

## Health Area: Alcohol, Tobacco, and Drug Use Prevention

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

### Essential Health Concepts

8.1.i. Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.  
 8.1.j. Research the signs, symptoms, and causes of addiction.  
 8.1.k. Explain how drugs affect the brain.

### Healthy Decisions

8.2.h. Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.  
 8.2.i. Explain why most teenagers do not use alcohol, tobacco, or other drugs.

### Advocacy and Health Promotion

8.3.j. Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.

### Essential Understandings:

- Drug use and abuse have long- and short-term consequences.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>• Drug misuse</li> <li>• Drug abuse</li> <li>• Illegal drugs</li> <li>• Prescription drugs</li> <li>• Inhalants</li> <li>• Depressant</li> <li>• Stimulant</li> <li>• Methamphetamines</li> <li>• Hallucinogens</li> <li>• Gateway drug</li> <li>• Steroids</li> <li>• Peer pressure</li> </ul> <ul style="list-style-type: none"> <li>• When drugs are misused or abused, serious side effects can occur.</li> </ul>	<p><b>Health Education Resources for all of Grade Eight</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Eight Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Eight Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b><a href="#">Health Smart VA Lessons</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 8 - ATOD Use Prevention Education</a></li> <li>• <a href="#">Unit 2 - Grade 8 - The 411 on Drugs</a></li> <li>• <a href="#">Unit 3 - Grade 8 - Cycle of Addiction</a></li> <li>• <a href="#">Unit 4 - Grade 8 - Parent/Guardian</a></li> </ul>	<ul style="list-style-type: none"> <li>• Develop personal strategies to avoid peer pressure to use alcohol and drugs.</li> <li>• List the different types of drugs and the effects they can have on the brain.</li> <li>• Compare and contrast the effects of alcohol and tobacco on the body.</li> <li>• Use a worksheet to identify the body systems affected by tobacco and alcohol use.</li> <li>• Summarize the mental and social consequences of tobacco and alcohol abuse.</li> <li>• Calculate and evaluate the financial costs of tobacco or alcohol use over time (<a href="#">calculator</a>).</li> </ul>	<p><a href="#">NIDA-Brain and Addiction</a></p> <p><a href="#">Virginia Foundation for Healthy Youth-Dangers of Other Tobacco Products</a></p> <p><a href="#">Health Smart Virginia Resources for Grade 8</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Above the Influence-Drug Facts</a></li> <li>• <a href="#">BSCS-Drug Abuse, Addiction, and the Adolescent Brain</a></li> <li>• <a href="#">GirlsHealth.gov-Drugs, Alcohol, and Smoking</a></li> <li>• <a href="#">Kids Health-Drugs Lesson Plan</a></li> </ul>

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<ul style="list-style-type: none"> <li>• Drug abuse occurs when people intentionally misuse drugs for nonmedical purposes.</li> <li>• Depressants slow body functions by decreasing heart rate, blood pressure, breathing rate, and alertness.</li> <li>• Hallucinogens overload the brain with sensory information, causing a distorted sense of reality.</li> <li>• Friends, family, and the media greatly influence whether someone starts to use tobacco.</li> <li>• Family, peers, and media can positively and negatively influence teens' use of alcohol, tobacco, and other drugs.</li> </ul>	<p style="text-align: center;"><a href="#"><u>Discussion about Binge Drinking</u></a></p>	<ul style="list-style-type: none"> <li>• Research the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.</li> <li>• Research and report the signs, symptoms, and causes of addiction.</li> <li>• Select a drug and make a presentation about how a specific drug affects the brain.</li> <li>• Interview family members and analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.</li> <li>• List reasons why teenagers do not use alcohol, tobacco, or other drugs.</li> <li>• Design a campaign to discourage underage drinking.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>FDA-Medicine in My Home</u></a></li> <li>• <a href="#"><u>PE Central-The Pressure is On!</u></a></li> <li>• <a href="#"><u>NIDA-Mind Over Matter Series</u></a></li> <li>• <a href="#"><u>NIDA-Anabolic Steroids</u></a></li> <li>• <a href="#"><u>NIDA Scholastic-Heads Up Series</u></a></li> <li>• <a href="#"><u>NIDA-Brain Power (Grades 6-9)</u></a></li> <li>• <a href="#"><u>Stop Underage Drinking</u></a></li> </ul>
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## Health Area: Body Systems

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
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### Essential Health Concepts

8.1.a. Identify and describe the major structures and functions of the brain and nervous system.  
 8.1.g. Analyze the risk factors associated with communicable and non-communicable diseases.  
 8.1.h. Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.  
 8.1.i. Describe the relationship between healthy behaviors and cognitive performance.

### Healthy Decisions

8.2.a. Identify brain and nervous system disorders.  
 8.2.b. Describe ways to maintain brain and nervous system health.

### Advocacy and Health Promotion

8.3.a. Design strategies to protect and promote brain and nervous system health.

### Essential Understandings:

- The central nervous system is the control center of the body.

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
<p><b>Major glands and their functions:</b></p> <ul style="list-style-type: none"> <li>• Neurons</li> <li>• Reflex</li> <li>• Spinal cord</li> <li>• Cerebrum</li> <li>• Cerebellum</li> <li>• Brain stem</li> <li>• Concussion</li> <li>• Coma</li> <li>• Paralysis</li> <li>• Meningitis</li> <li>• Seizure</li> <li>• Epilepsy</li> </ul> <ul style="list-style-type: none"> <li>• The brain and spinal cord are part of the central nervous system.</li> </ul>	<p><b>Health Education Resources for all of Grade Eight</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Eight Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Eight Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b><a href="#">Health Smart VA Lessons</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 8 - The Brain and Central Nervous System</a></li> <li>• <a href="#">Unit 2 - Grade 8 - Communicable Diseases</a></li> <li>• <a href="#">Unit 3 - Grade 8 - Brain and Nervous System</a></li> <li>• <a href="#">Unit 4 - Grade 8 - The Brain</a></li> </ul>	<ul style="list-style-type: none"> <li>• Identify structures and functions of the nervous system on a diagram.</li> <li>• Design a short commercial or advertisement that includes strategies to protect and/or promote brain and nervous system health.</li> <li>• Complete worksheet linking brain structure and their functions.</li> <li>• List activities or experiences when you have relied on particular areas if the brain.</li> <li>• Describe people with damage to particular brain areas.</li> </ul>	<p><a href="#">CDC-Brain Injury Safety Tips and Prevention</a></p> <p><a href="#">Kids Health-Brain and Nervous System</a></p> <p><a href="#">Health Smart Virginia Resources for Grade 8</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• Interactive Websites                             <ul style="list-style-type: none"> <li>○ <a href="#">BBC-Science: Human Body &amp; Mind</a></li> <li>○ <a href="#">Interactive Sites for Education-Body Systems</a></li> <li>○ <a href="#">KidsHealth-How the Body Works</a></li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>• The brain has three major regions: cerebrum, cerebellum, and brain stem.</li> <li>• Damage to your nervous system can impact your overall health.</li> <li>• The best way to maintain brain and nervous system health is to protect them from injury.</li> </ul>		<ul style="list-style-type: none"> <li>• Research a problem that can affect the nervous system. Write a brief report about the disease or disorder.</li> <li>• Make a poster that shows ways to be good to their brains: e.g., eating healthy foods, exercising, wearing a helmet when riding bikes or playing certain sports, or staying away from drugs and alcohol.</li> <li>• Brainstorm strategies to promote brain health.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">NeoK12-Nervous System</a></li> <li>○ <a href="#">Study.com-The Brain</a></li> <li>• Resource Websites             <ul style="list-style-type: none"> <li>○ <a href="#">AAAS Science NetLinks-Alcohol and Your Brain</a></li> <li>○ <a href="#">National Institute on Drug Abuse</a></li> <li>○ <a href="#">Science Kids-Human Body Facts: Brain Facts</a></li> <li>○ <a href="#">Science Kids-Biology Lesson Plans: Brain and Senses</a></li> <li>○ <a href="#">Teacher Vision-Stroke: Causes, Signs, Effects, and Prevention</a></li> <li>○ <a href="#">Education.com-Brain Anatomy</a></li> <li>○ <a href="#">Education.com-Inside-Out Anatomy: The Brain</a></li> <li>○ <a href="#">Education.com-Parts of the Brain</a></li> </ul> </li> <li>• Lesson Plans             <ul style="list-style-type: none"> <li>○ <a href="#">AAAS Science NetLinks-Alcohol</a></li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>○ <a href="#">and Its Impact on the Brain</a></li> <li>○ <a href="#">American Heart Association-School Programs</a></li> <li>○ <a href="#">Discovery Education-The Ultimate Guide: Human Body</a></li> <li>○ <a href="#">My Body the Inside Story: Unit Content and Tasks</a></li> <li>○ <a href="#">KidsHealth-Food Safety lesson plan</a></li> <li>○ <a href="#">KidsHealth-Nervous System lesson plan</a></li> <li>○ <a href="#">Brain U- Neuroscience Concepts and Activities (Grades 7-8)</a></li> <li>○ <a href="#">Neuroscience for Kids-Brain Awareness Week Lessons</a></li> <li>○ <a href="#">Scholastic-The Nervous System</a></li> <li>○ <a href="#">Lesson Plans-The Central Nervous System</a></li> <li>• Videos</li> </ul>
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- [KidsHealth-How the Brain and Nervous System Work](#)
- [NIH-The Human Brain](#)

## Health Area: Community Involvement

### VDOE Standards:

- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

### Essential Health Concepts

None.

### Healthy Decisions

None.

### Advocacy and Health Promotion

8.3.p. Analyze opportunities for community service.

### Essential Understandings:

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

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"> <li>Create a plan to improve the physical and psychological health of your community. Your plan must include a brief summary of the concerns and images of proposed opportunities for solutions.</li> </ul>	<p><b>Health Education Resources for all of Grade Eight</b></p> <ul style="list-style-type: none"> <li><a href="#">Grade Eight Health Education Standards of Learning</a></li> <li><a href="#">Grade Eight Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b>Health Smart VA Lessons</b></p> <ul style="list-style-type: none"> <li><a href="#">(HP) Unit 2 - Grade 8 - Chronic Disease Prevention</a></li> </ul>	<ul style="list-style-type: none"> <li>Students create a campaign to promote disease prevention. Split class into groups and ask each group to focus on a different disease.</li> <li>Students write letters to their families including tips to encourage them to choose healthy food.</li> <li>Have students brainstorm reasons community service is important to societal health and wellness; interview family members about the role of community involvement in your family's life.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">AHA - What or Who Influences Your Food Choices</a></li> <li><a href="#">Obesity Epidemic Research Lesson</a></li> <li><a href="#">Communicable and Non-Communicable Diseases Lesson Plan.pdf</a></li> <li><a href="#">Communicable and Non-Communicable Diseases Presentation.pptx</a></li> <li><a href="#">Communicable Disease Lesson Danny Clark</a></li> <li><a href="#">Food Span Lesson A- Food-System-Slides.pptx</a></li> <li><a href="#">Food Span Lesson A-Food System</a></li> <li><a href="#">Food Span Lesson A-Food System-Handouts And Guides</a></li> <li><a href="#">Food Span Lesson A-Food System-Slides</a></li> <li><a href="#">Food Span Lesson12-Why We Eat - Lesson Plan</a></li> <li><a href="#">Food Span Lesson12-Why We Eat - Slides</a></li> <li><a href="#">Food Span Lesson12-Why We Eat - Slides.pptx</a></li> </ul>

**Health Area: Community Involvement**

**VDOE Standards:**

- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

			<ul style="list-style-type: none"> <li>• <a href="#">Food Span Lesson12-Why We Eat-Handouts And Guides.pdf</a></li> <li>• <a href="#">Glencoe - Analyzing Influences on Health Lesson</a></li> <li>• <a href="#">PE Central - Non-Communicable Disease Research Lesson Idea</a></li> <li>• <a href="#">PE Central - Non or Communicable Disease Lesson Plan</a></li> </ul>
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## Health Area: Healthy Environment

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

### Essential Health Concepts

8.2.v. Describe pollutants found in water, soil, and air and their impact on body systems.

### Healthy Decisions

8.2.r. Explain how humans and the environment are interdependent.

### Advocacy and Health Promotion

8.3.q. Create environmental design solutions that promote physical and psychological health.

### 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"> <li>• Interdependence</li> <li>• Psychological health</li> <li>• Physical health</li> <li>• Pollutants are found in water, soil, and air and can impact the body systems.</li> <li>• Human activities have changed the earth's land, oceans, and atmosphere.</li> <li>• Environmental health is the interrelationship between human health and the environment, either natural or manmade</li> </ul>	<p><b>Health Education Resources for all of Grade Eight</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Eight Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Eight Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b>Health Smart VA Lessons</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 8 - Pollution and Environmental Health Solutions</a></li> </ul>	<ul style="list-style-type: none"> <li>• Create and develop and environmental design solutions that promote physical and psychological health.</li> <li>• Evaluate the environmental health of your community. Create a plan to improve the physical and psychological health of your community. Your plan must include a brief summary of the environmental concerns and images of proposed opportunities for solutions.</li> <li>• Research and present on the relationship between the environment and human health.</li> <li>• Present a news story (newspaper, audio clip, etc.) discussing a recent example of environmental pollution or disruption affecting human's health.</li> </ul>	<p><a href="#">NLM-Environmental Health Student Portal</a></p> <p><a href="#">American Lung Association- Outdoor Air Pollution</a></p> <p><a href="#">NRDC-Health: Toxic Chemicals</a></p> <p><a href="#">Health Smart Virginia Resources for Grade 8</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Allergy and Asthma Foundation of America</a></li> <li>• <a href="#">APHA-Healthy Community Design</a></li> <li>• <a href="#">CDC-Environmental Health Science and Practice</a></li> <li>• <a href="#">CDC-Healthy Community Design</a></li> <li>• <a href="#">CDC-Healthy Community Design (Video)</a></li> <li>• <a href="#">EPA-Environmental Topics</a></li> </ul>

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		<ul style="list-style-type: none"> <li>• Compile a list of pollutants found in water, soil, and air. Describe how they become pollutants (enter the water, soil, air) and how they impact the body.</li> <li>• Design solutions to problems in their social environment or physical environment that will promote physical and psychological health.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">EPA-Learning and Teaching about the Environment</a></li> <li>• <a href="#">GAN-Global Asthma Report 2018</a></li> <li>• <a href="#">GAN-Causes and Triggers</a></li> <li>• <a href="#">Healthy People 2020-Environmental Health</a></li> <li>• <a href="#">NEA-Environmental Education Activities</a></li> <li>• <a href="#">NIEHS-Your Environment, Your Health.</a></li> <li>• <a href="#">WHO Public Health, Environmental, and Social Determinants of Health</a></li> <li>• <a href="#">ATSDR-Health Effects of Exposure to Substances</a></li> <li>• <a href="#">Virginia Department of Environmental Quality (DEQ)</a></li> </ul>
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## Health Area: Health Promotion Including Nutrition and Physical Activity

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
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- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

### Essential Health Concepts

- 8.1.b. Assess the health risks of a sedentary lifestyle.
- 8.1.c. Examine the health risks caused by food contaminants.
- 8.1.d. Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.
- 8.1.e. Assess the health risks of not getting enough sleep.
- 8.1.f. Explain the roles of preventive health measures, immunization, and treatment in disease prevention.

### Healthy Decisions

- 8.2.c. Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful.
- 8.2.d. Compare healthy and risky approaches to weight management.
- 8.2.e. Analyze the impact of family and personal influences on eating habits and attitudes toward weight management.
- 8.2.f. Examine the causes and effects of compulsive behaviors, such as eating disorders.
- 8.2.g. Describe personal and family preventive health measures, including immunizations, nutrition, physical activity, and sleep, in preventing diabetes, heart disease, stroke, and other chronic diseases.
- 8.2.j. Create short- and long-term health and fitness SMART goals that are achievable, purposeful, and that support cognitive performance and academic success.
- 8.2.n. Evaluate the importance of developing relationships that are positive and promote wellness.

### Advocacy and Health Promotion

- 8.3.b. Evaluate the physical, mental, and social benefits of physical activity.
- 8.3.c. Develop practical solutions for removing barriers to physical activity and healthy food choices.
- 8.3.d. Identify strategies to increase water intake.
- 8.3.e. Create a plan to make healthy food choices, including choosing fruits and vegetables, in a variety of settings
- 8.3.f. Encourage family and peers to choose healthy foods.
- 8.3.g. Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases and conditions.
- 8.3.j. Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.

### Essential Understandings:

- Getting enough sleep can be as important as eating the right foods and exercising daily.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<b>Definitions</b> <ul style="list-style-type: none"> <li>• Macronutrients</li> <li>• Calories</li> <li>• Moderate-to-vigorous physical activity</li> <li>• Anorexia nervosa</li> <li>• Binge eating</li> <li>• Bulimia</li> <li>• Salmonella</li> <li>• Bacteria</li> <li>• Cholera</li> </ul>	<b>Health Education Resources for all of Grade Eight</b> <ul style="list-style-type: none"> <li>• <a href="#">Grade Eight Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Eight Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul>	<ul style="list-style-type: none"> <li>• Track your fitness and nutrition for three days. Analyze your fitness, nutrition, and sleep. Create three steps to improve your fitness, nutrition, and sleep.</li> <li>• Create a personal plan to make healthy food</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Teens Health-Eating Disorders</a></li> <li>• <a href="#">NIH-Eating Disorders: About More Than Food</a></li> <li>• <a href="#">NIH-Sleep Deprivation and Deficiency</a></li> <li>• <a href="#">National Sleep Foundation-How Much Sleep Do We Really Need?</a></li> </ul>

## Health Area: Health Promotion Including Nutrition and Physical Activity

### VDOE Standards:

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- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

<ul style="list-style-type: none"> <li>• Botulism</li> <li>• Sleep deprivation</li> <li>• Obesity</li> </ul> <p>• Physical activity can improve health. People who are physically active live longer and have lower risks for heart disease, stroke, type 2 diabetes, depression, and some cancers. (Centers for Disease Control [CDC])</p> <p>• Eating disorders—such as anorexia, bulimia, and binge-eating disorder—include extreme emotions, attitudes, and behaviors surrounding weight and food issues. Eating disorders are serious emotional and physical problems that can have life-threatening consequences for females and males. (NEDA)</p> <p>• Children and adolescents (6-17 years) should do 60 minutes or more of physical activity each day. As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening activities, like climbing, at least three days a week and bone-strengthening activities, like jumping, at least three days a week. Children and adolescents are often active in short bursts of time rather than for sustained periods of time, and these short bursts can add up to meet physical activity needs.</p>	<h3><u>Health Smart VA Lessons</u></h3> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 8 - Health and Fitness Goals</a></li> <li>• <a href="#">Unit 2 - Grade 8 - Chronic Disease Prevention</a></li> <li>• <a href="#">Unit 3 - Grade 8 - Healthy and Unhealthy Weight Management</a></li> <li>• <a href="#">Unit 4 - Grade 8 - Dangerous Diets</a></li> <li>• <a href="#">Unit 5 - Grade 8 - SMART Goal Setting to Stay Fit</a></li> <li>• <a href="#">Unit 6 - Grade 8 - In Defense of Food - Nutrition Reflection Assignment - Assessment</a></li> <li>• <a href="#">Unit 7 - Grade 8 - Nutrition "Shark Tank" Assessment</a></li> <li>• <a href="#">Unit 8 - Grade 8 - Radio Ad - Podcast Project - Assessment</a></li> </ul>	<p>choices, including fruits and vegetables, at home, during school, and in restaurants.</p> <ul style="list-style-type: none"> <li>• Create a chart of foods that are included in your family traditions, including the nutritional content of each. Evaluate food choices and create healthy alternatives for foods.</li> <li>• Create a public service announcement (PSA) about how teens can help friends with eating disorders.</li> <li>• Track daily sleep totals for a three-day period. Evaluate if daily sleep totals are in the recommended range for teens. If they are, write a paragraph summarizing how you achieve the minimum recommended requirements. If they are not, create a chart that identifies barriers to sleep and</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">9-5-2-1-0 Wellness &amp; Nutrition Initiative</a></li> <li>• <a href="#">NIDDK-Take Charge of Your Health: A Guide for Teenagers</a></li> </ul> <p><a href="#">Health Smart Virginia Resources for Grade 8</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Analyzing Influences - Issue: Body Image &amp; Positive Self-Concept (.pdf)</a></li> <li>• <a href="#">101 Tips for Teaching About Nutrition</a></li> <li>• <a href="#">5-2-1-0 Let's Go Middle and High School Toolkit</a></li> <li>• <a href="#">Action for Healthy Kids - Instant Recess, Brain Breaks, and Energizers</a></li> <li>• <a href="#">Activity Break - Health Work Education</a></li> <li>• <a href="#">American Heart Association (AHA) Middle School Lesson Plans</a></li> <li>• <a href="#">Assessing My Eating Habits</a></li> <li>• <a href="#">CA Adolescent Nutrition and Fitness</a></li> </ul>
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## Health Area: Health Promotion Including Nutrition and Physical Activity

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

<p>(<a href="http://www.choosemyplate.gov/physical-activity-amount">http://www.choosemyplate.gov/physical-activity-amount</a>).</p>		<p>opportunities to increase daily sleep totals</p> <ul style="list-style-type: none"> <li>• Write healthy habit jingles.</li> <li>• Discuss the health risks of not getting enough sleep.</li> <li>• Identify and engage in actions towards a short and long-term personal health and/or fitness goal: <a href="#">Use the SMART Goals Template</a>.</li> <li>• Write a fitness plan to prevent diabetes, heart disease, stroke, and or other chronic diseases and conditions.</li> <li>• Contrast healthy and unhealthy approaches to weight management.</li> <li>• Create posters, brochures or jingles about appropriate water intake.</li> <li>• Discuss eating disorders, the pressures that might contribute to their development, and the</li> </ul>	<p><a href="#">Program - Junk Food Marketing</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CA Media Smarts - Looking at Food Advertising</a></li> <li>• <a href="#">CDC BAM! Body and Mind Teacher's Corner Nutrition</a></li> <li>• <a href="#">Eat Fit - addresses media and body image</a></li> <li>• <a href="#">Family Doctor.Org (American Association of Family Physicians)</a></li> <li>• <a href="#">Food Span - Marketing Lesson 11 - Johns Hopkins Center for a Livable Future</a></li> <li>• <a href="#">FCS Fast Food Commercials &amp; Nutrition Lesson</a></li> <li>• <a href="#">Food Day Curriculum</a></li> <li>• <a href="#">Girlshealth.gov - Nutrition</a></li> <li>• <a href="#">Girlshealth.gov - Having Body Image Issues</a></li> <li>• <a href="#">Grocery Store Scavenger Hunt</a></li> <li>• <a href="#">Iowa Children's Hospital - Online Health Information What Can You Trust</a></li> </ul>
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## Health Area: Health Promotion Including Nutrition and Physical Activity

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

		<p>devastating outcomes that result from them.</p> <ul style="list-style-type: none"> <li>• Read and discuss personal accounts or watch documentaries by or about individuals suffering from compulsive behaviors, such as eating disorders and have students write reflections about what they have learned.</li> <li>• Review strategies to help encourage friends to seek help for eating disorders or unhealthy approaches to weight management; then write practice scripts and role-play them.</li> <li>• Role-play positive and negative approaches to talking to friends about their bodies and weight and discuss how each scenario makes the people feel and why certain comments are/ can be hurtful.</li> <li>• Write letters to their families including tips</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Kids Health Media Literacy and Health Teacher’s Guide</a></li> <li>• <a href="#">Let’s Get Moving Unit - Michigan State University</a></li> <li>• <a href="#">Medline Plus - Evaluating Health Information</a></li> <li>• <a href="#">Medline Plus - Guide to Healthy Web Surfing</a></li> <li>• <a href="#">Mission Nutrition - Canada - Self Esteem Lessons</a></li> <li>• <a href="#">NY Times- Thinking Critically About Ads</a></li> <li>• <a href="#">PE Central - Food Pyramid Game</a></li> <li>• <a href="#">PE Central - Calculating Fat, Carbohydrates &amp; Proteins</a></li> <li>• <a href="#">Read, Write, Think - Advertisement Analysis</a></li> <li>• <a href="#">Scholastic - Middle School Healthy Body Image Lesson Plan</a></li> <li>• <a href="#">Sample Physical Activity Log - Michigan State University</a></li> </ul>
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**Health Area: Health Promotion Including Nutrition and Physical Activity**

**VDOE Standards:**

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

		<p>to encourage them to choose healthy food.</p> <ul style="list-style-type: none"> <li>• Research the physical and emotional changes that occur when they are sedentary for long periods of time and strategies for motivating sedentary individuals to become more active.</li> <li>• Join the <a href="#">NFL Play 60 Challenge</a>:</li> <li>• Brainstorm reasons community service is important to societal health and wellness; interview family members and write about the role of community involvement in your family’s life.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Scholastic - Healthy Body Image Lesson Plan</a></li> <li>• <a href="#">USDA-Serving Up My Plate. A Yummy Curriculum for grades 5 and 6</a></li> <li>• <a href="#">UC Davis Youth Nutrition Education Materials</a></li> </ul>
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## Health Area: Safety and Injury Prevention

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

### Essential Health Concepts

8.1.n. Assess the health consequences of injuries, and identify leading injury prevention measures.  
8.1.o. Evaluate the health risks associated with feelings of immortality and invincibility.

### Healthy Decisions

None.

### Advocacy and Health Promotion

None.

### Essential Understandings:

- Personal choices impact current and long-term outcomes for individuals, family, and society.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>Injury-prevention measures</li> <li>Immortality</li> <li>Invincibility</li> </ul>	<p><b>Health Education Resources for all of Grade Eight</b></p> <ul style="list-style-type: none"> <li><a href="#">Grade Eight Health Education Standards of Learning</a></li> <li><a href="#">Grade Eight Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b>Health Smart VA Lessons</b></p> <ul style="list-style-type: none"> <li><a href="#">Unit 1 - Grade 8 - We are not invincible! Injuries are Preventable</a></li> </ul>	<ul style="list-style-type: none"> <li>Write a letter to your future self, describing how you were able to avoid a potentially dangerous situation. Describe the situation, how you felt, how you responded, and what you learned from the situation.</li> <li>Invite a health care professional to explain injury prevention measures and ask students to prepare questions and write a reflection on what they have learned.</li> <li>Create a brochure to promote injury prevention measures in school.</li> <li>Discuss the relationship between feelings of immortality and invincibility and risks.</li> <li>Role-play situations in which teens choose to avoid high-risk situations.</li> </ul>	<p><a href="#">Health Smart Virginia Resources for Grade 8</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li><a href="#">Fire Safety: Activities to Spark Learning</a></li> <li><a href="#">Fire Safety Resources</a></li> <li><a href="#">Injury in the News</a></li> <li><a href="#">KidsHealth-First Aid &amp; Safety</a></li> <li><a href="#">Lesson Planet-Safety Issues Lesson Plan</a></li> <li><a href="#">National Cyber Security Alliance</a></li> <li><a href="#">National Education Association-School Safety Resources for Educators</a></li> <li><a href="#">Safe Kids-Home Safety for Educators</a></li> <li><a href="#">Teacher Vision-School Safety Resources for Teachers</a></li> <li><a href="#">Teen Drivers-NHTSA</a></li> <li>Videos:</li> </ul>

**Health Area: Safety and Injury Prevention**

**VDOE Standards:**

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

		<ul style="list-style-type: none"> <li>• In small groups, write an ad urging other teens to avoid high-risk behaviors.</li> <li>• Research the leading injury prevention methods (e.g. CDC Injury Center website and NHTSA website).</li> <li>• Create a poster to promote a prevention method at school.</li> <li>• Examine and chart data about safety hazards and unsafe situations.</li> <li>• Read a selection of stories about injuries in the news and ask students to write recommendations for injury prevention based on what they have learned.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">ThinkFirst Teen Video Clip</a></li> <li>○ <a href="#">One Decision</a></li> <li>○ <a href="#">Underage Drinking-Is It Worth It?</a></li> <li>○ <a href="#">Texting and Driving Crash-It Can Wait</a></li> <li>○ <a href="#">Seat Belt May Have Saved Teen Crash Victims Life</a></li> <li>○ <a href="#">Caught on Tape-Teen Drivers Moments Before A Crash</a></li> </ul>
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## Health Area: Social Emotional Health

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

### Essential Health Concepts

8.1.m. Identify the benefits and risks of social networking.  
 8.1.q. Analyze the role of tolerance and resilience in coping with stress.  
 8.1.r. Explain the impact of failing to recognize issues related to emotional and mental health.  
 8.1.s. Explain why seeking help for mental health issues is important.  
 8.1.t. Describe the signs and symptoms of depression and suicide.  
 8.1.u. Explain how individual, social, and cultural differences may increase vulnerability to bullying.

### Healthy Decisions

8.2.k. Describe effective coping mechanisms for managing personal and family stress.  
 8.2.l. Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.  
 8.2.m. Develop goals to analyze and manage the impact of social networking.  
 8.2.n. Evaluate the importance of developing relationships that are positive and promote wellness.  
 8.2.p. Recognize warning signs associated with bullying behaviors (e.g., declining grades, fear of attending school, social withdrawal, lost or destroyed books or technology, self-destructive behaviors).  
 8.2.q. Describe signs of self-harm behaviors.

### Advocacy and Health Promotion

8.3.k. Describe healthy ways to handle the emotional, psychological, and physical consequences of stress.  
 8.3.l. Design a management plan to reduce stress.  
 8.3.m. Justify and encourage safe, respectful, and responsible relationships.  
 8.3.n. Identify resources for helping someone who is exhibiting self-harming behaviors..

### Essential Understandings:

- Stress impacts your body and mind.
- Personal choices impact current and long-term outcomes for individuals, family, and society.

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"> <li>• Cognitive performance</li> <li>• Tolerance and resilience in coping with stress</li> <li>• Stress management</li> <li>• Coping mechanisms for personal and family stress</li> <li>• Emotional, psychological, and physical consequences of stress</li> <li>• Stress can negatively affect your health.</li> <li>• The warning signs of stress include changes in how your body functions and in</li> </ul>	<p><b>Health Education Resources for all of Grade Eight</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Eight Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Eight Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b>Health Smart VA Lessons</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 8 - Social Emotional Skills Lessons Overview</a></li> </ul>	<ul style="list-style-type: none"> <li>• Create three SMART goals.</li> <li>• Identify a stressful situation that has occurred in your life. Create a t-chart that illustrates positive and negative ways you responded to the stressful situation.</li> <li>• List signs of self-harm behaviors and list resources for helping someone who is showing signs of self-harm behaviors.</li> </ul>	<p><a href="#">American Council on Exercise-Setting SMART Goals</a></p> <p><a href="#">Teen Health-Stress Video and Articles</a></p> <p><a href="#">Teens Health-Cutting Resource</a></p> <p><a href="#">Health Smart Virginia Resources for Grade 8</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">An Adolescent Mental Health Curriculum-SPRC</a></li> </ul>

## Health Area: Social Emotional Health

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

<p>emotions, thoughts, and behaviors.</p> <ul style="list-style-type: none"> <li>• How you react to stress depends on your assessment of a situation.</li> <li>• Self-harm behaviors</li> <li>• Cutting</li> <li>• School and community resources are available to help you avoid potentially dangerous situations.</li> <li>• Self-harming behaviors are recognizable and treatable.</li> <li>• Self-injury is an unhealthy way to cope with stress.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2 - Grade 8 - Stepping Up to Depression and Suicide</a></li> <li>• <a href="#">Unit 3 - Grade 8 - Socially Conscious Social Networking</a></li> <li>• <a href="#">Unit 4 - Grade 8 - Mental Illnesses "Shark Tank" - Assessment</a></li> <li>• <a href="#">Unit 5 - Grade 8 - Surviving High School Awareness Campaign - Assessment</a></li> <li>• <a href="#">Unit 6 - Grade 8 - Effective Communication Skills - Assessment</a></li> <li>• <a href="#">Unit 7 - Grade 8 - What Is It Like to Be You? - Assessment</a></li> <li>• <a href="#">Unit 8 - Grade 8 - Emotional Intelligence Quotient - Assessment</a></li> <li>• <a href="#">Unit 9 - Grade 8 - Mental Health Journals - Assessment</a></li> <li>• <a href="#">Unit 10 - Grade 8 - TED Talk Reflection - Assessment</a></li> <li>• <a href="#">Unit 11 - Grade 8 - Stressed Out</a></li> <li>• <a href="#">Unit 12 - Grade 8 - Mental and Emotional Health</a></li> </ul>	<ul style="list-style-type: none"> <li>• Write a script or practice a scenario that illustrates how you would help a peer who is exhibiting self-harm behaviors.</li> <li>• Describe the warning signs for self-injury and suicide, discuss why seeking help is important for self and friends, and identify helping resources.</li> <li>• Discuss the differences between constructive and unconstructive criticism, and have students role-play responses to positive and negative criticism.</li> <li>• List put-downs and explain why they are inappropriate and make other people angry.</li> <li>• Discuss and practice the factors that contribute to group success.</li> <li>• Role-play situations where students are teased and laughed at and how to be a helpful bystander.</li> <li>• Incorporate activities that encourage kindness into every class.</li> <li>• Work together to create a class social media or</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CMHA- Mental Health and High School Curriculum Guide</a></li> <li>• <a href="#">CA Media Smarts- Avatars and Body Image</a></li> <li>• <a href="#">CA Media Smarts- Gender Body Image</a></li> <li>• <a href="#">CDC-Relationship Talking Points</a></li> <li>• <a href="#">CDC-Healthy Communication Skills Teachers Guide</a></li> <li>• <a href="#">Discovery Education- Depression Lesson Plan</a></li> <li>• KidsHealth.org Teacher's Guides for Grades 6-8:             <ul style="list-style-type: none"> <li>○ <a href="#">Conflict Resolution</a></li> <li>○ <a href="#">Depression</a></li> <li>○ <a href="#">Empathy</a></li> <li>○ <a href="#">Eating Disorders</a></li> <li>○ <a href="#">Getting Along</a></li> <li>○ <a href="#">Healthy Relationships</a></li> <li>○ <a href="#">Peer Pressure</a></li> <li>○ <a href="#">Self-Esteem</a></li> <li>○ <a href="#">Stress</a></li> <li>○ <a href="#">Suicide Prevention</a></li> </ul> </li> <li>• <a href="#">MACMH-Open Up Magazine Classroom Activities</a></li> </ul>
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## Health Area: Social Emotional Health

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

		<p>Instagram account with pictures and captions that reflect their positive traits.</p> <ul style="list-style-type: none"> <li>• Stress Management - Discuss stress management strategies and have students exercise a strategy of their choosing for a 2 - 5 minute time period in the class (i.e., physical or creative expression, talking, breathing).</li> <li>• Demonstrate mindfulness.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Mental Health First Aid-NCBH</a></li> <li>• <a href="#">Mindful Schools-Lesson: Introduction to Mindful Bodies and Listening</a></li> <li>• <a href="#">Mindful Teachers-Activities and Teaching Resources</a></li> <li>• <a href="#">NIDA (CDC)-Love and Drugs and Violence</a></li> <li>• <a href="#">Scholastic-Teens and Decision Making</a></li> <li>• <a href="#">Open Up Magazine, Minnesota Association for Children's Mental Health-It's All in Your Viewpoint</a></li> <li>• <a href="#">PBS-Mindfulness: A Teacher's Guide</a></li> <li>• PE Central lessons             <ul style="list-style-type: none"> <li>○ <a href="#">Emotions in Motion</a></li> <li>○ <a href="#">Sounds of Music (Stress Management)</a></li> <li>○ <a href="#">What is Stress?</a></li> </ul> </li> <li>• <a href="#">ProCon.org-Social Networking</a></li> <li>• <a href="#">Purdue-Healthy Body Image Middle School Lessons</a></li> <li>• <a href="#">Reach Out-Asking</a></li> </ul>
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**Health Area: Social Emotional Health**

**VDOE Standards:**

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

			<ul style="list-style-type: none"> <li>• <a href="#">students if they are okay</a></li> <li>• <a href="#">Rossier (USC)-Creating Safe Spaces: Social Emotional Lessons</a></li> <li>• <a href="#">Samaritans-Developing Emotional Awareness and Listening (DEAL) Teaching Resources</a></li> <li>• <a href="#">Scholastic-Social Emotional Lessons (Grade 6-8)</a></li> <li>• <a href="#">Scholastic-Mind Up Curriculum</a></li> <li>• <a href="#">Scholastic-Social and Emotional Learning: Essential Lessons for Student Success</a></li> <li>• <a href="#">Screening for Mental Health-depression, suicide, and self-injury</a></li> <li>• <a href="#">Signs of Suicide and ACT</a></li> <li>• <a href="#">ProCon.org-Social Networking</a></li> <li>• <a href="#">Striking Out Stress: A “Gallery Walk” Activity</a></li> <li>• <a href="#">Substance Abuse and Mental Health Services Administration</a></li> </ul>
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**Health Area: Social Emotional Health**

**VDOE Standards:**

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

- [Suicide Prevention Resource Center](#)
- [Teen Mental Health- Mental Health & 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-](#)

**Health Area: Social Emotional Health**

**VDOE Standards:**

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

			TREVOR <ul style="list-style-type: none"><li>• <a href="#">VDC Suicide Prevention</a></li></ul>
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## Health Area: Violence Prevention and Healthy Relationships

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

### Essential Health Concepts

8.1.p. Identify the consequences of involvement in potentially dangerous situations, such as when weapons, physical violence, and gangs are present.

### Healthy Decisions

8.2.n. Evaluate the importance of developing relationships that are positive and promote wellness.  
8.2.o. Analyze the risks associated with gang-related activities for self, family, and the community.

### Advocacy and Health Promotion

8.3.i. Create a media campaign for the use of refusal and negotiation skills to avoid risky situations.  
8.3.j. Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.  
8.3.m. Justify and encourage safe, respectful, and responsible relationships.  
8.3.n. Identify resources for helping someone who is exhibiting self-harming behaviors.  
8.3.o. Create strategies for helping others prevent or get help with bullying.

### Essential Understandings:

- Goal setting can help you maintain healthy relationships.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>• Resistance skills</li> <li>• Relationships</li> <li>• Social health</li> <li>• Bullying</li> <li>• Social media</li> <li>• Children’s Online Privacy Protection Act (COPPA)</li> <li>• Gang</li> <li>• Intimidation</li> </ul> <ul style="list-style-type: none"> <li>• Gang involvement has long- and short-term consequences.</li> <li>• Friends and mentors are valuable resources and can help you make healthy decisions and build healthy relationships.</li> </ul>	<p><b>Health Education Resources for all of Grade Eight</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grade Eight Health Education Standards of Learning</a></li> <li>• <a href="#">Grade Eight Crosswalk: Health Smart Lesson Search by Virginia SOL</a></li> </ul> <p><b><a href="#">Health Smart VA Lessons</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1 - Grade 8 - Violence Prevention Education Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• List and describe resistance skills to help avoid risky and violent behaviors.</li> <li>• Develop a chart identifying positive and negative group behaviors.</li> <li>• Create a media campaign for the use of refusal and negotiation skills to avoid risky situations.</li> <li>• Create strategies for helping others prevent or get help with bullying.</li> <li>• Create a personal goal for managing your online presence and use of social media. Use a cloud graphic to capture your goal. Class should share the clouds and</li> </ul>	<p><a href="#">Gang Involvement Prevention</a></p> <p><a href="#">Teaching Kids to Be Smart About Social Media</a></p> <p><a href="#">CDC: Prevent Gang Membership</a></p> <p><a href="#">Understanding Youth Violence</a></p> <p><a href="#">Health Smart Virginia Resources for Grade 8</a> including the following identified resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Blueprints for Healthy Youth Development website</a></li> <li>• <a href="#">CDC-School-Based Violence Prevention</a></li> </ul>

## Health Area: Violence Prevention and Healthy Relationships

### VDOE Standards:

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

<ul style="list-style-type: none"> <li>• Compared to non-gang members, gang members commit a disproportionate amount of violent crimes and offenses across the country. Gangs and gang involvement result in short- and long-term negative outcomes for gang-involved youth, their friends and families, and the surrounding communities. Gangs are typically defined as groups having the following characteristics (youth.gov):             <ul style="list-style-type: none"> <li>○ Formal organizational structure</li> <li>○ Identifiable leadership</li> <li>○ Identified territory</li> <li>○ Recurrent interaction</li> <li>○ Involvement in serious or violent behavior</li> </ul> </li> <li>• Children’s Online Privacy Protection Act 1996 (COPPA) imposes certain requirements on operators of websites or online services directed to</li> </ul>		<p>post them in the classroom as a reminder of creating a positive social-media presence.</p> <ul style="list-style-type: none"> <li>• Collaboratively develop an anti-bullying action plan</li> <li>• 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 Ideas for activities are available on YouTube, including the video, <a href="#">Hero in the Hallway</a>.</li> <li>• Research <a href="#">Virginia Rules</a> site and present findings to</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Clemson Olweus School-Wide Bullying Prevention Program</a></li> <li>• <a href="#">Positive Behavior Interventions and Supports website</a></li> <li>• <a href="#">Teaching Tolerance-School Climate Resources</a></li> <li>• <a href="#">Conflict Resolution Roleplay Activities</a></li> <li>• <a href="#">10 Conflict Resolution Lessons, Fairfax County Schools</a></li> <li>• <a href="#">Coaches Corner-Coaching Boys into Men Toolkits</a></li> <li>• <a href="#">Discovery Online-Resolving Conflicts</a></li> <li>• <a href="#">Do Something, Inc. School Violence Unit</a></li> <li>• <a href="#">Fairfax Schools – 8th Grade Harrassment/Bullying Prevention Lesson</a></li> <li>• <a href="#">Healthy Communication Skills Guide</a></li> <li>• <a href="#">Hernando County Anger Management Lesson</a></li> <li>• <a href="#">Kids Health Healthy Relationship Handout</a></li> <li>• <a href="#">Kids Health Teachers Guide 9-12 Grade Conflict Resolution</a></li> </ul>
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<p>children under 13 years of age, and on operators of other websites or online services that have actual knowledge that they are collecting personal information online from a child under 13 years of age. (ftc.gov)</p>		<p>other students about the consequences of gang involvement and other criminal behaviors.</p> <ul style="list-style-type: none"> <li>• Work in teams to discuss and identify healthy relationship behaviors and identify concerning and unhealthy behaviors that should cause concern.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">In the Mix - Thinking it Through</a></li> <li>• <a href="#">National Crime Prevention Council: Youth Gangs- Know the Facts</a></li> <li>• <a href="#">National Gang Center</a></li> <li>• <a href="#">Olweus -Class Meetings That Matter- Grades 6-8</a></li> <li>• <a href="#">Ophelia Project- It Has a Name: Relational Aggression</a></li> <li>• <a href="#">Pacer National Bullying Prevention Center</a></li> <li>• <a href="#">Pacer Student Action Plan</a></li> <li>• <a href="#">Pacer Teens Against Bullying</a></li> <li>• <a href="#">Respect Others. Respect Yourself.</a></li> <li>• <a href="#">StaySafeOnline.Org- Middle and High School Teaching Resources</a></li> <li>• <a href="#">Teaching Tolerance – Cliques</a></li> <li>• <a href="#">VA Attorney General-Gangs</a></li> <li>• <a href="#">Welcoming Schools – Bias, Bullying, Bystanders Users Guide and Lessons</a></li> </ul> <p><b>Healthy Relationships/Dating Violence</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Break the Cycle-DV 101 Single Day Dating Violence Lesson</a></li> </ul>
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			<ul style="list-style-type: none"> <li>• <a href="#">CDC-Relationship Talking Points</a></li> <li>• <a href="#">Kate Brown Education Program Tip Sheets</a></li> <li>• <a href="#">Kids Health-Healthy Relationship Handout</a></li> <li>• <a href="#">Michigan Dating Violence Youth Education Package</a></li> <li>• <a href="#">National Crime Prevention Council Violence Lesson (Session 14, Community Works)</a></li> <li>• <a href="#">Salt Lake Area Domestic Violence Coalition-Teen Dating Violence Prevention Toolbox</a></li> <li>• <a href="#">VSDVAA Building Healthy Relationships Across Virginia Facilitators Guide</a></li> <li>• <a href="#">Youtube clips on Dating Violence</a></li> </ul>
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