

Scope & Sequence Strand: Health Maintenance and Enhancement

Content Standard 1: Nutrition

A. Healthy Body Image

1. Students will be able to formulate appropriate strategies to address problems that can affect a healthy body image during adolescence (e.g., culture, family, peers, media, personality, emotions)
 - a. Sample Teaching Strategy
 1. To help students better understand the way a person with an eating disorder views themselves, conduct a lesson using a fun house mirror, or sticker mirror on cardboard or tilted mirror, and a real mirror, pens and paper. Students will look at themselves in the distorted mirror and then the normal mirror. As a group, they will discuss the observations. Each student will then write down five positive qualities about themselves.
 - b. Resources
 1. Website:
www.pecentral.org/lessonideas/pelessonplans.html
2. Students will be able to recognize the symptoms of various eating disorders and proper referral sources.
 - a. Sample Teaching Strategy
 1. Using Library resources, write a research report on eating disorders. Consider reading about a celebrity who has struggled with such a problem and how they dealt with it. Include referral sources for eating disorders available in your community.
 - b. Resources
 1. Textbook; Health, Glencoe/McGraw-Hill, 2001.

Scope & Sequence Strand: Social Responsibilities

Content Standard 1: Building Healthy Relationships

A. Peer Relationships

1. Students will be able to differentiate between negative and positive peer pressure.
 - a. Sample Teaching Strategy
 1. Students should keep a health journal with a section entitled peer pressure. In this section, student should have

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two sections titled positive and negative. Throughout a two-week time period students should record certain experiences and how they handled positive or negative peer pressure. At the end of the two-week time period, have students write a report on their findings and conduct a class discussion.

b. Resources

1. Textbook; Health, Glencoe/McGraw-Hill, 2001.

2. Students will be able to evaluate ideas and perspectives regarding the influence family, friends and culture have on health choices and behaviors during adolescence.

a. Sample Teaching Strategy

1. Read two stories of teenagers with different family and cultural backgrounds. Discuss why and share influences that affect the decision making process. Students should be aware of the decision making process.

b. Resources

1. Textbook; Health, Glencoe/McGraw-Hill, 2001.

3. Students will be able to describe how to constructively manage feelings caused by disappointment from strained or broken relationships.

a. Sample Teaching Strategy

1. Students will keep a log for one week of feelings regarding a relationship that they have with a certain relative and/or friend. After discussing effective communication and problem solving, students will analyze in a report how they can constructively manage feelings regarding their specific relationship.

b. Resources

1. Textbook; Health, Glencoe/McGraw-Hill, 2001.

B. Authority Figure Relationships

1. Students will be able to respect authority figures and accept their decisions as part of building healthy relationships.

a. Sample Teaching Strategy

1. Students will identify authority figures in their personal and public lives. They will make a three-column chart with titles of: traits of healthy relationships, describe this authority figure, and what I can do to improve in my relationship with this person.

b. Resources

1. Textbook: Health, Glencoe/McGraw-Hill, 2001.

C. Conflict Resolution

1. Students will be able to assess conflict situations and apply conflict resolution/mediation strategies.

a. Sample Teaching Strategy

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1. Students will list the steps to conflict resolution and will be given a scenario of a specific type of conflict. After analyzing the scenario, students will apply the conflict resolution steps and explain, analyze, and give example of how to resolve the scenario within each step.
- b. Resources
 1. Textbook; Health, Glencoe/McGraw-Hill, 2001.
2. Students will be able to develop a conflict situation, select a strategy to address it and evaluate its effectiveness.
 - a. Sample Teaching Strategy
 1. Students will be aware of the steps to conflict resolution and create a public service announcement on how to avoid getting into fights or arguments. This public service announcement will be in a commercial format, involve creativity in writing and be 1 minute in length. Students will be videotaped for presentation and this videotape can be used during violence prevention week and presented to all grade levels at the school.
 - b. Resources
 1. Textbook; Health, Glencoe/McGraw-Hill, 2001.

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| Content Standard 2: Life Management Skills |
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A. Decision Making

1. Students will be able to apply the decision making process to adolescent health issues.
 - a. Sample Teaching Strategy
 1. Health tasks incorporated into this standard include having friends and building positive relationships and recognizing feelings and managing them in positive ways. Students will learn healthy goal setting, decision-making, health advocacy, and healthy self-management. Themes of protection, responsibility, interdependence and respect are discussed.
 - b. Resources
 1. <http://guide.helpingamericasyouth.gov/programdetail.cfm?id=657>
2. Students will be able to recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, conflict resolution) can be applied to personal situations that adolescents encounter.
 - a. Sample Teaching Strategy

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1. Adolescents need knowledge and skills in order to act in ways that enhance their immediate and long-term health. Teenage Health Teaching Modules (THTM) is comprised of a series of modules, each of which consists of a teacher's guide with a detailed framework for conducting classroom activities and handouts designed to be duplicated for student use.
 - b. Resources
 1. <http://www.thtm.org/about.htm>
 3. Students will be able to analyze and evaluate how a decision making process can help an individual in life situations.
 - a. Sample Teaching Strategy
 1. Information gathering is the challenge in decision-making. That may be the greatest challenge in safety intervention and safety decision-making. How do you approach information gathering? How do you use yourself in a skillful, deliberate manner in order to gather sufficient, pertinent information, which will support effective safety decision-making? Remember, you are the most effective tool you have for effective safety-related information gathering.
 2. Critical thinking skills are a necessary skill that any young person possesses. At times, students will need the help of their peers, adults with whom they have a solid, mutual respectful relationship. Or, they possibly will need to seek assistance from a professional who can lead them towards an acceptable outcome.
 - b. Resources
 1. <http://www.thtm.org/about.htm>
 2. <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa3crit.htm>
- B. Problem Solving
1. Students will be able to evaluate the process used in solving problems and verify whether the solution addresses the problem to which it was applied.
 - a. Sample Teaching Strategy
 1. The process of solving problems, when it's undertaken thoroughly, will involve 12 different steps: teach, listen, understand, organize, think ahead, reach out, brainstorm, survey, design, experiment, challenge, deploy
 2. Teaching will take place from a Christian perspective. When making a decision, consider these following options and ask yourself these questions honestly - 1. What does God clearly say about this in His Word? 2. What does God seem to imply about this? 3. What do/would my

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parents and family say about this? 4. What do mature Christians say about this? 5. What does my conscience say about this? 6. What are the long-term possibilities, pluses, and minuses? 7. Where are my prayers leading me?

b. Resources

1. <http://www.emc.cmich.edu/lessons/five/I/9.htm>
 2. Pastor Andrew Steinke @ Zion Lutheran Church 1/19/01
2. Students will be able to distinguish between problems that can be solved independently and those that need the help of a peer, adult or professional.

a. Sample Teaching Strategy

1. Critical thinking skills are a necessary skill that any young person possesses. At times, students will need the help of their peers, adults with whom they have a solid, mutual respectful relationship. Or, they possibly will need to seek assistance from a professional who can lead them towards an acceptable outcome.

b. Resources

1. <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/a3crit.htm>

C. Goal Setting

1. Students will be able to develop a plan of action to achieve realistic personal goals and assess the outcome relative to the impact on one's self-esteem.

a. Sample Teaching Strategy

1. Self-esteem plays a significant role in social, emotional and physical well being of students. The value students attribute to themselves has a major impact on their social relationships, on their confidence in their ability to set goals themselves and to achieve them, and on their ability to resist pressures which may lead to health-risking behaviors. It is important for students to learn to assess and define who they are, to appreciate and value their uniqueness, to acknowledge the richness of diversity, and to be proud of whom they are.
2. Helping students take control of their self-esteem requires the gradual development of interrelated knowledge, skills and attitudes: they need to develop a sense of who they are, to recognize their own strengths and value them, to develop respect for their limitations, to demonstrate respect for differences, to recognize potential sources of negative influence on their behavior, and to develop assertiveness skills to resist such pressures.

b. Resources

1. <http://www.sasked.gov.sk.ca/docs/health/health1-5/grad42.html>
2. <http://school.discovery.com/lessonplans/programs/selfestee m/>

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| Content Standard 3: Consumer Health and Safety |
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A. Media Influence on Health Habits and Decisions

1. Students will be able to recognize that advertising can influence health behaviors and practices.
 - a. Sample Teaching Strategy
 1. Provide students with an awareness of the many varied advertisements they encounter, how they are influenced by these messages and the importance of their own demographic to marketers through brainstorming session. Ask questions such as “Why do advertisers target teens?” and “How do marketers reach teens?” Also, have students respond to the statement, “Advertising does not really affect me.”
 2. Students will be able to analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status, symbols - well known characters)
 - a. Sample Teaching Strategy
 1. Present and provide examples of advertising techniques used by marketers. Have students provide further examples (television commercials) and assign to each technique discussed. If possible, view popular commercials and discuss techniques used.

b. Resources

1. www.advertisementave.com

B. Consumer Rights and Issues

1. Students will be able to identify and develop strategies to solve consumer health problems (e.g., production information, advertising techniques, reliable resources)
 - a. Sample Teaching Strategy
 1. Record an infomercial promoting a health care or similar product. Have students watch and then discuss vague claims or exaggerations and advertising techniques used. Discuss the reliability of claims made and the information that was excluded or distorted (e.g. weight loss without exercise).

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2. Students will be able to summarize consumer rights to protect individuals from false health claims. These include the right to safety, be informed, be heard and consumer education.
 - a. Sample Teaching Strategy
 1. Introduce students to the U.S. Dept. of Health & Human Services through webpage listed below. Discuss the role of HHS and its family of agencies. Choose a ‘Major Topic’ and specify certain consumer rights and education (e.g., hospital patients – “A Dozen Rights Every Patient Should Expect” from second webpage listed below)
 - b. Resources
 1. www.os.dhhs.gov
 2. www.healthy.net (search consumer rights)
 3. Students will be able to select appropriate consumer protection agencies that address various specific consumer issues.
 - a. Sample Teaching Strategy
 1. Introduce students to Federal Trade Commission and other agencies such as Food & Drug Administration and Better Business Bureau. Focus on ‘Diet, Health & Fitness’ Consumer Alerts through webpage listed below, especially topics such as ‘Diet & Fitness’ and ‘Indoor Tanning’.
 - b. Resources
 1. www.ftc.gov/ftc/consumer.htm
- C. Community Services
1. Students will be able to connect the appropriate resource in the community to determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Heart Association)
 - a. Sample Teaching Strategy
 1. Introduce students to the American Heart Association through website listed below. Discuss the diseases and conditions identified with the heart. Use worksheets and activities provided under “Children’s Health” and “Healthy Lifestyle” to help prevent heart disease.
 2. Introduce students to the American Cancer Society through website listed below. Discuss briefly the treatment options for cancer. Focus on the highly addictive nature of nicotine and the difficulty to quit smoking. Have students pledge to never start smoking.
 - b. Resources
 1. www.americanheart.org
 2. www.cancer.org

D. Health Care Providers & Careers

1. Students will be able to examine the different types of health care providers.
 - a. Sample Teaching Strategy
 1. Make students aware of location of area hospitals. Review basic emergency procedures and options available. Distinguish between emergency medical providers and other health care providers (e.g., vision care, dental care, health clinic).
2. Students will be able to explore career opportunities in the health related profession (e.g., education, primary prevention, tertiary care, medical engineer, exercise physiologist, sports therapist, nurse, physician, dietician) and how these roles meet the needs of the health consumer.
 - a. Sample Teaching Strategy
 1. Introduce students to various health care career options and provide basic description of each job function. Have students explore one career option through an Internet search and report to the class with a more detailed job description, the health service provided, required education, job availability, etc.

Scope & Sequence Strand: Risk Assessment and Reduction

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| Content Standard 1: Injury Prevention and Safety |
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A. First Aid Procedures

1. Students will be able to recognize basic first aid techniques that help save lives, reduce the severity of an injury and enhance recovery.
 - a. Sample Teaching Strategy
 1. Students will be assigned the project of creating a first aid kit. They will formulate a list from resources found on the Internet of the needed items in the kit. The project will be graded based on the usefulness and completeness of their items. Students will give a short presentation to the class on their kit and may choose to actually compile the kit for their own family's use.
2. Students will be able to understand basic first aid procedures such as the Heimlich maneuver, rescue breathing and CPR.
 - a. Sample Teaching Strategy
 1. Pass out the American Red Cross handouts on the Heimlich maneuver and CPR. Describe and explain all the steps in

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the Heimlich maneuver, as well as how to handle a breathing emergency.

- b. Resources
 - 1. www.healthy.net (search “Heimlich maneuver”)
- 3. Students will be able to demonstrate procedures dealing with poisoning, burns, control bleeds, and RICE.
 - a. Sample Teaching Strategy
 - 1. Students will research the different procedures using “First Aid for
 - b. Resources
 - 1. www.healthy.net (search “poisoning”, “burns”, “cuts, scrapes, and punctures” and “sports injuries”)

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| Content Standard 2: Substance Education |
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- A. Purposes and Guidelines for Prescription, OTC Drugs and Other Natural Substances
 - 1. Students will be able to differentiate between OTC and prescription drugs, their purpose, precautions and guidelines for use.
 - a. Sample Teaching Strategy
 - 1. The term 'drug' means any substance that is 'psychoactive', which means 'mind-altering'. The term can cover: Legal drugs (e.g., alcohol, tobacco, poppers, butane gas), Illegal drugs (e.g., cannabis, Ecstasy, amphetamines) and Medicinal drugs, (e.g., Paracetamol, Insulin, Ventolin). Drugs are used in a number of ways. It is important to make the distinction between drug use and drug misuse, which has a greater potential for harm. Drug use is drug taking through which harm may occur, whether through intoxication, breach of laws or of school rules, or the possibility of future health problems.
 - b. Resources
 - 1. <http://hdadev.abasoft.co.uk/cat.php?catid=862&docid=749>
- B. Illegal Substances
 - 1. Students will be able to identify illegal substances (e.g., marijuana, LSD, methamphetamines, cocaine, designer drugs) and determine their effects on the wellness model (social, mental/emotional, physical, spiritual).
 - a. Sample Teaching Strategy
 - 1. Students need to recognize how the wellness model (physical, social, emotional/mental, and spiritual), is affected when drugs are abused.

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b. Resources

1. <http://www.higheredcenter.org/>
2. www.redi.gov.au/
3. <http://www.dest.gov.au/archive/schools/publications/1999/strategy.htm> [Healthy Alternatives](#)

C. Effects on the Body of Substances

1. Students will be able to compile a list of drugs and categorize as legal or illegal.

a. Sample Teaching Strategy

1. Teenagers may be involved with legal or illegal drugs in various ways. Experimentation with drugs during adolescence is common. Unfortunately, teenagers often don't see the link between their actions today and the consequences tomorrow. They also have a tendency to feel indestructible and immune to the problems that others experience. This site was created to provide drug information for both legal and illegal drugs. Each drug page has a drug description, photo, and side effects.

b. Resources

1. <http://www.drugeducation.net/>

2. Students will be able to classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic)

a. Sample Teaching Strategy

1. The word Drug is defined as "any substance other than food that can affect the way your mind and body work." There are hundreds of different drugs, each with its particular effect on the body's nervous system. Narcotics are a series of drugs that affect the mind, causing mental changes, which include several specific types of drugs: stimulant, depressant, hallucinogen.

b. Resources

1. http://www.drugfree.org/Portal/Drug_Guide/
2. <http://www.acde.org/>

3. Students will be able to determine a cause and effect relationship regarding body system functions (e.g., muscular, excretory, nervous, digestive, circulatory, respiratory) and the use of TAOD (e.g., alcohol and impaired judgment, marijuana and short-term memory loss, smoking and low birth weight babies, smokeless tobacco and lip, throat, and lung cancer)

a. Sample Teaching Strategy

1. When people use drugs, their body functions lead to differences in their biological makeup. There is a significant cause and effect relationship between drugs and the problems associated with the systems of the body.

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- b. Resources
 - 1. <http://ncadi.samhsa.gov/>
 - 2. <http://www.natsiew.nexus.edu.au/lens/drugeducation/druged.html>
 - 3. <http://www.drugeducation.org/ResearchUpdate10.pdf>
- D. Factors Affecting Use vs. Non-use
 - 1. Students will be able to compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use.
 - a. Sample Teaching Strategy
 - 1. Primary goal should include the following - prevent substance abuse among school children (juveniles) and help them develop effective violence resistance techniques. Students should be acquiring the knowledge and skills to recognize and resist peer pressure to experiment with tobacco, alcohol and other drugs.
 - b. Resources
 - 1. <http://www.vsp.state.va.us/DARE.htm>
- E. Healthy Alternatives
 - 1. Students will be able to plan strategies to resist pressures both from self and others to use TAOD.
 - a. Sample Teaching Strategy
 - 1. Students will split into two groups and will participate in a role-playing situation at a party with no adult supervision. One group will represent negative peer pressure offering illegal drugs and the second group will represent ways to resist peer pressure to use TAOD.
 - b. Resources
 - 1. Textbook: Health, Wellness, and Physical Fitness, Mark Twain Media, Inc, 1997.
- F. Effects on Society
 - 1. Students will be able to present different opinions and arguments about the effects of TAOD on individuals, family and society.
 - a. Sample Teaching Strategy
 - 1. Students will interview older family members and/or family friends about attitudes, practices, laws, and penalties of TAOD when they were teenagers. Students will compare those attitudes with the attitudes of today's society and present those attitudes in a poster format.
 - 2. Students will create a wall of "Just Say No" with posters for a specific class of drugs. Each poster will list the drugs in that class and its effects on the body. This can be presented and displayed during drug awareness week.

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- b. Resources
 - 1. Textbook: Health, Glencoe/McGraw-Hill, 2001
 - 2. Textbook: Health, Wellness, and Physical Fitness, Mark Twain Media, Inc. 1997
- G. Effects of Ergogenic Acids (Performance-Enhancing Acids)
 - 1. Students will be able to define and classify performance enhancing drugs (anabolic steroids, Dehydroepiandrosterone, HGH, Androstenedione) and their short term and long-term effects.
 - a. Sample Teaching Strategy
 - 1. Have students read “Juiced” from Weekly Reader, October 21, 2005. Have a class discussion about steroids and why athletes might use them. Discuss the negative effects of their use and develop a pamphlet to distribute to your school. This pamphlet should state the consequences of steroid use and promote safe ways to enhance performance.
 - b. Resources
 - 1. Weekly Reader magazine, “Juiced”, October 21, 2005

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| Content Standard 3: Environmental Health |
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- A. Effects of Pollution on Health
 - 1. Students will be able to describe ways in which the environment and ecosystems can be damaged and disrupted such as overpopulation, overuse of resources and pollution.
 - a. Sample Teaching Strategy
 - 1. Students will research the following website and break up into groups and discuss ways society can reverse damage to our environment. The subtopics will be “Floods and Dams”, “Ozone and Pollution”, “Deforestation and Desertification” and “Overpopulation.” Each group will present their assigned information to the class and make posters to display in school.
 - b. Resources
 - 1. <http://www.nationalgeographic.com/eye/overpopulation/overpopulation.html>
- B. Promotion, Protection and Individual Responsibility
 - 1. Students will be able to recognize as a health advocate existing and potential environmental health problems within the community and create solutions to address problems (e.g., cancer of the skin and lungs, asthma, hearing loss.)
 - a. Sample Teaching Strategy
 - 1. Students will visit the website listed under resources and research how certain health problems arise from their

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existing environment (e.g., asthma) how they are detected and various ways to treat these disorders. They can also visit other aspects of the website and view certain articles and resources. The students will use the interactive website and search for information on lead in the home, water pollution, etc. and determine ways these problems can be addressed. At the end of their research time students should compile a list of solutions to the environmental health problems and develop flyers to distribute and post around their school.

b. Resources

1. http://www.cyberschoolhouse.org/sports_quest/
2. Students will be able to work as individuals and collaborate with others to safeguard the health of the environment (recycling, reducing waste, and reusing items).

a. Sample Teaching Strategy

1. Students will design a recycling program within their classroom or in various locations in their school. Students can be placed in groups with each group tracking the amount of waste generated per day/per week, etc. Ideas can be paper waste, aluminum, etc. Students can keep a chart of progress and evaluate money and resources saved by their recycling program.
 3. Students will be able to evaluate potential results of an environmental solution considering: aesthetics, ethics, and societal responsibility.
- a. Sample Teaching Strategy
1. Students will examine and investigate various environmental solutions such as: landfills, recycling programs, earth day etc. and analyze their ethical and effective impact on society.

b. Resources

1. www.cleansweepusa.com
2. www.nationalgeographic.com