

HEALTH EDUCATION DEPARTMENT

HEALTH EDUCATION: GRADE 7 HEALTH

Contact Information

Deb Rimpas
Health Educator
Raymond J. Grey Junior High School
16 Charter Road
Acton, MA 01720
Telephone: (978) 264-4700, x3351
FAX: (978) 266-2535
E-mail: drimpas@mail.ab.mec.edu

The Department's Educational Philosophy

Health education at the Raymond J. Grey Junior High School promotes the resiliency of its adolescent students. Health educators facilitate lessons that encourage positive decision-making with regard to physical, mental and social health. Students are challenged to examine both short- and long-term effects of health-related decisions. This knowledge is not only important for one's own personal health, but also to assume a role in educating his/her peers. The ultimate goal is for adolescents to act independently in promoting their own health, seek resources when necessary and contribute to public health issues.

Guiding Principles

- Evaluate progressively challenging health concepts
- Assess risky behaviors and consider outcomes
- Communicate concerns about personal health issues and seek resources
- Promote safe and healthy habits within a variety of social environments
- Utilize a collaboration of school services that promote health

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Course Frequency: Every other day for half a quarter during the first half of the year, 10-12 sessions. Then the students return the second half of the year, and the course meets again every other day for half a quarter, 10-12 sessions.

Credits Offered: N/A, Pass/Fail grade

Prerequisites: None

Background to the Curriculum

This course was developed by the Raymond J. Grey Jr. High School Health Education Department as part of seventh grade physical education. The course was reviewed by a health advisory committee. The Massachusetts Comprehensive Health Curriculum Framework (1999) was used as a guide for course revision. Students are taken out of Physical Education classes to participate in Health.

Core Topics/Questions/Concepts/Skills

- Acquisition of knowledge through discussion and research
- Evaluation of health resources
- Decision making to promote resiliency
- Evaluation of outcomes for behavior
- Interpersonal communication skills
- Use of multi-media for presentation of health information

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards</u>
<u>Introduction to Health</u> 1) Define wellness and identify the five components necessary for optimal health: Social, Physical, Intellectual, Spiritual and Emotional.	1.8 Describe the influence of health habits on growth and development. 1.10 Define genes and the concept of heredity.

<ol style="list-style-type: none"> 2) In small groups, label and list characteristics for each component of wellness. 3) Venn diagram a situation and identify the primary and secondary components of wellness affected by the situation. 4) Discuss how to seek help and deal with problems affected by the five components of wellness. 5) Journal writing, personal reflection. 6) Identify personal goals. 	<ol style="list-style-type: none"> 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning. 5.8 Identify the causes and effects of depression and how to seek help. 5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem. 5.10 Describe the contribution of a personal support system to good mental health. 6.7 Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups. 8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases 8.6 Describe the importance of early detection in preventing the progression of disease. 8.12 Describe the influence that rest has on physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep. 12.6 Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health. 14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health
<p><u>Body Image/Nutrition</u></p> <ol style="list-style-type: none"> 1) Understand the role that self esteem and a positive body image play in achieving personal health. Utilize “Concentric Circles” activity. 2) Discuss the influences on how our culture defines a perfect body. 	<ol style="list-style-type: none"> 3.8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span. 3.9 Describe a healthy diet and adequate physical activity during the adolescent growth spurt.

<ul style="list-style-type: none"> 3) Review components of good nutrition. 4) Watch segments of “Super Size Me.” 5) Read short articles about disordered eating and share information through “Give and Get” activity. 6) Discuss how to seek help for concerns about body image and disordered eating. 7) Journal writing, personal reflection. 	<ul style="list-style-type: none"> 3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food. 3.11 Analyze dietary intake and eating patterns. 3.12 Explain factors associated with a safe food supply (food handling, production, storage, and preparation techniques). 3.13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders. 5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem. 7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships; the benefit to relationships that include understanding and respecting individual differences; and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
<p><u>Violence Prevention/Communication</u></p> <ul style="list-style-type: none"> 1) Define interpersonal conflict and interpersonal violence; identify examples of both through use of newspapers. 2) Identify contributing factors to nonviolence and violence. 3) Review and practice through role plays assertive communication/behavior strategies, including “I” Messages. 4) Practice problem-solving through activity: It’s Knot Easy. 5) Journal writing, personal reflection. 	<ul style="list-style-type: none"> 7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication. 7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure. 7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships; the benefit to relationships that include understanding and respecting individual differences; and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.

<p><u>Drug Use and Abuse</u></p> <ol style="list-style-type: none"> 1) Identify contributing factors in alcohol, tobacco, and marijuana use and abuse. 2) Identify physical and social effects of substances. 3) Identify resources to help deal with addiction issues for self, friend and family members. 4) Analyze media messages used to promote alcohol and tobacco products. 5) Create Public Service Announcements on alcohol, tobacco, and marijuana. 6) Journal writing, personal reflection. 	<ol style="list-style-type: none"> 11.5 Identify reasons why some people choose to join gangs and understand how gangs undermine community and lead to violence. 11.6 Identify the social and emotional consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.). 11.7 Define intolerance and explain how it can contribute to violence. 11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention. 11.9 Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts. 11.10 Explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law enforcement, and faith-based groups. <ol style="list-style-type: none"> 5.8 Identify the causes and effects of depression and how to seek help. 6.5 Describe how the functions, purposes, and responsibilities of family members change with life events. 6.7 Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups. 6.8 Describe ways in which relationships among parents and children change during adolescence and compare peer and parental influences.
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<p>7) Participate in a Health Jeopardy Game, which provides a review of concepts discussed throughout the course.</p>	<p>7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure.</p> <p>8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases.</p> <p>8.6 Describe the importance of early detection in preventing the progression of disease.</p> <p>10.5 Describe addictions to alcohol, tobacco, and other drugs and methods for intervention, treatment, and cessation.</p> <p>10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow.</p> <p>10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs.</p> <p>10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers.</p> <p>11.10 Explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law enforcement, and faith-based groups.</p> <p>12.8 Identify ways consumer decisions and actions can influence physical and mental health.</p> <p>14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health.</p> <p>14.6 Describe how local public health departments have developed and implemented policies to keep communities safe.</p>
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Materials and Resources

Botvin, Gilbert J. Life Skills Training. NJ: Princeton Health Press Inc., 2000.

Choosing Health. High School, Body Image, CA: ETR Associates.

Committee for Children, Second Step: A Violence Prevention Curriculum for Middle School/Junior High. WA: Seattle, 1997.

Fetro, Joyce V. Personal and Social Skills. CA: ETR Associates, 1992.

Getchell, Leroy H., Phippen, Grover D., and Varnes, Jill W. Perspectives on Health. MA: D. C. Health and Company.

Kreidler, William J. Conflict Resolution in Middle School. MA: Educators for Social Responsibility, 1994.

Jackson, Tom. Still More Activities That Teach. Utah: Red Rock Publishing.

Super Size Me. Educationally Enhanced Version, Hart Media, 2005.

The Truth About Marijuana. NY: Sunburst, A Houghton Mifflin Company.