

Health Area: Alcohol, Tobacco, and Drug Use Prevention

VDOE Standards:

- 7.1 The student will identify and explain essential health concepts to understand personal health.
- 7.2 The student will use decision-making skills to promote health and personal wellness.
- 7.3 The student will promote healthy schools, families, and communities.

<p>Essential Health Concepts</p> <p>7.1.i. Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors.</p> <p>7.1.m. Recognize harmful and risky behaviors.</p>	<p>Healthy Decisions</p> <p>7.2.k. Describe types of advertising techniques used in a variety of media, to include social media, that may influence adolescents’ decisions concerning alcohol, tobacco, and drug use, and gang involvement.</p> <p>7.2.l. Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors.</p> <p>7.2.m. Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances.</p>	<p>Advocacy and Health Promotion</p> <p>7.3.h. Identify ways to participate in school and community efforts to promote a drug-free lifestyle.</p>
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Essential Understandings:

- Choosing a drug-free lifestyle does not have to be done alone.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • Prescription medications • Nonprescription medications • Tobacco-free environment • Addiction and chronic disease • The link between addiction and disease • Ways to avoid alcohol and drugs • Promoting a drug-free lifestyle 	<p>Health Education Resources for all of Grade Seven</p> <ul style="list-style-type: none"> • Grade Seven Health Education Standards of Learning • Grade Seven Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 7 - ATOD Use Prevention 	<ul style="list-style-type: none"> • Create and practice a plan you can use to help you avoid alcohol, tobacco, inhalants, and other harmful substances. • Create a campaign to promote a drug-free lifestyle. • Write a one-page paper on the benefits of staying drug-free. • Design a license plate, bumper sticker, or ad campaign encouraging others to remain drug free. • Role-play situations in which assertiveness and refusal skills should be used. • Research and provide short report on diseases that are 	<ul style="list-style-type: none"> • Partnership for Drug-Free Kids • Drugs: What You Should Know • Smoking in Movies • Youth and Tobacco Statistics • Danger of Other Tobacco Products, Virginia Foundation for Healthy Youth Lesson • Surgeon General’s “Tobacco—I’m Not Buying It” Video Contest Winners • Top 8 Reasons Why Kids Try Alcohol and Drugs • E-Cigarette Article

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		<p>related to alcohol, tobacco, and/or other drug use.</p> <ul style="list-style-type: none"> • Critique media representations of alcohol, tobacco, drugs, and gangs (find TV and movie clips or advertisements to present to students). • Brainstorm strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances and create a short video PSA to highlight one specific strategy • Brainstorm tips for media and marketing of drugs and alcohol. • Keep a weekly log of television and internet advertisements that are targeted at adolescent audiences. Assess whether the advertisements promoted good decisions. Determine and explain the methods used to influence choices. 	<p>Sample Lesson Plans and Articles about Teen Drug Abuse</p> <p>Health Smart Virginia Resources for Grade 7 including the following identified resources:</p> <ul style="list-style-type: none"> • Alcohol - What's the Truth • Cool Spot • Experimentation and Addiction - What's the Truth • GirlsHealth.gov-Drugs, Alcohol, and Smoking • Kids Health-Drugs Lesson Plan • Media Smarts • FDA-Medicine in My Home • National Institute on Drug Abuse (NIDA) • NIDA-Mind Over Matter Series • NIDA Scholastic-Heads Up Series • PBS In the Mix-Alcohol
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Health Area: Body Systems

VDOE Standards:

- 7.1 The student will identify and explain essential health concepts to understand personal health.
- 7.2 The student will use decision-making skills to promote health and personal wellness.
- 7.3 The student will promote healthy schools, families, and communities.

Essential Health Concepts 7.1.a. Identify and describe the major structures and functions of the circulatory system. 7.1.h. Describe how heredity influences growth and development.	Healthy Decisions 7.2.d. Describe how healthy food choices and physical activity keep the circulatory system healthy.	Advocacy and Health Promotion 7.3.a. Create a campaign to promote cardiovascular health.
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Essential Understandings:

- The cardiovascular system delivers materials and removes waste from your body.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • The cardiovascular system is made up of the heart and the circulatory system. <ul style="list-style-type: none"> ○ Heart <ul style="list-style-type: none"> ▪ Ventricles ▪ Atria ▪ Pulmonary artery ▪ Valves ▪ Aorta ▪ Superior and inferior vena cava ○ Structures of the circulatory system <ul style="list-style-type: none"> ▪ Veins ▪ Arteries ▪ Capillaries • The heart works as a pump that pushes blood to the organs, tissues, and cells of your body. Blood delivers oxygen and nutrients to every cell and removes the carbon dioxide and waste products made by those cells. Blood is carried from your heart to the 	<p>Health Education Resources for all of Grade Seven</p> <ul style="list-style-type: none"> • Grade Seven Health Education Standards of Learning • Grade Seven Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 7 - The Circulatory System and Cardiovascular Health 	<ul style="list-style-type: none"> • Heart Facts Quiz—Pre-and Post-Assessment • Create a diagram that illustrates the circulatory system. Label structures in your diagram and describe the functions of each structure. • Write a conversation between the functions and structures of the heart. • Using a worksheet, link the major structures and functions of the heart and circulatory system. • Research and present 3 strategies (food choices and physical activity) to promote heart and circulatory health. • Plan a Jump Rope for Heart event or Hoops for Heart event • Develop and present a 5 minute speech to promote 	<p>American Heart Association: Heart Diagram with labels</p> <p>American Heart Association: Heart Diagram without labels</p> <p>American Heart Association: Journey through the Heart Stations</p> <p>Health Smart Virginia Resources for Grade 7 including the following identified resources:</p> <ul style="list-style-type: none"> • American Heart Association • Centers for Disease Control and Prevention • Department of Health and Human Services My Family Health Portrait • KidsHealth.org • Kids Health-Human body series • Mayo Clinic • Scholastic Study Jams!

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<p>rest of your body through a complex network of arteries, arterioles, and capillaries. Blood is returned to your heart through venules and veins. If all the vessels of this network were laid end to end, they would extend for about 60,000 miles (more than 96,500 kilometers), which is far enough to circle the planet Earth more than twice!</p> <ul style="list-style-type: none"> • The one-way system carries blood to all parts of your body. This process of blood flow within your body is called circulation. Arteries carry oxygen-rich blood away from your heart, and veins carry oxygen-poor blood back to your heart. • In pulmonary circulation, though, the roles are switched. It is the pulmonary artery that brings oxygen-poor blood into your lungs and the pulmonary vein that brings oxygen-rich blood back to your heart. (source: TX Heart Institute-Heart Information Center) 		<p>cardiovascular health.</p> <ul style="list-style-type: none"> • As a class, pledge to improve heart health and develop a school activity that promotes heart health. 	
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Health Area: Community Involvement

VDOE Standards:

- 7.2 The student will use decision-making skills to promote health and personal wellness.

<p>Essential Health Concepts None.</p>	<p>Healthy Decisions 7.2.v. Identify the community’s financial resources dedicated to promoting health.</p>	<p>Advocacy and Health Promotion None.</p>
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Essential Understandings:

- Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

<p>Essential Knowledge and Skills</p>	<p>Sample Instructional Activities <i>(What the Teacher Will Do)</i></p>	<p>Sample Student Assessments <i>(What the Students Will Do/Demonstrate)</i></p>	<p>Sample Resources</p>
<ul style="list-style-type: none"> • Assess the validity of health products and services information from three different sources. • Discuss resources, program, and organizations that promote health and identify ways of contributing to their mission. 	<p>Health Education Resources for all of Grade Seven</p> <ul style="list-style-type: none"> • Grade Seven Health Education Standards of Learning • Grade Seven Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • (HP) Unit 2 - Grade 7 - HP - Physical Activity and Stress Management 	<ul style="list-style-type: none"> • Plan and hold a fundraiser for a health organization. 	<ul style="list-style-type: none"> • Family Doctor.Org (American Association of Family Physicians) – Finding Reliable Health Information on the Web • Food and Drug Administration - FDA - How to Spot Health Fraud • Federal Trade Commission - FTC - Truth in Advertising: Health and Fitness Claims • Iowa Children’s Hospital - Online Health Information What Can You Trust • Kids Health Grade 6-8 Media Literacy and Health Teacher’s Guide • Medline Plus - Evaluating Health Information • Medline Plus - Guide to Healthy Web Surfing • Media Literacy - Recognizing Propaganda • Read Write Think - Analyzing Ads Persuasive Techniques

Health Area: Healthy Environment

VDOE Standards:

- 7.1 The student will identify and explain essential health concepts to understand personal health.
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- 7.3 The student will promote healthy schools, families, and communities.

Essential Health Concepts

7.2.w. Describe human activities that contribute to air, water, soil, and noise pollution.

Healthy Decisions

7.2.t. Explain how humans and the environment are interdependent.

7.2.u. Explain how humans and the environment are interdependent.

Advocacy and Health Promotion

7.3.u. Demonstrate ways to conserve and promote the conservation of natural resources.

Essential Understandings:

- Protecting the environment can protect your personal health.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • Environmental health • Air pollution • Noise pollution • Water pollution • Soil pollution • Human activities contribute to pollution. • The environment can affect health. • Conserve and promote conservation of natural resources. 	<p>Health Education Resources for all of Grade Seven</p> <ul style="list-style-type: none"> • Grade Seven Health Education Standards of Learning • Grade Seven Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 7 - People and the Environment 	<ul style="list-style-type: none"> • Develop a campaign to promote the conservation of natural resources. • List the ways human behaviors can affect the environment. • Track the air quality for one week in your community and three other major global cities (e.g., Beijing, London, Rio de Janeiro). Create a chart that compares the air quality in your community to other communities in the world. • Create an infographic for your community that illustrates financial resources dedicated to promoting health. • Create a brochure that encourages the community to reduce, reuse, and recycle. 	<p>Health Smart Virginia Resources for Grade 7 including the following identified resources:</p> <ul style="list-style-type: none"> • CDC-Environmental Health Science and Practice • EPA-Games and Quizzes • EPA-Learning and Teaching about the Environment • Kids Health-Ozone, Air Quality, and Asthma • NEA-Environmental Education Activities • NIEHS-Your Environment, Your Health. • NIEHS-Kids Environment: Kids Health • Conservation Activities • “10 Fun Conservation Activities for Parents, Teachers, and Kids” • Videos <ul style="list-style-type: none"> ○ Human Impact on

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		<ul style="list-style-type: none"> • Compile a list of community agencies that improve community health or wellness, including those that • provide recreational and leisure activities. • Design a campaign to promote conservation of natural resources. • Write a reflection paper about why a healthy environment is essential to personal and community health. • Research the relationship of social and environmental factors and individual and community health. • Brainstorm human activities that contribute to air, water, soil, and noise pollution. • Research products that lead to soil pollution. • Split the class into groups and ask each to decide on a goal to protect the environment. Once they've selected their goal, the group of students should come up with a plan to 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ◦ the Physical Environment ◦ Human Impacts on the Environment ◦ Pollution (Land, Air, Water) • Top Giving Foundations in the Commonwealth of Virginia – Grantsmanship Center
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		<p>achieve their goal and monitor their progress.</p> <ul style="list-style-type: none"> • Plan a “Keep Our School Beautiful” day. • Discuss resources, program, and organizations that promote health and identify ways of contributing to their mission. • Plan and hold a fundraiser for a health organization. 	
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Health Area: Health Promotion Including Nutrition and Physical Activity

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Essential Health Concepts

- 7.1.b. Identify ways to increase daily physical activity.
- 7.1.c. Explain the concept of active transportation (walking and biking).
- 7.1.d. Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.
- 7.1.e. Analyze the caloric and nutritional value of foods and beverages.
- 7.1.f. Describe ways to prevent weather- or climate-related physical conditions such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.
- 7.1.g. Describe the benefit of eating foods to meet the recommendations for iron, calcium, and fiber.
- 7.1.j. Identify consumer protections for health products and services.
- 7.1.k. Analyze how the school and community can affect personal health practices and behaviors, to include access to and availability of physical, emotional, and social health services; emergency response systems; health care products; and recreational and leisure opportunities.
- 7.1.l. Analyze the benefits of stress management and stress-reduction techniques.

Healthy Decisions

- 7.2.a. Determine the health benefits of regular physical activity and fitness.
- 7.2.b. Examine the importance of participating in recreational and leisure activities.
- 7.2.c. Calculate the health benefits of active transportation.
- 7.2.e. Analyze the effects of nutrition on daily performance.
- 7.2.f. Determine the cognitive and physical benefits of eating a healthy breakfast.
- 7.2.g. Evaluate the accuracy of claims about dietary supplements and popular diets.
- 7.2.h. Use a decision-making process to evaluate daily food intake and nutritional requirements.
- 7.2.i. Compare current personal sleep and rest habits with recommended guidelines for teenagers.
- 7.2.j. Evaluate the impact of sleep and rest on physical and mental performance.
- 7.2.n. Explain the influence of personal and family values and beliefs on individual health practices and behaviors.
- 7.2.o. Describe how peers influence healthy and unhealthy behaviors.

Advocacy and Health Promotion

- 7.3.b. Formulate a plan to increase opportunities for physical activity at home, at school, and in the community.
- 7.3.c. Design and promote safe walking and bike routes to and from school or another location in the community.
- 7.3.d. Encourage nutrient-dense food choices at home and at school.
- 7.3.e. Encourage peers and family members to eat healthy foods and to be physically active.
- 7.3.f. Create a personal and family plan to meet guidelines for sleep and rest.
- 7.3.g. Promote the importance of regular health and medical screenings and medical examinations.
- 7.3.i. Describe how family practices and customs promote positive health choices.
- 7.3.j. Analyze the types of advertising techniques used to influence adolescent and family health practices and decisions.
- 7.3.k. Evaluate the validity of information from different resources, and share findings with others.
- 7.3.l. Identify a health care product or service for students, families, schools, or communities.
- 7.3.m. Demonstrate how to influence others to make positive health choices.

Essential Understandings:

- Lifelong health promoting behaviors.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.</i>	Sample Resources
<ul style="list-style-type: none"> • Active transportation • Circulatory system • Diet • Impacts on cognitive functions • Micronutrients: iron, calcium, fiber • Nutrition • Nutrient-dense • Recommended guidelines 	<p>Health Education Resources for all of Grade Seven</p> <ul style="list-style-type: none"> • Grade Seven Health Education Standards of Learning • Grade Seven Crosswalk: Health 	<ul style="list-style-type: none"> • Formulate a plan to increase opportunities for physical activity at home, at school, and in the community. • Create a campaign to promote cardiovascular health. 	<ul style="list-style-type: none"> • Teens Health-Eating Disorders • NIH-Eating Disorders: About More Than Food • NIH-Sleep Deprivation and Deficiency • National Sleep Foundation-How Much

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<ul style="list-style-type: none"> • Benefits of a balanced, healthy diet on the body • Health benefits of sleep and the impact it has on cognitive functions • Supplements • Evaluating the validity of health information from a variety of sources. 	<p>Smart Lesson Search by Virginia SOL</p> <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 7 - Healthy Nutrition • Unit 2 - Grade 7 - Physical Activity and Stress Management • Unit 3 - Grade 7 - Weather and Climate-Related Health Issues • Unit 4 - Grade 7 - Media and Other Behavioral Influences • Unit 5 - Grade 7 - Evaluating Fraudulent Health Claims • Unit 6 - Grade 7 - Community Financial Resources for Health • Unit 7 - Grade 7 - Snack Attack (Nutrition) • Unit 8 - Grade 7 - Finding Valid and Reliable Sources of Information 	<ul style="list-style-type: none"> • Create a personal and family plan to meet guidelines for sleep and rest. • Design and promote safe walking and bike routes to and from school or another location in the community. • Design a food plan to improve performance on a specific physical activity. • Set a new physical activity goal and monitor progress towards that goal. • Students keep a sleep log for a week and write a reflection about the benefits of a good night's sleep, as well as any impact sleep may have had on success or struggles in class or athletics. • Present students with several popular items and have them report and discuss the caloric and nutritional value. • Prepare a list of healthy breakfast 	<p>Sleep Do We Really Need?</p> <ul style="list-style-type: none"> • 9-5-2-1-0 Wellness & Nutrition Initiative • NIDDK-Take Charge of Your Health: A Guide for Teenagers <p>Health Smart Virginia Resources for Grade 7 including the following identified resources:</p> <ul style="list-style-type: none"> • 101 Tips for Teaching About Nutrition • 5-2-1-0 Let's Go Middle and High School Toolkit • Action for Healthy Kids - Instant Recess, Brain Breaks, and Energizers • Activity Break - Health Work Education • American Heart Association (AHA) Middle School Lesson Plans • Assessing My Eating Habits • CA Adolescent Nutrition and Fitness Program - Junk Food Marketing
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		<p>foods that can be easily made when in a hurry,</p> <ul style="list-style-type: none"> • Create a one-week meal plan for their families. • Research the benefits of including calcium, fiber, and iron in daily diets. • Use decision-making skills to evaluate the food intake and nutritional content of several teacher and/or student generated meal plan options. Justify choices. • Design a collage or poster depicting examples and benefits of recreational and physical activities. • Write a one-page paper explaining appropriate health practices and behaviors. • Work in small groups to design a persuasive advertising message (e.g., social media campaign, radio clip, YouTube video, 	<ul style="list-style-type: none"> • CA Media Smarts - Looking at Food Advertising • CDC BAM! Body and Mind Teacher's Corner Nutrition • Eat Fit - addresses media and body image • Family Doctor.Org (American Association of Family Physicians. • Food Span - Marketing Lesson 11 - Johns Hopkins Center for a Livable Future • FCS Fast Food Commercials & Nutrition Lesson • Food Day Curriculum • Girlshealth.gov - Nutrition • Girlshealth.gov - Having Body Image Issues • Grocery Store Scavenger Hunt • Iowa Children's Hospital - Online Health Information What Can You Trust • Kids Health Media Literacy and Health Teacher's Guide
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		<p>poster) for an adolescent health product or activity.</p> <ul style="list-style-type: none"> • Role-play appropriate methods of expressing opinions on health issues or health behaviors in social settings. • Assess the validity of health products and services information from three different sources. • Research and create a family tree that includes four generations of family health practices, customs, and traditions. • Identify dietary and activity-related family practices that may influence decisions about their health. • Trace family history of heart disease and create a small family tree. (If students don't want to disclose their family history, ask them to research a famous or historical 	<ul style="list-style-type: none"> • Maricopa Schools -My Plate Based Grade 5-8 Curriculum • Mission Nutrition CanadaMission Nutrition - Canada - Self Esteem Lessons • NY Times- Thinking Critically About Ads • PBS Frontline-obesity, eating habits, and weight loss • PE Central - Food Pyramid Game • PE Central - Calculating Fat, Carbohydrates & Proteins • Produce for Better Health- Teacher's "Rainbow" Curriculum • Scholastic - Middle School Healthy Body Image Lesson Plan • Sample Physical Activity Log - Michigan State University • Scholastic - Healthy Body Image Lesson Plan • USDA-Serving Up My Plate. A Yummy
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		<p>family.) Based on the exercise, discuss how heredity influences growth and development.</p> <ul style="list-style-type: none"> • Design (create an illustration) a safe walking/ biking path to their favorite recreational site • Develop a campaign to promote making healthy choice. • Join the NFL Play 60 Challenge 	<p>Curriculum for grades 5 and 6</p> <ul style="list-style-type: none"> • UC Davis Youth Nutrition Education Materials • USA Today-Obesity • Department of Health and Human Services My Family Health Portrait • <p>Health Information</p> <ul style="list-style-type: none"> • Family Doctor.Org (American Association of Family Physicians) – Finding Reliable Health Information on the Web • Food and Drug Administration - FDA - How to Spot Health Fraud • Federal Trade Commission - FTC - Truth in Advertising: Health and Fitness Claims • Iowa Children’s Hospital - Online Health Information What Can You Trust • Kids Health Grade 6-8 Media Literacy and
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			<p>Health Teacher's Guide</p> <ul style="list-style-type: none">• Medline Plus - Evaluating Health Information• Medline Plus - Guide to Healthy Web Surfing• Media Literacy - Recognizing Propaganda• Read Write Think - Analyzing Ads Persuasive Techniques
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Health Area: Safety and Injury Prevention

VDOE Standards:

- 7.1 The student will identify and explain essential health concepts to understand personal health.
- 7.3 The student will promote healthy schools, families, and communities.

Essential Health Concepts

7.1.m. Recognize harmful and risky behaviors.
7.1.n. Identify potential personal safety issues related to being home alone, caring for others, being in the neighborhood and community, and being online.

Healthy Decisions

None.

Advocacy and Health Promotion

7.3.t. Identify ways to maintain a safe and healthy environment at school and at home.

Essential Understandings:

- Risky behaviors have short- and long-term consequences.
- Injuries are preventable.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do.)	Sample Student Assessments (What the Students Will Do/Demonstrate.)	Sample Resources
<ul style="list-style-type: none"> • Emergency and first-aid procedures • Risk-taking behaviors • Risky behaviors • Staying safe at home, in the neighborhood, and online 	<p>Health Education Resources for all of Grade Seven</p> <ul style="list-style-type: none"> • Grade Seven Health Education Standards of Learning • Grade Seven Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade 7 - Personal Safety • Unit 2 - Grade 7 - Safe Bicycle Riding: Following the Rules of the Road • Unit 3 - Grade 7 - Safe Bicycle Riding: Using a Bicycle Helmet • Unit 4 - Grade 7 - Bicycle Safety Summative Lesson 	<ul style="list-style-type: none"> • Ask students to develop a list of safety hazards in their neighborhood and community. • Write a safety plan for being at home alone (safety devices, escape routes, important numbers, etc.) • Research recommendations for online safety. • Present students with online scenarios and ask them to make choices about the correct/ safest actions to take. • Present students with descriptions of student behaviors or images of scenes and have them identify any safety missteps. • Invite a representative of the fire department to come into class to talk with your students. Students prepare 	<p>Tips for Students Who Stay Home Alone</p> <p>Health Smart Virginia Resources for Grade 7 including the following identified resources:</p> <ul style="list-style-type: none"> • Fire Safety: Activities to Spark Learning • Fire Safety Resources • KidsHealth-First Aid & Safety • National Cyber Security Alliance • National Education Association-School Safety Resources for Educators • Safe Kids-Home Safety for Educators • Teacher Vision-School Safety Resources for Teachers • 8 Rules for Internet Safety

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		<p>questions about fire safety and firefighting as a career. Student use the information to write about the firefighter’s visit.</p>	<ul style="list-style-type: none"> • National Crime Prevention Council-School Safety • National Highway Traffic Safety Administration • CDC-Injury Center • National Safety Council • National Injury Prevention Foundation • Safe Routes to School
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Health Area: Social Emotional Health

VDOE Standards:

- 7.1 The student will identify and explain essential health concepts to understand personal health.
- 7.2 The student will use decision-making skills to promote health and personal wellness.
- 7.3 The student will promote healthy schools, families, and communities.

<p>Essential Health Concepts</p> <p>7.1.i. Analyze the benefits of stress management and stress-reduction techniques.</p> <p>7.1.m. Analyze the role of tolerance and resilience in coping with stress.</p> <p>7.1.p. Develop strategies for coping with disappointment.</p> <p>7.1.q. Identify physical, social, and emotional factors that affect school success.</p> <p>7.1.r. Identify the benefits of healthy interpersonal relationships.</p> <p>7.1.s. Recognize the impact of difficult family situations on physical, social, and emotional health.</p>	<p>Healthy Decisions</p> <p>7.2.p. Explain the benefits of emotional flexibility, stress management, and stress reduction techniques for emotional health.</p> <p>7.2.q. Develop achievable goals for handling stressors in healthy ways.</p> <p>7.2.r. Explain the importance of a positive (emotionally safe) school climate for school success.</p>	<p>Advocacy and Health Promotion</p> <p>7.3.n. Create strategies to address differences between family values and beliefs and those of friends.</p> <p>7.3.p. Promote strategies for coping with disappointment and adversity.</p> <p>7.3.q. Promote strategies for coping with disappointment and adversity.</p> <p>7.3.r. Design an evaluation tool that measures the safety and supportiveness of a school climate.</p>
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Essential Understandings:

- Recognition of stress and practice of stress management techniques.
- Understanding emotions, strategies for coping with adversity, and the importance of help-seeking.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Stress management • Mental and social health • Stress-reduction techniques • Emotional health • Understand how to cope with disappointment. • Identify factors that can affect school success. • Understand stress-management and reduction techniques. • Understand how to ask for help or how to help others with mental health concerns. 	<p>Health Education Resources for all of Grade Seven</p> <ul style="list-style-type: none"> • Grade Seven Health Education Standards of Learning • Grade Seven Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 7 - Social Emotional Skills Lessons Overview • Unit 2 - Grade 7 - Mental and Emotional Health 	<ul style="list-style-type: none"> • Explain in a journal entry your personal strategies to manage stress. • Revisit your personal strategies after this unit and add/revise three ways you can manage stress. • Discuss the differences between constructive and unconstructive criticism, and have students role-play responses to positive and negative criticism. • List put-downs and explain why they are inappropriate and make other people angry. 	<p>Teen Health-Stress Video and Articles</p> <p>Teens Health-Cutting Resource</p> <p>PBS Cry for Help Site</p> <p>Health Smart Virginia Resources for Grade 7 including the following identified resources:</p> <ul style="list-style-type: none"> • An Adolescent Mental Health Curriculum-SPRC • CMHA- Mental Health and High School Curriculum Guide

Health Area: Social Emotional Health

VDOE Standards:

- 7.1 The student will identify and explain essential health concepts to understand personal health.
- 7.2 The student will use decision-making skills to promote health and personal wellness.
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		<ul style="list-style-type: none"> • Discuss and practice the factors that contribute to group success. • Role-play situations where students are teased and laughed at and how to be a helpful bystander. • Incorporate activities that encourage kindness into every class. • Discuss family and peer relationships and have students describe benefits of strong relationships. • Provides examples of difficult family situations (abusive behavior, financial problems, separation or divorce, illness, injury or death, loss of job, family has to move, birth of a baby, remarriage, etc.), discuss the effect that the difficult situation is having on each family member, and suggest ways each family member may cope with the situation. • Illustrate or act out constructive ways of dealing with disappointment. • Work together to create a class social media or 	<ul style="list-style-type: none"> • CA Media Smarts-Avatars and Body Image • CA Media Smarts-Gender Body Image • CDC-Relationship Talking Points • CDC-Healthy Communication Skills Teachers Guide • Discovery Education-Depression Lesson Plan • KidsHealth.org Teacher's Guides for Grades 6-8: <ul style="list-style-type: none"> ○ Conflict Resolution ○ Depression ○ Empathy ○ Eating Disorders ○ Getting Along ○ Healthy Relationships ○ Peer Pressure ○ Self-Esteem ○ Stress ○ Suicide Prevention • MACMH-Open Up Magazine Classroom Activities • Mental Health First Aid-NCBH
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Health Area: Social Emotional Health

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		<p>Instagram account with pictures and captions that reflect their positive traits.</p> <ul style="list-style-type: none"> • Journal for a one-week period about situations that cause stress. • Discuss stress management strategies and exercise a strategy of your choosing for a 2 - 5 minute time period in the class (i.e., physical or creative expression, talking, breathing). • Describe and practice mindfulness. 	<ul style="list-style-type: none"> • Mindful Schools-Lesson: Introduction to Mindful Bodies and Listening • Mindful Teachers-Activities and Teaching Resources • NIDA (CDC.-Love and Drugs and Violence • Scholastic-Teens and Decision Making • Open Up Magazine, Minnesota Association for Children’s Mental Health-It’s All in Your Viewpoint • PBS-Mindfulness: A Teacher’s Guide • PE Central lessons <ul style="list-style-type: none"> ○ Emotions in Motion ○ Sounds of Music (Stress Management. ○ What is Stress? • ProCon.org-Social Networking • Purdue-Healthy Body Image Middle School Lessons • Reach Out-Asking students if they are okay • Rossier (USC.-Creating Safe Spaces: Social
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			<ul style="list-style-type: none"> • <u>Emotional Lessons</u> • <u>Samaritans-Developing Emotional Awareness and Listening (DEAL. Teaching Resources)</u> • <u>Scholastic-Social Emotional Lessons (Grade 6-8.</u> • <u>Scholastic-Mind Up Curriculum</u> • <u>Scholastic-Social and Emotional Learning: Essential Lessons for Student Success</u> • <u>Screening for Mental Health-depression, suicide, and self-injury</u> • <u>Signs of Suicide and ACT</u> • <u>ProCon.org-Social Networking</u> • <u>Striking Out Stress: A “Gallery Walk” Activity</u> • <u>Substance Abuse and Mental Health Services Administration</u> • <u>Suicide Prevention Resource Center</u> • <u>Teen Mental Health- Mental Health &</u>
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Health Area: Social Emotional Health

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- [High School Curriculum](#)
- [VA Dept of Behavioral Health and Developmental Services](#)
- [“Walk in Our Shoes” Lesson Plan](#)
- [Wall Street Journal- Overview of Mindfulness](#)
- [We Are Teachers- Resources for Social and Emotional Learning](#)
- [Welcoming Schools- Bias, Bullying, and Bystanders](#)
- [RCSD GRN-When Grief Enters the Classroom](#)
- [SAMHSA-Girl in the Mirror \(Self Injury.](#)
- [Suicide Prevention Lifeline: 1-800-273-TALK \(8255.](#)
- [Suicide Hotline \(LGBT Youth.: 1-866-4-U-TREVOR](#)
- [VDC Suicide Prevention](#)

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- 7.1 The student will identify and explain essential health concepts to understand personal health.
- 7.2 The student will use decision-making skills to promote health and personal wellness.
- 7.3 The student will promote healthy schools, families, and communities.

<p>Essential Health Concepts</p> <p>7.1.m. Recognize harmful and risky behaviors.</p> <p>7.1.o. Identify alternatives to gang-related behaviors and acts of violence.</p> <p>7.1.r. Identify the benefits of healthy interpersonal relationships.</p> <p>7.1.t. Differentiate between passive, aggressive, and assertive communication.</p> <p>7.1.u. Explain how violence, bullying, and harassment affect health and safety.</p> <p>7.1.v. Describe the role of empathy in preventing bullying (in school and online).</p>	<p>Healthy Decisions</p> <p>7.2.s. Explain why it is important to prevent bullying at school and online.</p>	<p>Advocacy and Health Promotion</p> <p>7.3.o. Create strategies to promote awareness of consequences associated with gang involvement.</p> <p>7.3.s. Create a campaign to prevent bullying in school and online.</p>
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Essential Understandings:

- Friends and family can have positive and negative effects on personal health.
- How violence, bullying and harassment affects health and safety and prevention methods.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Bullying • Cyberbullying • Gang • Resistance skills • Relationships and personal actions, self-image • Social health • Risk factors associated with gang involvement • The value of relationships with friends and mentors • Strategies that lead to successful group settings • Conflict resolution • Bullying, effects and prevention • Adversity and disappointment 	<p>Health Education Resources for all of Grade Seven</p> <ul style="list-style-type: none"> • Grade Seven Health Education Standards of Learning • Grade Seven Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 7 - Violence Prevention Education Resources • Unit 2 - Grade 7 - Take a Stand, Lend a Hand - End Bullying • Unit 3 - Grade 7 - Stop It! Campaign to Stop Bullying 	<ul style="list-style-type: none"> • Explain resistance skills to help avoid risky and violent behaviors. • Develop a chart identifying positive and negative group behaviors. • Create strategies to address differences between family values and beliefs and those of friends. • Create a campaign to prevent bullying in school and online. • List alternatives to gang-related behaviors and acts 	<p>Why Middle School Matters: Building Strong Relationships</p> <p>Teen Mental Health Resources</p> <p>Youth Bullying Statistics and Articles</p> <p>Gang Prevention</p> <p>Cyberbullying Prevention</p> <p>Health Smart Virginia Resources for Grade 7 including the following identified resources:</p> <ul style="list-style-type: none"> • Blueprints for Healthy Youth Development website

Health Area: Violence Prevention and Healthy Relationships

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<ul style="list-style-type: none"> • Passive, aggressive, and assertive behavior • Difference between passive, aggressive, and assertive communication • Effects of bullying and ability to manage the effects of bullying • Practice conflict-resolution techniques • Advertising techniques used to influence teens' behaviors and decisions • Verifying the validity of information from different sources • Alternatives to gang behaviors and violence 	<ul style="list-style-type: none"> • Unit 4 - Grade 7 - Stop It! Campaign to Stop Bullying Summative Lesson 	<p>of violence. Compare your list with a partner and reach consensus on the best three alternatives. Share partners' ideas and discuss alternatives.</p> <ul style="list-style-type: none"> • Create strategies to promote awareness of consequences associated with gang involvement. • Create a plan to prevent and manage effects of bullying in the class/school. • View a teacher-selected advertisement. Identify and discuss advertising techniques used to influence adolescents. • Design an evaluation tool that measures the safety and supportiveness of a school climate. • Describe the qualities of a good friend, the foundation of a good friendship, and discuss the development of meaningful interpersonal relationships. 	<ul style="list-style-type: none"> • CDC-School-Based Violence Prevention • Clemson Olweus School-Wide Bullying Prevention Program • Positive Behavior Interventions and Supports website • Teaching Tolerance-School Climate Resources • Conflict Resolution Roleplay Activities • 10 Conflict Resolution Lessons, Fairfax County Schools • Coaches Corner-Coaching Boys into Men Toolkits • Discovery Online-Resolving Conflicts • Do Something, Inc. School Violence Unit • Fairfax Schools – 8th Grade Harrassment/Bullying Prevention Lesson • Healthy Communication Skills Guide • Hernando County Anger Management Lesson • Kids Health Healthy Relationship Handout • Kids Health Teachers Guide 9-12 Grade Conflict Resolution
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Health Area: Violence Prevention and Healthy Relationships

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		<ul style="list-style-type: none"> • Review and complete the PACER action plan against bullying. • Create a two week social media campaign with anti-bullying “tweets,” “posts,” “video clips, “ or “images” that educate about the impact of violence, bullying, and harrassment on health and safety, and that encourage empathy and bystander intervention. Coordinate with school administration so these can be pushed out through the school social media accounts and read over the daily announcements. Hold a competition for the most re-tweets, shares or likes of the messages to encourage students to actively promote the campaign. Several Iideas for activities are available on YouTube, including the video, Hero in the Hallway. • Locate articles in newspaper, magazine, on the Internet, or on a 	<ul style="list-style-type: none"> • In the Mix - Thinking it Through • National Crime Prevention Council: Youth Gangs- Know the Facts • National Gang Center • Olweus -Class Meetings That Matter- Grades 6-8 • Ophelia Project- It Has a Name: Relational Aggression • Pacer National Bullying Prevention Center • Pacer Student Action Plan • Pacer Teens Against Bullying • Respect Others. Respect Yourself. • StaySafeOnline.Org- Middle and High School Teaching Resources • Teaching Tolerance – Cliques • VA Attorney General-Gangs • Welcoming Schools – Bias, Bullying, Bystanders Users Guide and Lessons <p>Healthy Relationships/Dating Violence</p> <ul style="list-style-type: none"> • Break the Cycle-DV 101 Single Day Dating Violence Lesson
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		<p>television news program that relate to violence or gang behavior. Then, brainstorm strategies to make the community safer.</p> <ul style="list-style-type: none"> • Role-play different exchanges and classify the behavior as passive, aggressive, and assertive communication. 	<ul style="list-style-type: none"> • CDC-Relationship Talking Points • Kate Brown Education Program Tip Sheets • Kids Health-Healthy Relationship Handout • Michigan Dating Violence Youth Education Package • National Crime Prevention Council Violence Lesson (Session 14, Community Works. • Salt Lake Area Domestic Violence Coalition-Teen Dating Violence Prevention Toolbox • VSDVAA Building Healthy Relationships Across Virginia Facilitators Guide • Youtube clips on Dating Violence
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