

## **PHYSICAL EDUCATION DEPARTMENT**

## **FITNESS FOR LIVING – HEALTH SUPPLEMENT**

### **Contact Information**

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### **The Department's Educational Philosophy**

Physical education is that integral part of total education that contributes to the development of the individual through the natural medium of physical activity – human movement.

### **Guiding Principles**

- Develop the skills of movement, the knowledge of how and why one moves, and the ways in which movement may be organized.
- Learn to move skillfully and effectively through exercise, games, sports and aquatics.
- Enrich the student's understanding of the concepts of space, time and force related to movement.
- Express culturally approved patterns of personal behavior and interpersonal relationships in and through games and sports.
- Condition the heart, lungs, muscles and other organic systems of the body to meet daily and emergency demands.
- Acquire an appreciation of and a respect for good physical condition, a functional posture, and a sense of personal well-being.
- Develop an interest and a desire to participate in lifetime recreational sports.

## **FITNESS FOR LIVING – HEALTH SUPPLEMENT**

**Course Frequency:** Independent study to be completed by May 1

**Credits Offered:** Two quarters of Health

**Prerequisites:** None

### **Background to the Curriculum**

This course was developed by Acton Boxborough High School teachers in a summer research and development program and continues to undergo review and revision. Presently, there are two P.E./Health teachers in the physical education department that are responsible for overseeing the health independent study portion of fitness for living. This course was designed for any transfer student who has not completed the health requirements for graduation.

### **Core Topics/Concepts/Skills**

- Introduction to wellness and fitness
- Realistic self- evaluation about critical health and fitness issues
- Building health relationships
- Self esteem and communication skills
- Decision making skills
- Harassment and discrimination
- Substance abuse and prevention
- Mental health and stress

### **Students will independently research various health topics such as:**

- Accidents safety and prevention
- First Aid/CPR/AED training and certification
- Substance abuse and prevention
- Nutrition
- Sexually transmitted infections
- Media literacy
- Healthy relationships

In addition to completing all assignments in the packet, students will be required to attend a First Aid/CPR/AED practical training during school.

## Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<p>The Massachusetts Curriculum Framework for Health is comprised of fourteen General Standards and organized into four strands: Physical Health, Social and Emotional Health, Safety and Prevention, and Personal and Community Health. The learning objectives for the course are matched to the relevant Framework Strands and Standards.</p>	
<p><b><u>Nutrition</u></b></p>	
<ul style="list-style-type: none"> <li>1] importance of nutrition toward health.</li> <li>2] environmental/External Influences on Diet</li> <li>3] food guide pyramid</li> <li>4] serving sizes</li> <li>5] food labels</li> <li>6] body image/self-esteem</li> <li>7] fad dieting</li> <li>8] healthy meal planning</li> </ul>	<p>3.5,1.13,3.16 8.14, 3.16 12.15 3.15 12.15 1.11, 1.12, 1.13  3.15, 3.16, 3.20, 8.14</p>
<p><b><u>Substance Abuse Prevention</u></b></p>	
<ul style="list-style-type: none"> <li>1] Cite factors that influence alcohol, tobacco and other drug use.</li> <li>2] Describe the short- and long-term psychological and physical effects of alcohol and other drugs.</li> <li>3] Identify the risks associated with binge drinking and describe symptoms and treatment of alcohol poisoning.</li> <li>4] Describe refusal strategies and decision-making techniques to help resist the pressure to use drugs.</li> <li>5] Analyze alcohol and tobacco advertisements.</li> </ul>	<p>5.18, 5.19, 7.14, 10.13 5.16, 6.11, 8.16, 8.17,10.1  1.11, 8.19, 8.17, 10.9, 10.1  5.16, 10.9, 10, 8.18  11.8, 12.16, 12.11, 12.13</p>
<p><b><u>Mental Health and Stress</u></b></p>	
<ul style="list-style-type: none"> <li>1] Explain how personality contributes to health.</li> <li>2] Identify ways to improve self-esteem, and list how self-esteem affects health.</li> <li>3] Recognize emotions and feelings and express them in healthy ways.</li> <li>4] Identify situations that cause stress.</li> <li>5] Explain how the body responds when faced with stress.</li> </ul>	<p>5.1, 5.2 5.1, 5.2, 5.3 5.3, 5.4, 5.5 5.3, 5.4 5.7, 5.8</p>

6] Describe the relationship between personality and stress.	5.10, 5.11
7] Develop a plan for managing stress.	5.3
8] Identify strategies for managing time effectively.	5.3
9] Explain cause of mental disorders.	5.13, 5.14, 5.15
10] Identify the warning signs of suicide.	5.16
11] Identify ways to treat mental disorders.	5.17
<b><u>Harassment and Discrimination</u></b>	
1] Define sexual harassment.	11.6
2] Identify the behaviors that may constitute sexual harassment.	11.5
3] Describe how to handle situations when behavior is unwelcome to them.	11.7
4] List possible effects that harassment and discrimination can have on the victim.	11.2, 11.3
5] Develop personal strategies for dealing with harassment and discrimination.	11.10, 11.9
6] Assess their own behavior to determine if they might be harassing or discriminating against someone.	11.17, 11.8, 11.9
7] Identify resources of how to help someone deal with harassment or discrimination.	11.13, 11.12
<b><u>Disease Prevention and Sexually Transmitted Infections</u></b>	
1] Explain the prevention and control of common communicable diseases, infestations and infections.	8.1, 8.2
2] Understand the damage that sexually transmitted infections can contribute to one's physical and emotional health.	8.3, 4.13, 4.14
3] Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented.	4.18, 4.19
4] Know how to obtain medical diagnosis and treatment of sexually transmitted infections.	4.149, 4.18, 4.20
5] Develop an awareness of responsibilities associated with sexual activity.	4.146, 4.15, 4.17
6] Evaluate the impact of HIV/AIDS on the community, medical resources and family.	4.19, 4.20
<b><u>Building Healthy Relationships</u></b>	
1] Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of character traits (such as tolerance, honesty, self-discipline, respectfulness and kindness).	7.7

2] Explain why communication is essential to relationships.	7.1, 7.2, 7.3
3] Explain the importance of friendship and describe how friends can support one another in making healthy decisions.	7.3, 7.5, 7.7, 7.14
<b><u>Safety and CPR/First Aid/AED Training</u></b>	
1] Become proficient in all first aid and safety procedures.	9.13, 9.17, 9.19, 9.20
2] Participate in training for community first aid, safety and cardiopulmonary resuscitation, and automated external defibrillation.	9.19, 9.20
3] Appreciate the necessity for all people to be adequately prepared for all emergencies.	8.19, 9.13, 9.17
4] Analyze the ways to reduce the risk of unintentional injuries in the home, workplace and community.	9.13, 9.14, 9.17, 9.19

**Assessment**

- multiple choice/short answer questions
- journal entries
- participation in an inservice CPR/First Aid/AED training session
- completion of the American Red Cross test for CPR/First Aid/AED
- Practical test

**Technology and Health Learning Objectives Addressed in This Course**

**(This section is for faculty and administrative reference; students and parents may disregard.)**

<b><u>Course activity: skills and/or topics taught</u></b>	
1] Students utilize computers and do research on individual projects.	
2] We encourage our students to explore health and fitness websites that are available to them.	
3] Some students choose to do PowerPoint presentations as part of their group project.	

## **Materials and Resources**

### Student text

American Red Cross Community First Aid and Safety (2001) Mosby Lifeline

### Reference Texts

Kirby, Jane R.D., for the American Dietetic Association, Dieting For Dummies (2004 )Wiley Publishing Company

Payne, Wayne A., Focus on Health (2005) The McGraw-Hill Companies

Begun, Ruth Weltmann, Violence Prevention Skills Lessons and Activities (1998) by the Center for Prevention of Violence, Cleveland, Ohio