

Health Education Curriculum

Jenny Tucker, John Pinto McGraw School District Health Education

<p>Course: Health Education</p>	<p>Standard 2 ~ Topic: Safe And Healthy Environment</p> <p>Essential Knowledge and Skills: Will demonstrate personally and socially responsible behaviors.</p>		<p>8/2008</p>
Essential Questions	Guided Questions	Classroom Ideas	Assessment Ideas
<p>What can you do to assess potentially dangerous situations?</p>	<ul style="list-style-type: none"> ▪ What are dangerous situations? ▪ How can we recognize a dangerous situation? 	<p>Break students into groups and have them:</p> <ol style="list-style-type: none"> 1. Brainstorm situations in which they felt scared or nervous. 2. Have them categorize list into at least three topics 3. Share topic areas and write on board. Try to come to some agreement on categories. 4. Share lists and place under categories. What do they have in common? <p>From McGraw Sexually Abuse Curriculum describe, "that feeling inside" that tells you something isn't right?</p>	<p>Have students write about a situation in there lives that they felt was a dangerous situation. (Stress that they will be sharing these.) Assess for understanding of concept. "a potentially dangerous situation.</p> <p>Student generated lists of dangerous situations.</p>
<p>What can you do to avoid or reduce the risk of a potentially dangerous situation?</p>	<ul style="list-style-type: none"> ▪ What is the decision making model and how can using it avoid dangerous or risky situations? 	<p>From McGraw Health Curriculum go over steps of "Decision Making Model." Using model give them a situation to work on: Whole class applies each step.</p> <ol style="list-style-type: none"> 1. Pass out vignettes to groups of students to work on together. They must use each step of decision making model to arrive at solution. <p>Make a webQuest that uses the Decision Making Model http://webquest.org/index.php</p> <p>Invite Mary Dykeman in from Jacobus Center in Cortland.</p>	<p>Students will apply the Decision Making Model to a time in their lives. Assessment should:</p> <ol style="list-style-type: none"> 1. All steps were followed. 2. Each step is carefully defined. 3. A logical conclusion is drawn. <p>Completion of teacher created decision making WebQuest.</p>

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What can you do to avoid or reduce the risk of a potentially dangerous situation?	What is the decision making model and how can using it avoid dangerous or risky situations?	<p>Use the Quia Activity on Decision Making "Rags to Riches" which reviews steps: Situation, Consequence, Alternative, and Choice. http://www.quia.com/rr/87243.html</p> <p>Create on 3 X 5 cards situations that students may face as teenagers. Break students up into groups. Using the decision making model they must arrive at a final choice. In doing so they must also share all consequences for there choice. Audience to discuss outcome of choice. Good or bad? Why?</p> <p>Peter Hendrickson, Making Responsible Decisions http://www.quia.com/jg/323775.html</p>	<p>Completion of Decision Making "Rags to Riches" activity to a million.</p> <p>Student and class response to decisions.</p> <p>Completion of activity: http://www.quia.com/jg/323775.html</p>
What personal and social skills enhance personal health and safety	What can be done to increase personal safety in school?	<p>McGraw School Character Education Text, "Tools for Citizenship & Life: Using the ITI Lifelong Guidelines & Lifeskills in Your Classroom by Sue Pearson</p> <p>Review Life Skills page 1.4, Create a schedule providing practice of the Life long skills for a five week period. See pages 2.5, 2.6</p> <p>Play Jeopardy using Life Skills from text.</p>	<p>Use words in Character Education Text page 14 in spelling and also in as vocabulary.</p> <p>Have students during the five week period write about a situation or a story that uses one of the Life long skills.</p>

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<p>Essential Questions</p>	<p>Guided Questions</p>	<p>Classroom Ideas</p>	<p>Assessment Ideas</p>
<p>What can be done to increase personal safety at home and school?</p>	<p>What personal and social skills enhance personal health and safety</p> <p>What is the Heimlich maneuver and how can it be used to save a life?</p>	<p>Design and implement a plan to improve safety in the home by creating brochure entitled, “How to Make Your Home Safe.”</p> <p>Tell the students that the principal has asked them to review the school handbook. What rules should stay and what rules need to be added to make the school safe.</p> <p>Demonstrate use of the Heimlich maneuver. http://www.ehow.com/how_14949_heimlich-maneuver.html</p>	<p>Students design a safety brochure or create a school handbook.</p> <p>Students are able to perform the Heimlich Maneuver</p>

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Essential Questions	Guided Questions	Classroom Ideas	Assessment Ideas
<p>What knowledge and skills are required to maintain one's health</p>	<ul style="list-style-type: none"> ▪ What are the harmful effects of alcohol, tobacco, and other drugs? ▪ What influences a person's decisions with regards to drug use? ▪ What are the steps of the Decision-Making Model? 	<p>Students create a realistic advertisement for alcohol and/or tobacco products. Compare these to mass media advertisements.</p> <p>Show the class current data on how much the tobacco industry spends on cigarette advertising and current tobacco ads. Group activity: have groups use newsprint to create lists of why this advertising is so effective when smoking has been shown to be the leading controllable factor in preventing chronic diseases.</p> <p>Using concerns generated from the classroom "Concern Can" create decision-making vignettes. (These are to be anonymous.) Students role play solutions while demonstrating the decision-making model.</p>	

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Course: Health Education	Standard 3 ~ Resource Management Essential Knowledge and Skills: Will understand the influence of culture, media, and technology in making decisions about personal and community health issues.		
Essential Questions	Guided Questions	Classroom Ideas	Assessment Ideas
How does the ability to distinguish between valid and invalid health information, products and services influence healthy behavior.	How does the network of social pressures within a community affect individuals' intentions to reject or adopt a health action?	<p>Bring in speakers from local groups to discuss their roles. Such groups as SADD, ZAPP, DARE, or have students research different health promoting organizations within community to share with class.</p> <p>Using a phone book have students identify community agencies which advocate for healthy families and communities.</p> <p>Do interactive activity: Health Career Abbreviations, http://www.quia.com/mc/69205.html</p>	Research paper on a particular social health promoting organization.
How do cultural beliefs influence health behaviors?	<p>What is a culture?</p> <p>What is are family culture activities?</p> <p>How are cultural beliefs passed along in families?</p>	<p>Have students investigate a particular culture. In doing so they are to list beliefs of that culture that contribute to healthy or unhealthy behaviors.</p> <p>Look at family cultures of smokers, drinkers, or even risk takers.</p>	

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<p>Course: Health Education</p>	<p style="text-align: center;">Standard 3 ~ Resource Management</p> <p>Essential Knowledge and Skills: will understand the influence of culture, media, and technology in making decisions about personal and community health issues.</p>		
Essential Questions	Guided Questions	Classroom Ideas	Assessment Ideas
<p>Why is it important to recognize the need to be an advocate for family and community health?</p>	<p>What does "what is your real age mean?"</p> <p>What factors affect your real age?</p>	<p>Have students do activity on "Determining Your Real Age" and then discuss results. http://www.realage.com Real Age Calculator: http://www.realage.com/reg/regvar/st1.aspx?mod=LONGFORM</p> <p>Growing up healthy: The following sites can be used to gain information on the need to make healthy choices.</p> <p>"Staying Healthy" : http://kidshealth.org/kid/stay_healthy/ "Kids health" : http://kidshealth.org/index.html</p>	<p>Have students do a writing Prompt on real age</p> <p>Have students use Kidspiration to make a web diagram of factors that would improve their real age or their parent's real age. (This can also be done with pencil and paper.)</p>

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Essential Questions	Guided Questions	Classroom Ideas	Assessment Ideas
How does media and technology influence the selection of health information, products and services.	What are the main propaganda techniques used by the media?	Explore with students the different techniques used to influence their thinking and choices. See sites listed. http://www.buzzle.com/articles/types-of-propaganda-techniques.html Cut ads from magazine label propaganda technique.	Students must site examples of the following propaganda techniques: Bandwagon, Testimonial, Transfer, Repetition, and Emotional words.
Where does one go to access community health services for prevention, illness, and emergency care.	How can I find health agencies not only locally but nationally? Where can help be found at a NYS level?	Using the site "Home Locator: Help agencies can be located throughout the United States. URL: http://newyork.hometownlocator.com/NY/Cortland/Cortland.cfm#10 NYS Department of Health: http://www.health.state.ny.us/ Municipal/County Contacts for the Early Intervention Program: Cortland County Health Department. 60 Central Avenue Cortland, New York 13045-2746 ... Lewis County Public Health Agency Children Services ... Click Here To Visit	Students will complete a web diagram with health services in the middle and links to all the agencies. Links should include phone numbers, email, and agency. (option would be to include services provided) Test matching agency to service provided.

Learning Standards for Health Education

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management.

Students will understand and be able to manage their personal and community resources.