

Health Area: Alcohol, Tobacco, and Drug Use Prevention

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

Essential Health Concepts

9.1.h. Explain how alcohol and other drugs increase the risk of injury.

9.1.i. Analyze the deadly consequences of binge drinking.

Healthy Decisions

9.2.i. Evaluate the effects of alcohol and other drug use on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from the use of alcohol, tobacco, or other drugs.

9.2.j. Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.

Advocacy and Health Promotion

9.3.c. Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.

Essential Understandings:

- The use of alcohol and other drugs affects brain function.
- The effects of drugs and alcohol may not be the same for everyone.
- Abstaining from the use of drugs and alcohol has health benefits.
- Individuals can resist the use of drugs and alcohol.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<p>Definitions</p> <ul style="list-style-type: none"> • Substance abuse • Illegal drugs • Illicit drug use • Overdose • Addiction • Alcohol poisoning • Depressant • Intoxication <ul style="list-style-type: none"> • The use of alcohol and other drugs impairs brain function and may increase risk-taking behaviors, leading to increased injury. • Alcohol use may result in injury due to impaired coordination, neurocognitive performance, and ability to 	<p>Health Education Resources for all of Grade Nine</p> <ul style="list-style-type: none"> • Grade Nine Health Education Standards of Learning • Grade Nine Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 9 - Preventing Underage Drinking • Unit 2 – Grade 9 – Under Pressure • Unit 3 - Grade 9 - Celebrity Death • Unit 4 - Grade 9 - DUI, Oh My! 	<ul style="list-style-type: none"> • Think, Pair, Share: Discuss the cognitive and physical effects of drugs and/or alcohol on a person. • Do a RAFT activity: Role (choose from brain, heart, liver, pancreas, or immune system), Audience (self), Format (plea for help), Topic (excessive use of drugs or alcohol and its effect on the part of the body chosen in role), written in first-person. • Create a skit that demonstrates how to avoid a drug-related situation. • Discuss how alcohol and drugs increase risk of injury. Students research 	<ul style="list-style-type: none"> • Danger of Other Tobacco Products, Virginia Foundation for Healthy Youth Lesson • CDC-Binge Drinking • CDC-Alcohol Poisoning Deaths • Science Daily-Linkages between alcohol consumption and hospitalized injury • KidsHealth Website • BSCS-Drug Abuse, Addiction, and the Adolescent Brain <p>Health Smart Virginia Resources for Grade 9 including the following identified resources:</p>

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<p>recognize and respond to hazards.</p> <ul style="list-style-type: none"> • There is an average of six deaths per day in the United States due to alcohol poisoning. • Approximately 76% of deaths due to alcohol poisoning are males. • Alcohol poisoning affects areas of the brain that control breathing, heart rate, and body temperature, leading to death. • Alcohol is a depressant and slows the functioning of the central nervous system. • Alcohol can block messages in the brain. • Alcohol intoxication may result in someone being talkative and outgoing or angry and aggressive. • Drugs may intensify or dull your senses, alter your sense of alertness, and decrease physical pain. • Many factors influence how drugs affect the body, including kind of drug taken; how much of the drug is taken; how often the drug is used; what other 	<ul style="list-style-type: none"> • Unit 5 - Grade 9 - Public Service Announcement (PSA) • Unit 6 - Grade 9 - BAC: What's It to Me? • Unit 7 - Grade 9 - Parent/Guardian Discussion about Binge Drinking • Unit 8 - Grade 9 - Health Triangle • Unit 9 - Grade 9 - Alcohol and the Brain - Decisions, Decisions 	<p>national and state data on the frequency and number of injuries that occur when individuals are impaired by alcohol or drugs.</p> <ul style="list-style-type: none"> • Define binge drinking and discuss the deadly consequences. • Compare and contrast the outcomes of binge drinking and drinking responsibly. • Role-play turning down alcohol, tobacco, and other harmful substances and behaviors. • Discuss why it's important to not pressure people into using drugs and alcohol. • Discuss why high school students might use drugs or alcohol and write a report about the health benefits of abstaining from using alcohol, tobacco, or other drugs. • Create YouTube campaigns to discourage peers from underage drinking and then create a rubric to judge each campaign and crown a winner. 	<ul style="list-style-type: none"> • Connect with Kids-On The Rocks Resource Guide • Discovery Education-Safe Driving Lesson Plan • GirlsHealth.gov-Drugs, Alcohol, and Smoking • Interactive Sites: <ul style="list-style-type: none"> ○ Blood Alcohol Calculator ○ College Drinking Prevention-Alcohol and You: An Interactive Body ○ NHTSA-The ABCs of BAC ○ AU Health Department-Drinking Nightmare Game ○ Science Netlinks-The Science Inside Alcohol Project ○ Above The Influence-How Are You Doing? • KidsHealth-Peer Pressure • KidsHealth-Drugs and Alcohol • NIDA-Anabolic
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<p>food, drugs, or substances are used at the same time; and individual body size and chemistry.</p> <ul style="list-style-type: none"> • Using drugs or alcohol may result in individuals taking greater risks, which can negatively impact the individual. 		<ul style="list-style-type: none"> • Research and report how alcohol and other drugs affect specific human body systems, brain functions and behavior. • Create comic illustrations about the effects of 5 different drugs and alcohol. • Find news stories that demonstrate the impact of drugs and alcohol. • Interview family and friends about the effects of drugs and alcohol and summarize findings. • Assess drinking and driving prevention campaigns to identify and discuss effective and ineffective or dangerous strategies. 	<ul style="list-style-type: none"> • Steroids • NIDA-Brain Power (Grades 6-9) • Stop Underage Drinking • VAHPERD-Prevent Underage Drinking Campaign
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Health Area: Body Systems

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
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Essential Health Concepts 9.1.a. Identify and describe the major structures and functions of the endocrine system. 9.1.f. Identify types of pathogens that cause disease.	Healthy Decisions 9.2.a. Identify health risks and other factors that affect the function of the endocrine system. 9.2.d. Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions. 9.2.i. Describe the benefits of organ donation.	Advocacy and Health Promotion 9.3.d. Develop a personal plan for remaining free of communicable disease.
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Essential Understandings:

- The endocrine system regulates many processes in the body through the secretion of hormones.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
Major glands and their functions: <ul style="list-style-type: none"> • Hypothalamus • Pituitary gland • Pineal body • Thyroid gland • Parathyroid gland • Adrenal gland • Pancreas • Reproductive glands (ovaries and testes) Endocrine problems: <ul style="list-style-type: none"> • Adrenal insufficiency • Diabetes (type 1 or type 2) • Hyperthyroidism • Hypothyroidism • Precocious puberty <ul style="list-style-type: none"> • The endocrine system regulates many processes in the body, including mood, growth and development, tissue function, 	Health Education Resources for all of Grade Nine <ul style="list-style-type: none"> • Grade Nine Health Education Standards of Learning • Grade Nine Crosswalk: Health Smart Lesson Search by Virginia SOL Health Smart VA Lessons <ul style="list-style-type: none"> • Unit 1 - Grade 9 - The Endocrine System • Unit 2 - Grade 9 - Research on Preventing Communicable Diseases • Unit 3 - Grade 9 - Communicable Diseases Kinesthetic Word Web • Unit 4 - Grade 9 - Pathogen Plan 	<ul style="list-style-type: none"> • Create flashcards for the different glands and quiz your classmates. • Create a comic strip demonstrating each of the major glands and their functions. • Cast your vote—student groups will present the importance of the gland assigned to them (like a campaign speech). Students will then vote on which gland should be president and why. • Sleep keeps the endocrine system healthy. For one week, log the number of hours you sleep each night. At the end of the week, calculate your average. Create a plan to get the 	Kids Health-Endocrine System Health Smart Virginia Resources for Grade 9 including the following identified resources: <ul style="list-style-type: none"> • Articles: <ul style="list-style-type: none"> ○ Huff Post-The Three Major Stress Hormones Explained ○ Today's Dietitian-Cortisol: Its Role in Stress, Inflammation, and Indications for Diet Therapy ○ Psych Central-Fight or Flight ○ WebMD-Endocrine Disorders

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<p>metabolism, sexual function, and reproduction.</p> <ul style="list-style-type: none"> • The endocrine system is composed of glands that secrete hormones. • Major glands and their functions are: <ul style="list-style-type: none"> ○ Hypothalamus – link between the endocrine and nervous systems; produces chemicals to stimulate or suppress hormone secretion from the pituitary gland ○ Pituitary gland – anterior lobe regulates the thyroid, adrenal, and reproductive glands; posterior lobe helps control water balance in the body and produces oxytocin, which is important in childbirth; secretes endorphins to reduce perception of pain ○ Pineal body – secretes melatonin that helps regulate when you sleep and wake ○ Thyroid gland – secretes hormones that control the rate at which cells burn fuel from food to produce energy; hormones aid in bone growth and 		<p>appropriate amount of sleep each night.</p> <ul style="list-style-type: none"> • Write a script for a public service announcement reminding teens that everyone grows at a different rate. Include information about normal growth and genetic influences. • Complete worksheet parts of the endocrine system and their functions. • Research health risks and other factors that affect the endocrine system. • Make a poster that shows kids and teens ways to be good to their endocrine system. • Review and discuss communicable disease prevention information. • Students research pathogens that cause disease and how to reduce the likelihood of transmission or treat pathogens. Once they have completed their research, students present and share what they've learned with the class. 	<ul style="list-style-type: none"> • YouTube Videos: <ul style="list-style-type: none"> ○ Kids Health-How the Endocrine System Works ○ Khan Academy- Introduction to the Endocrine System
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<p>development and brain and nervous system development</p> <ul style="list-style-type: none"> ○ Parathyroid gland – secretes hormone to regulate level of calcium in the blood ○ Adrenal gland – outer part is called adrenal cortex and produces hormones to regulate salt and water balance, body’s response to stress, metabolism, immune system, and sexual development and function; inner part is called adrenal medulla, which produces catecholamines such as epinephrine ○ Pancreas – also associated with digestive system; secretes insulin and glucagon that work together to maintain a steady level of glucose in the blood and keep the body supplied with fuel ○ Reproductive glands (ovaries and testes) – secrete androgens including testosterone in males and estrogen and progesterone in females; hormones control growth 		<ul style="list-style-type: none"> • Students discuss common methods for preventing pathogen transmission. 	
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<p>and changes that occur during puberty; estrogen and progesterone involved in the regulation of menstrual cycle and play a role in pregnancy</p> <ul style="list-style-type: none"> • Too little or too much of a hormone can be harmful to the body. Doctors can often treat with medications to replace the hormone or by controlling the production of hormones. • Endocrine problems that may affect teens include: <ul style="list-style-type: none"> ○ Adrenal insufficiency ○ Diabetes (type 1 or type 2) ○ Growth hormone problems ○ Hyperthyroidism ○ Hypothyroidism ○ Precocious puberty 			
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Health Area: Community Involvement

VDOE Standards:

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Essential Health Concepts

9.1.p. Evaluate how social environments affect health and well-being.
9.1.r. Examine the impact of global health issues on local communities.

Healthy Decisions

9.2.v. Describe how and where to access community resources related to organ donation, homelessness, underage drinking
9.2.x. Identify health-related social issues such as homelessness, underage drinking, and substance abuse.
9.2.y. Evaluate how public health policies influence health and disease prevention.

Advocacy and Health Promotion

9.3.e. Promote community health promotion and/or disease prevention projects.
9.3.n. Create an action plan to prepare for a natural disaster.

Essential Understandings:

- See themselves as having an active role in creating a healthy lifestyle for themselves, for their families, and for the community.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<p>Create a realistic plan for self and/or family to positively impact the environment.</p> <p>Unhealthy eating, sleep deprivation, and sedentary lifestyle can contribute to the development of chronic disease, feeling tired or lethargic, obesity and obesity-related disease, cancers, depression, and osteoporosis.</p> <p>Physical activity for children and teens should include aerobic activity, muscle strengthening, and bone strengthening.</p> <p>Individuals aged 17- 64 should get 150 minutes per week of moderate-intensity aerobic activity or 75 minutes per week of vigorous-intensity aerobic activity and engage in two or more days</p>	<p>Health Education Resources for all of Grade Nine</p> <ul style="list-style-type: none"> • Grade Nine Health Education Standards of Learning • Grade Nine Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • (HE) Unit 2 - Grade 9 - Disaster Preparedness • (HP) Unit 14 - Grade 9 - Itching, Burning & Squirming • (HP) Unit 15 - Grade 9 - Nutrition and Health Promotion Resources • (HP) Unit 16 - Grade 9 - Health Insurance 	<ul style="list-style-type: none"> • Create a realistic plan for self and/ or family to positively impact the environment. • Create an action plan to prepare for a natural disaster. • Design an emergency survival kit. Describe and justify each item in your kit. • Learn how to assemble first aid kits. • Learn CPR and rescue breathing and use of automated external defibrillators (AED). Encourage students to become certified in first aid and CPR. • Learn basic first aid for choking, bleeding, 	<ul style="list-style-type: none"> • Anyone Can Save A Life-Emergency Action Planning Program • British Red Cross-First Aid Learning for Young People • CDC-Prepare Your Health • Red Cross-Disaster Preparedness Plan • FEMA-Youth Emergency Preparedness (9-12) • Natural Disasters • Purdue University-Healthy Body Image: A Lesson Plan for High School Students • Read, Write, Think-Grocery Store Scavenger Hunt: Researching Nutrition to Advertise for Health

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<p>per week of muscle-strengthening activities.</p>	<ul style="list-style-type: none"> • (HP) Unit 20 - Grade 9 - Analyzing Influences - Favorite Song • (HP) Unit 25 - Grade 9 - Podcast Project - Assessment • (HP) Unit 26 - Grade 9 - Nutrition “Shark Tank” 	<p>splinting, anaphylactic shock.</p> <ul style="list-style-type: none"> • Presented with examples of emergency situations, write about how you would respond to the situation situations. • Research advertising techniques of food companies and restaurants. Design a project that demonstrates how advertising can influence food choices. • Contrast healthy and unhealthy approaches to weight management. • 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. 	
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Health Area: Healthy Environment

VDOE Standards:

- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

Essential Health Concepts

None.

Healthy Decisions

9.2.w. Identify global and local health-related environmental issues, including ways to prevent and manage asthma and allergies.

Advocacy and Health Promotion

9.3.o. Develop a long-term plan for self and/or family to positively impact the environment.

Essential Understandings:

- Global health issues can impact people worldwide due to disruption to travel and trade.
- Countries can work together to prevent disease and improve health.
- Individuals can make a positive impact on the environment.

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"> • As globalization continues, international spread of disease can impact travel and trade worldwide. • International Health Regulations encourage countries to work together and share information about disease and other health-related issues with potential international impact. • Noncommunicable diseases are among the leading causes of disability worldwide. • Global health issues can impact the United States through disruption in travel or trade. • Health agencies in the United States can use comparisons of health-related data in other countries to identify areas 	<p>Health Education Resources for all of Grade Nine</p> <ul style="list-style-type: none"> • Grade Nine Health Education Standards of Learning • Grade Nine Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 9 - Global Environment and Health • Unit 2 - Grade 9 - Disaster Preparedness 	<p>Create a realistic plan for self and/or family to positively impact the environment.</p>	<ul style="list-style-type: none"> • Healthy People 2020-Global Health • CDC-Asthma • Allergy and Asthma Foundation of America • CDC-Environmental Health Science and Practice • EPA-Games, Quizzes, and Videos about the Environment • EPA-Learning and Teaching about the Environment • Global Asthma Network-Causes and Triggers • Healthy People 2020-Environmental Health • NIEHS-Your Environment, Your Health. • OSU-Hydroville Curriculum Project • WHO-Public Health, Environmental and Social Determinants of Health

Health Area: Healthy Environment

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<p>to improve public health in the U.S.</p> <ul style="list-style-type: none"> • The United States works with other countries to prepare for and respond to disease outbreaks worldwide. • The World Health Organization defines environmental health as follows: <i>“Environmental health addresses all the physical, chemical, and biological factors external to a person, and all the related factors impacting behaviors. It encompasses the assessment and control of those environmental factors that can potentially affect health. It is targeted towards preventing disease and creating health-supportive environments. This definition excludes behavior not related to environment, as well as behavior related to the social and cultural environment, and genetics.”</i> • Environmental health issues identified by the World Health Organization (WHO) include heat 			<ul style="list-style-type: none"> • TEDx Talks- Environmental Issues Involving Global Warming • Scientific American-The Link Between the Environment and Health • UM-This is Environmental Health Science • Kids Health-Air Pollution and Asthma
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Health Area: Healthy Environment

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<p>waves, clean drinking water, sanitation, and indoor air pollution.</p> <ul style="list-style-type: none"> • An asthma attack can happen when a person with asthma is exposed to triggers. Triggers may include tobacco smoke, dust mites, air pollution, pets, mold, smoke from burning wood or grass, high humidity, breathing cold dry air, food additives, fragrances, and breathing some chemicals. • Not everyone with asthma is sensitive to the same triggers. People with asthma should try to avoid known triggers and know how to manage asthma if triggers cannot be avoided. • Individuals and families can positively impact the environment through a variety of different practices in our homes, yards, and offices. Some examples are to clean or replace air filters, unplug appliances that are not used often, turn off lights and electronics when not in use, plant trees to shade your home, use cold water 			
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Health Area: Healthy Environment

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<p>instead of hot when possible, test paint in your home for lead, test your home for radon, leave grass clippings on the yard, minimize pesticide use, use recycled paper, walk or ride your bike instead of driving when possible, recycle motor oil, check and fix water leaks, buy products you can reuse, buy and use rechargeable batteries, and compost vegetable scraps.</p>			
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Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
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Essential Health Concepts	Healthy Decisions	Advocacy and Health Promotion
<p>9.1.b. Identify guidelines for sleep, rest, nutrition, and physical activity.</p> <p>9.1.c. Explain the body’s need for amino acids and fat-soluble and water-soluble vitamins, the role of vitamin and mineral supplements, and daily values.</p> <p>9.1.d. Explain the relationship between body composition and healthy body weight.</p> <p>9.1.e. Analyze personal risk factors for diabetes, heart disease, and stroke.</p> <p>9.1.g. Describe the importance of health habits that promote personal wellness.</p>	<p>9.2.b. Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.</p> <p>9.2.c. Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a variety of processed foods and/or dietary supplements, and analyze personal daily diet to determine if meeting daily values for amino acids, vitamins, and minerals.</p> <p>9.2.e. Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.</p> <p>9.2.f. Describe the need for proper nutrition, sleep and rest, physical activity, and healthy body weight and other personal wellness behaviors, and develop a daily wellness plan.</p> <p>9.2.g. Identify common types of cancer, risk factors, and prevention strategies.</p> <p>9.2.h. Apply a decision-making process for selecting health and wellness products.</p> <p>9.2.k. Determine strategies to protect vision, hearing, and dental health.</p>	<p>9.3.b. Create a one-day meal plan that meets daily values for vitamins and minerals.</p>

Essential Understandings:

- Eating a healthy diet, getting enough sleep, and being physically active have many positive effects on an individual’s health.
- Planning for physical activity and wellness can help improve and maintain health.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<p>Definitions</p> <ul style="list-style-type: none"> • Physical activity • Sedentary lifestyle • Amino acids • Fat-soluble vitamins • Nutrition • Nutrients • Vitamins 	<p>Health Education Resources for all of Grade Nine</p> <ul style="list-style-type: none"> • Grade Nine Health Education Standards of Learning • Grade Nine Crosswalk: Health Smart Lesson Search by Virginia SOL 	<ul style="list-style-type: none"> • Eating when you’re not hungry can be a response to stress. Make a list (in partners or a small group) of healthier ways to respond to stress. • Complete a graphic organizer on fat-soluble 	<ul style="list-style-type: none"> • Discovery Education-Free Teacher Resources • The Learning Network-Vitamin Deficiencies • USA Today-Obesity is the Target • PE Central-Calculating Fat, Carbohydrates and Proteins

Health Area: Health Promotion Including Nutrition and Physical Activity

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<ul style="list-style-type: none"> • Calorie • Hunger • Appetite <ul style="list-style-type: none"> • Guidelines for sleep are at least 10 hours for school-aged children, 9-10 hours for teens, and 7-8 hours for adults. • Limit foods high in solid fats, added sugars, and salt. • Most food intake should be from vegetables, fruits, whole grains, low-fat dairy products, and lean proteins. • Amino acids are needed to build cells, transport and store nutrients, heal wounds and repair tissue, and remove waste deposits from metabolism. • Fat-soluble vitamins can be stored in the body; water-soluble vitamins beyond what is needed by the body are excreted and need to be replenished through food. • Vitamins and minerals support the immune 	<h3><u>Health Smart VA Lessons</u></h3> <ul style="list-style-type: none"> • Unit 1 - Grade 9 - Organ Donation • Unit 2 - Grade 9 - Cancer Prevention • Unit 3 - Grade 9 - Protecting Vision, Hearing, and Dental Health • Unit 4 - Goal Setting Project • Unit 5 - Grade 9 - It's Time To Decide • Unit 6 - Grade 9 - Stress Signs, Symptoms, Sources • Unit 7 - Grade 9 - Service Learning • Unit 8 - Grade 9 - Health: The First Wealth • Unit 10 - Grade 9 - Stress Management Trade Show • Unit 11 - Grade 9 - Thin Commandments • Unit 12 - Grade 9 - Fad Diets • Unit 13 - Grade 9 - Top Chef • Unit 14 - Grade 9 - Itching, Burning & Squirring 	<p>and water-soluble vitamins, the role they play in your body, and food sources. Do the same for minerals.</p> <ul style="list-style-type: none"> • Work in small groups to examine your school's weekly lunch menu. List the most healthful food choices available each day, then use the steps for goal setting to create a healthy eating plan. • Research advertising techniques of food companies and restaurants. Design a project that demonstrates how advertising can influence food choices. • Evaluate your own eating habits by keeping a food diary for a week, recording each food you eat and drink, and the amount you consume. Compare what you ate each day to MyPlate recommendations or USDA dietary guidelines. Did you stay within the guidelines, or did you eat more or less than recommended? Describe 	<ul style="list-style-type: none"> • Lesson Plans Page-Vitamins and the Body • Purdue University-Healthy Body Image: A Lesson Plan for High School Students • Read, Write, Think-Grocery Store Scavenger Hunt: Researching Nutrition to Advertise for Health
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Health Area: Health Promotion Including Nutrition and Physical Activity

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<p>system, support normal growth and development, and help cells and organs to function properly.</p> <ul style="list-style-type: none"> • Insufficient sleep can make management of chronic disease more difficult. • Body weight is the weight of all body tissues combined. • Body composition is the proportion of fat and lean tissue mass in the body. • Body composition in the healthy range is correlated to a lower risk of diabetes, high blood pressure, and some cancers. • Body composition that is too low can affect the delivery of vitamins to the organs, reproductive function, and general well-being. • Unhealthy eating, sleep deprivation, and sedentary lifestyle can contribute to the development of chronic disease, feeling tired or lethargic, obesity and obesity-related disease, cancers, 	<ul style="list-style-type: none"> • Unit 15 - Grade 9 - Nutrition and Health Promotion Resources • Unit 16 - Grade 9 - Health Insurance • Unit 17 - Grade 9 - Decision Making 101 • Unit 18 - Grade 9 - Health Continuum • Unit 19 - Grade 9 - Health Triangle • Unit 20 - Grade 9 - Analyzing Influences - Favorite Song • Unit 21 - Grade 9 - You Are What You Eat • Unit 22 - Grade 9 - Wellness Challenge • Unit 23 - Grade 9 - Chronic Disease Case Study Performance Task • Unit 24 - Grade 9 - In Defense of Food - Nutrition Reflection Assignment • Unit 25 - Grade 9 - Podcast Project - Assessment • Unit 26 - Grade 9 - Nutrition "Shark Tank" • Unit 27 - Grade 9 - Testicular Cancer 101 Video 	<p>how your food choices match up with the guidelines. List some steps to improve your eating habits.</p> <ul style="list-style-type: none"> • Do a RAFT activity: Role (nutrient), Audience (the body it is entering), Format (story), Topic (description of the nutrient, what it does in the body, and why it is important for health). • Identify the health risks of not getting enough sleep. • Develop a lifelong fitness goal. • Contrast healthy and unhealthy approaches to weight management. • Write a fitness plan to prevent diabetes, heart disease, stroke, and or other chronic diseases and conditions. • Discuss what BMI can/cannot tell us. Learn about the relationship between body composition and healthy body weight. • Research the physical and emotional changes that 	
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Health Area: Health Promotion Including Nutrition and Physical Activity

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- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

<p>depression, and osteoporosis.</p> <ul style="list-style-type: none"> • Physical activity for children and teens should include aerobic activity, muscle strengthening, and bone strengthening. • Individuals aged 17- 64 should get 150 minutes per week of moderate-intensity aerobic activity or 75 minutes per week of vigorous-intensity aerobic activity and engage in two or more days per week of muscle-strengthening activities. • Physical activity has many benefits for personal health, including weight control; reduced risk of cardiovascular disease, type 2 diabetes, and some cancers; strengthened bones and muscles; improved mental health and mood; and increased chances of longer life. • Insufficient sleep is associated with development of chronic disease, including diabetes, cardiovascular 		<p>occur when they are sedentary for long periods of time and strategies for motivating sedentary individuals to become more active.</p> <ul style="list-style-type: none"> • Record a daily food blog for a week and analyze it to see if its meeting the daily recommended values for amino acids, vitamins, and minerals. • Create a one-day meal plan that meets daily values for vitamins and minerals. 	
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Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

disease, obesity, and depression.			
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Health Area: Safety and Injury Prevention

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

<p>Essential Health Concepts 9.1.j. Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.</p>	<p>Healthy Decisions 9.2.m. Explain short- and long-term consequences of inappropriate behaviors online. 9.2.n. Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others. 9.2.o. Evaluate the long-term consequences of injury (e.g., permanent disability) and disease, and describe controllable and uncontrollable risk factors. 9.2.p. Explain Virginia laws and responsibilities associated with weapon possession and gang involvement.</p>	<p>Advocacy and Health Promotion 9.3.c. Develop a personal plan to reduce or prevent injury, substance use, and communicable disease. 9.3.f. Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for bleeding, contusions, fractures, and anaphylactic shock. 9.3.g. Demonstrate healthy decision-making strategies related to weapons.</p>
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<p>Essential Understandings:</p> <ul style="list-style-type: none"> • Injuries can be intentional or unintentional and result in permanent disability. • Involvement in gangs can have negative consequences for the individual, their family, and their community. • Individuals can use decision-making strategies to limit risk of injury. • Conflicts with friends and family will occur but can be effectively managed.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<p>Definitions</p> <ul style="list-style-type: none"> • Intentional injury • Unintentional injury • Controllable and uncontrollable risk factors • Criminal activity • Misdemeanor • Felony • Hazing • Negotiation • Mediation • Confidentiality • Peer mediation • Compromise • Conflict-management 	<p>Health Education Resources for all of Grade Nine</p> <ul style="list-style-type: none"> • Grade Nine Health Education Standards of Learning • Grade Nine Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 9 - Preventing Injury and Disability • Unit 2 - Grade 9 - Online Behaviors 	<ul style="list-style-type: none"> • Explain P.R.I.C.E. to your partner. • List causes of violence, particularly among teens. • Describe ways to make the school a safer place. • Role-play strategies to defuse potentially violent situations. • Create a public service announcement about avoiding gangs. • Create a pamphlet for elementary or middle school students on the 	<p>FBI NGIC-2013 National Gang Report Virginia State Police-Selected State Laws Pertaining to Firearms VDH-LiveWell EDCC-Conflict Resolution Skills Pew Research Center-Teens, Social Media, and Technology Overview 2015 KidsHealth-Conflict Resolution (Grades 9-12)</p> <p>Health Smart Virginia Resources for Grade 9 including the following identified resources:</p>

Health Area: Safety and Injury Prevention

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

Conflicts with friends and family may result from many situations, including different values, different interests, changes in personal interests during adolescence, developing sense of self that may be different from parents' or family's, change in family make-up (e.g., birth, divorce, remarriage, extended family), and change in family or personal finances.

Conflict is better managed when you have self-control, empathy, and emotional maturity.

Guidelines for resolving conflict include making the relationship the priority, focusing on the present and not what happened in the past, considering if the issue is worth the time and energy to resolve or if you can let it go, being willing to forgive and not punish, and knowing when it is okay to disagree

Gangs are a group of at least three people who have adopted a group identity and create feelings of fear or intimidation.

- [Unit 3 - Grade 9 - Virginia Laws Related to Gangs and Weapons](#)
- [Unit 4 - Grade 9 - CPR, AED Use, and First AID](#)

dangers of gang-related activities.

- Create an advertisement promoting the benefits of a safe community.
- Practice via role play refusal and negotiation skills to avoid riding in a car with someone whose been using alcohol or other drugs.
- Research and report on the short- and long-term consequences of inappropriate behaviors online.
- Develop social media campaigns that instruct people about inappropriate online behaviors.
- Identify reasons teens should avoid gangs.
- Create a list of potentially dangerous situations, such as situations involving weapons, physical violence, and gangs. Students identify the consequences of involvement
- Create a media campaign about the use of refusal and

- [Blueprints for Healthy Youth Development website](#)
- [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](#)
- [Healthy Communication Skills Guide](#)
- [Kids Health-Healthy Relationship Handout](#)
- [Kids Health- Conflict Resolution \(Grades 9-12\)](#)
- [In the Mix PBS -Conflict Resolution: Thinking it Through](#)

Health Area: Safety and Injury Prevention

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

At least part of a gang's purpose is to engage in criminal activity. The gang uses intimidation and violence to further criminal objectives.

Joining a gang creates automatic enemies from rival gangs.

Teens involved in gangs are more likely than other teens to commit serious and violent crimes.

Involvement in a gang may lead to personal injury.

Gang members may threaten family or friends to manipulate and coerce an individual to participate in gang activities.

Many situations and activities may have risk. Engaging in activities that include risk may result in injury. For example, impaired driving may result in an accident that could injure the driver, passengers, occupants of another vehicle, or pedestrians.

In some instances, injury or disease may result in permanent disability. A spine injury may result in paralysis, and a stroke

negotiation skills to avoid risky situation

- Learn resolution skills that are appropriate for conflict.
- Act-It-Out: Students will be given cards that have conflicts on them. In small groups, they will practice their conflict resolution by using the guidelines provided in class.
- Select a scene from a book, television show, or movie in which a character has a conflict and does not deal with it constructively. Role-play the scene, using anger-management strategies and communication to resolve the problem.
- Brainstorm and rank peaceful solutions to common high school conflicts.
- Evaluate violence prevention measures being taken by the school or in the community.
- Research a historically significant event that was

- [National Gang Center website](#)
- [Olweus-Class Meetings That Matter \(Grades 6-8\)](#)
- [Ophelia Project-It Has a Name: Relational Aggression](#)
- [Pacer's National Bullying Prevention Center](#)
- [Pacer's National Bullying Prevention Center: Student Action Plan](#)
- [Pacer Center's Teens Against Bullying](#)
- [Scholastic-Respect Others. Respect Yourself.](#)
- [SDCDA-Project ROOTS Toolkit](#)
- [Stop Bullying.gov-Youth Engagement Kit](#)
- [Teaching Health and Happiness-Communication Handout](#)
- [Virginia Rules-Gangs](#)
- [Welcoming Schools- Bias, Bullying, Bystanders Users Guide and Lessons](#)

Health Area: Safety and Injury Prevention

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

<p>may result in the loss of use of an extremity or difficulty talking or swallowing.</p> <p>Risk factors may be controllable or uncontrollable. Uncontrollable risk factors include age, family history, race, and gender. Controllable risk factors include diet; activity level; obesity; and use of alcohol, tobacco, or other drugs.</p> <p>Code of Virginia §18.2-56.2 – Allowing access to firearms by children</p> <p>It shall be unlawful for any person to recklessly leave a loaded, unsecured firearm in such a manner as to endanger the life or limb of any child under the age of fourteen. Any person violating the provisions of this subsection shall be guilty of a Class 3 misdemeanor.</p> <p>It shall be unlawful for any person knowingly to authorize a child under the age of twelve to use a firearm except when the child is under the supervision of an adult. Any person violating this subsection shall be guilty of a Class 1 misdemeanor. For purposes of this subsection,</p>		<p>peacefully resolved using conflict resolution (check with history and social sciences teacher).</p> <ul style="list-style-type: none"> • Identify situations in which it makes sense to ignore and walk away from a potential conflict. • Explain how to resolve conflicts without violence. • Define <i>mediation</i> and describe how it can help resolve conflicts. • Write a short story that centers on a conflict between two teens. Show how the characters resolve their conflict through compromise, negotiation, and mediation. • Design a conflict-resolution pamphlet appropriate for middle school students. 	
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Health Area: Safety and Injury Prevention

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

"adult" shall mean a parent, guardian, person standing in loco parentis to the child or a person twenty-one years or over who has the permission of the parent, guardian, or person standing in loco parentis to supervise the child in the use of a firearm.

Code of Virginia §18.2-308.1 – Possession of firearm, stun weapon, or other weapon on school property prohibited

It is illegal to carry a weapon on public, private, or religious school grounds. Exceptions include law-enforcement officers, possession of a knife for food preparation, possession of a knife common in individual’s trade, knife or unloaded firearm properly secured in a vehicle, possession as part of school’s curriculum, or possession by armed security officer hired by school.

Code of Virginia §18.2-55.1 – Hazing of youth gang members unlawful

It shall be unlawful to cause bodily injury by hazing (i) any member of a criminal street gang as defined in §18.2-46.1, or (ii) a person seeking to become a member of a

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Health Area: Safety and Injury Prevention

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

youth gang or criminal street gang. Any person found guilty of hazing is guilty of a Class 1 misdemeanor.

For the purposes of this section, "hazing" means to recklessly or intentionally endanger the health or safety of a person or to inflict bodily injury on a person in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a youth gang or criminal street gang regardless of whether the person so endangered or injured participated voluntarily in the relevant activity.

Code of Virginia §18.2-46.3 – Recruitment of persons for criminal street gang

Any person who solicits, invites, recruits, encourages or otherwise causes or attempts to cause another to actively participate in or become a member of what he knows to be a criminal street gang is guilty of a Class 1 misdemeanor. Any person age 18 years or older who solicits, invites, recruits, encourages or otherwise causes or attempts to cause a juvenile to actively participate in

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Health Area: Safety and Injury Prevention

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

or become a member of what he knows to be a criminal street gang is guilty of a Class 6 felony.

Any person who, in order to encourage an individual (a) to join a criminal street gang, (b) to remain as a participant in or a member of a criminal street gang, or (c) to submit to a demand made by a criminal street gang to commit a felony violation of this title, (i) uses force against the individual or a member of his family or household or (ii) threatens force against the individual or a member of his family or household, which threat would place any person in reasonable apprehension of death or bodily injury, is guilty of a Class 6 felony. The definition of "family or household member" set forth in § 16.1-228 applies to this section.

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Health Area: Social Emotional Health

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

Essential Health Concepts

9.1.l. Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.
 9.1.m. Describe the positive and negative impacts of social networking.
 9.1.n. Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.
 9.1.o. Explain the relationship between body image and eating disorders.

Healthy Decisions

9.2.q. Develop a personal system for coping with distress and stress.
 9.2.r. Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.
 9.2.t. Explain the importance of community mental health services.
 9.2.u. Discuss the causes, symptoms, harmful effects, and treatment of eating disorders.

Advocacy and Health Promotion

9.3.i. Create strategies to manage deadlines.
 9.3.j. Discuss ramifications of sharing personal information through electronic media.
 9.3.k. Identify school and community mental health resources.
 9.3.l. Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.

Essential Understandings:

- Teens experience many changes and situations that may lead to stress, anxiety, and self-destructive behaviors.
- Resources are available to help teens manage stress, anxiety, and self-destructive behaviors.
- Teens should be aware of coping strategies and community resources to help themselves or a friend in need.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<p>Definitions</p> <ul style="list-style-type: none"> • Stress • Depression • Eating disorder • Body image <ul style="list-style-type: none"> • Stress may result from many situations individuals experience in their lives. A stressful situation for one person may be more or less stressful for another. • Some causes of stress include being a victim of bullying; parents' divorce; parent's remarriage; moving or going to college; family money troubles; relationships; 	<p>Health Education Resources for all of Grade Nine</p> <ul style="list-style-type: none"> • Grade Nine Health Education Standards of Learning • Grade Nine Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 9 - Social Emotional Skills Lessons Overview • Unit 2 - Grade 9 - Shake It Off • Unit 3 - Grade 9 - Cyber Tattoo • Unit 4 - Grade 9 - Face of Mental Illness 	<ul style="list-style-type: none"> • Provide examples of things that might cause stress and have students brainstorm stress-management strategies. Students could also brainstorm examples of stressors in their lives and then team up with a partner to develop stress-management strategies • Create a graphic organizer demonstrating the relationships among stress, depression, suicide, and eating disorders. • Identify strategies or create a plan to manage deadlines with regard to a current 	<p>Kids Health-Stress and Coping Center Kids Health-Eating Disorders Primary Care Pediatrics-Chapter 26: Self-Destructive Behavior</p> <p>Health Smart Virginia Resources for Grade 9 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 • CDC-Relationship Talking Points

Health Area: Social Emotional Health

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

<p>sports pressures; test anxiety; death of a friend, pet, or family member; and the medical condition of self, a friend, or a family member.</p> <ul style="list-style-type: none"> • Signs and symptoms of stress include headache, muscle tension, fatigue, sleep problems, anxiety, lack of motivation or focus, irritability, depression, drug or alcohol abuse, social withdrawal, and overeating or undereating. • Stress-management strategies include physical activity, relaxation techniques, mind-body exercise, getting enough sleep, and avoiding use of drugs (including tobacco and caffeine) and alcohol. • Depression is likely caused by a combination of genetic, biological, environmental, and psychological factors. • Signs and symptoms of depression include persistent feelings of sadness, anxiousness, or emptiness; feeling hopeless, guilty, or 	<ul style="list-style-type: none"> • Unit 5 - Grade 9 - Parachute Stress • Unit 6 - Grade 9 - Networking • Unit 7 - Grade 9 - How the Namuhs Learned to Be Content with Who They Are • Unit 8 - Grade 9 - I Hope I Can Cope • Unit 9 - Grade 9 - So Stressed, Now Stress Less • Unit 10 - Grade 9 - Social Networking and You • Unit 11 - Grade 9 - Suicide Prevention - Finding the Words • Unit 12 - Grade 9 - Stress Management: Mindful Coloring • Unit 13 - Grade 9 - "SuperBetter" Stress Management • Unit 14 - Grade 9 - What Is Mindfulness? • Unit 15 - Grade 9 - Ending the Silence on Mental Illness • Unit 16 - Grade 9 - What's Up with Mindfulness? • Unit 17 - Grade 9 - Mental Health Journals - Assessment 	<p>project, assignment, or goal.</p> <ul style="list-style-type: none"> • Develop a plan to help a friend with an eating disorder, including appropriate community resources. • Research and present on the signs and symptoms of depression and suicide and other mental health concerns and available helpful resources including the National Suicide Prevention Hotline 1-800-273-TALK. • Contact the Virginia Department of Behavioral Health Services to bring a Mental Health First Aid Program to your school. • Role-play talking to friends who may be exhibiting symptoms of depression, anxiety, disordered eating, or other self-harming behavior and encouraging them to seek help. • Compile a comprehensive list of school and community mental health resources. 	<ul style="list-style-type: none"> • CDC-Healthy Communication Skills Teachers Guide • Discovery Education-Depression Lesson Plan • Eating Disorders-USA Today • KidsHealth.org Teacher's Guides for Grades 9-12: <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 • Mindful Schools-Lesson: Introduction to Mindful Bodies and Listening • Mindful Teachers-Activities and Teaching Resources • NC Schools-Mrs.
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Health Area: Social Emotional Health

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

<p>helpless; loss of interest in activities or hobbies; fatigue; difficulty concentrating and making decisions; headaches, digestive problems that do not get better with treatment; overeating or loss of appetite; and thoughts of suicide or suicide attempt.</p> <ul style="list-style-type: none"> • Risk factors for suicide include mental disorders; previous suicide attempt; family history of suicide; exposure to others who died by suicide; alcohol or other drug-use disorders; access to lethal means; hopelessness; aggressive or impulsive tendencies; low self-esteem; victim of abuse, molestation, or neglect; learning disability; and gay, lesbian, or transgendered youth. • Warning signs of suicide include talking about suicide, having a plan, preoccupation with death, self-destructive behavior, loss of interest in activities or hobbies, giving away 	<ul style="list-style-type: none"> • Unit 18 - Grade 9 - Emotional Intelligence Quotient - Assessment • Unit 19 - Grade 9 - Mental Illness "Shark Tank" - Assessment • Unit 20 - Grade 9 - Surviving High School Awareness Campaign - Assessment • Unit 21 - Grade 9 - Effective Communication Skills - Assessment • Unit 22 - Grade 9 - TED Talk Reflection - Assessment • Unit 23 - Grade 9 - What Is It Like to Be You? - Assessment 	<ul style="list-style-type: none"> • Reduce the Stigma! Campaign - Discuss stigma, mental health, and substance abuse and develop a campaign to promote awareness, acceptance, and help seeking. • Research and identify resources for helping someone who is exhibiting self-harming behaviors. • Identify stressors and set goals to that will reduce stress. • Education World-Conduct a Striking Out Stress: A Gallery Walk Activity 	<p>Kelly's Health and PE Mental Health Lessons</p> <ul style="list-style-type: none"> • NIDA (CDC)-Love and Drugs and Violence • Scholastic-Teens and Decision Making • PBS-Mindfulness: A Teacher's Guide • PE Central lessons <ul style="list-style-type: none"> ○ Emotions in Motion ○ Sounds of Music (Stress Management) • ProCon.org-Social Networking • Reach Out-Asking students if they are okay • Rossier (USC)-Creating Safe Spaces: Social Emotional Lessons • Scholastic-Mind Up Curriculum • Scholastic-Social and Emotional Learning: Essential Lessons for Student Success • Screening for Mental Health-depression, suicide, and self-injury
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Health Area: Social Emotional Health

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

<p>possessions, and visiting or calling family and friends.</p> <ul style="list-style-type: none"> • Risk factors for self-destructive behaviors include childhood trauma, abuse, or neglect; influence of peers; and influence of media. • Body image includes how a person sees their body, how they feel about their body, how they think about their body, and how they behave as a result. • Disordered eating may be a behavioral response to how a person sees, feels, and thinks about their body. Disordered eating is a self-destructive behavior that is intended to change a person’s appearance. • Eating disorders may result from feelings of not being in control during adolescence; being uncomfortable with body changes resulting from puberty; trying to conform to celebrity or media images; depression; or anxiety. • Some signs of eating disorders include becoming 			<ul style="list-style-type: none"> • Signs of Suicide and ACT • ProCon.org-Social Networking • Striking Out Stress: A “Gallery Walk” Activity • Substance Abuse and Mental Health Services Administration • Suicide Prevention Resource Center • VA Dept of Behavioral Health and Developmental Services • “Walk in Our Shoes” Lesson Plan • Wall Street Journal-Overview of Mindfulness • Welcoming Schools-Bias, Bullying, and Bystanders • RCSD GRN-When Grief Enters the Classroom • Suicide Prevention Lifeline: 1-800-273-TALK (8255) • Suicide Hotline (LGBT Youth): 1-866-4-U-TREVOR
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Health Area: Social Emotional Health

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

<p>very thin; obsession with food, weight control, and/or counting calories; unhappiness with body size; excessive exercise; vomiting after meals or making excuses to go to the bathroom after eating; and withdrawing from social activities.</p> <ul style="list-style-type: none"> • Eating disorders may have negative effects, including heart conditions, kidney failure, anemia, osteoporosis, tooth decay, and damage to stomach and kidneys. • Treatment for eating disorders often involves medical doctors, dieticians, and mental health professionals. Individuals with eating disorders need to learn how to eat properly and to accept themselves at a healthy weight. 			<ul style="list-style-type: none"> • VDC Suicide Prevention
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Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

<p>Essential Health Concepts</p> <p>9.1.k. Examine how the consequences associated with gang involvement could affect self, family, and community.</p> <p>9.1.o. Explain the relationship between body image and eating disorders.</p> <p>9.1.q. Identify causes of conflict with friends and family.</p>	<p>Healthy Decisions</p> <p>9.2.s. Demonstrate peaceful resolution of conflicts.</p>	<p>Advocacy and Health Promotion</p> <p>9.3.h. Create a message about the importance of avoiding gang involvement.</p> <p>9.3.m. Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.</p>
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Essential Understandings:

- Injuries can be intentional or unintentional and result in permanent disability.
- Involvement in gangs can have negative consequences for the individual, their family, and their community.
- Individuals can use decision-making strategies to limit risk of injury.
- Conflicts with friends and family will occur but can be effectively managed.

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>Definitions</p> <ul style="list-style-type: none"> • Intentional injury • Unintentional injury • Controllable and uncontrollable risk factors • Criminal activity • Misdemeanor • Felony • Hazing • Negotiation • Mediation • Confidentiality • Peer mediation • Compromise • Conflict-management <p>Conflicts with friends and family may result from many situations, including different values,</p>	<p>Health Education Resources for all of Grade Nine</p> <ul style="list-style-type: none"> • Grade Nine Health Education Standards of Learning • Grade Nine Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 9 - Preventing Injury and Disability • Unit 2 - Grade 9 - Online Behaviors • Unit 3 - Grade 9 - Virginia Laws Related to Gangs and Weapons • Unit 4 - Grade 9 - CPR, AED Use, and First AID 	<ul style="list-style-type: none"> • Explain P.R.I.C.E. to your partner. • List causes of violence, particularly among teens. • Describe ways to make the school a safer place. • Role-play strategies to defuse potentially violent situations. • Create a public service announcement about avoiding gangs. • Create a pamphlet for elementary or middle school students on the dangers of gang-related activities. • Create an advertisement promoting the benefits of a safe community. 	<p>FBI NGIC-2013 National Gang Report</p> <p>Virginia State Police-Selected State Laws Pertaining to Firearms VDH-LiveWell</p> <p>EDCC-Conflict Resolution Skills</p> <p>Pew Research Center-Teens, Social Media, and Technology Overview 2015</p> <p>KidsHealth-Conflict Resolution (Grades 9-12)</p> <p>Health Smart Virginia Resources for Grade 9 including the following identified resources:</p> <ul style="list-style-type: none"> • Break the Cycle-DV 101 Single Day Dating Violence Lesson

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- 9.3 The student will demonstrate skills to advocate for personal and community health.

different interests, changes in personal interests during adolescence, developing sense of self that may be different from parents' or family's, change in family make-up (e.g., birth, divorce, remarriage, extended family), and change in family or personal finances.

Conflict is better managed when you have self-control, empathy, and emotional maturity.

Guidelines for resolving conflict include making the relationship the priority, focusing on the present and not what happened in the past, considering if the issue is worth the time and energy to resolve or if you can let it go, being willing to forgive and not punish, and knowing when it is okay to disagree

Gangs are a group of at least three people who have adopted a group identity and create feelings of fear or intimidation.

At least part of a gang's purpose is to engage in criminal activity. The gang uses intimidation and

- Practice via role play refusal and negotiation skills to avoid riding in a car with someone whose been using alcohol or other drugs.
- Research and report on the short- and long-term consequences of inappropriate behaviors online.
- Develop social media campaigns that instruct people about inappropriate online behaviors.
- Identify reasons teens should avoid gangs.
- Create a list of potentially dangerous situations, such as situations involving weapons, physical violence, and gangs. Students identify the consequences of involvement
- Create a media campaign about the use of refusal and negotiation skills to avoid risky situation
- Learn resolution skills that are appropriate for conflict.
- Act-It-Out: Students will be given cards that have

- [CDC-Relationship Talking Points](#)
- [Kate Brown Education Program Tip Sheets](#)
- [Kids Health-Healthy Relationship Handout](#)
- [Michigan Dating Violence Youth Education Package](#)
- [Salt Lake Area Domestic Violence Coalition-Teen Dating Violence Prevention Toolbox](#)
- [VSDVAA Building Healthy Relationships Across Virginia Facilitators Guide](#)
- [Reel Grrls-Teen Dating Violence](#)
- [VA State Police-Selected State Laws Pertaining to Firearms](#)
- [Citizens Crime Commission of New York City-A Student Guide to Using Social Media Safely](#)
- [Discovery Education-Safe Driving](#)
- [End Distracted Driving-Dangers of Distracted Driving Lesson Plan](#)
- [Internet Safety Lesson Plan](#)
- [Ophelia Project-Cyberbullying](#)

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
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<p>violence to further criminal objectives.</p> <p>Joining a gang creates automatic enemies from rival gangs.</p> <p>Teens involved in gangs are more likely than other teens to commit serious and violent crimes.</p> <p>Involvement in a gang may lead to personal injury.</p> <p>Gang members may threaten family or friends to manipulate and coerce an individual to participate in gang activities.</p> <p>Many situations and activities may have risk. Engaging in activities that include risk may result in injury. For example, impaired driving may result in an accident that could injure the driver, passengers, occupants of another vehicle, or pedestrians.</p> <p>In some instances, injury or disease may result in permanent disability. A spine injury may result in paralysis, and a stroke may result in the loss of use of an extremity or difficulty talking or swallowing.</p>		<p>conflicts on them. In small groups, they will practice their conflict resolution by using the guidelines provided in class.</p> <ul style="list-style-type: none"> • Select a scene from a book, television show, or movie in which a character has a conflict and does not deal with it constructively. Role-play the scene, using anger-management strategies and communication to resolve the problem. • Brainstorm and rank peaceful solutions to common high school conflicts. • Evaluate violence prevention measures being taken by the school or in the community. • Research a historically significant event that was peacefully resolved using conflict resolution (check with history and social sciences teacher). • Identify situations in which it makes sense to ignore 	<ul style="list-style-type: none"> • Ophelia Project-CyberCool: Cyberbullying Lesson Plan (High School) • StaySafeOnline.Org-Middle and High School Teaching Resources • NCG-VA Gang-Related Legislation • Virginia Rules: Teens Learn and Live the Law <ul style="list-style-type: none"> ○ VA Attorney General-For Students ○ VA Attorney General-Weapon Offenses ○ VA Attorney General-Gangs
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Risk factors may be controllable or uncontrollable. Uncontrollable risk factors include age, family history, race, and gender. Controllable risk factors include diet; activity level; obesity; and use of alcohol, tobacco, or other drugs.

***Code of Virginia §18.2-56.2 –
Allowing access to firearms by children***

It shall be unlawful for any person to recklessly leave a loaded, unsecured firearm in such a manner as to endanger the life or limb of any child under the age of fourteen. Any person violating the provisions of this subsection shall be guilty of a Class 3 misdemeanor.

It shall be unlawful for any person knowingly to authorize a child under the age of twelve to use a firearm except when the child is under the supervision of an adult. Any person violating this subsection shall be guilty of a Class 1 misdemeanor. For purposes of this subsection, "adult" shall mean a parent, guardian, person standing in loco parentis to the child or a person

and walk away from a potential conflict.

- Explain how to resolve conflicts without violence.
- Define *mediation* and describe how it can help resolve conflicts.
- Write a short story that centers on a conflict between two teens. Show how the characters resolve their conflict through compromise, negotiation, and mediation.
- Design a conflict-resolution pamphlet appropriate for middle school students.

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twenty-one years or over who has the permission of the parent, guardian, or person standing in loco parentis to supervise the child in the use of a firearm.

Code of Virginia §18.2-308.1 – Possession of firearm, stun weapon, or other weapon on school property prohibited

It is illegal to carry a weapon on public, private, or religious school grounds. Exceptions include law-enforcement officers, possession of a knife for food preparation, possession of a knife common in individual’s trade, knife or unloaded firearm properly secured in a vehicle, possession as part of school’s curriculum, or possession by armed security officer hired by school.

Code of Virginia §18.2-55.1 – Hazing of youth gang members unlawful

It shall be unlawful to cause bodily injury by hazing (i) any member of a criminal street gang as defined in §18.2-46.1, or (ii) a person seeking to become a member of a youth gang or criminal street gang. Any person found guilty of hazing is guilty of a Class 1 misdemeanor.

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For the purposes of this section, "hazing" means to recklessly or intentionally endanger the health or safety of a person or to inflict bodily injury on a person in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a youth gang or criminal street gang regardless of whether the person so endangered or injured participated voluntarily in the relevant activity.

Code of Virginia §18.2-46.3 – Recruitment of persons for criminal street gang

Any person who solicits, invites, recruits, encourages or otherwise causes or attempts to cause another to actively participate in or become a member of what he knows to be a criminal street gang is guilty of a Class 1 misdemeanor. Any person age 18 years or older who solicits, invites, recruits, encourages or otherwise causes or attempts to cause a juvenile to actively participate in or become a member of what he knows to be a criminal

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<p>street gang is guilty of a Class 6 felony.</p> <p>Any person who, in order to encourage an individual (a) to join a criminal street gang, (b) to remain as a participant in or a member of a criminal street gang, or (c) to submit to a demand made by a criminal street gang to commit a felony violation of this title, (i) uses force against the individual or a member of his family or household or (ii) threatens force against the individual or a member of his family or household, which threat would place any person in reasonable apprehension of death or bodily injury, is guilty of a Class 6 felony. The definition of "family or household member" set forth in § 16.1-228 applies to this section.</p>			
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