

Health Area: Alcohol, Tobacco, and Drug Use Prevention

VDOE Standards:

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.
- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- 10.3 The student will advocate for personal health and wellbeing and promote health-enhancing behaviors for others.

Essential Health Concepts

10.1.g. Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community.

10.1.h. Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.

Healthy Decisions

10.2.g. Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.

10.2.h. Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, substance use, and gang involvement.

Advocacy and Health Promotion

10.3.c. Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

Essential Understandings:

- Recognize the relationship between decisions to use drugs or alcohol and consequences, including chronic disease and risk-taking behaviors.
- Identify reasons teenagers use and do not use drugs or alcohol and protective factors to reduce use.
- Develop skills to resist pressure to use drugs or alcohol and encourage positive and safe behaviors.

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"> • medicines • drugs • vaccine • side effects • additive interaction • synergistic effect • antagonistic interaction • prescription medicines • over-the-counter (OTC) medicines • medicine misuse • medicine abuse • drug overdose • additive drug • protective factors • intoxication • binge drinking • alcohol poisoning • psychological dependence 	<p>Health Education Resources for all of Grade Ten</p> <ul style="list-style-type: none"> • Grade Ten Health Education Standards of Learning • Grade Ten Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1- Grade 10 - Alcohol, Tobacco, Drugs Research and Refusal Practice • Unit 2 - Grade 10 - Under Pressure • Unit 3 - Grade 10 - Celebrity Death • Unit 4 - Grade 10 - DUI, Oh My! 	<ul style="list-style-type: none"> • Role-play—create a skit or respond to prompt. • Brainstorm reasons teenagers use or do not use drugs and/or alcohol and what protective factors may reduce the use of these things. • Give students different scenarios (e.g., Johnny doesn't take his medicine as prescribed) and have them respond to the side effects that may occur as a result. • Have students match up the type of drug with consequences to health. First identify if the drug is a stimulant, depressant, opiate, or hallucinogen; 	<p>CDC Youth Risk Behavior Surveillance System</p> <p>NIH Monitoring the Future Survey</p> <p>Danger of Other Tobacco Products, Virginia Foundation for Healthy Youth Lesson</p> <p>Health Smart Virginia Resources for Grade 10 including the following identified resources:</p> <ul style="list-style-type: none"> • Addiction • Biological Sciences Curriculum Study (BSCS)- Drug Abuse, Addiction, and the Adolescent Brain

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<ul style="list-style-type: none"> • physiological dependence • alcohol abuse • alcoholism • substance abuse • illegal drugs • illicit drug use • overdose • addiction • marijuana • paranoia • inhalants • anabolic-androgenic steroids • psychoactive drugs • designer drugs • hallucinogens • euphoria • depressants • stimulants • opiates • drug-free school zone • drug watches • rehabilitation <p>Tobacco use increases the risk for several types of cancer, including lung, esophagus, bladder, kidney, and uterine, and cardiovascular disease. Tobacco use at a young age may cause long-term harm to brain development.</p>	<ul style="list-style-type: none"> • Unit 5 - Grade 10 - Public Service Announcement (PSA) • Unit 6 - Grade 10 - Vicious Vapes • Unit 7 - Grade 10 - Role Goals • Unit 8 - Grade 10 - JUULs Not Cool • Unit 9 - Grade 10 - Parent/Guardian Discussion - Binge Drinking • Unit 10 - Grade 10 - ATOD Impact on Community • Unit 11 - Grade 10 - Refusal Skills for ATOD (Alcohol, Tobacco, and Other Drugs) 	<p>then, decide what consequences it might have on a person's health.</p> <ul style="list-style-type: none"> • Show students pictures of people before and after using drugs over a long period of time and discuss their reactions. • Design a brochure for middle school students that explains the relationship between decisions to use drugs and/or alcohol and consequences that might occur. • Create a public service announcement (PSA) educating kids on how they can resist pressure to use drugs or alcohol and instead encourage positive and safe behaviors. • Create a skit that demonstrates how to avoid a drug-related situation. • Write a report about the health benefits of abstaining from using alcohol, tobacco, or other drugs. • Role-play turning down alcohol, tobacco, 	<ul style="list-style-type: none"> • Connect with Kids-On The Rocks Resource Guide • GirlsHealth.gov- Drugs, Alcohol, and Smoking • KidsHealth Teen Peer Pressure • KidsHealth Teens Drugs and Alcohol • National Institute on Drug Abuse (NIDA) • National Institute on Drug Abuse (NIDA) for Teens • NIDA and Scholastic, Inc.- Heads Up: Real News about Drugs and Your Body NIDA and Scholastic, Inc.-Drugs and the Teen Brain Lesson Plans • RCMP Impaired Driving Plan Activity • Safe Driving-Lesson Plans • Stop Underage Drinking • Substance Abuse and Mental Health Services Administration
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E-cigarettes were the most commonly used tobacco product of high-school age students (13.4%) in 2014.

Secondhand smoke exposure increases heart disease risk by 25-30% and increases the risk of lung cancer.

Cigarette smoking doubles the risk of stroke. Smokers are 2-4 times more likely to develop coronary artery disease.

Excessive drinking includes binge drinking, heavy drinking, and any drinking by pregnant women or people under age 21.*

Binge drinking is four or more drinks for women and five or more drinks for men.*

Heavy drinking is eight or more drinks per week for women and 15 or more drinks per week for men.*

Excessive alcohol use can lead to high blood pressure; stroke; liver disease; cancers including breast, mouth, esophagus, liver, and colon; and depression and anxiety.*

and other harmful substances and behaviors.

- Discuss why it's important to not pressure people in to using drugs and alcohol
- Discuss why high school students might use drugs or alcohol.
- Competition: Break students into groups. Ask each group to create YouTube campaigns discouraging peers from underage drinking and then create a rubric to judge each campaign and crown a winner.
- Research how alcohol and other drugs affect specific human body systems, brain functions and behavior.
- Locate news stories that demonstrate the impact of drugs and alcohol.
- Interview family and

- [TeenHealth.org – Drugs and Alcohol](http://TeenHealth.org)
- [Underage Alcohol and Drugs](http://UnderageAlcoholandDrugs.org)
- [VAABC High School Guide](http://VAABC.org)
- [Ways a Teen Can Say Not to Alcohol or Drugs](http://WaysaTeenCanSayNottoAlcoholorDrugs.org)
- [Youth.gov Resource-Risk and Protective Factors by Developmental Period](http://Youth.gov)
- [YouTube : Alcohol and Your Brain](http://YouTube.com)

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*Source: [CDC-Alcohol and Public Health](#)

Drug abuse may result in cardiovascular disease, kidney damage, liver damage, cancers, and risk-taking behaviors.

[Youth Risk Behavior Surveillance System- 2017 High School Results](#)

Protective factors to reduce risk-taking behaviors are high personal integrity, performing community service, having teachers recognize good work, having community adults to talk to, participating in extracurricular activities, and having parents available for help. Having three protective factors is essential to reducing risk.

Assertive communication skills include listening to others' views and responding appropriately, accepting responsibility, expressing appreciation, admitting mistakes and apologizing, maintaining self-control, acting as an equal to others, using "I" statements, practicing saying no, remaining calm, rehearsing what

- friends about the effects of drugs and alcohol.
- Assess drinking and driving prevention campaigns and identify lists of strategies that work and don't work.
 - Pick a *drunk driving* campaign- interview peers about their thoughts of the campaign and compile a report of your findings. Implement finding into your campaign.
 - Write 5 different ways to turn down or resist pressure to use alcohol, tobacco, and other drugs.
 - Research trends in teen use/abuse of alcohol, tobacco and other drugs;
 - Discuss how drugs impact the community.
 - Write a research presentation about community organizations and programs that are

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<p>you will say, making eye contact, and maintaining an upright posture and neutral or positive facial expression.</p> <p>Refusal skills include using the word <i>no</i>, using nonverbal communication (posture, facial expression, hand gesture) to express <i>no</i>, using a firm voice, and repeating <i>no</i>.</p> <p>Negotiation skills include analyzing the problem, active listening, controlling emotions, verbal communication, collaboration, problem solving, decision making, and the ability to work with others.</p>		<p>focused on drug and alcohol addiction.</p> <ul style="list-style-type: none"> • Research and report on links between chronic disease and drug use. • Discuss protective factors that might reduce or prevent substance abuse. • Given the risk factors listed at develop a plan to counteract those risk factors • Plan a drug awareness day for the school. • Read a biography of an alcoholic or drug abuser and reflect on lessons learned. 	
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Health Area: Community Involvement

VDOE Standards:

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.
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- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

<p>Essential Health Concepts</p> <p>10.1.b. Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.</p> <p>10.1.l. Analyze how health literacy and health-science skills prepare one to become a productive citizen.</p> <p>10.1.m. Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community.</p>	<p>Healthy Decisions</p> <p>10.2.p. Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.</p>	<p>Advocacy and Health Promotion</p> <p>10.3.m. Identify health promotion opportunities, and share talents and expand personal knowledge through community service-learning experiences.</p> <p>10.3.n. Identify and create a plan to address a community health-related social issue such as organ donation, homelessness, underage drinking, or substance abuse.</p>
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Essential Understandings:

- Serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

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"> • intoxication • binge drinking • alcohol poisoning • psychological dependence • physiological dependence • alcohol abuse • alcoholism <p>Tobacco use increases the risk for several types of cancer, including lung, esophagus, bladder, kidney, and uterine, and cardiovascular disease. Tobacco use at a young age may cause long-term harm to brain development.</p> <p>E-cigarettes were the most commonly used tobacco product</p>	<p>Health Education Resources for all of Grade Ten</p> <ul style="list-style-type: none"> • Grade Ten Health Education Standards of Learning • Grade Ten Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • (ATOD) Unit 8 - Grade 10 - JUULs Not Cool • (ATOD) Unit 9 - Grade 10 - Parent/Guardian Discussion - Binge Drinking • (HP) Unit 2 - Grade 10 - Health Promotion Resources 	<ul style="list-style-type: none"> • Competition: Break students into groups. Ask each group to create YouTube campaigns discouraging peers from underage drinking and then create a rubric to judge each campaign and crown a winner. • Find news stories that demonstrate the impact of drugs and alcohol. • Interview family and friends about the effects of drugs and alcohol. • Assess drinking and driving prevention campaigns and identify lists of strategies that work and don't work. 	<p>CDC Youth Risk Behavior Surveillance System</p> <p>NIH Monitoring the Future Survey</p> <p>Danger of Other Tobacco Products, Virginia Foundation for Healthy Youth Lesson</p> <p>Health Smart Virginia Resources for Grade 10 including the following identified resources:</p> <ul style="list-style-type: none"> • Community Toolbox • Innovation Center for community and youth development • Intel - Creative Kids Go Pro- learn about community business and

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of high-school age students (13.4%) in 2014.

Secondhand smoke exposure increases heart disease risk by 25-30% and increases the risk of lung cancer.

Cigarette smoking doubles the risk of stroke. Smokers are 2-4 times more likely to develop coronary artery disease.

Excessive drinking includes binge drinking, heavy drinking, and any drinking by pregnant women or people under age 21.*

Binge drinking is four or more drinks for women and five or more drinks for men.*

Heavy drinking is eight or more drinks per week for women and 15 or more drinks per week for men.*

Excessive alcohol use can lead to high blood pressure; stroke; liver disease; cancers including breast, mouth, esophagus, liver, and colon; and depression and anxiety.*

- [\(HP\) Unit 8 - Grade 10 - Service Learning](#)
- [\(HP\) Unit 15 - Grade 10 - Community Health Advocacy Project](#)
- [\(HP\) Unit 20 - Grade 10 - JUULs Not Cool - Community Involvement](#)
- [\(HP\) Unit 21 - Grade 10 - Radio Ad - Podcast Project Assessment](#)
- [\(HP\) Unit 24 - Grade 10 - Nutrition Shark Tank Assessment](#)

- Pick a drunk driving campaign- interview peers about their thoughts of the campaigns and compile a report of your findings. Implement finding into your campaign.
- Write a research presentation about community organizations and programs that are focused on drug and alcohol addiction.
- Plan a drug awareness day for the school.
- Read a biography of an alcoholic or drug abuser and ask students to reflect on what they learn.
- Challenge and incentivize students to reach a certain number of community service hours.
- Have students discuss the impact of global health issues on local communities. Ask students to reflect on how their social environments affect health and well being.
- Have students discuss health-related social issues. Ask students to pick an

- [service organizations and choose one to help producing informational brochures](#)
- [Media Literacy - Recognizing Propaganda - Unreliable Testimony](#)
- [MedlinePlus: Evaluating Health Information](#)
- [Natural Disasters](#)
- [PE Central - AIDS Fact Quilt](#)

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*Source: [CDC-Alcohol and Public Health](#)

- issue important to them, describe the health bases, social discussion, and social programs and organizations that are related to it and recommendations to improve it.
- Hold class discussion on how health literacy and health-science skills prepare one to become a productive citizen, especially as it pertains to health-related social issues.
 - Present students with an array of public health policies and ask students to identify how they influence health and disease prevention.
 - As a class, create an action plan to prepare for natural disasters.

Health Area: Healthy Environment

VDOE Standards:

- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

Essential Health Concepts

None.

Healthy Decisions

10.2.u. Investigate the influence of the environment on the individual.
 10.2.v. Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.
 10.2.w. Explain how the quality of the environment (secondhand smoke, carbon monoxide, allergens, lead, and toxic chemicals) directly affects a person’s health status and quality and length of life, and describe strategies for risk reduction.
 10.2.x. Explain the importance of developing relationships with health, wellness, education, safety, and business professionals to address environmental health concerns.

Advocacy and Health Promotion

10.3.x. Design crisis-management strategies for natural disasters and emergency situations.
 10.3.y. Establish goals for improving environmental health.

Essential Understandings:

- The environment can affect an individual’s health and wellness.
- Individuals can work to improve the environment.

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"> • outdoor/indoor air quality • environmental quality • surface and groundwater • air pollution • toxic substances • hazardous wastes • Air Quality Index (AQI) • Environmental Protection Agency (EPA) • radon • biodegradable • landfill • deforestation • urban sprawl • wastewater 	<p>Health Education Resources for all of Grade Ten</p> <ul style="list-style-type: none"> • Grade Ten Health Education Standards of Learning • Grade Ten Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 10 - Environmental Health and Crisis Management 	<ul style="list-style-type: none"> • Create a chart for the six outdoor air pollutants for which the Environmental Protection Agency (EPA) sets limits. What are these limits, and why are they set for those six pollutants? • Socratic Seminar (students should research, or read articles about, the responsibility of ensuring environmental health prior to the seminar)—Students will participate in a Socratic seminar debating who holds the most responsibility for ensuring 	<p>Healthy People 2020-Environmental Health CDC-Radon in the Home EPA-The CARE Roadmap Environmental Health News NIH-Environmental Health Perspectives</p> <p>Health Smart Virginia Resources for Grade 10 including the following identified resources:</p> <ul style="list-style-type: none"> • FEMA-Be A Hero Youth Emergency Preparedness Guide • Allergy and Asthma Foundation of America

Health Area: Healthy Environment

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- conservation
- pre-cycling
- recycling

Health can be affected through outdoor air quality, surface and ground water quality, toxic substances and hazardous wastes, and indoor environments.

Poor environmental quality has the greatest impact on individuals whose health is already at risk.

Outdoor air quality may result in premature death, cancer, and respiratory and cardiovascular disease.

Surface and groundwater quality includes both drinking and recreational waters that may be contaminated by infectious agents or chemicals and can cause mild to severe illness.

The effects of toxic substances and hazardous wastes are not completely understood and research is ongoing. Efforts to decrease exposure are an important component of environmental health.

the health of our environment (e.g., the government, individuals, private corporations, non-profit organizations.

- Create a word web—Write “Healthy Environment” in the center of a sheet of large poster paper. Around it, jot down the characteristics of a healthy environment. Display the paper in the classroom.
- Setting goals (start small)—Students will set (and share with the class) three goals for ways they can start being more environmentally conscious starting...NOW.
- Write a story about an alternate world where the EPA stopped regulating common air pollutants.
- Develop goals to improve environmental health that address a relevant issue and are realistic.
- Write a script for a public service announcement urging teens and others to take steps to reduce air pollution. List specific steps in your

- [CDC-Environmental Health Science and Practice](#)
- [CDC-Emergency Preparedness and Response](#)
- [EPA-Games, Quizzes and Videos about the Environment](#)
- [EPA-Learning and Teaching about the Environment \(K-12\)](#)
- [Global Asthma Network- Causes and Triggers](#)
- [Healthy People 2020- Environmental Health](#)
- [NIEHS-Science Education Materials](#)
- [OSU-Hydroville Curriculum Project](#)
- [WHO-Public Health, Environmental and Social Determinants of Health](#)

Lesson Plan(s)

- [FEMA-Be A Hero Youth Emergency Preparedness Guide](#)

Articles and Videos

- [TEDx Talks- Environmental Issues Involving Global Warming](#)
- [Scientific American- The Link Between the](#)

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Homes and communities may expose people to indoor air pollution, inadequate heating, poor sanitation, structural hazards, fire hazards, and lead-based paint, all of which can impact health and safety.

Radon is a radioactive gas that is naturally occurring.

Radon can enter homes and other buildings through cracks in floors and wall, spaces around pipes and in suspended floors, or in the water supply. Radon is the second leading cause of lung cancer in the United States.

Community members and organizations can work together to address community health concerns and improve the environment for those who live and work there.

- announcement and show how each is tied to the goal of reducing air pollution.
- Create a comic book for elementary school students about a superhero who fights pollution. The comic should contain a strong message encouraging young people to reduce land and water pollution.
 - Write a description of a real or imaginary town that is built according to the principles of smart growth. Alternately, have students design two towns, one using smart principles of growth and the other not.
 - Design a presentation, using Environmental Health News (or another website pertaining to environmental health), about an issue currently plaguing the health of our environment. Devise a plan or strategy to address this issue. Offer at least one thing students can do to help address this problem, as well.
 - Compile a list of pollutants found in water, soil, and air. Ask students to

[Environment and Our Health](#)

- [UM-This is Environmental Health Science](#)

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		<p>describe how they become pollutants (i.e., enter the water, soil, air) and how they impact those elements and the body.</p> <ul style="list-style-type: none"> • View and write a report on the Inconvenient Truth and an Inconvenient Sequel Documentaries. • Design and implement an environmental clean-up project for the school or community. • Design a pamphlet that advocates support for an environmental protection project. • Research and compile a list of emergencies and natural disasters and community resources for emergency preparedness. • Assemble a toolkit of emergency and natural disaster preparedness. • Discuss the impact of toxins and pollutants that on personal health status and quality. Identify prevention strategies to approach each toxin and pollutant. • Interview (via phone, email, in person, etc.) one 	
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		<p>of each of the following types of professionals (health, wellness, education, safety, and business) about how they address environmental concern; write a report about their findings.</p> <ul style="list-style-type: none"> • Create a local map that identifies the location of healthcare agencies in the community. 	
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Health Area: Health Careers

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<p>Essential Health Concepts</p> <p>10.1.n. Identify health and medical science career opportunities that promote personal, community, and global health and wellness.</p> <p>10.1.o. Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.</p> <p>10.1.p. Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).</p>	<p>Healthy Decisions</p> <p>None.</p>	<p>Advocacy and Health Promotion</p> <p>10.3.o. Create an educational career plan to become a health professional.</p> <p>10.3.p. Identify high school courses that lead to health and medical science industry certifications.</p>
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Essential Understandings:

- Careers in the health and medical sciences are varied and provide opportunities to promote health and wellness of individuals and the local and global 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>Individuals in health and medical science careers are interested in helping others, often enjoy science, are good problem solvers, and can work collaboratively with others.</p> <p>Fields of interest (career and technical education [CTE] courses in career pathways):</p> <ul style="list-style-type: none"> • Biotechnology Research and Development • Diagnostic Services • Health Informatics • Support Services • Therapeutic Services • Public Health Specialist • Dietitian and Nutritionist • Nurse 	<p>Health Education Resources for all of Grade Ten</p> <ul style="list-style-type: none"> • Grade Ten Health Education Standards of Learning • Grade Ten Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 10 - Health Career Exploration 	<p>Work with a partner to design a set of interview questions you might ask someone in a health and medical science career.</p> <p>Assign each student to research a different career opportunity in the health and medical sciences, including athletic trainer, audiologist, chiropractor, dentist, dietitian, emergency medical technician (EMT), home health aide, massage therapist, medical and clinical laboratory technologist, nurse, occupational therapist, optician, optometrist, orthotist and prosthetist, pharmacist, physical therapist, and speech-language pathologist. Briefly present (via graphic</p>	<p>BLS Occupational Outlook Handbook-Healthcare Occupations VDOE Career & Technical Education-Health and Medical Sciences</p> <p>Health Smart Virginia Resources for Grade 10 including the following identified resources:</p> <ul style="list-style-type: none"> • NIH-Choosing a Career in Health • Discovery Education-Careers in Health • Kids Health-Health Care Careers • Lessons Plans Page-Teach Students about Careers in Health Field

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- Child Welfare Worker
- Family Counselor
- Social and Human Services Assistant
- Dental Hygienist
- Physical Therapy Assistant
- Medical Laboratory Technician
- Respiratory Therapist
- Substance Abuse Counselor
- Medical Records Technician

There are many career opportunities in the health and medical sciences, including athletic trainer, audiologist, chiropractor, dentist, dietitian, EMT, home health aide, massage therapist, medical and clinical laboratory technologist, nurse, occupational therapist, optician, optometrist, orthotist and prosthetist, pharmacist, physical therapist, and speech-language pathologist.

Science courses such as biology, anatomy and physiology, chemistry, and physics help prepare students to pursue health and medical careers.

organizer) the highlights of that career, including educational requirements, base salary, job description, etc.

Design a set of interview questions for someone in a health and medical science profession. Contact 2-3 professionals in your area and conduct an interview. Create a project to present your findings (e.g., video, Google slides, essay).

Identify organizations in your community where health educators work. Don't forget to include your school! Interview 3-4 health educators to find out more about what they do and what they find challenging about their jobs. Based on what you learn, write a newspaper recruitment ad for a health educator's job.

Visit or call a health professional in your school or community. This professional could be a school nurse, athletic trainer, a family doctor, an employee of your local health department, or another expert. Ask this person to describe the top three concerns about the health of teens in your area. Ask

- [Rice Center for Technology in Teaching and Learning-Cool Science Careers](#)
- [VA Education Wizard-Career Interests and Work Values Assessment](#)

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		<p>for specific details and examples. Based on what you learn, create a brochure, poster, or blog to share this information with your classmates. Feel free to do your own research on these health concerns, and add your findings to your report.</p> <p>Compare the educational and licensing requirements, responsibilities, and career potential across several types of medical professionals.</p> <p>Interview health care professionals about how technology and the internet have improved patient access and medical care.</p>	
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Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

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Essential Health Concepts

10.1.a Analyze the effects of active and sedentary lifestyles.
 10.1.b. Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.
 10.1.c. Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
 10.1.d. Explain the physical, mental, social, and academic benefits of sufficient sleep, and the relationship between sleep deficiency and chronic disease and increased risk for injury and substance use.
 10.1.e. Identify regular screenings, tests, and other medical examinations and their role in reducing health risks.
 10.1.f. Research technologies used to assess, monitor, improve, and maintain health.
 10.1.g. Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community.

Healthy Decisions

10.2.a. Compare physical activity, sleep, and personal hygiene practices with research-based guidelines.
 10.2.b. Justify promoting healthy decisions for proper nutrition, sleep and rest, and physical activity.
 10.2.c. Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing chronic diseases.
 10.2.d. Explain the importance of medical screenings and access to health care throughout life.
 10.2.e. Describe the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health.
 10.2.f. Identify family health habits and behaviors as they relate to promotion of health and wellness.
 10.2.o. Analyze how health literacy reduces health risks and enhances health and wellness of self and others throughout life.

Advocacy and Health Promotion

10.3.a. Create or modify a personal wellness plan (goals and action steps based on current guidelines) for healthy eating, physical activity, sleep, and personal hygiene.
 10.3.b. Determine personal strategies for improving access to health care and medical services for different stages of life.
 10.3.g. Research and develop an educational campaign to encourage positive health choices and discourage risky choices (e.g., body piercing, tattooing, exposure to sun and loud noise, drinking, texting while driving, driving while drowsy).
 10.3.i. Plan health-promoting strategies for managing personal technology use.

Essential Understandings:

- Importance of an active lifestyle, sufficient sleep, and proper nutrition to be well now and in the future.
- Impact of choices related to physical activity, sleep, and nutrition on the individual.
- Recognition that choices made as a teenager may positively or negatively affect an individual's lifestyle both now and in the future.
- Ability to plan for personal wellness.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
Definitions <ul style="list-style-type: none"> • Nutrition • Nutrients • Calorie • Hunger • Appetite • Carbohydrates • Fiber • Proteins 	Health Education Resources for all of Grade Ten <ul style="list-style-type: none"> • Grade Ten Health Education Standards of Learning • Grade Ten Crosswalk: Health Smart Lesson Search by Virginia SOL 	Set up stations around the room with different types of meals (e.g., pictures, plastic food) and have students evaluate and discuss the nutritional value of the meal. Discuss the importance of physical activity for all teens, regardless of weight. Students	USDA-Physical Activity CDC-Nutrition, Physical Activity, and Obesity NIH-The Benefits of Slumber Health Smart Virginia Resources for Grade 10 including the following identified resources:

Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

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<ul style="list-style-type: none"> • Cholesterol • Vitamins • Minerals • Osteoporosis • Dietary Guidelines for Americans • MyPyramid • Nutrient-dense • Food additives • Physical activity • Physical fitness • Exercise • Sedentary <p>Active lifestyle correlates to decreased risk of heart disease, diabetes, cancer, obesity, high blood pressure, and injury, and improved academic performance.</p> <p>Sedentary lifestyle correlates to increased risk of disease and injury.</p> <p>Recommendations for teen health and wellness include a minimum of 60 minutes of physical activity per day, a minimum of nine hours of sleep, and personal hygiene practices that include handwashing and dental health.</p>	<h3><u>Health Smart VA Lessons</u></h3> <ul style="list-style-type: none"> • Unit 1 - Grade 10 - Health Tests and Insurance Coverage • Unit 2 - Grade 10 - Health Promotion Resources • Unit 3 - Grade 10 - Show Me the Sugar • Unit 4 - Grade 10 - Goal Setting Project • Unit 5 - Grade 10 - Healthy Day, The Teenage Way • Unit 6 - Grade 10 - Health Dice: Healthy Decisions • Unit 7 - Grade 10 - Sweet Dreams • Unit 8 - Grade 10 - Service Learning • Unit 9 - Grade 10 - Health Heroes • Unit 10 - Grade 10 - Body Image and Eating Disorders • Unit 11 - Grade 10 - Fad Diets • Unit 12 - Grade 10 - Wellness Challenge • Unit 13 - Grade 10 - Wellness Challenge: Take II • Unit 14 - Grade 10 - Health Insurance 	<p>could create a graphic organizer in small groups, then discuss it as a whole class.</p> <p>Brainstorm a list of physical activities that a person living a sedentary lifestyle could start doing now to make small adjustments in their physical activity level.</p> <p>Raul is taking several honors classes that require a lot of homework, and he often feels stressed. Design a physical activity plan for Raul that would fit within his schedule and help to reduce his stress.</p> <p>Create a personal wellness plan that includes nutritional choices, physical activity, and sleep/rest schedule.</p> <p>Write a letter to the editor of your local newspaper explaining why some teens choose a sedentary lifestyle. Suggest ways to encourage these teens to become more physically active. Discuss the health risks of not getting enough sleep.</p>	<ul style="list-style-type: none"> • American Public Health Association - Topics & Issues • Brain Pop Educators Lesson Plan - Oncology • CDC Community Health Programs • Community Toolbox • Discovery Education - Eating Disorders • Discovery Education - Introduction to bacteria • FEMA - Youth Emergency Preparedness (9-12) • HealthyPeople.gov- Social Determinants of Health • Innovation Center for community and youth development • Intel - Creative Kids Go Pro-learn about community business and service organizations and choose one to help producing informational brochures • Lesson Plans Page - Vitamins and the Body • Media Literacy - Recognizing Propaganda - Unreliable Testimony • MedlinePlus: Evaluating Health Information • NYT - The Learning Network - Vitamin Deficiencies
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Health Area: Health Promotion Including Nutrition and Physical Activity

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<p>Proper handwashing decreases risk of disease contraction.</p> <p>Proper dental hygiene not only is important for tooth and gum health but also decreases the risk of cardiovascular disease.</p> <p>Insufficient sleep may lead to increased risk of obesity, high blood pressure, diabetes, heart disease, infections, and depression. Insufficient sleep affects growth, stress hormones, appetite, and breathing; it impairs higher-level reasoning, problem solving, and attention to detail.</p> <p>Sufficient sleep may improve memory, focus, and reflexes.</p> <p>Proper nutrition promotes optimal growth, prevents high blood pressure, and decreases risk of chronic diseases, obesity, osteoporosis, iron deficiency, and dental caries.</p> <p>Food choices are influenced by culture, religion, and geographic area.</p>	<ul style="list-style-type: none"> • Unit 15 - Grade 10 - Community Health Advocacy Project • Unit 16 - Grade 10 - Top Chef • Unit 17 - Grade 10 - Better Unread than Dead (No Texting While Driving) • Unit 18 - Grade 10 - From A to ZZZs - Sleep Lesson • Unit 19 - Grade 10 - Fun in the Sun Safely • Unit 20 - Grade 10 - JUULs Not Cool - Community Involvement • Unit 21 - Grade 10 - Radio Ad - Podcast Project Assessment • Unit 22 - Grade 10 - In Defense of Food Nutrition Reflection Assessment • Unit 23 - Grade 10 - Analyzing Family Grocery Habits • Unit 24 - Grade 10 - Nutrition Shark Tank Assessment • Unit 25 - Grade 10 - Testicular Cancer 101 Video 	<p>Contrast healthy and unhealthy approaches to weight management.</p> <p>Write a fitness plan to prevent diabetes, heart disease, stroke, and or other chronic diseases and conditions.</p> <p>Discuss BMI and the relationship between body composition and healthy body weight.</p> <p>Identify strategies for motivating sedentary individuals to become more active.</p> <p>Record a daily food blog for a week and analyze it to see if it meets the daily</p> <p>Interview five peers and five adults to compare their activity levels at the present time to three years ago. What conclusions, if any, can be drawn? Compare and contrast activity levels based on age, economic status, and geographic setting.</p> <p>Keep a daily log of how much television they watch, time on the computer, etc. In the same log, record activity levels.</p>	<ul style="list-style-type: none"> • Natural Disasters • Obesity • PE Central - Calculating Fat, Carbohydrates & Proteins • PE Central - AIDS Fact Quilt • PE Central - Non-communicable/Communicable Diseases • Purdue University - Healthy Body Image - A Lesson Plan for High School Students • Read, Write, Think: Grocery Store Lesson Plan: research project about food and media marketing • Setting Healthy Eating and Physical Activity Goals • Smarter Balanced Assessment Consortium - HS Communicable Diseases Activity • Volunteer Virginia • UCSF-What is Diabetes Mellitus?
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Health Area: Health Promotion Including Nutrition and Physical Activity

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Food sold in stores is impacted by agriculture, economics, and politics.

Stress may result in choosing sweet, fatty foods that are low in protein.

Health Area: Safety and Injury Prevention

VDOE Standards:

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.
- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

Essential Health Concepts

10.1.j. Analyze the consequences of using acts of violence to settle disputes.
 10.1.r. Identify characteristics of healthy peer, family, and dating relationships.
 10.1.s. Evaluate potentially harmful and abusive relationships, including dangerous dating situations.

Healthy Decisions

10.2.r. Identify strategies for the peaceful resolution of conflicts.
 10.2.s. Compare and contrast assertive and aggressive communication and their effectiveness in conflict resolution.

Advocacy and Health Promotion

10.3.h. Design an action plan to reduce risk-taking behaviors, acts of violence, substance use, and gang involvement.
 10.3.j. Describe methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression.
 10.3.k. Describe strategies to reduce and prevent violence.
 10.3.t. Practice procedures for peaceful resolution of conflicts.
 10.3.u. Model effective communication skills for addressing peer pressure.
 10.3.v. Develop a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and dating relationships.
 10.3.w. Present strategies to address abusive peer, family, and dating relationships.

Essential Understandings:

- Injuries can be prevented through education, availability of mental health resources, and rules and laws.
- Injuries are categorized as intentional and unintentional.
- Protective factors and negotiation skills help reduce the risk of injury.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<p>Risks of having personal information online include cyberbullying, identity theft, and personal messages being made public.</p> <p>Awareness of health- and wellness-related issues allows individuals to make informed choices in matters that impact their overall health and the health of their family and community.</p>	<p>Health Education Resources for all of Grade Ten</p> <ul style="list-style-type: none"> • Grade Ten Health Education Standards of Learning • Grade Ten Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 10 - Injury and Violence Prevention 	<ul style="list-style-type: none"> • Illustrate risks you might face while driving, skating, or riding a bicycle and the behavior that might reduce or increase those risks. • Sort scenarios into two-columns: Driving Do's and Don'ts. • Brainstorm jobs a teenager might have. Divide these jobs among students in small groups, and have 	<p>FBI NGIC-2013 National Gang Report</p> <p>Virginia State Police-Selected State Laws Pertaining to Firearms</p> <p>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>

Health Area: Safety and Injury Prevention

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- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

Individuals with positive self-esteem, balance, flexibility, resilience, and healthy relationships are more likely to handle disappointment and challenges appropriately.

Flexibility is the ability to respond to changing emotional circumstances in an appropriate way.

Healthy relationships have trust, respect, open and honest communication, forgiveness, and emotional support where individuals listen to and help each other.

Help for abusive relationships is available from community organizations or by telling a trusted adult such as a counselor, teacher, parent, religious leader, or doctor.

Intentional injuries result from purposeful action towards oneself or another individual and are intended to cause harm.

[Research and Education Project](#)

- [Unit 2 - Grade 10 - Safe Driving and DUI Prevention](#)
- [Unit 3 - Grade 10 - Emergency Care](#)
- [Unit 4 - Grade 10 - Health Continuum](#)
- [Unit 5 - Grade 10 - Disaster Day First Aid and CPR](#)

each group develop a list of strategies for preventing injuries on that job.

- Design a safety “guide” that educates teenagers and others on how to stay safe while operating a motorcycle, moped, or all-terrain vehicle (ATV). Produce your guide as a video, public service announcement, brochure, or comic book.
- Write a short story about an accident involving a teenager. Your story should clearly show each of the steps in the accident chain and how all of them work together to result in the accident. Switch stories with a peer and write a response showing what the person could have done to break the chain and avoid the accident.
- Develop a list of traits of healthy relationships, compare with a partner, choose the top four traits that are most important to maintaining a healthy relationship, share with the

[Health Smart Virginia Resources for Grade 10](#)

including the following identified resources:

- [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](#)

Health Area: Safety and Injury Prevention

VDOE Standards:

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- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

Intentional injuries include suicide, self-harm, abuse, rape, assault, and homicide.

Risk factors for intentional injury include access to firearms, alcohol or drug use, mental illness, history of violence, and poverty.

Unintentional injuries refer to injuries that are unplanned, occur in a short period of time, and are the result of an event that was not intended to cause harm and are preventable through safe behaviors, safety devices, and protective legislation.

Unintentional injuries include poisoning, falls, motor-vehicle accidents, bicycle accidents, drowning, and fire.

Prevention strategy examples include car-seat legislation and minimum drinking-age laws

Protective factors to reduce risk-taking behaviors are high personal integrity, performing community service, having teachers recognize good work, having community adults to talk to, participating in

class, and discuss. Then, compare the top four with these: mutual respect, caring, honesty, and commitment.

- Practice offering constructive criticism to their peers.
- When presented with “You” statements and “I” statements, discuss the reactions you might have to each type of statement.
- Rewrite “You” statements and to make them “I” statements.
- Create a flyer for your school, encouraging students to be good citizens of the school community.
- Write a script between two people in a close friendship or relationship where one is abusive (verbally, physically, and/or mentally) to the other. Your script should include the steps a person would take to sever the relationship with the abuser.

- [Kids Health- Conflict Resolution \(Grades 9-12\)](#)
- [In the Mix PBS -Conflict Resolution: Thinking it Through](#)
- [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:

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.
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- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

extracurricular activities, and having parents available for help. Having three protective factors is essential to reducing risk.

Assertive communication skills include listening to others’ views and responding appropriately, accepting responsibility, expressing appreciation, admitting mistakes and apologizing, maintaining self-control, acting as an equal to others, using “I” statements, practicing saying no, remaining calm, rehearsing what you will say, making eye contact, and maintaining an upright posture and neutral or positive facial expression.

Refusal skills include using the word *no*, using nonverbal communication (posture, facial expression, hand gesture) to express *no*, using a firm voice, and repeating *no*.

Negotiation skills include analyzing the problem, active listening, controlling emotions, verbal communication, collaboration, problem solving,

- Role-play use of refusal and negotiation skills to avoid risky situation
- Develop and implement “viral” social media campaigns to promote healthy relationships and violence prevention on twitter, Facebook and instagram.
- Discuss news articles on the causes and consequences of community violence and how they may have been avoided
- Write a short story about a conflict between two or more people that was resolved peacefully.
- Research and compile a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and dating relationships.
- Write a letter with advice to a “friend” in an abusive dating relationship.
- Create a school pledge drive to commit to not driving distracted (text, drinking, etc.).

Health Area: Safety and Injury Prevention

VDOE Standards:

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- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

decision making, and the ability to work with others..

- Practice via role-play refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.
- Learn CPR and rescue breathing. Encourage students to become certified in first aid and/or CPR.
- Demonstrate basic first aid for choking, bleeding, splinting, etc.
- Simulate a crisis situation and ask students to implement crisis management strategies.
- Present students with several examples of emergency situations and ask them to respond with written response to situations.
- Brainstorm a list of prevention strategies for injuries common to five different sports.
- Survey students anonymously about phone usage in cars- compare to national average, read testimonies/ play

Health Area: Safety and Injury Prevention

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- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

		persuasive video, and then survey again to see if values shift.	
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Health Area: Social Emotional Health

VDOE Standards:

- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

Essential Health Concepts

None.

Healthy Decisions

- 10.2.j. Analyze the influence of emotions and peer approval on personal decision making.
- 10.2.k. Explain the value of positive self-image, self-esteem, and self-control when faced with peer pressure.
- 10.2.l. Evaluate the value of exercising self-control.
- 10.2.m. Recognize the protective factors of assertiveness.
- 10.2.n. Calculate the importance of support and encouragement from positive role models.
- 10.2.q. Explain the importance of emotional health, and identify when and where to seek support for self and others.
- 10.2.t. Explain risk factors for and the warning signs of suicide.

Advocacy and Health Promotion

- 10.3.l. Plan health-promoting strategies for managing personal technology use.
- 10.3.m. Identify health promotion opportunities, and share talents and expand personal knowledge through community service-learning experiences.
- 10.3.q. Advocate for mental health resources in the school and community.
- 10.3.r. Describe when to seek support for self and others, and role-play various help-seeking strategies.
- 10.3.s. Explain risk factors and influences that may lead to self-harming behaviors.

Essential Understandings:

- Seeking help is essential to managing mental health issues.
- Having a positive self-image and positive self-esteem are protective factors to overcome peer pressure.
- There are resources that provide help for individuals with risk factors or warning signs for suicide.
- Teenagers can impact health-related social issues in their 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>Definitions</p> <ul style="list-style-type: none"> • mental/emotional health • resilient • self-esteem • competence • hierarchy of needs • self-actualization • personal identity • personality • character • integrity • constructive criticism • emotions • hormones 	<p>Health Education Resources for all of Grade Ten</p> <ul style="list-style-type: none"> • Grade Ten Health Education Standards of Learning • Grade Ten Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 10 - Social Emotional Skills Lessons Overview • Unit 2 - Grade 10 - Cyber Tattoo 	<ul style="list-style-type: none"> • Have students work in small groups with large poster paper to brainstorm what mental health and emotional health mean; discuss as a large group. • Give students each part of Maslow’s hierarchy of needs and have them create the hierarchy, providing justifications for their decisions. 	<p>Kids Health-Stress and Coping Center</p> <p>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

Health Area: Social Emotional Health

VDOE Standards:

- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

<ul style="list-style-type: none"> • hostility • empathy • defense mechanisms • stress • perception • stressor • psychosomatic response • chronic stress • stress-management skills • relaxation response • anxiety • emotions • depression • apathy • mental disorder • stigma • anxiety disorder • mood disorder • conduct disorder • alienation • suicide • cluster suicides • psychotherapy • behavior therapy • cognitive therapy • family therapy • group therapy • drug therapy <p>Having positive self-image and self-esteem helps a person resist peer pressure. Having confidence and feeling good about oneself</p>	<ul style="list-style-type: none"> • Unit 3 - Grade 10 - Face of Mental Illness • Unit 4 - Grade 10 - Walk a Mile in Their Shoes • Unit 5 - Grade 10 - How the Namuhs Leaned to be Content with Who They Are • Unit 6 - Grade 10 - Fitting In and Setting Healthy Boundaries • Unit 7 - Grade 10 - Be Smart with Smartphones (and Screens) • Unit 8 - Grade 10 - Suicide Prevention: Finding the Words • Unit 9 - Grade 10 - Building Self Esteem and Self Image • Unit 10 - Grade 10 - Mental Health Journals - Assessment • Unit 11 - Grade 10 - TED Talk Reflection - Assessment • Unit 12 - Grade 10 - Emotional Intelligence Quotient - Assessment • Unit 13 - Grade 10 - Mental Illness "Shark Tank" - Assessment • Unit 14 - Grade 10 - Surviving High School 	<ul style="list-style-type: none"> • Provide students will different scenarios in which they might receive constructive criticism. Have them work in small groups to take turns responding to the criticism in positive ways. • Have students stand on a spectrum labeled <i>extremely stressed</i>, <i>mildly stressed</i>, and <i>not stressed at all</i>. Read statements such as “received a bad grade on a test,” “broke up with your significant other,” and others. For each statement, students will move along the spectrum based on the amount of stress such an event might cause for them. Ask students how they would work through these situations. At the end of the activity, have students create posters with graphic organizers showing ways to help manage stress. • Imagine that you have a friend who is always making negative comments about herself. Develop a 	<ul style="list-style-type: none"> • School Curriculum Guide • CDC-Relationship Talking Points • 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-
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Health Area: Social Emotional Health

VDOE Standards:

- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

makes it easier to not give into peer pressure.

Teenagers want to be accepted by peers—this can be a challenge when faced with peer pressure and making personal decisions. Teenagers who are confident and have a positive self-image are more likely to make a healthy decision.

Being assertive supports self-confidence and self-esteem, helps a person understand and recognize their feelings, earns respect from others, improves communication and decision-making skills, and develops honest relationships.

Risk factors for suicide include history of previous attempt, family history, depression or mental illness, alcohol or drug abuse, easy access to method, incarceration, and stressful life event or loss.

Warning signs of suicide include talking about wanting to die, creating a plan and accessing means, increased use of drugs and alcohol, withdrawing, talking about feeling hopeless, and taking about being a burden to others.

[Awareness Campaign - Assessment](#)

- [Unit 15 - Grade 10 - Effective Communication Skills - Assessment](#)
- [Unit 16 - Grade 10 - What Is It Like to Be You? - Assessment](#)

role-play or skit to demonstrate how you might help your friend.

- Sequencing Project—Have students extend the previous Maslow’s hierarchy of needs activity by explaining each level and the relationship between that level and all the others.
- Writing Activity—If you were to choose a role model, who would it be? Write a short essay explaining your choice.
- Create a brochure for your school detailing a self-advocacy plan for students who need help finding mental health resources in the school and/or community.
- Create a presentation for high school students explaining how to recognize the warning signs of suicide, what they should do if they see these signs in themselves or others, and

[Activities and Teaching Resources](#)

- [NC Schools-Mrs. Kelly’s Health and PE Mental Health Lessons](#)
- [NIDA \(CDC\)-Love and Drugs and Violence](#)
- [Scholastic-Teens and Decision Making](#)
- [PBS-Mindfulness: A Teacher’s Guide](#)
- PE Central lessons
 - [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,](#)

Health Area: Social Emotional Health

VDOE Standards:

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- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

Protective factors to prevent suicide include effective clinical care for mental health issues and substance abuse disorders, family and community support, skills in problem solving and conflict resolution, and cultural or religious beliefs that discourage suicide and support self-preservation.

Resources for help with mental health issues include school counselors, school psychologists, school social workers, parents, religious leaders, and doctors.

resources/people that can help.

- 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.
- Participate a class role-play to practice 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.
- Reduce the Stigma! Campaign - Discuss stigma, mental health, and

[suicide, and self-injury](#)

- [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-](#)

Health Area: Social Emotional Health

VDOE Standards:

- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

		<p>substance abuse and develop a campaign to promote awareness, acceptance, and help seeking.</p> <ul style="list-style-type: none"> • Create a class social media or Instagram account with pictures and captions that reflect their positive traits. • Conduct a Striking Out Stress – A Gallery Walk Activity 	<p>TREVOR</p> <ul style="list-style-type: none"> • VDC Suicide Prevention
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Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.
- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

Essential Health Concepts

10.1.j. Analyze the consequences of using acts of violence to settle disputes.
 10.1.r. Identify characteristics of healthy peer, family, and dating relationships.
 10.1.s. Evaluate potentially harmful and abusive relationships, including dangerous dating situations.

Healthy Decisions

10.2.r. Identify strategies for the peaceful resolution of conflicts.
 10.2.s. Compare and contrast assertive and aggressive communication and their effectiveness in conflict resolution.

Advocacy and Health Promotion

10.3.j. Describe methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression.
 10.3.k. Describe strategies to reduce and prevent violence.
 10.3.t. Practice procedures for peaceful resolution of conflicts.
 10.3.u. Model effective communication skills for addressing peer pressure.
 10.3.v. Develop a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and dating relationships.
 10.3.w. Present strategies to address abusive peer, family, and dating relationships.

Essential Understandings:

- Identify the impact individuals can have on health-related social issues.

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"> • citizenship • role • relationship 	<p>Health Education Resources for all of Grade Ten</p> <ul style="list-style-type: none"> • Grade Ten Health Education Standards of Learning • Grade Ten Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 10 - Violence Prevention Education Resources • Unit 2 - Grade 10 - It's All about "I" Statements 	<ul style="list-style-type: none"> • Illustrate risks you might face while driving, skating, or riding a bicycle and the behavior that might reduce or increase those risks. • Sort scenarios into two-columns: Driving Do's and Don'ts. • Brainstorm jobs a teenager might have. Divide these jobs among students in small groups, and have each group develop a list of strategies for preventing injuries on that job. 	<p>Health Smart Virginia Resources for Grade 10 including the following identified resources:</p> <ul style="list-style-type: none"> • BluePrints for Healthy Youth Development • CDC-School-Based Violence Prevention • Clemson-Olweus School-Wide Bullying Prevention Program • Positive Behavior Interventions and Supports (PBIS) • Teaching Tolerance-School Climate Resources

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	<ul style="list-style-type: none"> • Unit 3 - Grade 10 - Teen Relationships • Unit 4 - Grade 10 - Rapping about Relationships • Unit 5 - Grade 10 - A Great Catch • Unit 6 - Grade 10 - Relationship Reality • Unit 7 - Grade 10 - Negotiation Skill Steps • Unit 8 - Grade 10 - Resolving Conflicts • Unit 9 - Grade 10 - Love Shouldn't Hurt • Unit 10 - Grade 10 - What Makes a Healthy Relationship? 	<ul style="list-style-type: none"> • Design a safety “guide” that educates teenagers and others on how to stay safe while operating a motorcycle, moped, or all-terrain vehicle (ATV). Produce your guide as a video, public service announcement, brochure, or comic book. • Write a short story about an accident involving a teenager. Your story should clearly show each of the steps in the accident chain and how all of them work together to result in the accident. Switch stories with a peer and write a response showing what the person could have done to break the chain and avoid the accident. • Develop a list of traits of healthy relationships, compare with a partner, choose the top four traits that are most important to maintaining a healthy relationship, share with the class, and discuss. Then, compare the top four with these: mutual respect, 	<ul style="list-style-type: none"> • Conflict Resolution Roleplay Activities • Conflict Resolution Education Connection • Coaches' Corner-Coaching Boys into Men Toolkits • Discovery Education-Resources • Lesson Plans-Do Something about School Violence Unit • Kids Health-Healthy Relationships Handout • Kids Health-Conflict Resolution • PBS In the Mix-Conflict Resolution • National Gang Center • Olweus-Class Meetings That Matter (Grades 6-8) • Ophelia Project-It Has a Name: Relational Aggression • Pacer National Bullying Prevention Center • Pacer National Bullying Prevention Center-Student Action Plan Against Bullying • Pacer Center-Teens Against Bullying
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		<p>caring, honesty, and commitment.</p> <ul style="list-style-type: none"> • Practice offering constructive criticism to their peers. • When presented with “You” statements and “I” statements, discuss the reactions you might have to each type of statement. • Rewrite “You” statements and to make them “I” statements. • Create a flyer for your school, encouraging students to be good citizens of the school community. • Write a script between two people in a close friendship or relationship where one is abusive (verbally, physically, and/or mentally) to the other. Your script should include the steps a person would take to sever the relationship with the abuser. • Role-play use of refusal and negotiation skills to avoid risky situation • Develop and implement “viral” social media campaigns to promote 	<ul style="list-style-type: none"> • Scholastic-Healthy Communication Skills Guide • Scholastic-Respect Others, Respect Yourself • SDCDA-Project Roots Toolkit • Stop Bullying.gov-Youth Engagement Kit • Teaching Health and Happiness-Communication • VA Rules-Gangs • Welcoming Schools-Bias, Bullying, Bystanders User’s Guide <p>Healthy Relationships/Dating Violence</p> <ul style="list-style-type: none"> • Break the Cycle-DV 101 Single Day Dating Violence Lesson • CDC-Relationship Talking Points • Kate Brown Education Program-Tip Sheets • Kids Health-Healthy Relationships Handout • MI Dating Violence Youth Education Package • Scholastic-Respect Others, Respect Yourself
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		<p>healthy relationships and violence prevention on twitter, Facebook and instagram.</p> <ul style="list-style-type: none"> • Discuss news articles on the causes and consequences of community violence and how they may have been avoided • Write a short story about a conflict between two or more people that was resolved peacefully. • Research and compile a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and dating relationships. • Write a letter with advice to a “friend” in an abusive dating relationship. • Create a school pledge drive to commit to not driving distracted (text, drinking, etc.). • Practice via role-play refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs. • Learn CPR and rescue breathing. Encourage 	<ul style="list-style-type: none"> • Rethinking Drinking-Building Your Drink Refusal Skills • Salt Lake Area Domestic Violence Coalition-Teen Dating Violence Training Toolbox • VSDVAA-Building Healthy Relationships Across Virginia Facilitator's Guide • Reel Grrls-Teen Dating Violence Video
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		<p>students to become certified in first aid and/or CPR.</p> <ul style="list-style-type: none"> • Demonstrate basic first aid for choking, bleeding, splinting, etc. • Simulate a crisis situation and ask students to implement crisis management strategies. • Present students with several examples of emergency situations and ask them to respond with written response to situations. • Brainstorm a list of prevention strategies for injuries common to five different sports. • Survey students anonymously about phone usage in cars- compare to national average, read testimonies/ play persuasive video, and then survey again to see if values shift. 	
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