

COURSE DESCRIPTIONS—GRADE EIGHT HEALTH EDUCATION

COURSE TITLE	Grade 8 Health Education A
COMPUTER TITLE	Health Ed 8A
COMPUTER CODE	HLM201
GRADE LEVEL	8
PREREQUISITE	None
LENGTH OF COURSE	9 weeks

Performance Descriptions: Upon completion of the Grade 8 Health Education A course, the student will:

- Access information related to the prevention, intervention, and treatment of common non-communicable diseases efficiently.
- Synthesize prevention, intervention, treatment, and control strategies for common noncommunicable disease.
- Analyze risk reduction strategies for the prevention and intervention of non-communicable diseases.
- Distinguish among various types of treatment for common noncommunicable diseases.
- Examine the impact of disease (physical, intellectual, emotional, spiritual, social, and financial) on the individual, family, and society.
- Recognize the importance of promptly accessing appropriate health care.
- Recognize the importance of early symptom recognition and prompt access to care for heart attack or stroke warnings.
- Examine issues related to disability awareness.
- Describe the impact of nutrition on health and wellness.
- Analyze environmental health and safety procedures.
- Communicate about the nature of school site and community environmental health problems competently.
- Recognize aspects of disaster preparedness.
- Access information on school and community disaster preparedness efficiently.
- Advocate for disaster preparedness with conviction and accurate supporting reasons.
- Describe strategies for avoiding and preventing violence.
- Use valid information related to the impact of conflict and violence and techniques for conflict resolution accurately and creatively.
- Conceive positive strategies for avoiding interpersonal conflict creatively, accurately, and safely.
- Communicate strategies for resolving interpersonal conflict competently.

Major Concepts/Content This course is designed to help eighth grade students develop their conceptual knowledge, attitudes, and skills related to health issues of adolescents. Developmentally appropriate concepts of personal and community health (PCH) and safety (SFTY) are taught to eighth grade students in this course. Students will utilize health education concepts when applying health information literacy skills, enhancing intrapersonal and interpersonal communications, analyzing internal and external influences, and applying thinking, self-management, and advocacy skills to promote health and wellness and reduce health risks.

Major Instructional Activities: Instruction is based on the needs, interests, strengths, and culture of eighth grade students along with a focus on the promotion of personal, family, and community health. The application of health concepts through student self or group directed learning activities and use of appropriate resources and technology are emphasized. Ultimately, parents are viewed as the primary health educators of our young people; along with community resources, they are encouraged to be partners in the school-based health education program.

Major Evaluative Techniques: Multiple authentic assessment strategies are used to enable students to develop their health-related knowledge, attitudes, and skills; e.g., performance, portfolio, or product assessment by the teacher, self, or peers.

- Describe strategies for implementing common safety practices when on the move.
- Communicate strategies for eliminating joyriding competently.
- Advocate for safety and accident prevention when on the move with conviction and accurate supporting reasons.
- Analyze personal safety strategies related to sexual abuse or sexual assault.
- Conceive strategies for enhancing personal safety related to sexual abuse or assault creatively, accurately, and safely.
- Analyze first aid skills for responding to emergency injury or sudden illness.
- Communicate a willingness to educate family and community members about early heart attack care (EHAC) and early brain attack care (EBAC) competently.
- Simulate a demonstration of first aid skills for responding to emergency injury or sudden illness completely, accurately, and safely.
- Describe first aid procedures for applying bandages.
- Simulate a demonstration of first aid skills for applying bandages completely, accurately, and safely.

COURSE TITLE	Grade 8 Health Education B
COMPUTER TITLE	Health Ed 8B
COMPUTER CODE	HLM202
GRADE LEVEL	8
PREREQUISITE	Grade 8 Health Education A is recommended
LENGTH OF COURSE	9 weeks

Major Concepts/Content This course is designed to help eighth grade students refine their conceptualization of knowledge, attitudes, and skills related to health issues of adolescence and the pre-cursors of adult health problems that have risk factors which may emerge during youth. Developmentally appropriate concepts of mental health (MH), alcohol, tobacco, and other drugs (ATOD), and family life and human sexuality (FLHS) are taught to eighth grade students in this course. They will learn to utilize health education concepts when applying health information literacy skills, enhancing intrapersonal and interpersonal communications, analyzing internal and external influences, and applying thinking, self-management, and advocacy skills to promote health and wellness and reduce health risks.

Major Instructional Activities: Instruction is based on the needs, interests, strengths, and culture of eighth grade students. Their knowledge, attitudes, and skills are developed along with a focus on the promotion of personal, family, and community health. The emphasis is on the application of health concepts through student self or group directed learning activities. Appropriate resources and technology are used for teaching and learning. Ultimately, parents are viewed as the primary health educators of our young people; along with community resources, they are encouraged to be partners in the school-based health education program.

Major Evaluative Techniques: Multiple authentic assessment strategies are used to enable students to develop their health-related knowledge, attitudes, and skills; e.g., performance, portfolio, or product assessment by the teacher, self, or peers.

Performance Descriptions: Upon completion of the Grade 8 Health Education B course, the student will:

- Recognize valid information related to mental health issues.
- Use valid information related to mental health issues accurately and creatively.
- Analyze factors that contribute to healthful relationships critically.
- Describe appropriate coping behaviors to deal with the demands of daily living.
- Communicate about the power of maintaining positive attitudes and thinking competently.
- Describe mental health related resources and sources of support.
- Create a plan for reaching a positive mental health outlook.
- Analyze short- and long-term benefits and risks of medicinal drug use.
- Use information related to the short- and long-term benefits and risks of medicinal drug use accurately and creatively.
- Describe the nature of herbal, flower, and homeopathic remedies.
- Use information related to herbal, flower, and homeopathic remedies accurately and creatively.
- Conceive strategies for treating symptoms of illness with natural, nonchemical responses creatively, accurately, and healthfully.
- Communicate a desire to make healthful choices related to alcohol, tobacco, and other illicit drug use competently.
- Evaluate addiction-related prevention, intervention, and treatment services and resources for chemical dependency critically and competently.
- Analyze factors that sustain recovery from chemical dependence critically.
- Analyze family structures and customs.
- Analyze how to make decisions regarding healthful sexuality.
- Reflect on personal and family values thoughtfully.
- Communicate strategies for dealing with pressure to go beyond one's personal romantic and sexual limits competently.
- Examine the reproductive process.
- Access valid sources for information on the effects of teen pregnancy efficiently.

- Describe how to make responsible decisions about family planning and pregnancy prevention.
- Access valid sources of information and services related to HIV/AIDS efficiently.
- Analyze valid information about major STDs, including HIV.
- Participate in a group to pursue and generate information related to HIV/AIDS effectively.
- Promote healthful choices related to behaviors that place one at risk for HIV or other STD infection with conviction and accurate supporting reasons.

COURSE TITLE	Grade 8 Health Education AB
COMPUTER TITLE	Health Ed 8AB
COMPUTER CODE	HLM203
GRADE LEVEL	8
PREREQUISITE	None
LENGTH OF COURSE	18 weeks

Major Concepts/Content: This course is designed to help students refine their conceptualization of knowledge, attitudes, and skills related to health issues of adolescence and the precursors of adult health problems that have risk factors which may emerge during youth. Developmentally appropriate concepts of personal and community health (PCH), safety (SFTY), mental health (MH), alcohol, tobacco, and other drugs (ATOD), and family life and human sexuality (FLHS) are taught to eighth grade students in this course. They will learn to utilize health education concepts when applying health information literacy skills, enhancing intrapersonal and interpersonal communications, analyzing internal and external influences, and applying thinking, self-management, and advocacy skills to promote health and wellness and reduce health risks.

Major Instructional Activities: Instruction is based on the needs, interests, strengths, and culture of eighth grade students. Their knowledge, attitudes, and skills are developed along with a focus on the promotion of personal, family, and community health. The emphasis is on the application of health concepts through student self or group directed learning activities. Appropriate resources and technology are used for teaching and learning. Ultimately, parents are viewed as the primary health educators of our young people; along with community resources, they are encouraged to be partners in the school-based health education program.

Major Evaluative Techniques: Multiple authentic assessment strategies are used to enable students to develop their health-related knowledge, attitudes, and skills; e.g., performance, portfolio, or product assessment by the teacher, self, or peers.

Performance Descriptions: Upon completion of the Grade 8 Health Education AB course, the student will:

- Access information related to the prevention, intervention, and treatment of common non-communicable diseases efficiently.
- Synthesize prevention, intervention, treatment, and control strategies for common noncommunicable disease.
- Analyzes risk reduction strategies for the prevention and intervention of non-communicable diseases.
- Distinguish among various types of treatment for common noncommunicable diseases.
- Examine the impact of disease (physical, intellectual, emotional, spiritual, social, and financial) on the individual, family, and society.
- Recognize the importance of promptly accessing appropriate health care.
- Recognize the importance of early symptom recognition and prompt access to care for heart attack or stroke warnings.
- Examine issues related to disability awareness.
- Describe the impact of nutrition on health and wellness.
- Analyze environmental health and safety procedures.
- Communicate about the nature of school site and community environmental health problems competently.
- Recognize aspects of disaster preparedness.
- Access information on school and community disaster preparedness efficiently.
- Advocate for disaster preparedness with conviction and accurate supporting reasons.
- Describe strategies for avoiding and preventing violence.
- Use valid information related to the impact of conflict and violence and techniques for conflict resolution accurately and creatively.
- Conceive positive strategies for avoiding interpersonal conflict creatively, accurately, and safely.
- Communicate strategies for resolving interpersonal conflict competently.
- Describe strategies for implementing common safety practices when on the move.
- Communicate strategies for eliminating joyriding competently.

- Advocate for safety and accident prevention when on the move with conviction and accurate supporting reasons.
- Analyze personal safety strategies related to sexual abuse or sexual assault.
- Conceive strategies for enhancing personal safety related to sexual abuse or assault creatively, accurately, and safely.
- Analyze first aid skills for responding to emergency injury or sudden illness.
- Communicate a willingness to educate family and community members about early heart attack care (EHAC) and early brain attack care (EBAC) competently.
- Simulate a demonstration of first aid skills for responding to emergency injury or sudden illness completely, accurately, and safely.
- Describe first aid procedures for applying bandages.
- Simulate a demonstration of first aid skills for applying bandages completely, accurately, and safely.
- Recognize valid information related to mental health issues.
- Use valid information related to mental health issues accurately and creatively.
- Analyze factors that contribute to healthful relationships critically.
- Describe appropriate coping behaviors to deal with the demands of daily living.
- Communicate about the power of maintaining positive attitudes and thinking competently.
- Describe mental health related resources and sources of support.
- Create a plan for reaching a positive mental health outlook.
- Analyze short- and long-term benefits and risks of medicinal drug use.
- Use information related to the short- and long-term benefits and risks of medicinal drug use accurately and creatively.
- Describe the nature of herbal, flower, and homeopathic remedies.
- Use information related to herbal, flower, and homeopathic remedies accurately and creatively.
- Conceive strategies for treating symptoms of illness with natural, nonchemical responses creatively, accurately, and healthfully.
- Communicate a desire to make healthful choices related to alcohol, tobacco, and other illicit drug use competently.
- Evaluate addiction-related prevention, intervention, and treatment services and resources for chemical dependency critically and competently.
- Analyze factors that sustain recovery from chemical dependence critically.
- Analyze family structures and customs.
- Analyze how to make decisions regarding healthful sexuality.
- Reflect on personal and family values thoughtfully.
- Communicate strategies for dealing with pressure to go beyond one's personal romantic and sexual limits competently.
- Examine the reproductive process.
- Access valid sources for information on the effects of teen pregnancy efficiently.
- Describe how to make responsible decisions about family planning and pregnancy prevention.
- Access valid sources of information and services related to HIV/AIDS efficiently.
- Analyze valid information about major STDs, including HIV.
- Participate in a group to pursue and generate information related to HIV/AIDS effectively.
- Promote healthful choices related to behaviors that place one at risk for HIV or other STD infection with conviction and accurate supporting reasons.

HE1 Health Education Concepts

The synthesis of health promotion and risk reduction concepts and attitudes enables students to become health literate self-directed learners and establishes a foundation for leading healthful and productive lives. Eighth grade students are developing the capacity to perform more complex cognitive functions and assume new educational demands. At this level, health education approaches should work in concert with families, encouraging parents to share expectations and to communicate about family values. Teachers should build on students’ desires to explore, help students strengthen their level of cognition, and guide them toward developing healthful attitudes.

The student synthesizes health promotion and risk reduction concepts and attitudes; that is, the student:

HE1a Conceptualizes health promotion and risk reduction knowledge and attitudes related to **personal and community health**.

HE1b Conceptualizes health promotion and risk reduction knowledge and attitudes related to **safety**.

HE1c Conceptualizes health promotion and risk reduction knowledge and attitudes related to **nutrition and physical activity**.

HE1d Conceptualizes health promotion and risk reduction knowledge and attitudes related to **mental health**.

HE1e Conceptualizes health promotion and risk reduction knowledge and attitudes related to **alcohol, tobacco, and other drugs**.

HE1f Conceptualizes health promotion and risk reduction knowledge and attitudes related to **family life and human sexuality**.

- Synthesizes prevention, intervention, treatment, and control strategies for common noncommunicable disease. **1a**
 - ◊ recognizing symptoms and strategies for controlling non-communicable disease;
 - ◊ recognizing genetic factors;
 - ◊ recognizing airborne, waterborne, insect-borne, and food-borne modes of transmission;
- Analyzes risk reduction strategies for the prevention and intervention of non-communicable diseases. **1a**
- Recognizes the importance of accessing appropriate health care. **1a**
- Recognizes the importance of early symptom recognition and prompt access to care for early heart attack or stroke warnings. **1a**
- Distinguishes among various types of treatment for common non-communicable diseases; **1a**
- Examines issues related to disability awareness. **1a**
- Examines the impact of disease (physical, intellectual, emotional, spiritual, social, and financial) on the individual, family, and society. **1a**
- Describes the impact of nutrition on health and wellness. **1a**

- ◇ discussing concepts relating to underweight and overweight;
- ◇ describing nutritional disorders, including anorexia and bulimia;
- ◇ recognizing nutritional imbalances;
- ◇ describing the impact of nutrition on physical, emotional, and intellectual functioning.
- Analyzes environmental health and safety procedures. **1a**
 - ◇ examining the school-site and the community for potential environmental health problems;
 - ◇ planning for environmental health risk reduction and health promotion;
 - ◇ advocating for the availability and accessibility of quality environmental health care for all.
- Recognizes aspects of disaster preparedness, to include: **1b**
 - ◇ preparing for natural disasters;
 - ◇ preparing for man-made disasters.
- Describes strategies for avoiding and preventing violence. **1b**
 - ◇ describing strategies for avoiding interpersonal conflict;
 - ◇ describing strategies for settling conflict without fighting;
 - ◇ analyzing eighth grade students' social norms toward risk-taking behavior(s) associated with unintentional injuries and violence;
 - ◇ analyzing eighth grade students' attitudes toward risk-taking behavior(s) associated with gang activities.
- Describes strategies for implementing common safety and injury prevention practices when on the move, to include: **1b**
 - ◇ eliminating joy riding;
 - ◇ eliminating hitchhiking;
 - ◇ developing strategies for not riding with impaired drivers.
- Analyzes personal safety strategies related to sexual abuse or sexual assault. **1b**
- Analyzes first aid skills for responding to emergency injury or sudden illness. **1b**
- Describes first aid procedures for applying bandages. **1b**
- Analyzes factors that contribute to the development of healthful relationships. **1d**
 - ◇ examining factors that contribute to building and maintaining friendships;
 - ◇ evaluating the effects of personality types on friendship needs;
 - ◇ analyzing the impact of rejection, separation, or loss of family or friends.
- Develops appropriate coping behaviors to deal with the demands of daily living. **1d**
 - ◇ identifying personality disorders that may result from an inability to cope with stress;
 - ◇ analyzing a variety of stress-management techniques;
 - ◇ implementing a plan to achieve serenity and manage stress on a daily basis.
- Describes mental health related resources and sources of support. **1d**
 - ◇ recognizing when one should seek mental health related help;
 - ◇ recognizing where and how to get mental health related help.
- Recognizes valid information related to mental health issues. **1d**
 - ◇ recognizing signs, symptoms, and behaviors related to depression;

- ◇ recognizing the impact of alcohol and other illicit drug use on mental health.
- Creates a plan for reaching a positive mental health outlook. **1d**
 - ◇ planning for maintaining positive attitudes and thinking in high school and beyond.
- Analyzes short- and long-term benefits and risks of medicinal drug use. **1e**
 - ◇ analyzing access and use of accurate pharmaceutical references;
 - ◇ distinguishing among medicinal drug use, misuse, and abuse;
 - ◇ recognizing how misuse of medicinal drugs can cause chemical dependency;
 - ◇ recognizing the short- and long-term benefits of appropriate medicinal drug use;
 - ◇ synthesizing physical, social, and emotional risks of medicinal drug misuse and abuse.
- Describes the nature of herbal, flower, and homeopathic remedies. **1e**
 - ◇ identifying the nature of herbal remedies (ginger, garlic, ginseng, peppermint, etc.), flower remedies, and homeopathic remedies;
 - ◇ recognizing how herbal, flower, and homeopathic remedies can be beneficial or harmful to health;
 - ◇ recognizing the potential for complications when combining herbal, flower, and /or homeopathic remedies with each other or with OTC, prescription, or illicit drugs;
 - ◇ identifying careers related to the pharmaceutical and natural remedies industries.
- Evaluates prevention, intervention, and treatment services and resources related to chemical (alcohol, tobacco, and medicinal and non-medicinal drugs) dependency. **1e**
 - ◇ conceptualizing the nature of addiction-related prevention, intervention, and treatment;
 - ◇ identifying community resources that promote addiction-related prevention for teenagers and adults;
 - ◇ analyzing how self-help programs can support teenagers and adults;
 - ◇ analyzing factors that sustain recovery from chemical dependence;
 - ◇ identifying careers related to the prevention, intervention, and treatment of chemical dependency.
- Analyzes differences in family values and traditions and customs. **1f**
 - ◇ analyzing how the family imparts values and traditions to its members.
- Analyzes how to make decisions regarding healthful sexuality. **1f**
 - ◇ recognizing that all people are sexual beings;
 - ◇ deciding that all romantic and sexual feelings do not need to be acted upon;
 - ◇ examining personal and family values related to sexual behavior;
 - ◇ choosing to express romantic and sexuality in ways that match one's values;
 - ◇ developing strategies for dealing with pressure to exceed personal romantic and sexual limits;
 - ◇ developing strategies for refusing unwanted or unprotected sex;
 - ◇ recognizing the potential consequences of unprotected sex; e.g., unintended pregnancy and HIV and other STDs;

- ◇ recognizing effects of alcohol and other illicit drug use on sexual behavior;
- ◇ examining the importance of displaying respect for individuals' romantic and sexual limits.
- Examines the reproductive process. **1f**
 - ◇ distinguishing among conception, fetal development, and the birth process;
 - ◇ describing the consequences of pregnancy during adolescence.
- Describes how to make responsible decisions about family planning and pregnancy prevention. **1f**
 - ◇ describing abstinence as the most effective method to prevent pregnancy;
 - ◇ advocating abstinence for teenagers;
 - ◇ examining health and economic considerations which influence family planning during adulthood;
 - ◇ describing effectiveness of natural methods of family planning; e.g., abstinence and rhythm;
- ◇ describing the effectiveness of artificial methods of family planning, e.g., mechanical (condoms and diaphragms) and chemical (birth control pills);
- ◇ examining myths about contraceptive methods;
- ◇ recognizing where to get help.
- Analyzes valid information about major STDs, including HIV. **1f**
 - ◇ analyzing risks of sexually transmitted diseases (STDs);
 - ◇ analyzing signs and symptoms of major STDs;
 - ◇ analyzing routes of transmission of major STDs;
 - ◇ analyzing STD prevention strategies;
 - ◇ analyzing the consequences of untreated STD infection;
 - ◇ analyzing treatment for STDs;
 - ◇ analyzing where to get help for issues related to sexually transmitted diseases (STDs).

HE2 Health Information Literacy

Students demonstrate health information literacy skills by accessing, evaluating, and using health information and health-promoting products and services. Eighth grade students engage in information-gathering activities directed toward meaningful knowledge about health that makes sense to them and is important in their life. With the teacher as vigilant coach and facilitator, students can readily engage in open-ended tasks that allow them to use their creativity and resourcefulness to go beyond the surface of knowledge.

The student develops health information literacy concepts, attitudes, and skills; that is, the student:

HE2a Demonstrates the ability to use health **information literacy** skills.

- Accesses information related to the prevention, intervention, and treatment of common noncommunicable diseases efficiently. **1a**
- Accesses information on school and community disaster preparedness efficiently. **1b**

- Uses valid information related to the impact of conflict and violence and techniques for conflict resolution accurately and creatively. **1b**
- Uses valid information related to mental health issues accurately and creatively. **1d**
- Uses information related to the short- and long-term benefits and risks of medicinal drug use accurately and creatively. **1e**
- Uses information related to herbal, flower, and homeopathic remedies accurately and creatively. **1e**
- Evaluates addiction-related prevention, intervention, and treatment services and resources critically and competently. **1e**
- Accesses valid sources for information on the effects of teen pregnancy efficiently. **1f**
- Accesses valid sources for information and services related to HIV/AIDS efficiently. **1f**
- Participates in a group to pursue and generate information related to HIV/AIDS effectively. **1f**

HE3 Health Communications and Influences

In a caring community of learners, students engage in many forms of communications; e.g. reading, writing, speaking, listening, viewing, and visual interpretation. In health education, these intrapersonal and interpersonal communication activities should enhance the students' sense of pride, self-responsibility, and respect for self. They should also foster respect for others and the development of constructive and meaningful relationships. Communication skills, fundamental to success in the workplace should be strengthened in eighth grade. Through demonstrations, facilitation, and modeling, students should be guided by the teacher to reflect on health-related issues and practices. They should use appropriate eye contact, voice tone, and body language to communicate clear messages. As they develop their views of the world, students develop increased self-identity and a sense of self-worth by learning that they can analyze situations, make judgements, and healthfully communicate their ideas and feelings to others. Students who do not learn to question and analyze situations become more vulnerable to negative pressure from peers or others and to media campaigns that promote risky behaviors.

The student applies effective communication skills to analyze and enhance personal, family, and community health and wellness; that is, the student:

HE3a Demonstrates the ability to use **intrapersonal and interpersonal communication** skills to enhance health.

HE3b **Analyzes influences** of the family, peers, laws, culture, media, technology, and other factors on health.

- Communicates about the nature of school site and community environmental health problems competently. **1a**
- Communicates a willingness to educate family and community members about early heart attack care (EHAC) and early brain attack care (EBAC) competently. **1a**
- Communicates strategies for resolving interpersonal conflict competently. **1b**

- Communicates strategies for eliminating joyriding competently. **1b**
- Analyzes factors contributing to healthful relationships critically. **1d**
- Communicates about the power of maintaining positive attitudes and thinking competently. **1d**
- Communicates a desire to make healthful and legal choices related to alcohol, tobacco, and other illicit drug use competently. **1e**
 - ◊ practicing resisting peer pressure to use alcohol and other illicit drugs;
 - ◊ communicating personal attitudes about alcohol and other illicit drugs;
- ◊ developing advocacy strategies for an alcohol and other illicit drug free environment for teenagers.
- Analyzes factors that sustain recovery from chemical dependence critically. **1e**
- Communicates strategies for dealing with pressure to go beyond one's personal romantic and sexual limits competently. **1f**
- Reflects on personal and family values related to giving and receiving affection and sexual behaviors thoughtfully. **1f**

HE4 Healthful Choices

Students take personal responsibility for health enhancing behaviors through the development and demonstration of personal health attitudes, skills, habits, goals, and actions. As they realize the short-term benefits of their health-enhancing decisions and achieve their personal health goals, their sense of achievement, competence, and commitment to healthful lifestyles deepens. Students begin to see connections between what they have learned in the health education classroom and a greater management of their lives. They are increasingly capable of using their knowledge and skill to positively influence others.

The student demonstrates the ability to self manage by thinking then choosing behaviors which promote health and reduce health risks; that is, the student:

HE4a Demonstrates the ability to apply critical and creative **thinking skills** to enhance health.

HE4b Demonstrates **self-management** by developing the ability to practice health-enhancing behaviors and reduce health risks.

HE4c Demonstrates the ability to **advocate** for personal, family, and community health.

- Advocates for disaster preparedness with conviction and accurate supporting reasons. **1b**
- Conceives positive strategies for avoiding interpersonal conflict creatively, accurately, and safely. **1b**
- Conceives strategies for enhancing personal safety related to sexual abuse or assault creatively, accurately, and safely. **1b**
- Advocates for safety and accident prevention when on the move with conviction and accurate supporting reasons. **1b**
- Simulates a demonstration of first aid skills used in responding to emergency injury or sudden illness completely, accurately, and safely. **1b**

- Simulates a demonstration of first aid skills used in applying bandages completely, accurately, and safely. **1b**
- Conceives strategies for treating symptoms of illness with natural, non-chemical responses creatively, accurately, and healthfully. **1e**
- Promotes healthful choices related to behaviors that place one at risk for HIV or other STD infection with conviction and accurate supporting reasons. **1f**

Examples of activities through which students might demonstrate achievement of the health education standards include having the students:

- ◆ Examine the school site and community for potential environmental health problems. In a group, pool identified problems. Create and give a group presentation, with appropriate musical accompaniment, on an identified school-site and community environmental health problem. **HE1a, HE3a**
- ◆ With a partner, discuss the influences that make students choose to go "joyriding" with others or not to do this. **HE1b, HE3a**
- ◆ Access valid safety information on a specific natural disaster; e.g., hurricane/typhoon, tornado, or earthquake. Create a poster that advocates for following proper procedures if this natural disaster was to occur. **HE1b, HE2a, HE4c**
- ◆ Investigate stressors that lead to interpersonal conflict in schools and communities. In the investigation, focus on providing comprehensive and accurate information about the impact of conflict and violence on the individual, family, friends, and society as well as techniques for conflict resolution. Develop a role-play, survey, cartoon/or art project, media presentation, or newspaper article that demonstrates positive versus negative coping strategies and ways to build support systems. Show (1) relationship between stressors and conflict, (2) evidence of personal introspection, (3) clarification of personal expectations, and (4) consequences of violent behavior. **HE1b, HE2a***
- ◆ Sing a rap or song that explains the power of positive attitudes and thinking. **HE1d, HE3a**
- ◆ Create a pamphlet titled, "OK, I've Stopped: Now What?" **HE1e, HE2a, HE3a**
- ◆ Create a TV investigative report on the latest "fads" in herbal, flower, or homeopathic remedies. Draw conclusions as to the need for more scientific research in this area. **HE1e, HE2a**
- ◆ In a small group, take turns role-playing a situation in which you are a parent of a middle school student and just found out that your adolescent is using alcohol or an illicit drug. Provide feedback to each other related to the parent's response. **HE1e, HE3a**

*Note: Work samples and commentaries for this activity are being developed.

- ◆ With a partner, access information about the health-risk behaviors that contribute to HIV infection. Create a public awareness project using multimedia presentations, billboards, dramatization, a newspaper article, or a radio or television announcement that advocates for healthful behaviors (sexual), including abstinence and safer sex. Announcements should (1) identify sources for information and health services; (2) be complete, accurate, and comprehensive; and (3) reflect accurate and relevant information. The relationship among behavioral choices should be evident. Conclusions about the risk of infection should be drawn based on the valid information obtained. Information sources should be listed and

their validity evaluated. A clear health-enhancing position on the information should be complete and persuasively presented. **HE1f, HE2a, HE4c***

*Note: Work samples and commentaries for this activity are being developed.