the community. | Guest Speaker Rubric |
| Identify and discuss the use and impact of health products (i.e., sunscreen, toothpaste). | Teacher will supply magazines, newspapers, or internet pictures of health care products. Students will work in groups to create a collage that promotes healthy products. | Art/Poster Rubric Group Participation Rubric |

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|--|---------------------------------|
| Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all. | Read <i>You Are Special</i> by Max Lucado (or a similar book on kindness or self-esteem). Create a "Kindness Box." When one student sees another perform an act of kindness, the student reports the behavior to the teacher. The student's name is put in the "Kindness Box." The teacher periodically draws names from the box. The names that are drawn are allowed to pull a "Kindness Coupon" to use at an appropriate time. Some suggestions for coupons are "Get Out of Detention" pass, skip morning work, free | Teacher Observation |

| | | |
|--|--|---|
| | computer time, sit by a buddy at lunch, invite a friend to lunch, homework pass, and treasure box. | |
| Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways. | Use Health In Action Lesson Plan entitled: Dendrite Dividend – Did you Hear What I Heard? – H-999 to engage students in a discussion of ways to keep your cool when conflict arises. Have students’ role play refusal and conflict resolution skills using the scenarios found in the Appendix A. | Teacher Observation Student Participation Rubric – Appendix A Role Play Rubric – Appendix A |
| Demonstrate an awareness of safety through modeling. | Allow the class to teach younger students the proper procedures for school preparedness (tornado drill, fire drill, earthquake drill, lock-down drill, etc.) | Teacher Observation |

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|---------------------------------|
| Explore the characteristics of habits and how habits affect personal health. | Define what a habit is and how habits can affect personal health. Have students identify good and bad personal health habits (physical, nutritional, hygiene, social, etc.). Student will complete the Personal Health Habit Inventory Chart found in Appendix A to compare and contrast habits that result in the healthiest decisions. | Teacher observation |

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|---|---|
| Identify health goals and evaluate strategies/skills for attaining personal health goals. | Have students complete a personal health inventory and identify areas that need improvement. Use the Personal Health Inventory found on pages 42-43 in Fourth Grade Teacher Guide developed by the USM Institute for Disability Studies – Health Literacy Guide Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory. Have students complete the Personal Health Goal Chart found on Page 44 to put on the refrigerator at home. Students will chart their progress for one week and write about their progress in their student journal. | Teacher Observation Student Journal Personal Health Goal Chart – Appendix A |

| Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7} | | |
|--|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Examine health and fitness assessments and their role in developing a plan for life long fitness. | <p>Invite the physical education teacher speak to the class about the importance of fitness and the fifth grade fitness assessment. (Discussion should include pre and post tests, BMI calculation, and lifelong fitness)</p> <p><i>Note: The Mississippi Healthy Students Act – 2007 requires fitness testing for fifth grade students. If possible, coordinate this class with physical education teacher.</i></p> | Teacher Observation |

| Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8} | | |
|--|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Identify responsibilities of a family. | <p>Define family.</p> <p>Divide the class into groups and have them cut pictures from magazines that depict the responsibilities of a family to include:</p> <ul style="list-style-type: none"> • Meeting physical and other basic needs • Meeting mental and emotional needs • Meeting social needs <p>Students will use these pictures to make a “family” responsibility collage to be displayed in the room.</p> | Art/Poster Rubric – Appendix A |
| Develop strategies to encourage and influence others in making healthy choices (i.e., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use). | Have class organize a school wide health initiative to encourage students to exhibit healthy behaviors by working in groups to create posters to display around school. | Art/Poster Rubric – Appendix A |

Supplementary Lesson Plans

These lessons plans for teaching Third, Fourth, and Fifth Grade Health can be found at <http://www.mdek12.org/OHS> - click on Health In Action.

| Activity Title | Competency | Strand | Activity Title | Competency | Strand |
|-----------------------------|-------------------|---------------|------------------------------|-------------------|---------------|
| First Aid to Go | H1 | H-S | Tour the Circulatory System | H1 | H-H |
| It's a Matter of Time | H1 | H-H | Tour the Nervous System | H1 | H-H |
| Do I Have to Wash My Hands? | H1 | H-D | Nutrient Knowledge | H1 | H-N |
| The Quest for Food Safety | H1 | H-D | Roll Out the Five Senses | H1 | H-PH |
| Tour the Skeletal | H1 | H-H | Nutrition 4: Planning to Eat | H1 | H-N |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|---|-------------------|---------------|--|--|-------------------|---------------|
| System | | | | Healthy! | | |
| Tour the Muscular System | H1 | H-H | | Help! I'm Choking! | H1 | H-S |
| Tour the Respiratory System | H1 | H-H | | Safe Routes to School - 3-5 - Lesson 2 | H1 | H-PH |
| Tour the Digestive System | H1 | H-H | | Asthma: What is it? | H1 | H-PH |
| First Aid to Go | H1 | H-S | | | | |
| | | | | | | |
| I'm Going to Keep Those Germs Right Out of My Food! | H2 | H-D | | Show Respect: Lesson 1 | H2 | H-F |
| How to Study | H2 | H-H | | Show Respect: Lesson 2 | H2 | H-F |
| I Can Be Responsible: Lesson 1 | H2 | H-M | | Respect, Everyone Deserves It! | H2 | H-F |
| I Can Be Responsible: Lesson 2 | H2 | H-M | | Dendrite Dividend: Unscrambling Respectful Facts | H2 | H-M |
| I Can Be Responsible: Lesson 3 | H2 | H-M | | Dendrite Dividend: Ballooning Honesty | H2 | H-M |
| Mark It: Be Responsible | H2 | H-M | | Dendrite Dividend: Not in My Space! | H2 | H-M |
| Honesty Lesson 1: Little Lies Equal Big Trouble | H2 | H-M | | Compute This, Computers Can Be A Pain | H2 | H-PH |
| Honesty Lesson 2: Friends Don't Cheat | H2 | H-M | | It's Traditional: Lesson 1 | H2 | H-F |
| Honesty Lesson 3: It's Still Not Cool to Steal | H2 | H-M | | It's Traditional: Lesson 2 | H2 | H-F |
| Honesty Lesson 4: Tell a Tale | H2 | H-M | | My Culture - Your Culture - Our Culture | H2 | H-F |
| | | | | | | |
| The Wheels Go Round and Round | H3 | H-S | | Tobacco Turn-Off: Lesson 2 | H3 | H-DA |
| It's RICE to Know About Injuries | H3 | H-S | | Lousy Lice: Lesson 1 | H3 | H-PH |
| Staying Safe in the Car | H3 | H-S | | Lousy Lice: Lesson 2 | H3 | H-PH |
| Nutrition 1: Labels Are Important! | H3 | H-N | | It "Ads" Up Fast! | H3 | H-CH |
| Add Nutrition to Your List | H3 | H-N | | Health Products for \$ale | H3 | H-CH |
| A Dental Visit to Flip Over! | H3 | H-PH | | What Does It Say? | H3 | H-CH |
| The Caption: Keep a Healthy Smile | H3 | H-PH | | Grounded in the Present Against Drugs: Lesson 1 | H3 | H-DA |
| The Illustrated Tooth | H3 | H-PH | | Grounded in the Present Against Drugs: Lesson 2 | H3 | H-DA |
| Bossy Floss | H3 | H-PH | | Grounded in the Present Against Drugs: Lesson 3 | H3 | H-DA |
| Let's Compare | H3 | H-CH | | Grounded in the Present Against Drugs: Lesson 4 | H3 | H-DA |
| Take A Break: Direct Your Attention Here, Please | H3 | H-C | | Grounded in the Present Against Drugs: Lesson 5 | H3 | H-DA |
| Write About It: This Story Makes Sense | H3 | H-H | | Safe Routes to School - 3-5 - Lesson 3 | H3 | H-PH |
| Write About It: Sensory Poetry | H3 | H-H | | Safety Behaviors for Pedestrians - Grades 3-5 | H3 | H-PH |
| Diagram Sense | H3 | H-H | | Reject All Tobacco (RAT) Grades 4-6 - Lesson 2 | H3 | H-PH |
| Experimenting Makes Sense: Lesson 1 | H3 | H-H | | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 15 | H3 | H-PH |
| Experimenting Makes Sense: Lesson 2 | H3 | H-H | | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 16 | H3 | H-PH |

| Activity Title | Competency | Strand | Activity Title | Competency | Strand |
|---|-------------------|---------------|--|-------------------|---------------|
| Tobacco Turn-Off: Lesson 1 | H3 | H-DA | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 18 | H3 | H-PH |
| All Squared Up | H4 | H-M | N-O Spells No! Lesson 1 | H4 | H-M |
| Dendrite Dividend: Words Add Up! | H4 | H-M | N-O Spells No! Lesson 2 | H4 | H-M |
| Dendrite Dividend: Help Me! Who or What Am I? | H4 | H-M | N-O Spells No! Lesson 3 | H4 | H-M |
| Dendrite Dividend: Knot Us! | H4 | H-M | N-O Spells No! Lesson 4 | H4 | H-M |
| Dendrite Dividend: The Webs We Spin | H4 | H-M | Don't Stress Over Stress | H4 | H-M |
| Standing Up to the Bully | H4 | H-M | Problems Don't Have to Be a Curse! | H4 | H-M |
| Dendrite Dividend: A Circle of Friends | H4 | H-M | Working Together to Help Each Other | H4 | H-M |
| Dendrite Dividend: Hang in There for the Holidays | H4 | H-M | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 10 | H4 | H-D |
| Dendrite Dividend: Minute Math | H4 | H-M | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 11 | H4 | H-PH |
| Dendrite Dividend: Let's Tell a Story | H4 | H-M | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 14 | H4 | H-PH |
| Good Apple Compliments | H4 | H-M | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 17 | H4 | H-D |
| Dendrite Dividend: Mystery Person | H4 | H-C | Dendrite Dividend: Relax | H4 | H-M |
| Struggling Less: Lesson 1 | H4 | H-M | Dendrite Dividend: Did You Hear What I Heard? | H4 | H-M |
| Struggling Less: Lesson 2 | H4 | H-M | Dendrite Dividend: This Doesn't Stack Up! | H4 | H-M |
| Struggling Less: Lesson 3 | H4 | H-M | Sidetrack Fear | H4 | H-M |
| Struggling Less: Lesson 4 | H4 | H-M | | | |
| Nutrition 2: Check It Out! | H5 | H-N | Dendrite Dividend: Color My World! | H5 | H-PH |
| Nutrition 3: Building Good Nutrition is No Mystery! | H5 | H-N | Dendrite Dividend: Whose Turn Is It Anyway? | H5 | H-PH |
| Decisions—Decisions— Decisions | H5 | H-DA | Participation in Mediation Lesson 2 | H5 | H-M |
| Dendrite Dividend: Parts of Speech in Hiding | H5 | H-PH | Reject All Tobacco(RAT) - Grades 4-6 - Lesson 1 | H5 | H-PH |
| Dendrite Dividend: Which Way Do I Go? | H5 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 9 | H5 | H-PH |
| Dendrite Dividend: Sentence Scramble | H5 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 19 | H5 | H-PH |
| Dendrite Dividend: Rave Reviews | H5 | H-PH | | | |
| Dendrite Dividend: Knic- -Knac--Know | H6 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 12 | H6 | H-PH |
| What's My Goal? | H6 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 13 | H6 | H-PH |
| Dendrite Dividend: What Can I Be? | H6 | H-PH | | | |
| Bicycle to Safety | H7 | H-S | Time Out: Give Them the Info | H7 | H-S |
| Sports Scene Charades | H7 | H-S | Dendrite Dividend, Stand up and Spell | H7 | H-M |

| Activity Title | Competency | Strand | Activity Title | Competency | Strand |
|--|-------------------|---------------|--|-------------------|---------------|
| Fired Up for Home Safety | H7 | H-S | Dendrite Dividend: Scrambled Vocabulary | H7 | H-M |
| Dendrite Break: If | H7 | H-C | Dendrite Dividend: Animated Antic Questions | H7 | H-M |
| Dendrite Dividend: Alliteration Antics | H7 | H-C | Dendrite Dividend: Move Over, Make Your Mark! | H7 | H-M |
| Dendrite Dividend: Punctuation on the Run | H7 | H-C | Dendrite Dividend: Just Like Me | H7 | H-M |
| Dendrite Dividend: Goin' Around the U.S.A. | H7 | H-C | Dendrite Dividend: Travelin' Around Mississippi | H7 | H-M |
| Take a Break: Who Has It? | H7 | H-C | Dendrite Dividend: Cards Up-- Cards Around | H7 | H-M |
| Dendrite Dividend: Don't Be Stingy! | H7 | H-C | Dendrite Dividend: Stand Up and Clap! | H7 | H-M |
| Dendrite Dividend: What's in the Box? | H7 | H-C | Dendrite Dividend: We Remember! | H7 | H-PH |
| Dendrite Dividend: Line Up | H7 | H-C | Dendrite Dividend: Vocabulary on the Run | H7 | H-PH |
| Dendrite Dividend: Parts of Speech Mix-Up | H7 | H-C | Dendrite Dividend: Pass the Letter Please | H7 | H-PH |
| Am I in Shape Now? | H7 | H-PH | Reject All Tobacco (RAT) – Grades 4-6 - Lesson 3 | H7 | H-PH |
| Staying Dog Bite Free | H7 | H-S | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 4 | H7 | H-PH |
| Weathering Hurricanes | H7 | H-S | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 5 | H7 | H-PH |
| Safe Ways to Take a Splash | H7 | H-S | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 6 | H7 | H-PH |
| Beary Sleepy | H7 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 7 | H7 | H-PH |
| Take a Break: Erase Bad Posture | H7 | H-PH | Reject All Tobacco(RAT)- Grades 4-6 - Lesson 8 | H7 | H-PH |
| Body Systems on Review | H7 | H-H | Friends Helping Friends | H7 | H-D |
| What Can Beat This? | H7 | H-PH | Athletes with Asthma | H7 | H-PH |
| Preparing for an Emergency | H7 | H-S | Your Environment and Asthma | H7 | H-PH |
| | | | | | |
| Be Positive | H8 | H-M | This Habit of Mine | H8 | H-PH |
| Too Much Stress | H8 | H-M | Reuse It or Lose It: Lesson 1 | H8 | H-C |
| It's Not Fun to Lose! | H8 | H-F | | | |

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching fifth grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
You Can Call Me Willy by Joan C. Verniero – Magination Press

The Berenstain Bears and the Trouble with Commercials by Stan and Jan Berenstain – Harper Festival Publishing
The Berenstain Bears and Too Much Pressure by Stan and Jan Berenstain - Harper Festival Publishing
Catundra by Steven Cosgrove – Price Sern Sloan Publisher
The Report Card by Andrew Clements – Aladdin Publishing
Good Enough to Eat by Lizzy Rockwell – Harper Collins Publishers
It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)
Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)
The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)
What Planet are You From, Claice Bean? By Lauren Child – Candlewick Press (ISBN 978-0763616960)
At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)
Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)
Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)
A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Nygaard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness*. Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - Sixth Grade

Course Description

Contemporary Health (Six Grade) allows students an opportunity to maintain and apply the health skills they have learned in kindergarten through fifth grade. The students should gain an understanding of how the environment and personal health are interrelated. Teachers should also emphasize how health care can prevent premature death and disability; while reinforcing the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. Students should gain an understanding of how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health related issues.

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- know the difference between health and wellness.
- know the three parts of health.
- know the difference between stress and conflict.
- name two activities that would call you to be an advocate.
- be able to demonstrate the refusal skills (S.T.O.P.)
- give examples of self-management skills.
- know the role that environment plays in your total health.
- be able to access reliable information to evaluate an advertised product.
- be able to describe how risk and risk behaviors can affect your health.
- know how the media could influence your decisions.
- name two factors that are part of the physical environment.
- know two main types of influences on health choices.
- name two behaviors that can reduce health risk.
- list three behaviors that can have negative health consequences.

Essential Questions

- What is the difference between health and wellness?
- What does reliable mean?
- What is the difference between stress and conflict?
- What are refusal skills?
- What are the two types of influences that can affect decisions?
- How can you be sure that a product is safe to use?
- What are two factors of your physical environment?
- What makes up a person's social environment?
- What are two main types of influences on healthy choices?
- What are two behaviors that can reduce health risk?
- What are risk behaviors?

- What are consequences?
- What are two main ways to avoid or reduce risk?
- How can avoiding risk behaviors benefit your physical health?
- What choices can you make that will help keep you healthy?
- What is interpersonal communication?

Vocabulary

Identify and review the unit vocabulary.

- Advocacy: taking action in support of a cause.
- Conflict: a disagreement between people with opposing viewpoints, interests, or needs.
- Conflict resolution skills: the ability to end a disagreement or keep it from becoming a larger conflict.
- Consequences: the results of action.
- Health: a combination of physical, mental/emotional, and social well-being.
- Hygiene: cleanliness.
- Immunizations: treatment to produce immunity to a disease (vaccine).
- Interpersonal Communication: the sharing of thoughts and feelings with other people.
- Mediation: resolving conflicts by using another person or persons.
- Natural Resources: something found in nature that is valuable to humans.
- Negative Stress: stress that prevents you from doing what you need to do, or stress that causes you discomfort.
- Negotiation: the process of talking directly to the other person to resolve a conflict to help reach a solution that is acceptable to both sides.
- Pollution: dirty or harmful substances in the environment.
- Positive Stress: stress that can help you reach your goals.
- Refusal Skills: ways to say no effectively. These are great tools to use when you need to avoid behavior that is unhealthy, unsafe, or goes against your value and beliefs.
- Reliable: trustworthy and dependable.
- Risk Behaviors: actions or choices that may harm you or others.
- Self-Concept: the way you view yourself overall.
- Stress: the body's response to real or imagined dangers and other life events.
- Stress Management: identifying sources of stress and learning how to handle them in ways that promote good mental/emotional health.
- Technology: the use of science in solving problems; a technical method of doing something.
- Violence: an act of physical force resulting in injury or abuse.
- Wellness: a state of well – being or balanced health over a long period of time.

Suggested Learning Experiences

| Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} | | |
|--|---|---|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Analyze how health education and promotion benefits individuals (i.e., reduces number of doctor visits, premature deaths, and chronic diseases). | <p>Invite a health care professional to address the benefits of being proactive as it relates to life-long health.</p> <p>How to Adopt a Healthy Lifestyle</p> <p>How to Get Healthy</p> | <p>Teacher Observation</p> <p>Guest Speaker Rubric</p> |
| Explore ways health promotion reduces healthcare costs. | <p>Have students explore health care costs and how proactive behaviors reduce costs.</p> <p>Ask students to name and describe two hidden costs that tobacco use has on society.</p> <p>Have students research legal bans on tobacco advertising and discuss their findings.</p> <p>Prevention and Wellness Resource - (Scroll down to Health Information)</p> | <p>Teacher Observation</p> <p>Class Participation Rubric – Appendix A</p> |
| Discuss how body hygiene, posture and one’s self-image affect overall health. | <p>Discuss the importance of a first impression and how a person’s disposition affects that impression.</p> <p>Have students role play introductions. (Use How to Teach Kids to Introduce Themselves to Others in Appendix A)</p> <p>Information for Kids about Manners and Games to Teach Kids Good Manners can be found at:</p> <p>Good Manners</p> | <p>Teacher Observation</p> <p>Role Play Rubric</p> |

| Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} | | |
|---|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Describe the benefits and threats of technological advances to healthy living. | <p>Conduct a class discussion on technology and health to include the benefits and threats of these technologies. (Computers, cell phones used in and out of automobiles, remote controls, medical equipment, etc.)</p> | <p>Teacher Observation</p> <p>Art/Poster Rubric – Appendix A</p> |

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| | <p>Discuss Senate Bill 2472 (Nathan’s Law) that has to do with using a cellular phone while driving. (Senate Bill 2472 in Appendix D)</p> <p>Have students work in groups to select a particular technology and design a poster showing its benefit and/or threat to health.</p> | |
| <p>Relate how information presented in the media affects the attitude of our population toward health related issues.</p> | <p>Discuss what television, radio, internet, movies, magazines, newspapers, books, billboards, etc. all have in common.</p> <p>Have students watch a commercial, read a printed advertisement, listen to a radio announcement, or look at a billboard about a health related product.</p> <p>Ask the question, “Does this media influence you to make a healthy choice?” Why or Why Not? Have students write their thoughts in their journal.</p> <p>Media Smarts Lesson Plans</p> | <p>Teacher Observation</p> <p>Student Journal</p> |

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|---|---------------------------------|
| <p>Research current health promoting products and services.</p> | <p>Encourage students to participate in local health fair (if available in your area) and to get regular eye, dental, and hearing screenings. Contact your school nurse for information about these health screenings.</p> <p>Show students an immunization record and hand out a list of immunizations that are required upon entering school. (Vaccine Administration Record – Appendix A)</p> <p>Discuss where to go to get immunizations.</p> | <p>Teacher Observation</p> |

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|--|--|
| <p>Demonstrate strategies to manage conflict in healthy ways.</p> | <p>Discuss conflict resolution strategies (negotiation and mediation).</p> <p>As a class, brainstorm all the aspects of violence prevention and the health benefits of avoiding violence.</p> <p>Have students create a public service announcement to encourage people to prevent violence. The announcement can be written as a radio, television, or newspaper advertisement. Emphasize the importance of preventing violence in our society.</p> | <p>Class Participation Rubric – Appendix A</p> <p>Public Service Announcement – Appendix A</p> |

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| | Resolving Conflict Lesson Plan | |
| Examine how to handle difficult interpersonal situations through effective communication. Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i> | Discuss how to handle difficult situations by using Refusal Skills - <u>S</u> aying No effectively. <u>S</u> TOP – <u>S</u> ay no; <u>T</u> ell why not; <u>O</u> ffer other ideas, <u>P</u> romptly leave. Refusal Skills <i>Teen Health</i> , Glencoe (McGraw Hill) Course 2, Bronson, Cleary, Hubbard | Teacher Observation |

| Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} | | |
|---|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Understand positive and negative reinforcement and how they relate to decision-making. | Use resources such as student handbook and Mississippi Law to identify consequences associated with making poor decisions. Discuss rewards associated with making the right decisions. | Student Journal |
| | Have students create a list of decisions they have made and determine if it was a good decision based on the reward or consequence they received. | Student Journal |

| Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} | | |
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| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Identify forms of exercise that help us to be healthier. | Brainstorm words that are associated with exercise. Write these words on the board and sort them into categories to include: <ul style="list-style-type: none"> • team exercise • individual exercise • exercise that costs money • exercise that is free • exercise that I can do all my life Each student will create an exercise schedule to keep for five days. They will keep track of their exercise using the form provided in Appendix A. Remind students that to be physically fit, they need to exercise four or five times per week for 30-45 minutes. | Written Assessment Rubric – Appendix A |
| Define the responsibility a community has to help its members maintain good health. | Have students inventory their community to find ways that it helps its members maintain good health. (fitness opportunities, availability of fresh fruits and vegetables, quality air, sidewalks and walking paths) | Teacher Observation |

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| Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7} | | |
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| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Demonstrate ways to practice helpful behaviors and build health skills. | Define health skills (life skills). These are specific tools and strategies that help a person maintain, protect, and improve all aspects of health. Ask the question: Why is it important to build health skills and practice helpful behaviors? Have students list their family's current healthy behaviors, and design a mobile to illustrate family healthy behaviors and skills. | Art/Poster Rubric – Appendix A |
| Explain and give examples of the use, misuse and abuse of substances. | Use RAT lesson plans found in Health In Action - # 1247-1265 to teach about the use, misuse and abuse of tobacco. All resources for teaching the lessons are provided with the plans. or Use Lesson Plan #1166 in Health In Action website entitled Alcohol: Think - Don't Drink to teach the dangers for drinking alcohol. | Written Test |

| Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8} | | |
|---|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Describe various communication methods that accurately express health opinions and issues. | Invite a community health advocate to speak to students about how they support advocacy in the community. (Newspaper health reporter, television personalities who deal with health issues on TV, American Lung Association, Diabetes Association, etc.) | Guest Speaker Rubric – Appendix A |
| Investigate ways that Indoor Air Quality Can be improved in the classroom. | Have students work in groups to complete Sections 1-7 for the Indoor Air Quality (IAQ) Classroom Checklist – Appendix A. After completing the checklist, students will discuss the areas that need to be improved and create a “needs improvement” checklist for school officials. | Group Participation Rubric – Appendix A |
| Employ the ability to encourage and support others in making healthy choices. | Place students in small groups and have them write healthy tips to be read in the morning announcements. (May use Monthly Themes from Health in Action) | Teacher Observation Group Participation Rubric – Appendix A |
| Identify ways natural resources can impact human health. | Define natural resources and identify ways our natural resources become polluted. | Written Assignment Rubric – Appendix A |

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| | <p>Use the website below and discuss ways to reuse, reduce, and recycle waste.</p> <p>EPA Lesson Plans</p> <p>Have students create a list of laws (that effect the environment) that commercial and residential properties must/should follow.</p> <p>EPA Resource Articles</p> | |
|--|---|--|

Supplementary Lesson Plans

These lessons plans for teaching Sixth, Seventh, and Eight Grade Health can be found at <http://www.mdek12.org/OHS> - click on Health In Action.

| <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> | | <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> |
|-----------------------------------|-------------------|---------------|--|--|-------------------|---------------|
| Don't Be Sick | H1 | H-PH | | Doctor, Doctor | H1 | H-C |
| Body Spell | H1 | H-C | | Alcohol: Think, Don't Drink | H1 | H-DA |
| Backwards, Forwards | H1 | H-H | | Generation Free (FREE) Grades 7-8 - Lesson 1 | H1 | H-PH |
| Hanky Panky Against Alcohol Abuse | H1 | H-PH | | Generation Free (FREE) Grades 7-8 - Lesson 2 | H1 | H-PH |
| Where's The CD? | H1 | H-D | | Generation Free (FREE) Grades 7-8 - Lesson 4 | H1 | H-PH |
| Go Healthy Fooding | H1 | H-N | | Generation Free (FREE) Grades 7-8 - Lesson 8 | H1 | H-PH |
| What Am I? | H1 | H-PH | | Generation Free (FREE) Grades 7-8 - Lesson 9 | H1 | H-PH |
| | | | | | | |
| Sit On Me Positively | H2 | H-C | | Ups and Downs | H2 | H-C |
| Headless Relay | H2 | H-H | | Straight Up Stretch | H2 | H-H |
| Media Tag | H2 | H-C | | Reverse Quick Stretch | H2 | H-H |
| How Big Is It? | H2 | H-H | | Hold the Squat | H2 | H-H |
| Blind Ball | H2 | H-PH | | Flexing on the Go | H2 | H-CH |
| Quick Claim | H2 | H-PH | | | | |
| | | | | | | |
| The Digestive Train | H3 | H-PH | | Food Exchange | H3 | H-N |
| Plate-in-the-Box | H3 | H-PH | | Walking the Egg | H3 | H-F |
| Flying Saucers | H3 | H-N | | Spinning a Food Web | H3 | H-CH |
| Sugar Away | H3 | H-N | | Quick Draw Healthy Food | H3 | H-N |
| Healthy Food Catch | H3 | H-N | | Generation Free (FREE) Grades 7-8 - Lesson 3 | H3 | H-PH |
| | | | | | | |
| Move to Refuse | H4 | H-DA | | Magazine Ball | H4 | H-PH |
| Sticky Legs | H4 | H-F | | Hula Roll | H4 | H-PH |
| Balloon Ball | H4 | H-C | | Circle fusion | H4 | H-C |
| Actionology | H4 | H-H | | Blind fusion | H4 | H-C |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|-------------------------|-------------------|---------------|--|---|-------------------|---------------|
| Yard Pets | H4 | H-M | | Act Like | H4 | H-CH |
| Growing Christmas Trees | H4 | H-F | | Waving Clouds | H4 | H-CH |
| Twin Relay | H4 | H-C | | Back Against the Wall | H4 | H-C |
| Hot Ball Chase | H4 | H-C | | Generation Free (FREE) Grades 7-8 – Lesson 5 | H4 | H-PH |
| Beat the Pot | H4 | H-C | | | | |
| | | | | | | |
| All Tied Up | H5 | H-PH | | The Great Boating Excursion | H5 | H-CH |
| The Body Stick | H5 | H-PH | | Time for a Seat Change | H5 | H-C |
| Domino Effect | H5 | H-H | | It is All about the Driver | H5 | H-C |
| Pony Express | H5 | H-F | | Between the Lines | H5 | H-F |
| Criss Crossing | H5 | H-H | | Pass It On | H5 | H-M |
| Quiet Game | H5 | H-F | | Generation Free (FREE) Grades 7-8 – Lesson 10 | H5 | H-PH |
| | | | | | | |
| Circle of Intrusion | H6 | H-CH | | Generation Free (FREE) Grades 7-8 - Lesson 6 | H6 | H-PH |
| The Wishing Circle | H6 | H-H | | Generation Free (FREE) Grades 7-8 – Lesson 7 | H6 | H-PH |
| | | | | | | |
| Stomp It Out | H7 | H-S | | Ring a Leg | H7 | H-PH |
| Tri | H7 | H-F | | Non-Dominant Ring a Leg | H7 | H-H |
| Heart 'A' Shape | H7 | H-PH | | Body Bends | H7 | H-PH |
| Geometric Shapes | H7 | H-PH | | A Hit Below the Waist | H7 | H-PH |
| The Chair Race | H7 | H-PH | | Target Ball | H7 | H-C |
| A Twist on Healthy Food | H7 | H-N | | Balloon Fan | H7 | H-CH |
| Hello, I Am... | H7 | H-PH | | Box the Balloons | H7 | H-CH |
| Seat Ball | H7 | H-PH | | NASCAR Race | H7 | H-C |
| Nutrient Toss | H7 | H-PH | | Full Handed | H7 | H-F |
| The Head Walk | H7 | H-PH | | Head 'em Up, Push 'em Out | H7 | H-PH |
| Trash Can Ball | H7 | H-PH | | Push X Push O | H7 | H-PH |
| Drag or Be Drugged | H7 | H-DA | | Around and Around We Go | H7 | H-F |
| Tri Ball | H7 | H-C | | Team Run | H7 | H-F |
| Can in a Hurry | H7 | H-F | | The Duck Walk | H7 | H-PH |
| Clothesline Ball | H7 | H-C | | Flying Planes | H7 | H-S |
| Safety First | H7 | H-S | | Balance Time | H7 | H-PH |
| Hula Ball | H7 | H-S | | Lifting the book | H7 | H-PH |
| Classroom Soccer | H7 | H-C | | Grasshopper Stretches | H7 | H-PH |
| Leg It Out | H7 | H-C | | High Jumping | H7 | H-H |
| Reach Ball | H7 | H-PH | | Quick Stretch | H7 | H-H |
| Burning Ball | H7 | H-PH | | Flopping Your Wings | H7 | H-H |
| Sitting Volley | H7 | H-C | | Basket Ball Nutrient Toss | H7 | H-N |
| A Kick Between the Rows | H7 | H-C | | Ten Jumps | H7 | H-C |
| | | | | | | |
| Back Against the Floor | H8 | H-PH | | Strike the Feet! | H8 | H-C |
| Hazardous Walk | H8 | H-C | | Beat the Top | H8 | H-C |
| Circle of Friends | H8 | H-F | | Bag Run | H8 | H-PH |
| Feet Ball | H8 | H-PH | | Straight Line Ball | H8 | H-C |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|----------------------------|-------------------|---------------|--|------------------------------|-------------------|---------------|
| ABC Cheer | H8 | H-C | | Bottle Guard | H8 | H-C |
| Air Balloon | H8 | H-C | | Ball Chase | H8 | H-C |
| Sponge Attack | H8 | H-C | | Walking Mississippi | H8 | H-C |
| Left-Right, Left-Right | H8 | H-C | | Body Ball | H8 | H-PH |
| Floor Pool | H8 | H-PH | | Side-by-Side | H8 | H-C |
| Soft Kick | H8 | H-PH | | Blind Boogie Scoot | H8 | H-C |
| Back Against the Floor | H8 | H-PH | | Foot Bag | H8 | H-C |
| Classy Ball | H8 | H-F | | Pacing Horses | H8 | H-C |
| Search for a Strong Family | H8 | H-F | | Trustformation | H8 | H-C |
| Arm Lock | H8 | H-F | | Toughening Those Calves | H8 | H-PH |
| Square Net Ball | H8 | H-C | | Stretching the Calves | H8 | H-H |
| Box It | H8 | H-C | | Halloween Costumes | H8 | H-S |
| String Around | H8 | H-F | | Choo Choo | H8 | H-C |
| Faux Paus Hockey | H8 | H-C | | Circle of Jumps | H8 | H-C |
| Shoe Thieves | H8 | H-C | | Snow Skiing with a Jump Rope | H8 | H-H |
| Ball Sweep | H8 | H-C | | Putting the Pieces Together | H8 | H-CH |
| Center Kick | H8 | H-PH | | Two Handed Balloon Bounce | H8 | H-C |
| Rope the Foot | H8 | H-C | | Know Balls | H8 | H-C |

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching sixth grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
 My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
 Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
 The Report Card by Andrew Clements – Aladdin Publishing
 It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)
 Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)
 The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)
 What Planet are You From, Claice Bean? By Lauren Child – Candlewick Press (ISBN 978-0763616960)
 At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)
 Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)
 Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)
 How to Lose All Your Friends by Nancy Carlson – Pufflin Books (ISBN 0140558624)
 A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company
 Oh the Things That You Can Do That are Good for You by Tish Rabe (ISBN 10: 0375810986)
 Make Lemonade by Virginia Wolff – Henry Holt and Company (ISBN 978-0805080704)
 Mick Harte was Here by Barbara Park – Publisher - Yearling
 Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.

Other Unit Resources

Text Books

Bronson, Mary H., Cleary, Michael J., & Hubbard, Betty M. (2007) *Teen Health*. Woodland Hills, CA: Glencoe/McGraw Hill.

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Holt, Rinehart & Winston. (2007) *Decisions for Health*. Boston, MA: Houghton Mifflin Harcourt.

Contemporary Health - Seventh Grade

Course Description

Contemporary Health (Seventh Grade) focuses on analyzing how the environment and personal health are interrelated. Teachers should emphasize the necessary skills to reduce risks associated with adolescent health problems.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn:

- effective ways to handle peer pressure and stress.
- health enhancing behaviors.
- disease prevention.
- the effects of alcohol and drug use on health.
- the influence culture has on health behaviors.
- how technology can improve health.
- effective communication skills.
- the Six Steps of Decision Making.
- skills that will contribute to a healthy active lifestyle.
- the importance of making safe choices.
- the importance of a healthy diet.
- the different health care professionals.
- ways to enhance community health.

Essential Questions

- Why is it important to effectively recognize positive and negative peer pressure?
- Why is hygiene and self-image important?
- What are communicable diseases?
- How are communicable diseases prevented?
- How can the environment affect our health?
- Why is tobacco and alcohol harmful to your health?
- What is culture?
- How does the media affect your health choices?
- Why is it important to examine health information?
- Why is it important to communicate effectively?
- What are health goals?
- Why is it important to make safe choices?
- Who are health professionals?
- What is a volunteer?

Vocabulary

Identify and review the unit vocabulary.

- **Abstinence:** a deliberate decision to avoid harmful behaviors, including sexual activity before marriage and the use of tobacco, alcohol, and other drugs.
- **Calories:** units of heat that measure the energy used by the body and the energy that foods supply to the body.
- **Communicable diseases:** a disease that is spread from one living thing to another or through the environment.
- **Communication:** the ways in which you send messages to and receive messages from others.
- **Conflict:** any disagreement, struggle, or fight.
- **Culture:** the collective beliefs, customs, and behaviors of a group.
- **Environment:** the sum of your surroundings.
- **Goals:** something you aim for that takes planning and work.
- **Hygiene:** conditions or practices (as of cleanliness) conducive to health.
- **Lifestyle:** the typical way of life of an individual, group, or culture.
- **Nutrition:** substances in food that your body needs to grow, to repair itself, and to supply you with energy.
- **Peer:** person of similar age who share similar interests.
- **Peer pressure:** the influence that people your age may have on you.
- **Posture:** the carriage of the body as a whole, the attitude of the body, or the position of the limbs.
- **Puberty:** the time when a person begins to develop certain traits of adults of his or her own gender.
- **Stress:** the reaction of the body and mind to everyday challenges and demands
- **Values:** the ideas, belief, and attitudes about what is important that help guide the way you live.
- **Volunteer:** a person who voluntarily undertakes or expresses a willingness to undertake a service.

Suggested Learning Experiences

| Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} | | |
|--|---|---|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| <p>Identify behaviors for effectively handling peer pressure and stress.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p> | <p>Discuss the meaning of stress. Stress occurs when pressures exceed our ability to cope with the pressures.</p> <p>Explore how to cope with stress. Example (positive): “If I make a poor grade on my test, I can talk to my teacher about ways to improve the grade. Example (negative): “If I make a poor grade on my test, I can throw my books in the trash can.”</p> <p>Have students tell about a stressful situation. They will tell a positive and a negative way to cope with their stressful situation.</p> <p>Invite the school counselor to speak to the class about positive ways to cope with stress.</p> <p>Discuss peer pressure and how to handle it.</p> <p>Role-play situations involving communication skills to manage peer pressure. (Use scenarios in Appendix A)</p> <p>School Stress from KidsHealth</p> | <p>Teacher Observation</p> <p>Class Discussion</p> <p>Role Play Rubric – Appendix A</p> |
| <p>Analyze how hygiene, posture, and self-image affect overall health.</p> | <p>Discuss the importance of a first impression and how a person’s disposition affects that impression.</p> <p>Prepare posters targeting proper hygiene, correct posture and a positive self-image.</p> | <p>Teacher Observation</p> <p>Art/Poster Rubric – Appendix A</p> |
| <p>Give examples of communicable diseases and discuss transmission and methods of prevention.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p> | <p>Invite a nurse to speak to the class concerning health promotion and disease prevention.</p> <p>Have students summarize the promotion and prevention of the diseases discussed.</p> | <p>Teacher Observation</p> |
| <p>Describe the effects of puberty on social and emotional behavior.</p> | <p>Discuss the physical, mental and social developmental tasks that are necessary during a particular period of growth in order for a person to continue to grow</p> | <p>Student Journal</p> |

| | | |
|---|---|--|
| <p>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</p> | <p>toward maturity.</p> <p>Have students' journal their thoughts about puberty.</p> <p>Note: If students have additional questions, they may contact the school nurse or place questions in a discussion box.</p> | |
| <p>Propose ways in which improving the environment can enhance physical, mental, and social health.</p> | <p>Discuss ways that individuals can contribute to community well-being.</p> <p>Holiday Tips from KidsHealth</p> <p>Have students brainstorm ways they can help recycle at school and at home. (newspapers, glass, plastic, aluminum)</p> | <p>Teacher Observation</p> |
| <p>Describe the relationship between tobacco and alcohol use and how it affects the development of serious health problems.</p> | <p>Demonstrate the residues from tobacco use by showing a "smoking doll".</p> <p>Invite a professional to discuss harmful effects of tobacco and alcohol. (Tobacco collation, DARE, etc.)</p> <p>Use magazines to find advertisements on tobacco products and alcohol. Have students write a brief report about their chosen advertisement.</p> | <p>Teacher Observation</p> <p>Written Assessment Rubric – Appendix A</p> |

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)^{NHES 2}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|--|--|
| <p>Describe the influence of culture on health behaviors.</p> | <p>Invite a guest speaker to talk about their particular culture and health behaviors within that culture. (Native American, Asian, Hispanic, Italian, French, etc.)</p> | <p>Guest Speaker Rubric – Appendix A</p> |
| <p>Analyze how the media and other sources influence health behavior.</p> | <p>Discuss what television, radio, internet, movies, magazines, newspapers, books, billboards, etc. all have in common.</p> <p>Have students watch a commercial, read a printed advertisement, listen to a radio announcement, or look at a billboard about a health related product.</p> <p>Ask the question, "Does this media influence you to make a healthy choice?" Why or Why Not? Have students write their thoughts in their journal.</p> <p>Media Smarts Lesson Plans</p> | <p>Student Journal</p> |
| <p>Explore technology and other resources to improve personal and family health.</p> | <p>Have students explore the use of phone apps technology for activity and nutritional goal setting. (Use computer applications when phones are not available)</p> | <p>Teacher Observation</p> |

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|--|---------------------------------|
| Critique sources of information regarding health products and services to determine if they are reliable/unreliable. | Have students examine information regarding health products and services and tell if the information is reliable/unreliable and why. (Use magazine articles, internet sources, health brochures, etc.) | Teacher Observation |

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|--|
| Demonstrate various forms of effective communication. | Define effective communication to include verbal and nonverbal communication skills. Divide students into groups and have them demonstrate various forms of effective communication. (body language; speaking, listening, and writing skills) | Teacher Observation Group Participation Rubric – Appendix A |
| Demonstrate strategies to manage conflict in healthy ways. | Discuss conflict resolution strategies (negotiation and mediation). As a class, brainstorm all the aspects of violence prevention and the health benefits of avoiding violence. Have students create a violence prevention slogan and prepare a slogan poster to emphasize the importance of preventing violence in our society. | Art/Poster Rubric – Appendix A |
| Examine how to handle difficult interpersonal situations through effective communication. <i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i> | Discuss how to handle difficult situations by using the Conflict Resolution Skills - TALK: <u>T</u> ake time out- at least 30 minutes; <u>A</u> llow each person to tell his/her side uninterrupted; <u>L</u> et each person ask questions; <u>K</u> eep brainstorming to find a good solution. Have students choose a situation that is a common conflict for teens. List the conflict on the board. Using the TALK strategy above the student will write a script showing how the conflict will be resolved and discuss with the class. <i>Teen Health, Glencoe (McGraw Hill) Course 2, Bronson, Cleary, Hubbard</i> | Teacher Observation Class Participation Rubric – Appendix A |

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)^{NHES 5}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|---|
| Demonstrate the ability to apply decision-making models to health issues | Discuss the 6 Steps of Decision Making. <ul style="list-style-type: none"> State the situation List the options | Teacher Observation Class Participation Rubric – |

| | | |
|---|---|-------------------|
| <p>and problems.</p> <p>Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p> | <ul style="list-style-type: none"> • Weigh the outcomes • Consider values • Make a decision and act • Evaluate the decision <p>Have students discuss scenarios and work through the decision making steps to make a decision. (Example: Emily has soccer practice at 3:30 p.m. Her friends want her to hang out with them instead. Emily loves soccer but also loves to spend time with her friends.) Note how the six steps of the decision-making process can help her make a choice.</p> <p><i>Teen Health</i>, Glencoe (McGraw Hill) Course 2, Bronson, Cleary, Hubbard</p> <p>Glencoe Health and Fitness</p> | <p>Appendix A</p> |
|---|---|-------------------|

| Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} | | |
|--|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| <p>Apply strategies and skills needed to attain goals that will contribute to a healthy active lifestyle.</p> | <p>Discuss Mississippi Student Act 2007 that requires 150 minutes of physical education/activity a week.</p> <p>Have students identify ways to be active indoors or outdoors.</p> <p>Teacher can use the Jammin Minute website in incorporate activities into the classroom.</p> <p>Invite a fitness specialist to speak to the students on indoor/outdoor activities or have a field trip to a local fitness center.</p> <p>PE Central Media Center</p> | <p>Teacher Observation</p> |
| <p>Develop an action plan for achieving a personal health goal.</p> | <p>Students will identify a personal health goal and develop an action plan for achieving the goal. They will include these steps in their planning:</p> <ul style="list-style-type: none"> • Set a realistic goal and write it down • List the steps to take to reach the goal • Identify sources of help and support • Set a reasonable time frame for reaching the goal • Evaluate progress • Reward for reaching the goal <p>(Personal Health Goal Chart – Appendix A)</p> | <p>Teacher Observation</p> |

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)^{NHES 7}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|---|---|
| <p>Demonstrate practices of making safe choices.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p> | <p>Have students work in groups to create a skit showing how peer pressure can affect the outcome of making good and bad choices. (smoking, drinking, curfews, lying, cheating, fighting, safe behaviors, abstinence, etc.)</p> | <p>Teacher Observation</p> <p>Role Play/Skit Rubric- Appendix A</p> |
| <p>Distinguish among use, misuse, and abuse of substances.</p> | <p>Have students use a body poster to identify organs affected by drug use.</p> | <p>Art/Poster Rubric – Appendix A</p> |
| <p>Identify how a properly balanced diet and exercise influence healthy body weight.</p> | <p>Discuss a properly balanced diet.</p> <p>Have students use Choose My Plate’s Super Tracker to understand how food and fitness affect your health.</p> <p>Choose My Plate's Super Tracker</p> <p>Keep food diaries and enter foods consumed into a web-based nutrient analysis program to determine if individual needs are being met for calories and nutrients.</p> | <p>Teacher Observation</p> |
| <p>List health professionals that provide education, counseling services, and treatment to prevent communicable disease.</p> | <p>Use technology to research health professions that provide services and treatment to prevent communicable disease.</p> <p>Have students complete a report to show their findings.</p> <p>Health Care Professionals</p> | <p>Written Assessment Rubric – Appendix A</p> |

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)^{NHES 8}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|---|---------------------------------|
| <p>Demonstrate an ability to influence others to become involved in healthy community projects.</p> | <p>Discuss ways to influence others to become involved in healthy community projects.</p> <p>Have students establish a classroom project to benefit others. (Campus cleanups, planting flowers, can food drive, clothing closets, etc.)</p> | <p>Teacher Observation</p> |

Supplementary Lesson Plans

These lessons plans for teaching Sixth, Seventh, and Eight Grade Health can be found at <http://www.mdek12.org/OHS> - click on Health In Action.

| <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> | <i>Activity Title</i> | <i>Competency</i> | <i>Strand</i> |
|-----------------------------------|-------------------|---------------|--|-------------------|---------------|
| Don't Be Sick | H1 | H-PH | Doctor, Doctor | H1 | H-C |
| Body Spell | H1 | H-C | Alcohol: Think, Don't Drink | H1 | H-DA |
| Backwards, Forwards | H1 | H-H | Generation Free (FREE) Grades 7-8 - Lesson 1 | H1 | H-PH |
| Hanky Panky Against Alcohol Abuse | H1 | H-PH | Generation Free (FREE) Grades 7-8 - Lesson 2 | H1 | H-PH |
| Where's The CD? | H1 | H-D | Generation Free (FREE) Grades 7-8 - Lesson 4 | H1 | H-PH |
| Go Healthy Fooding | H1 | H-N | Generation Free (FREE) Grades 7-8 - Lesson 8 | H1 | H-PH |
| What Am I? | H1 | H-PH | Generation Free (FREE) Grades 7-8 - Lesson 9 | H1 | H-PH |
| Sit On Me Positively | H2 | H-C | Ups and Downs | H2 | H-C |
| Headless Relay | H2 | H-H | Straight Up Stretch | H2 | H-H |
| Media Tag | H2 | H-C | Reverse Quick Stretch | H2 | H-H |
| How Big Is It? | H2 | H-H | Hold the Squat | H2 | H-H |
| Blind Ball | H2 | H-PH | Flexing on the Go | H2 | H-CH |
| Quick Claim | H2 | H-PH | | | |
| The Digestive Train | H3 | H-PH | Food Exchange | H3 | H-N |
| Plate-in-the-Box | H3 | H-PH | Walking the Egg | H3 | H-F |
| Flying Saucers | H3 | H-N | Spinning a Food Web | H3 | H-CH |
| Sugar Away | H3 | H-N | Quick Draw Healthy Food | H3 | H-N |
| Healthy Food Catch | H3 | H-N | Generation Free (FREE) Grades 7-8 - Lesson 3 | H3 | H-PH |
| Move to Refuse | H4 | H-DA | Magazine Ball | H4 | H-PH |
| Sticky Legs | H4 | H-F | Hula Roll | H4 | H-PH |
| Balloon Ball | H4 | H-C | Circlefusion | H4 | H-C |
| Actionology | H4 | H-H | Blindfusion | H4 | H-C |
| Yard Pets | H4 | H-M | Act Like | H4 | H-CH |
| Growing Christmas Trees | H4 | H-F | Waving Clouds | H4 | H-CH |
| Twin Relay | H4 | H-C | Back Against the Wall | H4 | H-C |
| Hot Ball Chase | H4 | H-C | Generation Free (FREE) Grades 7-8 - Lesson 5 | H4 | H-PH |
| Beat the Pot | H4 | H-C | | | |
| All Tied Up | H5 | H-PH | The Great Boating Excursion | H5 | H-CH |
| The Body Stick | H5 | H-PH | Time for a Seat Change | H5 | H-C |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|----------------------------|-------------------|---------------|--|---|-------------------|---------------|
| Domino Effect | H5 | H-H | | It is All about the Driver | H5 | H-C |
| Pony Express | H5 | H-F | | Between the Lines | H5 | H-F |
| Criss Crossing | H5 | H-H | | Pass It On | H5 | H-M |
| Quiet Game | H5 | H-F | | Generation Free (FREE) Grades 7-8 – Lesson 10 | H5 | H-PH |
| | | | | | | |
| Circle of Intrusion | H6 | H-CH | | Generation Free (FREE) Grades 7-8 - Lesson 6 | H6 | H-PH |
| The Wishing Circle | H6 | H-H | | Generation Free (FREE) Grades 7-8 – Lesson 7 | H6 | H-PH |
| | | | | | | |
| Stomp It Out | H7 | H-S | | Ring a Leg | H7 | H-PH |
| Tri | H7 | H-F | | Non-Dominant Ring a Leg | H7 | H-H |
| Heart 'A' Shape | H7 | H-PH | | Body Bends | H7 | H-PH |
| Geometric Shapes | H7 | H-PH | | A Hit Below the Waist | H7 | H-PH |
| The Chair Race | H7 | H-PH | | Target Ball | H7 | H-C |
| A Twist on Healthy Food | H7 | H-N | | Balloon Fan | H7 | H-CH |
| Hello, I Am... | H7 | H-PH | | Box the Balloons | H7 | H-CH |
| Seat Ball | H7 | H-PH | | NASCAR Race | H7 | H-C |
| Nutrient Toss | H7 | H-PH | | Full Handed | H7 | H-F |
| The Head Walk | H7 | H-PH | | Head 'em Up, Push 'em Out | H7 | H-PH |
| Trash Can Ball | H7 | H-PH | | Push X Push O | H7 | H-PH |
| Drag or Be Drugged | H7 | H-DA | | Around and Around We Go | H7 | H-F |
| Tri Ball | H7 | H-C | | Team Run | H7 | H-F |
| Can in a Hurry | H7 | H-F | | The Duck Walk | H7 | H-PH |
| Clothesline Ball | H7 | H-C | | Flying Planes | H7 | H-S |
| Safety First | H7 | H-S | | Balance Time | H7 | H-PH |
| Hula Ball | H7 | H-S | | Lifting the book | H7 | H-PH |
| Classroom Soccer | H7 | H-C | | Grasshopper Stretches | H7 | H-PH |
| Leg It Out | H7 | H-C | | High Jumping | H7 | H-H |
| Reach Ball | H7 | H-PH | | Quick Stretch | H7 | H-H |
| Burning Ball | H7 | H-PH | | Flopping Your Wings | H7 | H-H |
| Sitting Volley | H7 | H-C | | Basket Ball Nutrient Toss | H7 | H-N |
| A Kick Between the Rows | H7 | H-C | | Ten Jumps | H7 | H-C |
| | | | | | | |
| Back Against the Floor | H8 | H-PH | | Strike the Feet! | H8 | H-C |
| Hazardous Walk | H8 | H-C | | Beat the Top | H8 | H-C |
| Circle of Friends | H8 | H-F | | Bag Run | H8 | H-PH |
| Feet Ball | H8 | H-PH | | Straight Line Ball | H8 | H-C |
| ABC Cheer | H8 | H-C | | Bottle Guard | H8 | H-C |
| Air Balloon | H8 | H-C | | Ball Chase | H8 | H-C |
| Sponge Attack | H8 | H-C | | Walking Mississippi | H8 | H-C |
| Left-Right, Left-Right | H8 | H-C | | Body Ball | H8 | H-PH |
| Floor Pool | H8 | H-PH | | Side-by-Side | H8 | H-C |
| Soft Kick | H8 | H-PH | | Blind Boogie Scoot | H8 | H-C |
| Back Against the Floor | H8 | H-PH | | Foot Bag | H8 | H-C |
| Classy Ball | H8 | H-F | | Pacing Horses | H8 | H-C |
| Search for a Strong Family | H8 | H-F | | Trustformation | H8 | H-C |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|-----------------------|-------------------|---------------|--|------------------------------|-------------------|---------------|
| Arm Lock | H8 | H-F | | Toughening Those Calves | H8 | H-PH |
| Square Net Ball | H8 | H-C | | Stretching the Calves | H8 | H-H |
| Box It | H8 | H-C | | Halloween Costumes | H8 | H-S |
| String Around | H8 | H-F | | Choo Choo | H8 | H-C |
| Faux Paus Hockey | H8 | H-C | | Circle of Jumps | H8 | H-C |
| Shoe Thieves | H8 | H-C | | Snow Skiing with a Jump Rope | H8 | H-H |
| Ball Sweep | H8 | H-C | | Putting the Pieces Together | H8 | H-CH |
| Center Kick | H8 | H-PH | | Two Handed Balloon Bounce | H8 | H-C |
| Rope the Foot | H8 | H-C | | Know Balls | H8 | H-C |

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching seventh grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
 My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
 Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
 The Report Card by Andrew Clements – Aladdin Publishing
 It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)
 Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)
 The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)
 At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)
 Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)
 Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)
 How to Lose All Your Friends by Nancy Carlson – Pufflin Books (ISBN 0140558624)
 A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company
 Oh the Things That You Can Do That are Good for You by Tish Rabe (ISBN 10: 0375810986)
 Make Lemonade by Virginia Wolff – Henry Holt and Company (ISBN 978-0805080704)
 Mick Harte was Here by Barbara Park – Publisher - Yearling
 Gregory, the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
 Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.

Other Unit Resources

Text Books

Bronson, Mary H., Cleary, Michael J., & Hubbard, Betty M. (2007) *Teen Health*. Woodland Hills, CA: Glencoe/McGraw Hill.

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Holt, Rinehart & Winston. (2007) *Decisions for Health*. Boston, MA: Houghton Mifflin Harcourt.

Contemporary Health - Eighth Grade

Course Description

Contemporary Health (Eighth Grade) reinforces the importance of gaining an understanding of how health is influenced by the interaction of body systems. Students should become familiar with the interrelationship between mental, emotional, spiritual, social, and physical health during adolescence. Students should also become more competent in developing a fitness plan. Teachers should reinforce how family and peers influence personal health and how appropriate health care can prevent premature death and disability.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn:

- the physical, emotional, and social changes that occur during adolescence.
- the types of germs that can cause diseases.
- how germs spread.
- how to avoid or reduce risk behaviors.
- first aid procedures.
- warning signs of suicide.
- to identify positive and negative peer pressure.
- the techniques of conserving natural resources.
- the six nutrients needed by the body.
- to differentiate between legal and illegal drugs.
- the factors that influence an individual's decisions during adolescence.
- how to handle emotions in healthful ways.
- the importance of good nutrition and daily physical activity for a healthful lifestyle.
- how to use conflict resolution skills.
- refusal skills for risk-taking behaviors.
- to distinguish between various health care professionals.
- how to distinguish between facts and myths as it relates to health behaviors.
- the components of the human life cycle.

Essential Questions

- What is adolescence?
 - How are communicable diseases spread? What are sexually transmitted diseases?
 - How does abstinence from sexually activity show that you are responsible?
 - What nutrients do you need?
 - What are the nutrient groups?
 - What are two kinds of information?
 - What is nutrition?
-

- What are healthy ways to express emotions?
- What are the three developmental stages of adolescence?
- What is the difference between negative and positive peer pressure?
- What is an OTC medicine?
- What types of information can you find on a prescription medicine label?
- How can medicine contribute to good health?
- How are medicines and illegal drugs similar?
- What are risk behaviors?
- What are two behaviors that can reduce health risk?
- What are consequences?
- What are some warning signs of suicide?
- Why is family one of the biggest influences in your life?

Vocabulary

Identify and review the unit vocabulary.

- **Abstinence:** the conscience, active choice not to participate in high-risk behaviors.
- **Adolescence:** the stage of life between childhood and adulthood.
- **Communicable disease:** a disease that can be spread to a person from another person, an animal, or an object.
- **Drug abuse:** intentionally using drugs in a way that is unhealthful or illegal.
- **Emotions:** feelings such as love, joy or fear.
- **Family:** the basic unit of society and includes two or more people joined by blood, marriage, adoption or a desire to support each other.
- **First aid:** the immediate care given to someone who becomes injured or ill until regular medical care can be provided.
- **Germ:** organisms that are so small they can only be seen through a microscope.
- **Infection:** a condition that happens when pathogens enter the body, multiply, and cause harm.
- **Medicine:** a drug that prevents or cures an illness or eases its symptoms.
- **Nutrition:** the process of taking in food and using it for energy, growth, and good health.
- **Nutrients:** substances in foods that your body needs to grow, have energy, and stay healthy.
- **Over-the-counter drugs:** found on the shelves of local pharmacy or grocery stores.
- **Peer pressure:** the influence that your peer group has on you.
- **Prescription medicine:** a medicine that can be obtained legally only with a doctor's written permission.
- **Puberty:** the time when you develop physical characteristics of adults of your own gender.
- **Refusal skills:** ways to say no effectively.
- **Risk behaviors:** characteristics or behaviors that increase the likelihood of developing a medical disorder or disease.
- **Sexually transmitted disease:** infections that are spread from person to person through sexual contact.
- **Suicide:** the act of killing oneself on purpose.

Suggested Learning Experiences

| Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)^{NHES 1} | | |
|---|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Describe causes and effects of stress and identify healthy ways to manage stress. | <p>Define stress and discuss the causes and effects of stress.</p> <p>Have students write a paragraph about a stressful situation. In the paragraph answer the following questions:</p> <ul style="list-style-type: none"> • What caused the stressful situation? • What were the effects? • How could this be managed in a healthy way? | <p>Teacher Observation</p> <p>Written Assessment Rubric – Appendix A</p> |
| <p>Explore the changes during adolescence. (physical, mental/ emotional, and social)</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p> | <p>Have students brainstorm the physical, mental/ emotional, and social changes that occur during adolescence. (Puberty, developing a sense of identity, adopting values, setting goals, and developing control over behavior, etc.)</p> <p>Have students complete the concept mapping activity in Appendix A.</p> | <p>Concept Mapping Activity – Appendix A</p> <p>Written Test</p> |
| <p>Identify ways individuals can reduce risk factors related to communicable and chronic diseases.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p> | <p>Invite a health professional/nurse to discuss sexually transmitted diseases, contraceptives, and simple ways (i.e., hand washing) to prevent communicable diseases.</p> | <p>Teacher Observation</p> |
| <p>Identify the various components of the human life cycle.</p> | <p>Have students view the article below that emphasizes the components of the human life cycle. (Infancy and childhood, adolescence, adulthood)</p> <p>Human Life Cycle</p> | <p>Teacher observation</p> |

| Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)^{NHES 2} | | |
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| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Analyze the positive and | Have students watch the evening news or read the | Written Assessment Rubric |

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| negative influences of technology and media on personal and family health. | newspaper and write a report about the health issues mentioned in the newscast or newspaper. | – Appendix A |
| Describe the influence of cultural beliefs on health behaviors. | Have students research health myths and facts. Role-play health myths and present facts. | Role Play Rubric – Appendix A |
| Understand peer relationships and their impact on health decisions. <i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i> | Discuss who are our peers and define peer pressure (both negative and positive). KidsHealth Resource on Peer Pressure Use the HELP skills – <u>H</u> ealthy, <u>E</u> thical, <u>L</u> egal, and <u>P</u> arent-approved – to resist peer pressure. Divide students into groups and have them use the HELP skills to determine appropriate behavior. (Use Scenarios for Peer Pressure - Appendix A) Have students write a paragraph describing someone who is a good friend. (Use characteristics provided by the teacher.) Students will read paragraph to the class. | Teacher Observation Written Assessment Rubric – Appendix A |

| Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)^{NHES 3} | | |
|--|---|---|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Distinguish differences among various health care professionals. | Invite health service professionals to speak to the class. or Students will research various health professions and give an oral report to the class. | Guest Speaker Rubric – Appendix A Presentation Rubric – Appendix A |
| Explain an individual's responsibility in choosing health products and services. | Divide the students into groups. Have students use technology to explore various health products and services; then prepare a PowerPoint to show to the class about the chosen product or service. Questions to be answered: <ul style="list-style-type: none"> • What is the product? • What does the product do? • Do I really need the product? • Is the product safe? Could it harm my health or someone else's? • Could the product or its packaging harm the environment? • What is the unit price? (Cost per unit amount) • Is the Product worth the price? • Is there a similar product that cost less? • What is the stores return policy? | Presentation Rubric – Appendix A Group Participation Rubric |
| Explain the reasons for public health laws and regulations. | Have students research Food and Drug Administration laws and regulations regarding guidelines for over the counter medicines and prescriptions. Class will discuss their findings. | Teacher Observation |

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| | or | |
| | Invite a speaker to discuss pollution control laws and regulations. (EPA, DEQ, etc.) | |

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)^{NHES 4}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|--|---|---|
| <p>Demonstrate ways to cope with interpersonal conflicts.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p> | <p>Discuss how to handle difficult situations by using the Conflict Resolution Skills - TALK: <u>T</u>ake time out- at least 30 minutes; <u>A</u>llow each person to tell his/her side uninterrupted; <u>L</u>et each person ask questions; <u>K</u>eep brainstorming to find a good solution.</p> <p>Have students choose a situation that is a common conflict for teens. List the conflict on the board.</p> <p>Using the TALK strategy above the student will write a script showing how the conflict will be resolved and discuss with the class.</p> <p><i>Teen Health(course2) - Glencoe (McGraw Hill) Bronson, Cleary, Hubbard</i></p> <p>Glencoe Teen Health</p> | <p>Teacher Observation</p> <p>Class Participation Rubric – Appendix A</p> |
| <p>Practice refusal skills for risk taking behaviors.</p> <p><i>Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p> | <p>The students will discuss listening, self-disclosure, and feedback in communication.</p> <p>Discuss how to handle difficult situations by using Refusal Skills - Saying No effectively.</p> <p><u>S</u>TOP – <u>S</u>ay no; <u>T</u>ell why not; <u>O</u>ffer other ideas, <u>P</u>romptly leave.</p> <p>Refusal Skills</p> <p><i>Teen Health(course2) - Glencoe (McGraw Hill) Bronson, Cleary, Hubbard.</i></p> <p>Glencoe Teen Health</p> | <p>Class discussion</p> |
| <p>Examine ways to promote positive behavior when dealing with individual differences.</p> | <p>Ask the question: What does it mean to have good character? Define the term character: qualities that define what a person thinks, feels, and behaves.</p> <p>Brainstorm traits of good character to include: trustworthiness, respect, responsibility, fairness, caring, citizenship.</p> <p>Divide the class into groups and assign each group one of the traits listed above. Have them define the traits and give one example of how the trait can be</p> | <p>Teacher Observation</p> <p>Class Participation Rubric – Appendix A</p> |

| | | |
|---|---|---|
| | developed. | |
| Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} | | |
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Analyze how nutrition affects physical, mental, and emotional development. | <p>Teacher will explain the importance of good nutrition and daily physical activity for a healthy lifestyle (physical, mental/emotional and social development).</p> <p>Have students research “Choose My Plate” and list the five food groups and give an example of a nutritious food from each group; list five healthy eating tips.</p> <p>Choose My Plate</p> <p>Have students bring a Nutrition Facts Label and discuss the information about a food’s nutritional value; compare and contrast the food labels.</p> | Teacher Observation |
| Develop a plan that addresses commitment and self-control. | <p>Teacher will point out that journal writing is a healthful way to express emotions.</p> <p>Have students write a private journal entry about something that recently made them feel a strong emotion, such as winning a game or having an argument. Students should describe the emotions they felt and how they handled them. Remind students that they do not have to share what they write. Urge students to consider whether they might have handled the emotions in more healthful ways.</p> <p>Note: Answers will vary but might include (any two): writing, drawing, playing music, exercising, or participating in a hobby.</p> | Teacher Observation |
| Analyze how health related decisions are influenced by individuals, family, and community values. | For a week, students will identify as many external influences on their health choices as they can. They will label each influence as being positive or negative, and explain why they chose the labels. Students will share Information with the class. | <p>Teacher Observation</p> <p>Class Participation Rubric – Appendix A</p> |
| <p>Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)</i></p> | <p>Teacher will discuss tips on how to avoid or reduce risk behaviors in order to maintain overall health.</p> <ol style="list-style-type: none"> 1. Plan ahead 2. Think about consequences. 3. Resist negative pressure from others. 4. Stay away from risk takers. 5. Pay attention to what you are doing. 6. Know your limits. 7. Be aware of dangers. <p>Call on students to give examples of risk-behaviors and health consequences. (Examples: Riding in a car with the driver texting, engaging in pre-marital sex, drinking alcohol or smoking cigarettes, using medicines in an</p> | Teacher Observation |

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| | improper way, etc.) | |
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| Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} | | |
|--|--|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Create a personal health plan that encourages an active lifestyle. | <p>Have students identify health goals that promote personal health.</p> <p>Have students create strategies to assist them in achieving these goals by setting up an exercise plan that includes endurance, strength, and flexibility.</p> | Student Journal |

| Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7} | | |
|---|---|--|
| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
| Demonstrate common first aid procedures and identify ways to obtain various sources of help. | <p>Invite a paramedic or nurse to speak on first aid procedures and emergency care.</p> <p>Have students list the various sources of help along with phone numbers that are in their community.</p> | Teacher Observation |
| Identify regulations and adverse effects of the use and misuse of drugs (prescription, over the counter, and illegal). | <p>Have students research current regulations of prescription drugs and over the counter drugs.</p> <p>In groups have students research the adverse effects of prescription, over the counter, and illegal drug misuse on the body.</p> | Teacher observation |
| Identify the six (6) essential nutrients needed by the body and their nutrient sources. | <p>Discuss the six (6) essential nutrients and the role each play in the human body. (<i>Six (6) Essential Nutrients – carbohydrates, fiber, proteins, lipid, vitamins, minerals</i>)</p> <p>Have students research and construct a poster listing the six essential nutrients and examples of their sources.</p> <p>Choose My Plate FDA Transparency</p> | Art/Poster Rubric – Appendix A |
| Describe the role the Food and Drug Administration (FDA) plays in the safety of the products we use on a daily bases and how it relates to our health. | <p>Display the website given on a SmartBoard and discuss each of the products the FDA regulates and the importance of the FDA’s work on our health.</p> | Written quiz |
| <p>Demonstrate practices of making safe choices.</p> <p>Note: <i>You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill</i></p> | <p>Define and discuss positive and negative peer pressures.</p> <p>In groups have students role play positive and negative peer pressure situations involving: smoking, drinking, curfews, lying, cheating, fighting, safe behaviors, pre-marital sex, abstinence, etc. Have them include the ways that pressure can affect health.</p> | Teacher observation |

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

| Suggested Objectives | Suggested Teaching Strategies | Suggested Assessment Strategies |
|---|--|---------------------------------|
| Explain ways to improve community health and techniques for conserving natural resources. | Teacher will use the Recycling Begins with You curriculum guide to teach students about recycling paper. Guide can be adapted for 8 th grade. Organize a school-wide recycling program. | Teacher Observation |
| Identify services for people who abuse drugs. | Have students use the SAMHSA Substance Abuse Treatment Facilities Locator to find services in the community for people who abuse drugs. Invite substance abuse service worker to speak to students about the services offered in the community. | Teacher Observation |
| Explain ways students can help friends who may exhibit signs of suicide. | Discuss suicidal tendencies with students. Have students research suicide using the link provided below. Warning Signs of Suicide Have students create a display board about suicidal tendencies and list ways to help that person. | Art/Poster Rubric – Appendix A |

Supplementary Lesson Plans

These lessons plans for teaching Sixth, Seventh, and Eight Grade Health can be found at <http://www.mdek12.org/OHS> - click on Health In Action.

| Activity Title | Competency | Strand | Activity Title | Competency | Strand |
|-----------------------------------|------------|--------|--|------------|--------|
| Don't Be Sick | H1 | H-PH | Doctor, Doctor | H1 | H-C |
| Body Spell | H1 | H-C | Alcohol: Think, Don't Drink | H1 | H-DA |
| Backwards, Forwards | H1 | H-H | Generation Free (FREE) Grades 7-8 - Lesson 1 | H1 | H-PH |
| Hanky Panky Against Alcohol Abuse | H1 | H-PH | Generation Free (FREE) Grades 7-8 - Lesson 2 | H1 | H-PH |
| Where's The CD? | H1 | H-D | Generation Free (FREE) Grades 7-8 - Lesson 4 | H1 | H-PH |
| Go Healthy Fooding | H1 | H-N | Generation Free (FREE) Grades 7-8 - Lesson 8 | H1 | H-PH |
| What Am I? | H1 | H-PH | Generation Free (FREE) Grades 7-8 - Lesson 9 | H1 | H-PH |
| Sit On Me Positively | H2 | H-C | Ups and Downs | H2 | H-C |
| Headless Relay | H2 | H-H | Straight Up Stretch | H2 | H-H |
| Media Tag | H2 | H-C | Reverse Quick Stretch | H2 | H-H |

| Activity Title | Competency | Strand | Activity Title | Competency | Strand |
|-------------------------|-------------------|---------------|---|-------------------|---------------|
| How Big Is It? | H2 | H-H | Hold the Squat | H2 | H-H |
| Blind Ball | H2 | H-PH | Flexing on the Go | H2 | H-CH |
| Quick Claim | H2 | H-PH | | | |
| | | | | | |
| The Digestive Train | H3 | H-PH | Food Exchange | H3 | H-N |
| Plate-in-the-Box | H3 | H-PH | Walking the Egg | H3 | H-F |
| Flying Saucers | H3 | H-N | Spinning a Food Web | H3 | H-CH |
| Sugar Away | H3 | H-N | Quick Draw Healthy Food | H3 | H-N |
| Healthy Food Catch | H3 | H-N | Generation Free (FREE) Grades 7-8 - Lesson 3 | H3 | H-PH |
| | | | | | |
| Move to Refuse | H4 | H-DA | Magazine Ball | H4 | H-PH |
| Sticky Legs | H4 | H-F | Hula Roll | H4 | H-PH |
| Balloon Ball | H4 | H-C | Circlefusion | H4 | H-C |
| Actionology | H4 | H-H | Blindfusion | H4 | H-C |
| Yard Pets | H4 | H-M | Act Like | H4 | H-CH |
| Growing Christmas Trees | H4 | H-F | Waving Clouds | H4 | H-CH |
| Twin Relay | H4 | H-C | Back Against the Wall | H4 | H-C |
| Hot Ball Chase | H4 | H-C | Generation Free (FREE) Grades 7-8 – Lesson 5 | H4 | H-PH |
| Beat the Pot | H4 | H-C | | | |
| | | | | | |
| All Tied Up | H5 | H-PH | The Great Boating Excursion | H5 | H-CH |
| The Body Stick | H5 | H-PH | Time for a Seat Change | H5 | H-C |
| Domino Effect | H5 | H-H | It is All about the Driver | H5 | H-C |
| Pony Express | H5 | H-F | Between the Lines | H5 | H-F |
| Criss Crossing | H5 | H-H | Pass It On | H5 | H-M |
| Quiet Game | H5 | H-F | Generation Free (FREE) Grades 7-8 – Lesson 10 | H5 | H-PH |
| | | | | | |
| Circle of Intrusion | H6 | H-CH | Generation Free (FREE) Grades 7-8 - Lesson 6 | H6 | H-PH |
| The Wishing Circle | H6 | H-H | Generation Free (FREE) Grades 7-8 – Lesson 7 | H6 | H-PH |
| | | | | | |
| Stomp It Out | H7 | H-S | Ring a Leg | H7 | H-PH |
| Tri | H7 | H-F | Non-Dominant Ring a Leg | H7 | H-H |
| Heart 'A' Shape | H7 | H-PH | Body Bends | H7 | H-PH |
| Geometric Shapes | H7 | H-PH | A Hit Below the Waist | H7 | H-PH |
| The Chair Race | H7 | H-PH | Target Ball | H7 | H-C |
| A Twist on Healthy Food | H7 | H-N | Balloon Fan | H7 | H-CH |
| Hello, I Am... | H7 | H-PH | Box the Balloons | H7 | H-CH |
| Seat Ball | H7 | H-PH | NASCAR Race | H7 | H-C |
| Nutrient Toss | H7 | H-PH | Full Handed | H7 | H-F |
| The Head Walk | H7 | H-PH | Head 'em Up, Push 'em Out | H7 | H-PH |
| Trash Can Ball | H7 | H-PH | Push X Push O | H7 | H-PH |
| Drag or Be Drugged | H7 | H-DA | Around and Around We Go | H7 | H-F |
| Tri Ball | H7 | H-C | Team Run | H7 | H-F |
| Can in a Hurry | H7 | H-F | The Duck Walk | H7 | H-PH |

| Activity Title | Competency | Strand | | Activity Title | Competency | Strand |
|----------------------------|-------------------|---------------|--|------------------------------|-------------------|---------------|
| Clothesline Ball | H7 | H-C | | Flying Planes | H7 | H-S |
| Safety First | H7 | H-S | | Balance Time | H7 | H-PH |
| Hula Ball | H7 | H-S | | Lifting the book | H7 | H-PH |
| Classroom Soccer | H7 | H-C | | Grasshopper Stretches | H7 | H-PH |
| Leg It Out | H7 | H-C | | High Jumping | H7 | H-H |
| Reach Ball | H7 | H-PH | | Quick Stretch | H7 | H-H |
| Burning Ball | H7 | H-PH | | Flopping Your Wings | H7 | H-H |
| Sitting Volley | H7 | H-C | | Basket Ball Nutrient Toss | H7 | H-N |
| A Kick Between the Rows | H7 | H-C | | Ten Jumps | H7 | H-C |
| | | | | | | |
| Back Against the Floor | H8 | H-PH | | Strike the Feet! | H8 | H-C |
| Hazardous Walk | H8 | H-C | | Beat the Top | H8 | H-C |
| Circle of Friends | H8 | H-F | | Bag Run | H8 | H-PH |
| Feet Ball | H8 | H-PH | | Straight Line Ball | H8 | H-C |
| ABC Cheer | H8 | H-C | | Bottle Guard | H8 | H-C |
| Air Balloon | H8 | H-C | | Ball Chase | H8 | H-C |
| Sponge Attack | H8 | H-C | | Walking Mississippi | H8 | H-C |
| Left-Right, Left-Right | H8 | H-C | | Body Ball | H8 | H-PH |
| Floor Pool | H8 | H-PH | | Side-by-Side | H8 | H-C |
| Soft Kick | H8 | H-PH | | Blind Boogie Scoot | H8 | H-C |
| Back Against the Floor | H8 | H-PH | | Foot Bag | H8 | H-C |
| Classy Ball | H8 | H-F | | Pacing Horses | H8 | H-C |
| Search for a Strong Family | H8 | H-F | | Trustformation | H8 | H-C |
| Arm Lock | H8 | H-F | | Toughening Those Calves | H8 | H-PH |
| Square Net Ball | H8 | H-C | | Stretching the Calves | H8 | H-H |
| Box It | H8 | H-C | | Halloween Costumes | H8 | H-S |
| String Around | H8 | H-F | | Choo Choo | H8 | H-C |
| Faux Paus Hockey | H8 | H-C | | Circle of Jumps | H8 | H-C |
| Shoe Thieves | H8 | H-C | | Snow Skiing with a Jump Rope | H8 | H-H |
| Ball Sweep | H8 | H-C | | Putting the Pieces Together | H8 | H-CH |
| Center Kick | H8 | H-PH | | Two Handed Balloon Bounce | H8 | H-C |
| Rope the Foot | H8 | H-C | | Know Balls | H8 | H-C |

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching eight grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.

My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.

Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.

The Report Card by Andrew Clements – Aladdin Publishing

It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)

Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)
The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)
At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)
Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)
Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)
How to Lose All Your Friends by Nancy Carlson – Pufflin Books (ISBN 0140558624)
A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company
Oh the Things That You Can Do That are Good for You by Tish Rabe (ISBN 10: 0375810986)
Make Lemonade by Virginia Wolff – Henry Holt and Company (ISBN 978-0805080704)
Mick Harte was Here by Barbara Park – Publisher - Yearling
Gregory, the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.

Other Unit Resources

Text Books

Bronson, Mary H., Cleary, Michael J., & Hubbard, Betty M. (2007) *Teen Health*. Woodland Hills, CA: Glencoe/McGraw Hill.

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt.

Holt, Rinehart & Winston. (2007) *Decisions for Health*. Boston, MA: Houghton Mifflin Harcourt.

Student Competency Profile - Kindergarten

Student's Name: _

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| Kindergarten | | |
|--------------|----|---|
| | 1. | Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} |
| | 2. | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} |
| | 3. | Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3} |
| | 4. | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4} |
| | 5. | Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} |
| | 6. | Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} |
| | 7. | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7} |
| | 8. | Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} |

Student Competency Profile - First Grade

Student's Name: _

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| First Grade | | |
|-------------|----|---|
| | 1. | Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} |
| | 2. | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} |
| | 3. | Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3} |
| | 4. | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4} |
| | 5. | Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} |
| | 6. | Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} |
| | 7. | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7} |
| | 8. | Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} |

Student Competency Profile – Second Grade

Student's Name: _

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| Second Grade | | |
|--------------|----|---|
| | 1. | Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} |
| | 2. | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} |
| | 3. | Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3} |
| | 4. | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4} |
| | 5. | Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} |
| | 6. | Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} |
| | 7. | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7} |
| | 8. | Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} |

Student Competency Profile – Third Grade

Student's Name: _

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| Third Grade | | |
|-------------|----|---|
| | 1. | Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} |
| | 2. | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} |
| | 3. | Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3} |
| | 4. | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4} |
| | 5. | Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} |
| | 6. | Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} |
| | 7. | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7} |
| | 8. | Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} |

Student Competency Profile – Fourth Grade

Student's Name: _

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| Fourth Grade | | |
|--------------|----|---|
| | 1. | Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} |
| | 2. | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} |
| | 3. | Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3} |
| | 4. | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4} |
| | 5. | Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} |
| | 6. | Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} |
| | 7. | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7} |
| | 8. | Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} |

Student Competency Profile – Fifth Grade

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| Fifth Grade | | |
|-------------|----|---|
| | 1. | Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} |
| | 2. | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} |
| | 3. | Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3} |
| | 4. | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4} |
| | 5. | Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} |
| | 6. | Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} |
| | 7. | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7} |
| | 8. | Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} |

Student Competency Profile – Sixth Grade

Student's Name: _

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| Sixth Grade | | |
|-------------|----|---|
| | 1. | Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} |
| | 2. | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} |
| | 3. | Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3} |
| | 4. | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4} |
| | 5. | Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} |
| | 6. | Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} |
| | 7. | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7} |
| | 8. | Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} |

Student Competency Profile – Seventh Grade

Student's Name: _

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| Seventh Grade | | |
|----------------------|----|---|
| | 1. | Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} |
| | 2. | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} |
| | 3. | Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3} |
| | 4. | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4} |
| | 5. | Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} |
| | 6. | Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} |
| | 7. | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7} |
| | 8. | Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} |

Student Competency Profile – Eighth Grade

Student's Name: _

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| Eighth Grade | | |
|--------------|----|---|
| | 1. | Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1} |
| | 2. | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2} |
| | 3. | Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3} |
| | 4. | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4} |
| | 5. | Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5} |
| | 6. | Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6} |
| | 7. | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7} |
| | 8. | Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8} |

Appendix A: Activities and Rubrics

ADVERTISEMENTS...

How effective are they?

Directions: Students will read advertising slogans or symbols listed below that were gotten from television, radio and magazines commercials. Students will then, in pairs, try to identify the company responsible for creating the advertisement. (Example: Eat Fresh Subway)

** At the bottom, add some slogans of your own. See if your neighbor can guess them!*

1. Got Milk? _____
2. It's the Real Thing_ _____
3. Just Do It! _____
4. Golden Arches _____
5. Click It or Ticket! _____
6. Finger Lickin' Good_ _____
7. Think Outside the Bun _____
8. Best Pizza Under One Roof_ _____
9. Doughboy _____
10. Eat More Chickin! _____
11. I'm Not Your Momma-Pick It Up! _____
12. Melts in Your Mouth, Not in Your Hand _____
13. Better Ingredients - Better Pizza _____
14. Fresh Goes Better with _____, Fresh and Full of Life.
15. Don't Let Life Get Stale - Keep it Fresh – Think _____

ADVERTISEMENT ANSWER KEY

1. Dairy Association
2. Coca Cola Bottling Company
3. Nike
4. McDonald's
5. Mississippi Highway Patrol
6. KFC (Kentucky Fried Chicken)
7. Taco Bell
8. Pizza Hut
9. Pillsbury
10. Chick-Fil-A
11. Litter Free Mississippi (Tourism Commission)
12. Hershey Company (M&Ms)
13. Papa John's
14. Mentos
15. Krispy Kreme

Art/Poster Rubric

| | Exemplary | Accomplished | Developing | Beginning | Score |
|-------------------------|--|---|---|---|--------------|
| | 4 Points | 3 Points | 2 Points | 1 Point | |
| Required Content | The poster includes all required content elements as well as additional information. | All required content elements are included on the poster. | All but one of the required content elements are included on the poster. | Several required content elements were missing. | |
| Labels | All items of importance on the poster are clearly labeled with labels that are easy to read. | Almost all items of importance on the poster are clearly labeled with labels that are easy to read. | Many items of importance on the poster are clearly labeled with labels that are easy to read. | Labels are too small to read, or no important items were labeled. | |
| Attractiveness | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout, and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. | |
| Grammar | There are no grammatical or mechanical mistakes on the poster. | There are 1 to 2 grammatical or mechanical mistakes on the poster. | There are 3 to 4 grammatical or mechanical mistakes on the poster. | There are more than 4 grammatical or mechanical mistakes on the poster. | |

Brochure/Bulletin Board/Visual Display Rubric

| <u>Category</u> | <u>Possible Points</u> | <u>Points Earned</u> |
|---|------------------------|----------------------|
| <u>Title:</u> Eye-catching, states a purpose, and conveys a message | 10 | _____ |
| <u>Appropriate Use of Space:</u> Layout and design is creative and easily read | 10 | _____ |
| <u>Accuracy of Information:</u> Major points are clearly defined | 20 | _____ |
| Correct use of grammar and spelling | 10 | _____ |
| <u>Artistic Appeal:</u> Border applied | 10 | _____ |
| Attractive color scheme | 20 | _____ |
| Neatly presented artwork, drawings, cut-outs, and lettering neatly presented | 20 | _____ |
| | 100 | _____ |

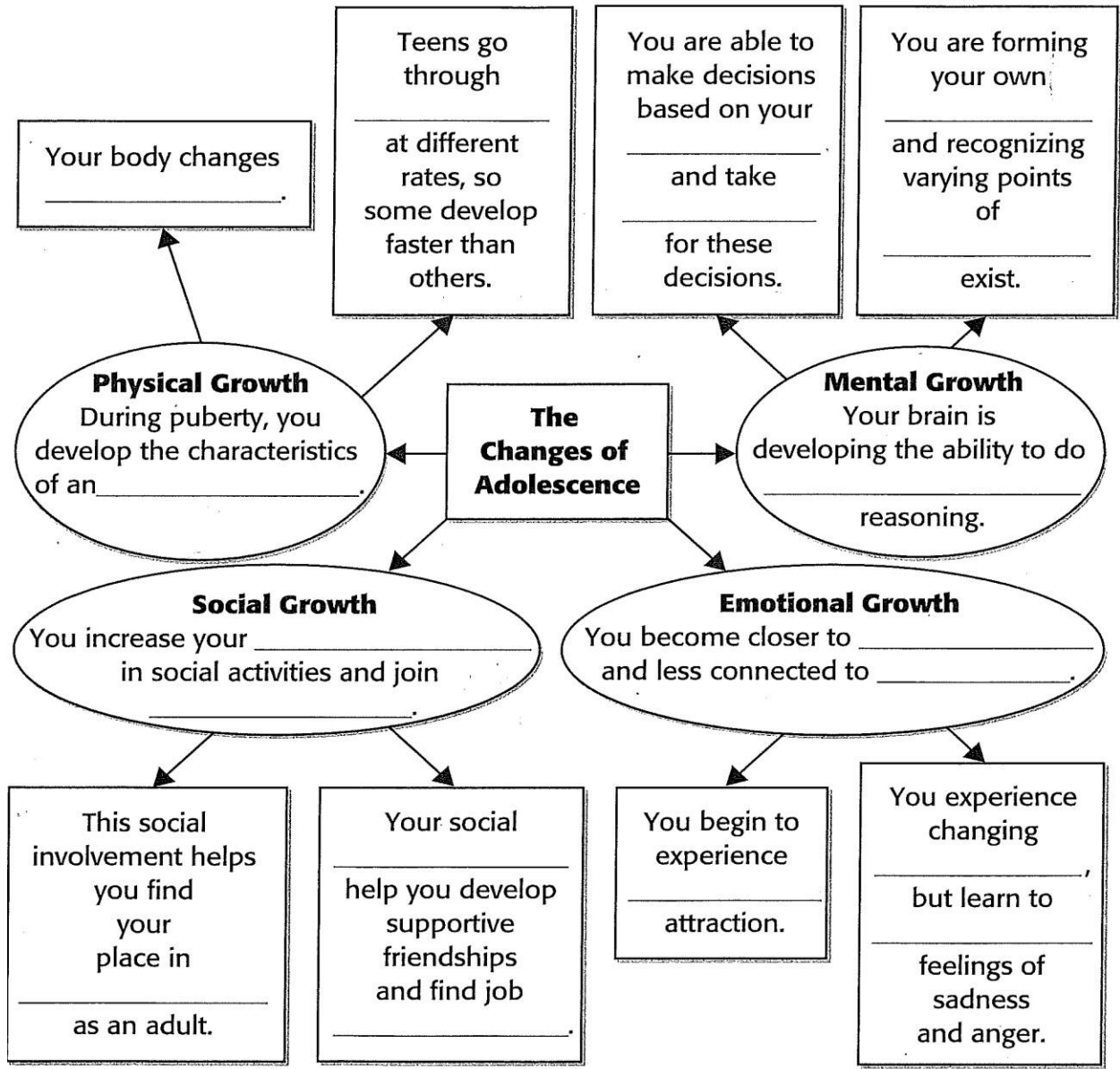
Class Participation Rubric

| | Highly Successful | Meeting Success | Experiencing Difficulty | Score |
|------------|--|--|--|-------|
| | 3 points | 2 points | 1 point | |
| Sharing | Shared ideas with others | Occasionally shared ideas with others | Seldom shared ideas with others | |
| Listening | Always listens | Occasionally listens | Never Listens | |
| Respecting | Interacted with, encouraged, and supported ideas of others | Occasionally encouraged and supported others | Seldom encouraged and supported others | |

CONCEPT MAPPING ACTIVITY

Concept Mapping Activity 12-1

Directions: Complete the concept map on the changes of adolescence, using terms and phrases from your textbook.



Glitter Germs Activity

Glitter works well to represent how germs are spread from one person to the next because it sticks well to the [hands](#).

- Let each child rub in a small amount of lotion to make the glitter stick even better.
- Choose four or five volunteers from the class to be the germ spreaders.
- Sprinkle a generous amount of glitter on the hands of the selected students. Have them hold their hands over a trash can to catch the extra glitter. They should shake off the excess glitter in the trash. Use a different color of glitter for each child so the kids can see how many different types of germs they receive.
- The entire class mingles shaking hands with one another for a few minutes.
- The glitter germs will transfer to the other hands. Many of the kids will end up with several different colors of glitter.
- Discuss the similarities between how the glitter and germs spread.
- Give each child a paper towel to wipe away the glitter germs. The students will notice the germs don't wipe off well.
- Have some of the students use cold water without soap to wash off the germs.
- Ask a few other students to use warm water with soap to wash off the glitter.
- Discuss which method is most effective in removing the glitter germs.

Read more: [Hygiene Activities for Elementary Students | eHow.com](#)

http://www.ehow.com/list_6297219_hygiene-activities-elementary-students.html#ixzz1xmOEBuU6

Group Participation Rubric

| | Beginning | Developing | Accomplished | Exemplary | Score |
|--------------------------|--|---|--|--|--------------|
| | 1 point | 2 points | 3 points | 4 points | |
| Group Discussions | Rarely contributed to discussions of the group | Contributed good effort to discussions of the group | Contributed great effort to discussions of the group | Contributed exceptional effort to discussions of the group | |
| On-task Behavior | Exhibited on-task behavior inconsistently | Exhibited on-task behavior some of the time | Exhibited on-task behavior most of the time | Exhibited on-task behavior consistently | |
| Helping Others | Did not assist other group members | Seldom assisted other group members | Occasionally assisted other group members | Assisted other group members | |
| Listening | Ignored ideas of group members | Seldom listened to ideas of group members | Occasionally listened to ideas of group members | Always listened to ideas of group members | |

HAZARDOUS PRODUCTS CHECKLIST

| | Number of Items | Stored Safely? (Yes/No) |
|---|-----------------|-------------------------|
| Paints and solvents | | |
| Furniture polish | | |
| Spot remover | | |
| Nail polish/remover | | |
| Paint/Varnish | | |
| Paint thinner/stripper | | |
| Glue | | |
| Total Number of Paints and Solvents | | |
| Household Cleaners | | |
| Drain cleaner | | |
| Oven cleaner | | |
| Floor cleaner | | |
| Disinfectant | | |
| Ammonia | | |
| Scouring power | | |
| Bleach | | |
| Laundry detergent | | |
| Total Number of Household Cleaners | | |
| Pesticides | | |
| Weed killers | | |
| Insecticides | | |
| Bug repellent | | |
| Flea spray/collars | | |
| Fertilizers | | |
| Total Number of Pesticides | | |
| Automotive Products | | |
| Car wax | | |
| Motor oil | | |
| Gasoline | | |
| Kerosene | | |
| Antifreeze | | |
| Total Number of Automotive Products | | |
| Other Products | | |
| Air fresheners | | |
| Aerosol sprays | | |
| Household batteries | | |
| Button batteries | | |
| Pool chemicals | | |
| Other | | |
| Total Other Products | | |
| Total Number of Hazardous Products in Your Home | | |

HAZARDOUS PRODUCTS SAFETY GUIDELINES

1. Keep products out of reach of children and animals. Store all hazardous products on high shelves or in locked cabinets, away from food items.
2. Make sure the lids and caps are tightly sealed and child-proofed.
3. Store corrosive, flammable and poisonous products on separate shelves. Be sure the containers are kept dry to prevent corrosion. Store these products where they are not likely to freeze.
4. Keep products in their original containers, with the information on the labels clearly legible. Never put a household hazardous product in a food or beverage container.
5. Keep products away from heat, sparks, flames, or sources of ignition. This is especially important with flammable products and aerosol cans.

Student Name _____



How Affective was the Advertisement that I Viewed?

Evaluate the health product or service advertisement by answering the questions below.
Score from 1-5 (a score of 5 for high and 1 for low)

Name of Product _____ Type of Advertisement _____

Overall rating of the advertisement....

___ was of high quality (it was attractive and gave needed information)

___ was timely (it made me want to buy the product)

___ was relevant to my needs (it was a product that me or my family would use)

___ helped me to learn about the product or service

___ this product will help to improve my health

___ the advertisement will assist me in making better decisions

___ **TOTAL SCORE (30 points is maximum)**

1. What was the most useful part of this advertisement? Why?

2. What was the least useful part of the advertisement? Why?

3. What additional information do I need?

How to Teach Kids How to Introduce Themselves to Others

Instructions

1. Make eye contact and listen carefully as your child speaks to you. Children often mimic behaviors portrayed by surrounding adults. [Teach](#) children how to effectively communicate early on by setting a good example.
2. Demonstrate how to use open body language so that other children feel comfortable approaching your child. Teach children to make eye contact, smile and to keep their body turned to the person they are speaking to.
3. Bring your child to local functions, school events or public play areas. Encourage your child to introduce herself to other children in her age group. Speak with other parents to set up play groups.
4. Speak with your child about kindness, sharing and patience. Display how to properly share toys and kind words with friends. Remind your child that she needs patience when meeting new people.
5. Invite children over to your home and allow your child to bring home friends. Allowing new children the opportunity to spend time with your child will increase their chances of making new friends.
6. Bring your child with you when attending to errands or visits to homes of family or friends. Improve your child's social skills by encouraging her to make introductions with people in your community.
7. Sign up younger children for a playgroup or push older children to join a [sports](#) team or school club. Show your support by becoming a parent chaperone, attending games or by hosting an event.
8. Stress the importance of having a positive attitude when making new friends and dealing with problems that may arise in those friendships. Portray how to maintain open communication in any type of situation.
9. Give your child examples on how she could begin a conversation with another child. Explain to your child that asking questions, such as asking for a name or what grade the other child is in, could potentially start a friendship.
10. Remind your child to always be herself to gain respect and to be happy. Point out that others can usually tell when you are being dishonest or pretending to be something that you are not.

Meeting New People

- FamilyEducation.com states that when children meet a new adult, they should stand up, make eye contact, and shake [hands](#), as is the polite tradition. They should try to make conversation by asking open-ended questions.
 - I'm _____, nice to meet you.
 - How are you today?
 - Have you had a good day?
 - I like your shirt.

Matching Behaviors and Outcomes Activity

Instructions: Cut the sections apart, mix them up and distribute to students who have been placed in groups. Have them match the behavior with a possible outcome of that behavior.

| | |
|---|--|
| Taking medicine that belongs to my Mother | Become sick and have to go to the emergency room. |
| Riding in a car without a safety belt | Driver gets a ticket |
| Getting 8 hours of sleep | Energy for daily activities |
| Eating lots of unhealthy snacks | Stomach ache |
| Getting 60 minutes of exercise each day | Have a healthy body weight |
| Talking to a stranger in my neighborhood | Could be taken away from family |
| Sniffing strong fumes from unsafe products | Become light-headed and dizzy |
| Smoking a cigarette | Could become addicted to tobacco |
| Making healthy choices | Feel good about myself – Building a healthy lifestyle |
| Forget to brush and floss my teeth | Cavities will form |

Mississippi School Immunization Laws

In order to enroll in any public or private kindergarten, elementary, or secondary school in Mississippi, a student must provide the school with a:

Certificate of Immunization Compliance (Form 121) - MUST be signed by the District Health Officer, a physician, or a nurse.

Or a

Certificate of Medical Exemption (Form 122) - is not computer generated. This form **MUST** be signed by the District Health Officer (refer to the Medical Exemption section for specific information.)

The list of immunizations required is specified by the State Health Officer and is promulgated at least annually as directed by state statute. All vaccines are to be given at the appropriate age and intervals according to ACIP recommendations. The required vaccines are listed below.

MS School Entry Immunization Requirements 2012-2013^a

| Vaccine/antigen | No. of doses |
|--|----------------|
| Diphtheria, Tetanus, Pertussis (DTaP) ^b | 5 ^c |
| Polio (IPV) | 4 ^d |
| Hepatitis B | 3 |
| Measles, Mumps, Rubella (MMR) | 2 ^e |
| Varicella (chickenpox) | 2 ^f |
| Tdap | 1 ^g |

a- All children entering a Mississippi school (any grade) for the first time will be required to have the above listed immunizations. **This includes Pre-K 4 year olds – 12th grade.**

b- Children entering a Mississippi school after their 7th birthday, who do not meet the above DTaP requirements, will need at least 3 total doses of diphtheria/tetanus containing vaccine (Td). Tdap should be used as one of the three diphtheria/tetanus containing vaccines (preferably as the first of the 3 doses) for children age 10 years and older. Refer to the Advisory Committee on Immunizations Practices (ACIP) catch up schedule at <http://www.cdc.gov/vaccines/pubs/pinkbook/default.htm>.

c- If the 4th dose is received on or after the 4th birthday, a 5th dose is not required.

d- The final dose in the series should be administered at age >4 years of age, regardless of number of previous doses.

e- MMR vaccine may only be waived if there is a documented physician's diagnosis of previous infection with measles, mumps and rubella disease or a serological confirmation of immunity to measles, mumps and rubella.

f- Varicella vaccine will be waived for evidence of past infection, including past history of chickenpox or a serological confirmation of immunity to chickenpox.

g- Beginning 2012-2013 school year all students entering, advancing to 7th grade, transferring into 7th grade will need proof of an adolescent whooping cough (pertussis) booster, Tdap immunization, before entry into school in the fall. Tdap vaccine given on or after the 7th birthday meets the new school requirement.

MY PLATE CHECKLIST

Eating Healthier Foods and Making Healthier Choices

| TIP # | MESSAGE | COMPLETED |
|---|--|-----------|
|  | Balance activity with exercise | |
|  | Stop eating when your stomach is full | |
|  | Watch portion sizes | |
|  | Foods you should eat every | |
|  | Goodness of fruits and vegetables | |
|  | Low fat dairy foods | |
|  | Healthy whole grains that are high in fiber | |
|  | Make healthy choices when eating out | |
|  | Lower sodium food choices | |
|  | Water is a healthy choice for drinking | |

911 Scenarios

Instructions: Choose one emergency, then practice what you could say if you were calling 911.

You're watching TV at home when you notice flames coming out a window of your neighbor's house.

You call 911.

You're playing ball in your yard with your babysitter when all of a sudden she falls to the ground. She's having trouble breathing.

You call 911.

You're playing at your friend's house when you hear a loud crash. A car has hit a tree, and the driver is hurt.

You call 911.

You call 911.

This is the 911 operator. What is your emergency?

What's your name?

Where are you? What's your address?

Can you tell me what happened?

Is anyone hurt?

Is anyone else with you?

Are you safe where you are?

OK, stay on the phone. Help is on the way!

Personal Health Goal Chart

Name _____ Teacher _____

| GOALS | WAYS TO ACHIEVE GOALS | GOAL HAS BEEN MET |
|-------|-----------------------|-------------------|
| | | |

Personal Health Habit Inventory

| Name the Habit | Explain why it is a good habit | Explain why it is a bad habit |
|-----------------------|---------------------------------------|--------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Presentation Assessment Rubric

| | Exemplary | Accomplished | Developing | Beginning | Score |
|---------------------|---|--|--|---|--------------|
| | 4 points | 3 points | 2 points | 1 point | |
| Content | Clear, appropriate, and correct | Mostly clear, appropriate, and correct | Somewhat confusing, incorrect, or flawed | Confusing, incorrect, or flawed | |
| Clarity | Logical, interesting sequence | Logical sequence | Unclear sequence | No sequence | |
| Presentation | Clear voice and precise pronunciation | Clear voice and mostly correct pronunciation | Low voice and incorrect pronunciation | Mumbling and incorrect pronunciation | |
| Visual Aids | Attractive, accurate, and grammatically correct | Adequate, mostly accurate, and few grammatical errors | Poorly planned, somewhat accurate, and some grammatical errors | Weak, inaccurate, and many grammatical errors | |
| Length | Appropriate length | Slightly too long or short | Moderately too long or short | Extremely too long or short | |
| Eye Contact | Maintains eye contact, seldom looking at notes | Maintains eye contact most of time but frequently returns to notes | Occasionally uses eye contact but reads most of information | No eye contact because reading information | |

Public Service Announcement Rubric

| | Exemplary 4 points | Accomplished 3 points | Developing 2 points | Beginning 1 point | Score |
|--------------------------|--|---|---|--|--------------|
| Delivery | Interesting, well-rehearsed with smooth delivery that holds audience attention. | Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. | Delivery not smooth, but able to hold audience attention most of the time. | Delivery not smooth and audience attention lost. | |
| Originality | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people's ideas (giving them credit), but there is little evidence of original thinking. | Uses other people's ideas, but does not give them credit. | |
| Time length | 30-45 seconds long; pre-produced | 30 seconds; performed in class | 20-29 seconds; performed in class | 15-19 seconds; performed in class | |
| Use of Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. | |



Respect Box Activity

Directions:

Teacher will provide students with paper strips. As the student observes another student communicating care, consideration, or respect for others, they will write the student's name and their act of care, consideration or respect on the paper strip.

Students will place the strip in the Respect Box.

The teacher will read the strips out loud to the class at different times during the day.

Respect Cards

Directions: Teacher will distribute a copy of “Respect Cards” to each student. Students will make two columns on notebook paper titled “Respectful” and “Disrespectful.”

Students will then cut and glue cards on notebook paper under appropriate title.

| | |
|---|--|
| 1. I say ‘thank you’ when someone does something nice for me. | 9. I exercise four to five times a week to keep my body healthy. |
| 2. I call people names that I don’t like. | 10. I draw on my desk at school. |
| 3. If someone makes a mistake, I laugh at them | 11. I help a classmate when they spill their pencil box. |
| 4. I do my homework without being told. | 12. I raise my hand to speak. |
| 5. I eat healthy snacks. | 13. I mimic an adult when they are not looking. |
| 6. I interrupt my mom while she is on the phone. | 14. I ask before using someone’s supplies. |
| 7. I always put on my seatbelt in the car. | 15. I run back to my room and slam my door when I am corrected. |
| 8. I look someone in the eyes when they are talking to me. | 16. I cough without covering my mouth. |

Role-play or Skit Rubric

| | Excellent 4 Points | Good 3 Points | Average 2 Points | Needs Improvement 1 Point | Total |
|--------------------------|--|--|---|--|-------|
| Accuracy | All information accurate | Almost all information accurate | Most information accurate | Very little information accurate | |
| Role | Excellent character development; student contributed in a significant manner | Good character development; student contributed in a cooperative manner | Fair character development; student may have contributed | Little or no character development; student did not contribute much at all | |
| Knowledge Gained | Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why | Can clearly explain several ways in which his/her character "saw" things differently than other characters | Can clearly explain one way in which his/her character "saw" things differently than other characters | Cannot explain any way in which his/her character "saw" things differently than other characters | |
| Props | Used several props and showed considerable creativity | Used 1 or 2 appropriate props that made the presentation better | Used 1 or 2 props that made the presentation better | Used no props to make the presentation better | |
| Required Elements | Included more information than required | Included all required information | Included most required information | Included less information than required | |

Scenario Rubric

| | Excellent | Accomplished | Needs Improvement | Unsatisfactory | Score |
|-----------------------|---|---|---|---|--------------|
| | 4 Points | 3 Points | 2 Points | 1 Point | |
| Comprehension | Shows complete understanding of the issues and grasps implications beyond the immediate issue | Asks for more details to clarify understanding of the issue | Shows partial understanding of the issue but does not ask for clarification | Resists attempts to get clarification | |
| Strategizing | Develops realistic strategies that would provide a satisfactory conclusion | Chooses appropriate strategies that may satisfy | Shows evidence of strategy that may or may not satisfy | Needs assistance to choose a strategy | |
| Innovation | Devises more than one resolution to the problem | Offers a solution | Offers a solution with a limited point of view | Shows some understanding of the problem | |
| Communications | Convincingly communicates resolution | Explains solution so others can understand | Conveys an opinion | Unsure of how to explain | |

Scenarios – Conflict Resolution and Refusal Skills

#1 – Someone takes your seat at the lunch table.

#2 – Someone pushes ahead of you in line.

#3 – Your best friend wants you to let her cheat off your test paper.

#4 – A boy in math class called you something that was not nice.

#5 – You see your friend take an item out of another student's backpack.

#6 – Your best friend wants you to tell a lie so that he can get out of trouble.

Scenarios for Negative/Positive Communication Skills

Scenario 1:

You and William have gone to the ball game. You cheer for one team and William cheers for the other. William's team wins by a landslide. You get mad and walk off rapidly. William catches up with you and asks what is wrong.

You reply in a loud voice that his team cheated. William laughs and offers his hand in friendship. What should you do?

Scenario 2:

Your Mom is on the phone and you need her to get something for you, now. What should you do to get her attention?

Scenario 3:

Someone in your class makes a mistake reading. You laugh at them. They excuse themselves from the room.

How could you have handled the situation better and what should you do now?

Scenario 4:

You ran your bike into the neighbors fence. The neighbor calls your Dad and your Dad proceeds to tell you what you did wrong. You run back to your room and slam the door.

What could you have done differently in this situation?

Scenario 5:

There is a new girl at school. She is very pretty and all the boys like her. You don't like her because she is getting all the attention, so you put a nasty note on her desk. She is devastated and cries.

What should do to correct this situation?

Scenarios for Peer Pressure

Scenario 1:

You and two friends are in a department store. The following takes place:

"Now!" whispered Jan. "Quick, while the clerk's not looking."

Heart pounding, Amy leaned against the store's unattended makeup display and slid two tubes of lipstick into her purse. She looked bored and detached as she followed her friends Jan and Brenda out of the store, but inside she felt panicked.

"I can't believe you made me do that," Amy wailed.

"Relax," said Brenda. "Everybody does it sometimes. And we didn't make you do it."

She said nothing, but Amy knew she wouldn't have done that on her own. She'd just had a big dose of peer pressure.

Scenario 2:

You are at a party with several of your friends. The following takes place:

"Oh, come on, John, it's just one beer, and everyone else is having one." "One beer is not going to hurt anything."

Kevin replies, "But I don't want a beer."

Jimmy says, "Don't be a baby, it must be OK. Everyone else is doing it. They must know what they're doing."

Scenario 3:

You have a first date with Patrick and are going to the movie with another couple. The following takes place:

"Hey, let's skip the movie and go the Devil's Point," said Patrick. "What's at Devil's Point?" replies Denise.

"Nothing but the night sky," say Wayne.

"I don't think so, I told my parents we were going to the movies," say Wanda. "Oh come on, Wanda, no one will know. We will have a good time," shouts Patrick.

Denise says, "Yeah, Wanda, are you chicken? Everyone goes to Devil's Point, it is the happening place."

STORIES TO BE USE WITH THE RIGHT THING TO DO

1. Keesha had a cold. Her nose was stuffy. Keesha thought she needed some medicine, but no one else was home. Keesha decided to find some medicine by herself and take it. Did Keesha do the right thing?

2. Jamie's bedtime is 8 p.m. One night he stayed up until 9:30 because he was watching TV. The next day he had to get up and go to school. When Jamie woke up, he felt so tired. Did Jamie do the right thing when he stayed up late?

3. Yvonne likes the taste of her chewable vitamin tablet. Her mother gives her one every day. One day Yvonne got the bottle and decided to eat three vitamins for a snack. Was this a good thing for Yvonne to do?

4 Ferris and his friend Peter were playing at Peter's apartment. Peter's babysitter said they could have some cookies for a snack. Peter wanted to eat all the cookies in the bag. Ferris thought that too many cookies could make him sick. He ate only two cookies. Did Ferris do the right thing?

5. Rolanda was on the playground at school. Her friend Carmen showed her a little pink pill. Carmen said it came from her house. She wanted Rolanda to swallow it. Rolanda said that she would take the pill. Did Rolanda do the right thing?

6. Billy's dad told him to brush his teeth. Billy was in a hurry to go outside. He got his toothbrush wet and put it back in the rack. He did not brush his teeth. Did he do the right thing?

7. Percy noticed his fingernails were getting long and had dirt under them. He asked his dad to help him scrub his nails and trim them. Did Percy do the right thing?

8. Pepe felt sick when he woke up. His throat was sore and his ears hurt. Pepe wanted to play outside so he did not tell anyone that he felt sick. Did Pepe do the right thing?

9. Marie was on a swing at the playground. A big boy walked over to her. He wanted to give her some candy. Marie did not know this boy. She said no and did not take the candy. Did she do the right thing?

10. Vanessa was walking home from school and saw a medicine bottle on the sidewalk. Instead of picking it up, she ran home and told her mother. Did Vanessa do the right thing?

11. Rene noticed a bottle of wine on the kitchen counter. A little bit of wine was in the bottle. She took a sip of wine to see what it tasted like. Did Rene do the right thing?

12. Raymond found his grandpa's pouch of chewing tobacco. He knew it could make him sick. Raymond left the chewing tobacco where he found it. Did Raymond do the right thing?



Strange and Funny but True Health Facts*

1. Girls have a better sense of smell than boys.
2. The human brain has the capacity to store everything that we can experience.
3. When you take a step, you are using up to 200 muscles.
4. Our eyes are always the same size from birth, but our nose and ears never stop growing.
5. Our ears secrete more earwax when we are afraid than when we are not afraid.
6. 50% of pizzas made in America are pepperoni.
7. A person can overdose on caffeine.
8. Blueberry juice boosts memory.
9. It takes food seven seconds to get from your mouth to your stomach.

*Teachers are encouraged to add other funny but true health facts to this list.



Teacher's Classroom Checklist

Name _____
School _____ Room _____
or Area _____ Date Completed _____
Signature _____

Assess the status of the following and answer either Y for yes; N for no; or N/A for does not apply by each entry. Use this checklist to identify areas of indoor air quality concerns.

1. General Cleanliness:

- _____ Room is dusted and vacuumed regularly
- _____ Room free of clutter
- _____ Trash is removed daily
- _____ Food is not stored in classroom overnight
- _____ If animal food is present, it is stored in tightly sealed container
- _____ Room is free of pests and vermin
- _____ Used, unscented, school approved cleaners and air fresheners, if any in room

2. Animals in Classroom:

- _____ There is a minimized exposure to animal allergens
- _____ Animals are kept in cages (as much as possible)
- _____ Animal cages are cleaned regularly
- _____ Animal cages are placed away from supply and return vents
- _____ Have consulted with school nurse about student allergies or sensitivities
- _____ Have identified potential allergies of students
- _____ Moved sensitive students away from animals and habitats

3. Drain Traps in the Classroom:

- _____ Water is poured down floor drains once per week (approximately 1 quart of water)
- _____ Water is run in sinks at least once per week (about 2 cups of water)
- _____ Unused toilets are flushed once each week

4. Excess Moisture in Classrooms:

- _____ Condensate is wiped from windows, windowsills, and window frames
- _____ Cold water pipes are free of condensate
- _____ Indoor surfaces of exterior walls are free of condensate
- _____ Areas around or under classroom sinks are free of leaks
- _____ Classroom lavatories are free of leaks
- _____ Ceiling tiles and walls are free of leaks
- _____ Spills are cleaned up promptly

4. Thermal Comfort:

- Moderate temperature is achieved (should generally be 72 – 76 degrees)
- There are no signs of draftiness
- Students are not seated in direct sunlight
- Indoor humidity is maintained at acceptable levels (between 30 and 60 percent)

5. Ventilation:

- The unit ventilator has been located
- The air supply and return vents have been located
- Air is flowing from supply vent
- Air pathway is not obstructed
- No vehicle exhaust, kitchen/food, and chemical odors are in the classroom
- There are no signs of mold or mildew
- Windows operate correctly

6. Educational Supplies (Art and Science):

- Supplies are properly labeled
- Materials Safety Data Sheets are accessible
- Spill and clean-up procedures are developed and implemented
- Supplies are stored correctly
- Procedures for disposal of used substances are understood and followed
- Diluted substances rather than concentrates are used whenever possible
- There is a minimized exposure to hazardous materials

Background Information for Teacher's Classroom Checklist



General Cleanliness:

Regular and thorough classroom cleaning helps to ensure good indoor air quality (IAQ). While custodians typically clean the classrooms, teachers also play an important role in promoting and maintaining classroom cleanliness. The presence of dirt, moisture, and warmth stimulates the growth of molds and other biological contaminants. Unsanitary conditions attract insects and vermin, leading to possible IAQ problems from animal or insect allergens. Excessive or improper use of pesticides for secondary control of insects, vermin, and head lice can also cause IAQ problems.

Animals in the Classroom:

Some people are allergic to common indoor pollutants, such as pet dander. Isolated or repeated single exposure to allergens may cause a previously non-allergic or non-sensitive person to become allergic to that allergen. Pay attention to the needs of sensitive students, especially those with asthma.

Drain Traps:

Drain traps, if present, can become a problem when the water in the drain trap of a pipe evaporates due to infrequent use, allowing sewer gases to enter the room.

Excess Moisture:

Excess moisture contributes to mold growth. Mold can trigger allergic reactions and asthma in sensitive individuals. Mold can also cause odors and other IAQ problems. Note any signs of present or excess moisture and follow these guidelines:

- Monitor for condensate (condensed water or fog on cold surfaces)
- Check for leaks or signs of moisture from plumbing or roofs
- Clean spills promptly

Thermal Comfort:

Temperature and relative humidity are aspects of IAQ that can affect comfort. Changing thermostat settings or opening windows to control temporary fluctuations in temperature can not only worsen comfort problems but also have an adverse effect on other areas of the school. A practical goal for climate comfort is that 80 % of the occupants are comfortable.

Ventilation:

Ventilation is the process by which air is circulated throughout the school and your classroom. Stale indoor air is exhausted to the outside, and fresh, (outdoor) air is drawn into the building. Schools may either have mechanical ventilation (supplied by fans) or natural ventilation (i.e., operable windows). Improperly-operated or poorly-maintained ventilation systems can cause serious IAQ problems. In addition, the ventilation system can carry air pollutants from one location in the school to another.

If you have mechanical ventilation, confirm that air is flowing into the room from the air supply vent(s). Check airflow by holding a piece of tissue paper near the air supply vent(s); if air is flowing, the tissue will flutter away from the supply vent. Never obstruct the airflow with books, papers, furniture, or other obstacles. Never place anything on top of unit ventilators.

If you have mechanical ventilation, confirm that air is flowing from the room into the air return grille(s). Check for airflow at air return grille(s) in the same manner as above. If air is flowing, the tissue will be pulled toward the return.

Check for unexplained odors. Odors, or the need to use scented air fresheners, may indicate ventilation problem. Remember that the ventilation system can carry air contaminants from another location in the school to your classroom.

In addition, maintenance vehicles or buses should never idle near the outside air intake vents. If your school or state has anti-idling policies in place, locate and review these.

Educational Supplies:

Ensure that you are familiar with all your supplies. Read labels and identify precautions regarding fumes or ventilation. Follow good safety, handling and storage practices. Develop appropriate procedures and have cleaning supplies available in case of spills.

Art Supplies:

Art supplies may emit contaminants during use and storage. By federal law, potentially toxic supplies must have appropriate warning labeling. The Labeling of Hazardous Art Materials Act (Public Law 100-695) requires that all art materials be reviewed to determine their potential for causing a chronic hazard and be labeled accordingly. The U.S. Consumer Product Safety Commission recommends that parents and others buying art materials, school supplies, and toys (such as crayons or paint sets) purchase only those products that are labeled "Conforms to ASTM D-4236."

In classrooms, teachers should ensure that safety precautions are followed. Examples of art supplies that can contribute to IAQ problems include solvents, inks, adhesives, glues, wax varnishes, lacquers, powered pigments, acids, clays, paints, and firing kilns. Check whether your supplies are listed as toxic or nontoxic. Read labels and identify precautions regarding fumes or ventilation. If you make purchasing decisions or recommend products for purchase, confirm that supplies are safe to use.

Vaccine Administration Record for Children and Teens

Patient name: _____

Birthdate: _____

Chart number: _____

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

| Vaccine | Type of Vaccine ¹ | Date given (mo/day/yr) | Funding Source (F,S,P) ² | Site ³ | Vaccine | | Vaccine Information Statement (VIS) | | Vaccinator ⁵ (signature or initials & title) |
|---|------------------------------|------------------------|-------------------------------------|-------------------|---------|------|-------------------------------------|-------------------------|---|
| | | | | | Lot # | Mfr. | Date on VIS ⁴ | Date given ⁴ | |
| Hepatitis B⁶ (e.g., HepB, Hib-HepB, DTaP-HepB-IPV) Give IM. ⁷ | | | | | | | | | |
| Diphtheria, Tetanus, Pertussis⁶ (e.g., DTaP, DTaP/Hib, DTaP-HepB-IPV, DT, DTaP-IPV/Hib, Tdap, DTaP-IPV, Td) Give IM. ⁷ | | | | | | | | | |
| Haemophilus influenzae type b⁶ (e.g., Hib, Hib-HepB, DTaP-IPV/Hib, DTaP/Hib) Give IM. ⁷ | | | | | | | | | |
| Polio⁶ (e.g., IPV, DTaP-HepB-IPV, DTaP-IPV/Hib, DTaP-IPV) Give IPV SC or IM. ⁷ Give all others IM. ⁷ | | | | | | | | | |
| Pneumococcal (e.g., PCV7, PCV13, conjugate; PPSV23, polysaccharide) Give PCV IM. ⁷ Give PPSV SC or IM. ⁷ | | | | | | | | | |
| Rotavirus (RV1, RV5) Give orally (po). | | | | | | | | | |

See page 2 to record measles-mumps-rubella, varicella, hepatitis A, meningococcal, HPV, influenza, and other vaccines (e.g., travel vaccines).

How to Complete This Record

- Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
- Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
- Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
- Record the publication date of each VIS as well as the date the VIS is given to the patient.
- To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
- For combination vaccines, fill in a row for each antigen in the combination.
- IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous.

| Abbreviation | Trade Name & Manufacturer |
|----------------|--|
| DTaP | Daptacel (sanofi); Infanrix (GlaxoSmithKline [GSK]); Tripedia (sanofi pasteur) |
| DT (pediatric) | Generic (sanofi pasteur) |
| DTaP-HepB-IPV | Pediarix (GSK) |
| DTaP/Hib | TriHibit (sanofi pasteur) |
| DTaP-IPV/Hib | Pentacel (sanofi pasteur) |
| DTaP-IPV | Kinrix (GSK) |
| HepB | Engerix-B (GSK); Recombivax HB (Merck) |
| HepA-HepB | Twinrix (GSK); can be given to teens age 18 and older |
| Hib | ActHIB (sanofi pasteur); Hiberix (GSK); PedvaxHIB (Merck) |
| Hib-HepB | Comvax (Merck) |
| IPV | Ipol (sanofi pasteur) |
| PCV13 | Prevnar 13 (Pfizer) |
| PPSV23 | Pneumovax 23 (Merck) |
| RV1 | Rotarix (GSK) |
| RV5 | RotaTeq (Merck) |
| Tdap | Adacel (sanofi pasteur); Boostrix (GSK) |
| Td | Decavac (sanofi pasteur), Generic (MA Biological Labs) |

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Vaccine Administration Record for Children and Teens

Patient name: _____

Birthdate: _____

Chart number: _____

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

| Vaccine | Type of Vaccine ¹ | Date given (mo/day/yr) | Funding Source (F,S,P) ² | Site ³ | Vaccine | | Vaccine Information Statement (VIS) | | Vaccinator ⁵ (signature or initials & title) |
|--|------------------------------|------------------------|-------------------------------------|-------------------|---------|------|-------------------------------------|-------------------------|---|
| | | | | | Lot # | Mfr. | Date on VIS ⁴ | Date given ⁴ | |
| Measles, Mumps, Rubella⁶ (e.g., MMR, MMRV) Give SC. ⁷ | | | | | | | | | |
| Varicella⁶ (e.g., VAR, MMRV) Give SC. ⁷ | | | | | | | | | |
| Hepatitis A (HepA) Give IM. ⁷ | | | | | | | | | |
| Meningococcal (e.g., MCV4; MPSV4) Give MCV4 IM ⁷ and MPSV4 SC. ⁷ | | | | | | | | | |
| Human papillomavirus (e.g., HPV2, HPV4) Give IM. ⁷ | | | | | | | | | |
| Influenza (e.g., TIV, inactivated; LAIV, live attenuated) Give TIV IM. ⁷ Give LAIV IN. ⁷ | | | | | | | | | |
| Other | | | | | | | | | |

See page 1 to record hepatitis B, diphtheria, tetanus, pertussis, *Haemophilus influenzae* type b, polio, pneumococcal, and rotavirus vaccines.

How to Complete this Record

1. Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
2. Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
3. Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
4. Record the publication date of each VIS as well as the date the VIS is given to the patient.
5. To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
6. For combination vaccines, fill in a row for each antigen in the combination.
7. IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous; IN is the abbreviation for intranasal.

| Abbreviation | Trade Name & Manufacturer |
|---|--|
| MMR | MMRII (Merck) |
| VAR | Varivax (Merck) |
| MMRV | ProQuad (Merck) |
| HepA | Havrix (GlaxoSmithKline [GSK]); Vaqta (Merck) |
| HepA-HepB | Twinnix (GSK) |
| HPV2 | Cervarix (GSK) |
| HPV4 | Gardasil (Merck) |
| LAIV (Live attenuated influenza vaccine) | FluMist (Medimmune) |
| TIV (Trivalent inactivated influenza vaccine) | Afluria (CSL Biotherapies); AgriFlu (Novartis); Fluarix (GSK); FluLaval (GSK); Fluvirin (Novartis); Fluzone (sanofi) |
| MCV4 | Menactra (sanofi pasteur); Menveo (Novartis) |
| MPSV4 | Menomune (sanofi pasteur) |

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Vaccine Administration Record for Children and Teens

(Page 1 of 2)

Patient name: Emily Jacobs

Birthdate: 6/2/2005

Chart number: _____

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

| Vaccine | Type of Vaccine ¹ | Date given (mo/day/yr) | Funding Source (F,S,P) ² | Site ³ | Vaccine | | Vaccine Information Statement (VIS) | | Vaccinator ⁵ (signature or initials & title) |
|---|---|------------------------|-------------------------------------|-------------------|---------|------|-------------------------------------|-------------------------|---|
| | | | | | Lot # | Mfr. | Date on VIS ⁴ | Date given ⁴ | |
| Hepatitis B ⁶ (e.g., HepB, Hib-HepB, DTaP-HepB-IPV) Give IM. ⁷ | HepB | 6/2/2005 | F | RT | 0651M | MRK | 7/11/01 | 6/2/05 | JTA |
| | Pediarix | 8/2/2005 | F | RT | 635A1 | GSK | 7/11/01 | 8/2/05 | DCP |
| | Pediarix | 10/2/2005 | F | RT | 712A2 | GSK | 7/11/01 | 10/2/05 | DCP |
| | Pediarix | 12/2/2005 | F | RT | 712A2 | GSK | 7/11/01 | 12/2/05 | DLW |
| | Pediarix | 8/2/2005 | F | RT | 635A2 | GSK | 7/30/01 | 8/2/05 | DCP |
| | Pediarix | 10/2/2005 | F | RT | 712A2 | GSK | 7/30/01 | 10/2/05 | DCP |
| | Pediarix | 12/2/2005 | F | RT | 712A2 | GSK | 7/30/01 | 12/2/05 | DLW |
| Diphtheria, Tetanus, Pertussis ⁶ (e.g., DTaP, DTaP/Hib, DTaP-HepB-IPV, DT, DTaP-IPV/Hib, Tdap, DTaP-IPV, Td) Give IM. ⁷ | DTaP-Hib | 9/2/2006 | F | RA | P0897AA | SPI | 7/30/01 | 9/2/06 | RLV |
| | DTaP | 8/2/2010 | F | RA | 326-912 | SPI | 5/17/07 | 8/2/10 | JTA |
| | DTaP-Hib (TriHibit): 2 lot #s, 2 different VISs | | | | | | | | |
| | Pediarix: 3 different VIS dates | | | | | | | | |
| Haemophilus influenzae type b ⁶ (e.g., Hib, Hib-HepB, DTaP-IPV/Hib, DTaP/Hib) Give IM. ⁷ | Hib | 8/2/2005 | F | LT | UA744AA | SPI | 12/16/98 | 8/2/05 | DCP |
| | Hib | 10/2/2005 | F | LT | UA744AA | SPI | 12/16/98 | 10/2/05 | DCP |
| | Hib | 12/2/2005 | F | LT | UA744AA | SPI | 12/16/98 | 12/2/05 | DLW |
| | DTaP-Hib | 9/2/2006 | F | RA | 7172AA | SPI | 12/16/98 | 9/2/06 | RLV |
| Polio ⁶ (e.g., IPV, DTaP-HepB-IPV, DTaP-IPV/Hib, DTaP-IPV) Give IPV SC or IM. ⁷ Give all others IM. ⁷ | Pediarix | 8/2/2005 | F | RT | 635A2 | GSK | 1/1/00 | 8/2/05 | DCP |
| | Pediarix | 10/2/2005 | F | RT | 712A2 | GSK | 1/1/00 | 10/2/05 | DCP |
| | Pediarix | 12/2/2005 | F | RT | 712A2 | GSK | 1/1/00 | 12/2/05 | DLW |
| | IPV | 8/2/2010 | F | RA | U4569-8 | SPI | 1/1/00 | 8/2/10 | DCP |
| Pneumococcal (e.g., PCV7, PCV13, conjugate; PPSV23, polysaccharide) Give PCV IM. ⁷ Give PPSV SC or IM. ⁷ | PCV7 | 8/2/2005 | F | LT | 489-835 | WYE | 9/30/02 | 8/2/05 | DCP |
| | PCV7 | 10/2/2005 | F | RT | 489-835 | WYE | 9/30/02 | 10/2/05 | DCP |
| | PCV7 | 12/2/2005 | F | LT | 489-835 | WYE | 9/30/02 | 12/2/05 | DLW |
| | PCV7 | 9/2/2006 | F | LA | 501-245 | WYE | 9/30/02 | 9/2/06 | RLV |
| | PCV13 | 8/2/2010 | F | LA | E44433 | PFI | 12/9/08 | 8/2/10 | DCP |
| Rotavirus (RV1, RV5) Give orally (po). | | | | | | | | | |

See page 2 to record measles-mumps-rubella, varicella, hepatitis A, meningococcal, HPV, influenza, and other vaccines (e.g., travel vaccines).

How to Complete This Record

- Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
- Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
- Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
- Record the publication date of each VIS as well as the date the VIS is given to the patient.
- To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
- For combination vaccines, fill in a row for each antigen in the combination.
- IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous.

| Abbreviation | Trade Name & Manufacturer |
|----------------|--|
| DTaP | Daptacel (sanofi); Infanrix (GlaxoSmithKline (GSK)); TriHibit (sanofi pasteur) |
| DT (pediatric) | Generic (sanofi pasteur) |
| DTaP-HepB-IPV | Pediarix (GSK) |
| DTaP/Hib | TriHibit (sanofi pasteur) |
| DTaP-IPV/Hib | Pentacel (sanofi pasteur) |
| DTaP-IPV | Kinrix (GSK) |
| HepB | Engerix-B (GSK); Recombivax HB (Merck) |
| HepA-HepB | Twinnix (GSK); can be given to teens age 18 and older |
| Hib | ActHib (sanofi pasteur); Hibrix (GSK); Pedivax-Hib (Merck) |
| Hib-HepB | Comvax (Merck) |
| IPV | Ipol (sanofi pasteur) |
| PCV13 | Prevnar 13 (Pfizer) |
| PPSV23 | Pneumovax 23 (Merck) |
| RV1 | Rotarix (GSK) |
| RV5 | RotaTeq (Merck) |
| Tdap | Adacel (sanofi pasteur); Boostrix (GSK) |
| Td | Decavac (sanofi pasteur); Generic (MA Biological Labs) |

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Vaccine Administration Record for Children and Teens

Patient name: Emily Jacobs

Birthdate: 6/2/2005

Chart number: _____

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

| Vaccine | Type of Vaccine ¹ | Date given (mo/day/yr) | Funding Source (F,S,P) ² | Site ³ | Vaccine | | Vaccine Information Statement (VIS) | | Vaccinator ⁴ (signature or initials & title) |
|--|------------------------------|------------------------|-------------------------------------|-------------------|---------|------|-------------------------------------|-------------------------|---|
| | | | | | Lot # | Mfr. | Date on VIS ⁴ | Date given ⁴ | |
| Measles, Mumps, Rubella ⁶ (e.g., MMR, MMRV) Give SC. ⁷ | MMRV | 6/2/2006 | P | RA | 0857M | MRK | 1/15/03 | 6/2/06 | DLW |
| | MMRV | 8/2/2010 | P | LA | 0522F | MRK | 5/21/10 | 8/2/10 | DCP |
| Varicella ⁶ (e.g., VAR, MMRV) Give SC. ⁷ | MMRV | 6/2/2006 | P | RA | 0857M | MRK | 12/16/98 | 6/2/06 | DLW |
| | MMRV | 8/2/2010 | P | LA | 0522F | MRK | 5/21/10 | 8/2/10 | DCP |
| Hepatitis A (HepA) Give IM. ⁷ | HepA | 6/2/2006 | P | LA | 0524L | MRK | 8/4/04 | 6/2/06 | DLW |
| | HepA | 8/2/2006 | P | LA | 0634K | MRK | 3/21/06 | 8/2/06 | MAT |
| Meningococcal (e.g., MCV4; MPSV4) Give MCV4 IM ⁷ and MPSV4 SC. ⁷ | | | | | | | | | |
| Human papillomavirus (e.g., HPV2, HPV4) Give IM. ⁷ | | | | | | | | | |
| Influenza (e.g., TIV, inactivated; LAIV, live attenuated) Give TIV IM. ⁷ Give LAIV IN. ⁷ | TIV | 12/5/2005 | F | RT | U097543 | SPI | 7/18/05 | 12/5/05 | JTA |
| | TIV | 1/5/2006 | F | RT | U097543 | SPI | 7/18/05 | 1/5/06 | DCP |
| | TIV | 10/16/2006 | F | LA | U106459 | SPI | 6/30/06 | 10/16/06 | MAT |
| | LAIV | 11/15/2007 | S | IN | 500337P | MED | 7/16/07 | 11/15/07 | ABB |
| | TIV | 10/12/2008 | S | RA | U2169MA | SPI | 7/24/08 | 10/12/08 | CAS |
| | TIV | 10/2/2009 | F | LA | 71211 | NOV | 8/11/09 | 10/2/09 | MAT |
| | TIV-H1N1 | 11/15/2009 | F | RA | UP016AA | SPI | 10/2/09 | 11/15/09 | CEL |
| | LAIV-H1N1 | 12/29/2009 | F | IN | 500756P | MED | 10/2/09 | 12/29/09 | ZAZ |
| Other | | | | | | | | | |

MMR-VAR (MMRV)

Example

See page 1 to record hepatitis B, diphtheria, tetanus, pertussis, *Haemophilus influenzae* type b, polio, pneumococcal, and rotavirus vaccines.

How to Complete this Record

- Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
- Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
- Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
- Record the publication date of each VIS as well as the date the VIS is given to the patient.
- To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
- For combination vaccines, fill in a row for each antigen in the combination.
- IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous; IN is the abbreviation for intranasal.

| Abbreviation | Trade Name & Manufacturer |
|---|--|
| MMR | MMRII (Merck) |
| VAR | Varivax (Merck) |
| MMRV | ProQuad (Merck) |
| HepA | Havrix (GlaxoSmithKline [GSK]); Vaqta (Merck) |
| HepA-HepB | Twinrix (GSK) |
| HPV2 | Cervarix (GSK) |
| HPV4 | Gardasil (Merck) |
| LAIV (Live attenuated influenza vaccine) | FluMist (Medimmune) |
| TIV (Trivalent inactivated influenza vaccine) | Afluria (CSL Biotherapies), Agridin (Novartis), Fluorix (GSK), FluLaval (GSK), Fluvirin (Novartis), Fluzone (sanofi) |
| MCV4 | Menactra (sanofi pasteur), Menveo (Novartis) |
| MPSV4 | Menomune (sanofi pasteur) |

Technical content reviewed by the Centers for Disease Control and Prevention, March 2011.

For additional copies, visit www.immunize.org/catg.d/p2022.pdf • Item #P2022 (3/11)

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Weekly Physical Activity Chart

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------------------------------|--------|---------|-----------|----------|--------|----------|--------|
| Date | | | | | | | |
| Time | | | | | | | |
| Activity | | | | | | | |
| Time Spent on Activity | | | | | | | |
| How Activity Made You Feel | | | | | | | |

Written Assessment Rubric

| | Exemplary | Accomplished | Developing | Beginning | Score |
|---------------------|---|---|--|--|--------------|
| | 4 points | 3 points | 2 points | 1 point | |
| Content | Topic remains apparent throughout written assignment | Topic is apparent | Addresses subject matter with minimal support | Does not focus on topic | |
| Grammar | Correct and effective use of grammar and mechanics | Occasional errors in use of grammar and mechanics | Problems in use of grammar and mechanics | Repeated errors in use of grammar and mechanics | |
| Organization | Ideas flow smoothly and logically with clarity and coherence | Logical order and appropriate sequencing of ideas with adequate transition | Some evidence of an organizational plan or strategy | Lacks organization | |

Written Report Checklist

- ____/16 Preparation
- ____/28 Organization
- ____/24 Thoroughness
- ____/19 Extra Materials
- ____/13 Final Report

Preparation:

1. ____/2 Information written (neatly)
2. ____/2 Sources used listed
3. ____/5 Worked every day (did not waste time)
4. ____/5 Has all materials ready for use
5. ____/2 Cooperative

Organization

1. ____/2 Report in a logical order
2. ____/2 Interesting manner
3. ____/20 Notebook check
4. ____/2 Understanding of topic
5. ____/2 Spelling and sentence structure (do not copy from books)

Thoroughness

1. ____/5 Main points given
2. ____/5 Details to explain given
3. ____/5 Information presented clearly
4. ____/4 More than one source used
5. ____/5 Extra materials are appropriate

Extra Materials

1. ____/2 Neatness
2. ____/7 Creativity
3. ____/2 Dramatic value
4. ____/3 Useful
5. ____/5 Correctness

Final Report

1. ____/3 Written clearly
2. ____/2 Organized
3. ____/2 Sources documented correctly
4. ____/2 Spelling
5. ____/2 Grammar
6. ____/2 Neatness

Appendix B: Industry Standards

| | Personal & Consumer Health | Mental Health | Social & Family Health | Human Growth & Development | Disease Prevention & Control | Nutrition & Fitness | Substance Abuse Prevention | Community & Environment Health | Safety & First Aid |
|-------|----------------------------|---------------|------------------------|----------------------------|------------------------------|---------------------|----------------------------|--------------------------------|--------------------|
| NHES1 | X | X | X | X | X | X | X | X | X |
| NHES2 | X | X | X | X | X | X | X | X | X |
| NHES3 | X | X | X | X | X | X | X | X | X |
| NHES4 | X | X | X | X | X | X | X | X | X |
| NHES5 | X | X | X | X | X | X | X | X | X |
| NHES6 | X | X | X | X | X | X | X | X | X |
| NHES7 | X | X | X | X | X | X | X | X | X |
| NHES8 | X | X | X | X | X | X | X | X | X |

NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.4 Analyze how genetics and family history can impact personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

NHES 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

NHES 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.

NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

Appendix C: Common Core Standards

| Common Core Crosswalk for Contemporary Health (6-8) | | | | | | | | | | |
|---|--------|-------|---------|--------|--|-----------------------|-------|---------|--------|---|
| | Grades | Sixth | Seventh | Eighth | | Grades | Sixth | Seventh | Eighth | |
| Common Core Standards | | | | | | Common Core Standards | | | | |
| CCR1 | | | | | | CCW7 | | x | x | x |
| CCR2 | | | | | | CCW8 | | x | x | x |
| CCR3 | | | | | | CCW9 | | | | |
| CCR4 | | | | | | CCW10 | | x | x | x |
| CCR5 | | | | | | CCSL1 | | x | x | x |
| CCR6 | | | | | | CCSL2 | | x | x | x |
| CCR7 | | x | x | x | | CCSL3 | | x | x | x |
| CCR8 | | | x | x | | CCSL4 | | x | x | x |
| CCR9 | | | | | | CCSL5 | | | x | x |
| CCR10 | | | | | | CCSL6 | | | | |
| CCW1 | | | | | | CCL1 | | | | |
| CCW2 | | | | | | CCL2 | | x | x | x |
| CCW3 | | | | | | CCL3 | | | | |
| CCW4 | | | | | | CCL4 | | x | x | x |
| CCW5 | | | | | | CCL5 | | | | |
| CCW6 | | x | x | x | | CCL6 | | x | x | x |
| | | | | | | | | | | |
| | | | | | | | | | | |

English Language Arts (6-12)

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

CCR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR2: Determine central ideas or themes of a text, and analyze their development; summarize the key supporting details and ideas.

CCR3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

CCR4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR6: Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCR7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCR8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

CCR10: Read and comprehend complex literary and informational texts independently and proficiently.
Mathematics (High School)

College and Career Readiness Anchor Standards for *Writing*

Text Types and Purposes

CCW1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCW3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCW5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCW6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCW7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCW8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCW10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for *Speaking and Listening*

Comprehension and Collaboration

CCSL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCSL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for *Language*

Conventions of Standard English

CCL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCL3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCL6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Appendix D: Mississippi House Bill 999

MISSISSIPPI LEGISLATURE

2011 Regular Session

To: Education

By: Representatives Clarke, Mayo, Hines, Broomfield, Brown, Burnett, Calhoun, Clark, Coleman (29th), Coleman (65th), Dedeaux, Evans (70th), Flaggs, Fredericks, Gardner, Gibbs, Harrison, Lane, Smith (27th), Straughter, Thomas, Scott

House Bill 999

(As Sent to Governor)

AN ACT TO AMEND SECTION 37-13-171, MISSISSIPPI CODE OF 1972, TO REQUIRE EACH LOCAL SCHOOL BOARD TO ADOPT A SEX-RELATED EDUCATION POLICY TO IMPLEMENT ABSTINENCE-ONLY OR ABSTINENCE-PLUS EDUCATION INTO ITS LOCAL SCHOOL DISTRICT'S CURRICULUM BY JUNE 30, 2012, OR TO REQUIRE THE LOCAL SCHOOL BOARD TO ADOPT THE PROGRAM DEVELOPED BY THE MISSISSIPPI DEPARTMENT OF HUMAN SERVICES AND THE DEPARTMENT OF HEALTH; TO REQUIRE THE STATE DEPARTMENT TO APPROVE EACH DISTRICT'S CURRICULUM FOR SEX-RELATED EDUCATION AND ESTABLISH A PROTOCOL TO BE USED BY DISTRICTS TO PROVIDE CONTINUITY IN TEACHING THE APPROVED CURRICULUM; TO PROVIDE THAT INSTRUCTION IN SCHOOL DISTRICTS IMPLEMENTING ABSTINENCE-PLUS EDUCATION INTO THE CURRICULUM MAY BE EXPANDED BEYOND THE INSTRUCTION FOR ABSTINENCE-ONLY EDUCATION WITHIN PARAMETERS APPROVED BY THE DEPARTMENT; TO DEFINE ABSTINENCE-PLUS EDUCATION; TO REMOVE THE AUTHORITY GIVEN TO LOCAL SCHOOL BOARDS TO VOTE IN FAVOR OF TEACHING SEX EDUCATION WITHOUT ANY INSTRUCTION ON ABSTINENCE; TO PROHIBIT ANY TEACHING THAT ABORTION CAN BE USED TO PREVENT THE BIRTH OF A BABY; TO REQUIRE BOYS AND GIRLS TO BE SEPARATED INTO DIFFERENT CLASSES BY GENDER AT ALL TIMES WHEN SEX-RELATED EDUCATION IS DISCUSSED OR TAUGHT; TO REQUIRE THE DEPARTMENT OF HUMAN SERVICES AND THE DEPARTMENT OF HEALTH TO DEVELOP CERTAIN PROGRAMS AND STRATEGIES PROMOTING PREGNANCY PREVENTION AND PROVIDING INFORMATION ON THE CONSEQUENCES OF UNPROTECTED, UNINFORMED AND UNDERAGE SEXUAL ACTIVITY; TO PROVIDE FOR THE REPEAL OF THIS SECTION ON JULY 1, 2016; TO AMEND SECTION 37-13-173, MISSISSIPPI CODE OF 1972, RELATING TO PARENTAL NOTICE; TO AMEND SECTION 2, CHAPTER 507, LAWS OF 2009, TO REVISE THE DUTIES OF THE TEEN PREGNANCY PREVENTION TASK FORCE AND TO EXTEND THE DATE OF THE REPEAL ON THE TASK FORCE TO JULY 1, 2016; TO REQUIRE THE STATE DEPARTMENT OF HEALTH AND THE STATE DEPARTMENT OF EDUCATION, SUBJECT TO THE AVAILABILITY OF FUNDS, TO ESTABLISH A PILOT PROGRAM IN EACH HEALTH CARE DISTRICT, TO BE LOCATED IN A SCHOOL DISTRICT IN A COUNTY HAVING THE HIGHEST NUMBER OF TEEN PREGNANCIES; TO REQUIRE THOSE AGENCIES TO PROVIDE CERTAIN EDUCATIONAL SERVICES THROUGH QUALIFIED PERSONNEL; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. Section 37-13-171, Mississippi Code of 1972, is amended as follows:

37-13-171. (1) The local school board of every public school district shall adopt a policy to implement abstinence-only or abstinence-plus education into its curriculum by June 30, 2012, which instruction in those subjects shall be implemented not later than the start of the 2012-2013 school year or the local school board shall adopt the program which has been developed by the Mississippi Department of Human Services and the Mississippi Department of Health. The State Department of Education shall approve each district's curriculum for sex-related

education and shall establish a protocol to be used by districts to provide continuity in teaching the approved curriculum in a manner that is age, grade and developmentally appropriate.

(2)Abstinence-only education shall remain the state standard for any sex-related education taught in the public schools. For purposes of this section, abstinence-only education includes any type of instruction or program which, at an appropriate age and grade:

(a) Teaches the social, psychological and health gains to be realized by abstaining from sexual activity, and the likely negative psychological and physical effects of not abstaining;

(b) Teaches the harmful consequences to the child, the child's parents and society that bearing children out of wedlock is likely to produce, including the health, educational, financial and other difficulties the child and his or her parents are likely to face, as well as the inappropriateness of the social and economic burden placed on others;

(c) Teaches that unwanted sexual advances are irresponsible and teaches how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances;

(d) Teaches that abstinence from sexual activity before marriage, and fidelity within marriage, is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases and related health problems. The instruction or program may include a discussion on condoms or contraceptives, but only if that discussion includes a factual presentation of the risks and failure rates * * * of those contraceptives. In no case shall the instruction or program include any demonstration of how condoms or other contraceptives are applied;

(e) Teaches the current state law related to sexual conduct, including forcible rape, statutory rape, paternity establishment, child support and homosexual activity; and

(f) Teaches that a mutually faithful, monogamous relationship in the context of marriage is the only appropriate setting for sexual intercourse.

(3) A program or instruction on sex-related education need not include every component listed in subsection (2) of this section for abstinence-only education. However, no program or instruction under an abstinence-only curriculum may include anything that contradicts the excluded components. For purposes of this section, abstinence-plus education includes every component listed under subsection (2) of this section that is age and grade appropriate, in addition to any other programmatic or instructional component approved by the department, which shall not include instruction and demonstrations on the application and use of condoms.

Abstinence-plus education may discuss other contraceptives, the nature, causes and effects of sexually transmitted diseases, or the prevention of sexually transmitted diseases, including HIV/AIDS, along with a factual presentation of the risks and failure rates.

(4) Any course containing sex-related education offered in the public schools shall include instruction in either abstinence-only or abstinence-plus education. * * *

(5) Local school districts, in their discretion, may host programs designed to teach parents how to discuss abstinence with their children.

(6) There shall be no effort in either an abstinence-only or an abstinence-plus curriculum to teach that abortion can be used to prevent the birth of a baby.

(7) At all times when sex-related education is discussed or taught, boys and girls shall be separated according to gender into different classrooms, sex-related education instruction may not be conducted when boys and girls are in the company of any students of the opposite gender.

(8) This section shall stand repealed on July 1, 2016.

SECTION 2. (1) The Mississippi Department of Human Services shall develop programs to accomplish the purpose of one or more of the following strategies:

- (a) Promoting effective communication among families about preventing teen pregnancy, particularly communication among parents or guardians and their children;
- (b) Educating community members about the consequences of unprotected, uninformed and underage sexual activity and teen pregnancy;
- (c) Encouraging young people to postpone sexual activity and prepare for a healthy, successful adulthood, including teaching them skills to avoid making or receiving unwanted verbal, physical, and sexual advances;
- (d) Providing medically accurate information about the health benefits and side effects of all contraceptives and barrier methods as a means to prevent pregnancy and reduce the risk of contracting sexually transmitted infections, including HIV/AIDS; or
- (e) Providing educational information, including medically accurate information about the health benefits and side effects of all contraceptives and barrier methods, for young people in those communities who are already sexually active or are at risk of becoming sexually active and inform young people in those communities about the

responsibilities and consequences of being a parent, and how early pregnancy and parenthood can interfere with educational and other goals.

(2) The State Department of Health shall develop programs with the following strategies:

(a) To carry out activities, including counseling, to prevent unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens;

(b) To provide necessary social and cultural support services regarding teen pregnancy;

(c) To provide health and educational services related to the prevention of unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens;

(d) To promote better health and educational outcomes among pregnant teens; and

(e) To provide training for individuals who plan to work in school-based support programs regarding the prevention of unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens.

(3) It shall be the responsibility of school nurses employed by local school districts implementing the program developed by the State Department of Health under subsection (2) of this section to carry out the functions of those strategies to promote consistency in the administration of the program.

SECTION 3. Section 37-13-173, Mississippi Code of 1972, is amended as follows:

37-13-173. Each school providing instruction or any other presentation on human sexuality in the classroom, assembly or other official setting shall be required to provide no less than one (1) week's written notice thereof to the parents of children in such programs of instruction. The written notice must inform the parents of their right to request the inclusion of their child for such instruction or presentation. The notice also must inform the parents of the right, and the appropriate process, to review the curriculum and all materials to be used in the lesson or presentation. Upon the request of any parent, the school shall excuse the parent's child from such instruction or presentation, without detriment to the student.

SECTION 4. Section 2, Chapter 507, Laws of 2009, is amended as follows:

Section 2. (1) There is created the Teen Pregnancy Prevention Task Force to study and make recommendation to the Legislature on the implementation of sex-related educational courses through abstinence-only or abstinence-plus education into the curriculum of local school districts and the coordination of services by certain state agencies to reduce teen pregnancy and provide prenatal and postnatal training to expectant teen parents in

Mississippi. The task force shall make an annual report of its findings and recommendations to the Legislature beginning with the 2012 Regular Session.

(2) The task force shall be composed of the following seventeen (17) members:

- (a) The Chairmen of the Senate and House Public Health and Welfare Committees, or their designees;
- (b) The Chairmen of the Senate and House Education Committees, or their designees;
- (c) The Chairman of the House Select Committee on Poverty;
- (d) One (1) member of the Senate appointed by the Lieutenant Governor;
- (e) The Executive Director of the Department of Human Services, or his or her designee;
- (f) The State Health Officer, or his or her designee;
- (g) The State Superintendent of Public Education, or his or her designee;
- (h) The Executive Director of the Division of Medicaid, or his or her designee;
- (i) The Executive Director of the State Department of Mental Health, or his or her designee;
- (j) The Vice Chancellor for Health Affairs and Dean of the University of Mississippi Medical Center School of Medicine, or his or her designee;
- (k) Two (2) representatives of the private health or social services sector appointed by the Governor;
- (l) One (1) representative of the private health or social services sector appointed by the Lieutenant Governor; ***
- (m) One (1) representative of the private health or social services sector appointed by the Speaker of the House of Representatives; and
- (n) One (1) representative from a local community-based youth organization that teaches or has taught a federal or local school district approved curriculum.

(3) Appointments shall be made within thirty (30) days after the effective date of this act, and, within fifteen (15) days thereafter on a day to be designated jointly by the Speaker of the House and the Lieutenant Governor, the task force shall meet and organize by selecting from its membership a chairman and a vice chairman. The vice chairman shall also serve as secretary and shall be responsible for keeping all records of the task force. A majority of the members of the task force shall constitute a quorum. In the selection of its officers and the adoption of rules, resolutions and reports, an affirmative vote of a majority of the task force shall be required. All members shall be notified in writing of all meetings, the notices to be mailed at least fifteen (15) days before the date on

which a meeting is to be held. If a vacancy occurs on the task force, the vacancy shall be filled in the manner that the original appointment was made.

(4) Members of the task force who are not legislators, state officials or state employees shall be compensated at the per diem rate authorized by Section 25-3-69 and shall be reimbursed in accordance with Section 25-3-41 for mileage and actual expenses incurred in the performance of their duties. Legislative members of the task force shall be paid from the contingent expense funds of their respective houses in the same manner as provided for committee meetings when the Legislature is not in session. However, no per diem or expense for attending meetings of the task force may be paid to legislative members of the task force while the Legislature is in session. No task force member may incur per diem, travel or other expenses unless previously authorized by vote, at a meeting of the task force, which action shall be recorded in the official minutes of the meeting. Nonlegislative members shall be paid from any funds made available to the task force for that purpose.

(5) The task force shall use clerical and legal staff already employed by the Legislature and any other staff assistance made available to it by the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid. To effectuate the purposes of this section, any department, division, board, bureau, commission or agency of the state or of any political subdivision thereof shall, at the request of the chairman of the task force, provide to the task force such facilities, assistance and data as will enable the task force properly to carry out its duties.

(6) In order to carry out the functions and responsibilities necessary to study and make recommendations to the Legislature, the Teen Pregnancy Prevention Task Force shall:

- (a) Form task force subgroups based on specific areas of expertise;
- (b) Review and consider coordinated services and plans and related studies done by or through existing state agencies and advisory, policy or research organizations to reduce teen pregnancy and provide the necessary prenatal and postnatal training to expectant teen parents;
- (c) Review and consider statewide and regional planning initiatives related to teen pregnancy;
- (d) Consider efforts of stakeholder groups to comply with federal requirements for coordinated planning and service delivery; * * *

(e) Evaluate the implementation of sex-related educational courses through abstinence-only or abstinence-plus education in local school districts throughout the state;

(f) Evaluate the effect of the adoption of a required sex education policy on teen pregnancy rates and dropout rates due to teen pregnancy on the local school district and statewide levels;

(g) Compare and analyze data in districts adopting and implementing abstinence-only education to districts adopting abstinence-plus education;

(h) Require the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to conduct a study of community programs available throughout the state, and the areas wherein they are located, which provide programs of instruction on sexual behavior and assistance to teen parents; and

(i) Work through the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to cause any studies, assessments and analyses to be conducted as may be deemed necessary by the task force.

(7) This section shall stand repealed on July 1, 2016.

SECTION 5. (1) Beginning with the 2012-2013 school year, to the extent that federal or state funds are available and appropriated by the Legislature for the purposes of establishing and implementing the Prevention of Teen Pregnancy Pilot Program authorized by Section 41-79-5, the State Department of Health in conjunction with the State Department of Education shall establish a pilot program in each of the nine (9) health districts as defined by the State Department of Health, to be located in a school district in a county in that district having the highest number of teen pregnancies.

(2) The State Department of Health and the State Department of Education shall jointly provide education services through qualified personnel to increase awareness of the health, social and economic risks associated with teen pregnancy. The services and curriculum provided shall have a primary emphasis on reducing the teenage pregnancy rate in those pilot districts.

SECTION 6. This act shall take effect and be in force from and after July 1, 2011.

Appendix E: Mississippi Senate Bill 2472 – Nathan’s Law

MISSISSIPPI LEGISLATURE

2011 Regular Session

To: Judiciary, Division A

By: Senator(s) McDaniel, Watson, Yancey, Montgomery, Hyde-Smith, King, Lee (35th), Chassaniol, Ward, Gollott, Flowers, Hewes, Mettetal, Hudson, Jackson (15th), Moffatt, Fillingane, Brown, Davis, Burton, Dearing

SENATE BILL NO. 2472

(As Sent to Governor)

AN ACT TO CREATE "NATHAN'S LAW"; TO AMEND SECTION 63-3-615, MISSISSIPPI CODE OF 1972, TO CLARIFY THE OFFENSE OF PASSING A SCHOOL BUS WHEN STOPPED TO LOAD OR UNLOAD STUDENTS AND TO REVISE THE PENALTY THEREFORE; TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO DEVELOP CURRICULUM GUIDELINES FOR SCHOOL BUS SAFETY; TO AMEND SECTION 63-1-73, MISSISSIPPI CODE OF 1972, TO PROHIBIT THE USE OF WIRELESS COMMUNICATION DEVICES BY BUS DRIVERS; TO AMEND SECTION 97-3-7, MISSISSIPPI CODE OF 1972, IN CONFORMITY; TO AMEND SECTION 63-1-33, MISSISSIPPI CODE OF 1972, TO REVISE THE DRIVER'S LICENSE EXAMINATION REQUIREMENTS TO ENSURE COVERAGE THEREON OF SCHOOL BUS SAFETY ISSUES; TO AUTHORIZE CAMERAS ON SCHOOL BUS STOP ARMS; TO AUTHORIZE THE DEPARTMENTS OF TRANSPORTATION AND EDUCATION TO CONDUCT A PUBLIC EDUCATION CAMPAIGN ON SCHOOL BUS SAFETY; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. Section 63-3-615, Mississippi Code of 1972, is amended as follows:

63-3-615. (1) (a) The driver of a vehicle upon a street or highway upon meeting or overtaking any school bus that has stopped on the street or highway for the purpose of receiving or discharging any school children shall come to a complete stop at least ten (10) feet from the school bus before reaching the school bus when there is in operation on the school bus the flashing red lights provided in Section 63-7-23, or when a retractable, hand-operated stop sign is extended; the driver * * * shall not proceed until the children have crossed the street or highway and the school bus has resumed motion or the flashing red lights are no longer actuated and the hand-operated stop sign is retracted.

(b) The driver of a vehicle upon a highway that has four (4) lanes or more, whether or not there is a median or turn lane, need not stop upon meeting or passing a school bus that is on a different roadway or when upon a controlled-access highway if the school bus is stopped in a loading zone that is a part of or adjacent to the highway and where pedestrians are not permitted to cross the roadway.

(2) (a) Except as provided in paragraph (b), any person violating the provisions of subsection (1) of this section shall be guilty of a misdemeanor and upon a first conviction thereof shall be fined not less than Three Hundred Fifty Dollars (\$350.00) nor more than Seven Hundred Fifty Dollars (\$750.00), or imprisoned for not more than one (1) year, or both. For a second or subsequent offense, the offenses being committed within a period of five (5) years, the person shall be guilty of a misdemeanor and, upon conviction, shall be fined not less than Seven Hundred Fifty Dollars (\$750.00) nor more than One Thousand Five Hundred Dollars (\$1,500.00), or imprisoned for not more than one (1) year, or both. In addition, the Commissioner of Public Safety or his duly authorized designee, after conviction for a second or subsequent offense and upon receipt of the court abstract, shall suspend the driver's license and driving privileges of the person for a period of ninety (90) days.

(b) A conviction under this section for a violation resulting in any injury to a child who is in the process of boarding or exiting a school bus shall be a violation of Section 54 97-3-7, and a violator shall be punished under subsection (2) of that section.

(3) This section shall be applicable only in the event the school bus shall bear upon the front and rear thereon a plainly visible sign containing the words "school bus" in letters not less than four (4) inches in height.

(4) If the driver of any vehicle is witnessed by a law enforcement officer or the driver of a school bus to have violated this section and the identity of the driver of the vehicle is not otherwise apparent, it shall be a rebuttable inference that the person in whose name the vehicle is registered committed the violation. If charges are filed against multiple owners of a motor vehicle, only one (1) of the owners may be convicted and court costs may be assessed against only one (1) of the owners. If the vehicle that is involved in the violation is registered in the name of a rental or leasing company and the vehicle is rented or leased to another person at the time of the violation, the rental or leasing company may rebut the inference of guilt by providing the law enforcement officer or prosecuting authority with a copy of the rental or lease agreement in effect at the time of the violation.

SECTION 2. Section 63-1-73, Mississippi Code of 1972, is amended as follows:

63-1-73. (1) For purposes of this section, the following terms shall have the meanings ascribed in this subsection, unless the context clearly indicates otherwise:

(a) "Cellular telephone" means an analog or digital wireless telephone authorized by the Federal Communications Commission to operate in the frequency bandwidth reserved for cellular radiophones.

(b) "Personal digital assistant" means a wireless electronic communication device that provides for data communications other than by voice.

(c) The term "E911" shall have the meaning ascribed in Section 19-5-303.

(d) "Wireless communication device" means a device that uses a commercial mobile service, as defined by 47 USC Section 332, including a cellular telephone or personal digital assistant.

(2) (a) A person who is authorized to drive under an intermediate license, a temporary learning permit or a temporary driving permit shall not operate a motor vehicle on a highway while using a wireless communication device to send or receive a written message while the motor vehicle is in motion.

(b) A person shall not use a wireless communication device while operating a passenger bus with a minor passenger on the bus, except for an emergency or in the case of a school bus driver for official school business or in an emergency.

(3) This section does not apply to any of the following:

(a) Law enforcement and safety personnel;

(b) Drivers of authorized emergency vehicles;

(c) * * * A person who is reporting reckless or negligent behavior;

(d) * * * A person who believes that the person or another person is in physical danger * * *;

(e) Written messages sent or received while the vehicle is parked; * * *

(f) The use of a wireless communication device for the sole purpose of communicating with any of the following regarding an emergency situation:

(i) An emergency response or E911 operator;

(ii) A hospital, physician's office or health clinic;

(iii) A provider of ambulance services;

(iv) A provider of firefighting services;

(v) A law enforcement agency;

(g) The use of technology utilizing a cellular connection to a vehicle to relay vehicle operational information between the vehicle and a call center or repair facility; and

(h) A vehicle navigation system utilizing a cellular connection to update databases and provide real-time traffic information.

(4) (a) A violation of this section is a misdemeanor, and upon conviction, is punishable by a fine not to exceed Five Hundred Dollars (\$500.00).

(b) If the person violates this section at the time that he is involved in a motor vehicle accident, then the S. B. No. 2472 violations is punishable by a fine not to exceed One Thousand Dollars (\$1,000.00).

(c) A law enforcement officer investigating a motor vehicle accident in which a person is cited for violating subsection (2)(b) or (c) of this section * * * shall indicate on the written accident report * * * the use of a wireless communication device in violation of this section * * * at the time of the accident.

SECTION 3. Section 97-3-7, Mississippi Code of 1972, is amended as follows:

97-3-7. (1) A person is guilty of simple assault if he (a) attempts to cause or purposely, knowingly or recklessly causes bodily injury to another; or (b) negligently causes bodily injury to another with a deadly weapon or other means likely to produce death or serious bodily harm; or (c) attempts by physical menace to put another in fear of imminent serious bodily harm; and, upon conviction, he shall be punished by a fine of not more than Five Hundred Dollars (\$500.00) or by imprisonment in the county jail for not more than six (6) months, or both.

However, a person convicted of simple assault (a) upon a statewide elected official, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker or family protection specialist or family protection worker employed by the Department of Human Services or another agency, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, or a judge of a circuit, chancery, county, justice, municipal or youth court or a judge of the Court of Appeals or a justice of the Supreme Court, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender, while such statewide elected official, judge or justice, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver,

district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender is acting within the scope of his duty, office or employment; (b) upon a legislator while the Legislature is in regular or extraordinary session or while otherwise acting within the scope of his duty, office or employment; or (c) upon a person who is sixty-five (65) years of age or older or a person who is a vulnerable adult, as defined in Section 43-47-5, shall be punished by a fine of not more than One Thousand Dollars (\$1,000.00) or by imprisonment for not more than five (5) years, or both.

(2) A person is guilty of aggravated assault if he (a) attempts to cause serious bodily injury to another, or causes such injury purposely, knowingly or recklessly under circumstances manifesting extreme indifference to the value of human life; * * * (b) attempts to cause or purposely or knowingly causes bodily injury to another with a deadly weapon or other means likely to produce death or serious bodily harm; or (c) causes any injury to a child who is in the process of boarding or exiting a school bus in the course of a violation of Section 63-3-615; and, upon conviction, he shall be punished by imprisonment in the county jail for not more than one (1) year or in the Penitentiary for not more than twenty (20) years. However, a person convicted of aggravated assault (a) upon a statewide elected official, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker employed by the Department of Human Services or another agency, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, or a judge of a circuit, chancery, county, justice, municipal or youth court or a judge of the Court of Appeals or a justice of the Supreme Court, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender, while such statewide elected official, judge or justice, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of

the court, or public defender is acting within the scope of his duty, office or employment; (b) upon a legislator while the Legislature is in regular or extraordinary session or while otherwise acting within the scope of his duty, office or employment; or (c) upon a person who is sixty-five (65) years of age or older or a person who is a vulnerable adult, as defined in Section 43-47-5, shall be punished by a fine of not more than Five Thousand Dollars (\$5,000.00) or by imprisonment for not more than thirty (30) years, or both.

(3) A person is guilty of simple domestic violence who commits simple assault as described in subsection (1) of this section against a current or former spouse or a child of that person, a person living as a spouse or who formerly lived as a spouse with the defendant or a child of that person, other persons related by consanguinity or affinity who reside with or formerly resided with the defendant, a person who has a current or former dating relationship with the defendant, or a person with whom the defendant has had a biological or legally adopted child and, upon conviction, the defendant shall be punished as provided under subsection (1) of this section; however, upon a third or subsequent conviction of simple domestic violence, whether against the same or another victim and within five (5) years, the defendant shall be guilty of a felony and sentenced to a term of imprisonment not less than five (5) nor more than ten (10) years. In sentencing, the court shall consider as an aggravating factor whether the crime was committed in the physical presence or hearing of a child under sixteen (16) years of age who was, at the time of the offense, living within either the residence of the victim, the residence of the perpetrator, or the residence where the offense occurred.

(4) A person is guilty of aggravated domestic violence who commits aggravated assault as described in subsection (2) of this section against, or who strangles, or attempts to strangle, a current or former spouse or a child of that person, a person living as a spouse or who formerly lived as a spouse with the defendant or a child of that person, other persons related by consanguinity or affinity who reside with or formerly resided with the defendant, a person who has a current or former dating relationship with the defendant, or a person with whom the defendant has had a biological or legally adopted child. Upon conviction, the defendant shall be punished by imprisonment in the custody of the Department of Corrections for not less than two (2) years; however, upon a third or subsequent conviction of aggravated domestic violence, whether against the same or another victim and within five (5) years, the defendant shall be guilty of a felony and sentenced to a term of imprisonment of not less than ten (10) nor more than twenty (20) years. In sentencing, the court shall consider as an aggravating factor

whether the crime was committed in the physical presence or hearing of a child under sixteen (16) years of age who was, at the time of the offense, living within either the residence of the victim, the residence of the perpetrator, or the residence where the offense occurred. Reasonable discipline of a child, such as spanking, is not an offense under this subsection (4). A person convicted of aggravated domestic violence shall not be eligible for parole under the provisions of Section 47-7-3(1)(c) until he shall have served one (1) year of his sentence.

For the purposes of this section, "strangle" means to restrict the flow of oxygen or blood by intentionally applying pressure on the neck or throat of another person by any means or to intentionally block the nose or mouth of another person by any means.

(5) "Dating relationship" means a social relationship as defined in Section 93-21-3.

(6) Every conviction of domestic violence may require as a condition of any suspended sentence that the defendant participate in counseling or treatment to bring about the cessation of domestic abuse. The defendant may be required to pay all or part of the cost of the counseling or treatment, in the discretion of the court.

(7) When investigating allegations of a violation of subsection (3) or (4) of this section, law enforcement officers shall utilize the form prescribed for such purposes by the Office of the Attorney General in consultation with the sheriff's and police chief's associations.

(8) In any conviction of assault as described in any subsection of this section which arises from an incident of domestic violence, the sentencing order shall include the designation "domestic violence." The court shall forward a copy of each sentencing order bearing the designation "domestic violence" to the Office of the Attorney General.

SECTION 4. The State Department of Education shall develop and issue curriculum guidelines to school districts relating to the implementation of a school bus safety curriculum for implementation in Kindergarten through Grade 3.

SECTION 5. Section 63-1-33, Mississippi Code of 1972, is amended as follows:

63-1-33. (1) Except as otherwise provided under subsection(6) of this section, it shall be the duty of the license examiner, when application is made for an operator's license or temporary driving permit, to test the applicant's ability to read and understand road signs and to give the required signals as adopted by the National

Advisory Committee on Uniform Traffic Control Devices and the American Association of Motor Vehicle Administrators.

(2) Except as otherwise provided under subsection (6) of this section, the commissioner shall have prepared and administer a test composed of at least ten (10) questions relating to the safe operation of a motor vehicle and testing the applicant's knowledge of the proper operation of a motor vehicle. Every examination shall ensure adequate knowledge on the part of the applicant as to school bus safety requirements.

(3) Prior to the administration of the test, the license examiner shall inspect the horn, lights, brakes, inspection certificate and vehicle registration of the motor vehicle which the applicant expects to operate while being tested, and if he finds that any of the aforementioned items are deficient, no license or endorsement shall be issued to the applicant until same have been repaired.

(4) An applicant for a Mississippi driver's license who, at the time of application, holds a valid motor vehicle driver's license issued by another state shall not be required to take a written test.

(5) Except as otherwise provided by Section 63-1-6, when application is made for an original motorcycle endorsement or a restricted motorcycle operator's license, the applicant shall be required to pass a written test which consists of questions relating to the safe operation of a motorcycle and a skill test similar to the "Motorcycle Operator Skill Test," which is endorsed by the American Association of Motor Vehicle Administrators. The commissioner may exempt any applicant from the skill test if the applicant presents a certificate showing successful completion of a course approved by the commissioner, which includes a similar examination of skills needed in the safe operation of a motorcycle.

(6) The Department of Public Safety may accept the certification of successful completion of an individual's training in the knowledge and skills needed for the proper and safe operation of a motor vehicle from a driver education and training program at a secondary school that meets the standards of the department, in lieu of the department administering the examination of the individual for the purpose of obtaining a driver's license. The commissioner and the State Board of Education shall jointly promulgate rules and regulations for the administration of this subsection.

SECTION 6. Every school district is authorized to mount a camera on any retractable, hand-operated stop sign that is a part of the equipment of a school bus.

SECTION 7. To the extent that state, federal or other funds are available or appropriated, the Department of Transportation and the Department of Education shall cooperate to conduct an information campaign to educate drivers concerning the provisions of this act and the importance of school bus safety.

SECTION 8. (1) There is created the Mississippi School Bus Safety Task Force which shall be composed of nine (9) members as follows:

(a) Three (3) members appointed by the Speaker of the House of Representatives, one (1) of whom shall be appointed from the membership of the House of Representatives;

(b) Three (3) members appointed by the Lieutenant Governor, one (1) of whom shall be appointed from the membership of the Senate; and

(c) Three (3) members appointed by the Governor.

(2) At its first meeting, the task force shall elect a chairman and vice chairman from its membership and shall adopt rules for transacting its business and keeping records. Members of the task force shall receive a per diem in the amount provided in Section 25-3-69 for each day engaged in the business of the task force. Members of the task force other than legislative members shall receive reimbursement for travel expenses incurred while engaged in official business of the task force in accordance with Section 25-3-41; legislative members of the task force shall receive the expense allowance provided for in Section 5-1-47.

(3) The duties of the task force shall be to:

(a) Make a comprehensive study of school bus safety designs and technology related to safety and law enforcement.

(b) Examine and study approaches taken by other states in the implementation and costs of school bus safety.

(c) Research and develop recommendations relating to school bus safety.

(4) The task force shall publish its findings and recommendations with any proposed legislation in a report to the Governor and the Legislature to be made on or before December 31, 2011.

(5) The task force shall stand dissolved on January 1, 2012. S. B. No. 2472 *SS26/R171SG*

11/SS26/R171SG PAGE 13 ST: Nathan's law; increase penalty for unlawful passing of school bus.

SECTION 9. This act shall take effect and be in force from and after July 1, 2011.