

Grade 5:

Skill:	Accessing Valid & Reliable Info, Products, and Services Grade 5
Objectives:	<p>Students will be able to list the three sides of the triangle and an example for each.</p> <p>Students will be able to analyze the validity of health-related websites using the ACCESS skill cues.</p> <p>Students will be able to access valid health information relating to the Health Triangle.</p> <p>Students will be able to recognize their strengths and challenges relating to the Health Triangle.</p>
Content Focus:	The Health Triangle
Assessment/Assignments:	<p>Assessment Worksheet</p> <p>Evaluation Skills Practice Sheet</p> <p>Health Triangle Fill-In</p> <p>Health Triangle Reflection</p>

<p>Lesson #1: Skill Introduction/Health Triangle Intro</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Introduce the SKILL CUE ● Introduce the Triangle - just a definition for each side and 1 example. ● Health Triangle Shuffle - teacher posts the three sides of the triangle around the room, reads a health characteristic, and students go to the dimension they believe it fits under. ● Ticket Out: list 1 health characteristic for each dimension of the triangle (not the original one that was given by the teacher)
<p>Lesson #2: Skill Cue Review and Modeling</p> <p><i>alternate: students work in pairs to compare 2 websites and determine which is more credible.</i></p>	<ul style="list-style-type: none"> ● Explain that we will be using the Skill Cues to learn facts relating the the Health Triangle. ● Use the Assessment Worksheet or Evaluation sheet ● As a class, assess a valid and invalid resource: use the handout that students will use the next class. ● Check for understanding: Thumbs up/down/mid. <p>Sources: kidshealth.org and wikipedia.org</p>
<p>Lesson #3: Practice the Skill:</p> <p><i>Lesson varies by school</i></p>	<ul style="list-style-type: none"> ● Handout and explain the Spot the one that's NOT handout: students determine which 3 websites are credible and which one is NOT based on the links provided. ● Students check their answers with the teacher. ● Review answers as a class.

Lesson #4: Practicing the Skill Relating to the Health Triangle	<ul style="list-style-type: none"> ● Give out Health Triangle Handout and explain the assignment ● Students will need to get one fact, tip, or specific example for each side of the triangle.
Lesson #5: Health Triangle Reflection	<ul style="list-style-type: none"> ● Health Triangle Tip/fact/example quick whip ● Complete Health Triangle Reflection individually
Lesson #6: Feedback and Reinforcement:	<ul style="list-style-type: none"> ● Go over the Health Triangle Reflection Sheet ● Health Triangle Game - 52 cards or sorting competition

Skill:	Decision Making
Objectives:	<ol style="list-style-type: none"> 1. Students will be able to identify two reasons healthy snacks are important. 2. Students will be able to identify one example of a red, yellow, and green light food. 3. Students will be able to identify circumstances that help or hinder healthy snacking decisions. 4. Students will be able to use the decision making model to DECIDE on a healthier option when in a specific situation (the mall, a cookout, etc.). 5. Students will be able to explain the consequences associated with choosing unhealthy options and the benefit of choosing a healthy option.
Content Focus:	Healthy Eating with an emphasis on Snacking
Assessment/Assignments :	Dream Machine worksheet 4 green light snacks (sheet in google drive) 1 doc or 1 Slide with at greenlight snack with a picture.

<p>Lesson #1: Skill Introduction and Intro to Snacks</p>	<p>DECIDE Skill Cues:</p> <p>D- determine the decision</p> <ul style="list-style-type: none"> • Does it require thought? • Does it require help? <p>E- examine options</p> <p>C- consider consequences</p> <p>I- identify values and possible influences that may affect the situation</p> <p>D- decide on the healthiest option and act on the decision</p> <p>E- evaluate the outcome</p> <ul style="list-style-type: none"> • Use the Google Slide Show number 1 throughout the lesson • Activator: on a sticky note, write down a snack you enjoy. • Briefly review the DECIDE Skill Cues • Discuss the importance of healthy snacking. • Introduce the concept of the STOP LIGHT • Review an example of each (Red light snack, yellow light snack, green light snack) • Complete Stop Light Movement Activity: students decide if their snack is red, yellow, or green, and they go to that “spot” in the room or use color coded folders. Quickly discuss and make adjustments.
<p>Lesson #2: Nutrition/Snack Classwork</p>	<ul style="list-style-type: none"> • Review the Skill Cues briefly • In groups: have students sort a different classes snack cards into the proper traffic color (red, yellow, green) using folders. • Use google slideshow number 2 • Discuss: what makes a food red, yellow, or green? • Use the Dream Machine worksheet to come up with 4 green light snacks. • Explain Class Challenge for next class: In google classroom, add a picture of a healthy snack and explain why it is a “green light” choice. You can take a picture of a snack you have eaten! If a picture is attached of them making or having the healthy snack they write about they will earn a sticker.
<p>Lesson #3: Nutrition assessment and Modeling the Skill:</p>	<ul style="list-style-type: none"> • Work on Class Challenge. Students that completed the work at home can play nutrition games. (10 minutes) • Review everyone’s Healthy Snack Post and have a class vote on the favorite. (The top 5 get a sticker) • Discuss: <ul style="list-style-type: none"> ○ When do we really NEED healthy snacks? ○ What makes healthy snacking easy or a challenge? (healthy food in the fridge, time, cookouts).

	<ul style="list-style-type: none"> ● Explain: we almost always have a choice to make a healthier decision. You have the Power to Choose. ● Take one challenging situation and MODEL how to use the DECIDE Skill Cues to make the choice.
Lesson #4: Practicing the Skill:	<ul style="list-style-type: none"> ● Review Skill Cues and explain assignment. ● In groups: Give students a scenarios (on Google Doc “Making Healthy Decisions In Scenarios Involving Snacks”) ● Share answers if time
Lesson #6: Feedback and Reinforcement:	<ul style="list-style-type: none"> ● Finish sharing scenarios ● Nutrition games or stations

Skill:	Self Management/Self Awareness
Objectives:	<ol style="list-style-type: none"> 1. Discuss the skill of self-management 2. Recognize and identify emotions 3. To be able to practice positive coping skills and then apply those skills to everyday life.
Content Focus:	Mental/Emotional Health
Assessment/Assignments :	Self-Management Intro. Handout (inside out) Self Management Coping Skills Handout (inside out cont.) Weekly Check-in Handout Exploring Coping Strategies with Reflection Handout Happiness Habits Circle Diagram/handout Happiness Habits Creation Instruction and Rubric

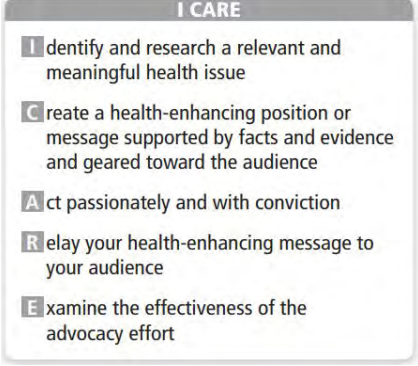
Lesson #1: Skill Introduction	In Class: Review Skill Cues Show Inside Out Clip - Identifying Emotions: https://www.youtube.com/watch?v=dOkyKyVFnSs Riley, like all of us, experiences a range of emotions.
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	<p>Question After Clip: Who helps you to be mentally and emotionally healthy? List all ideas. Go over answers. Did anyone list <i>themselves</i>? Why did/didn't students list themselves? **You are largely responsible for developing your own positive mental and emotional health habits.</p> <p>We need to identify what makes us feel certain emotions and how we can manage them.</p> <p>Emotion Carousel: What experiences cause each emotion? Use large chart paper. *Sadness, Joy, Anger... Share Answers</p>
<p>Lesson #2: Presenting the Steps of the Skill and understanding coping skills</p>	<p>Activator: What is a Coping Skill? Take a guess if you aren't sure. *Coping Skills Handout</p> <p>Reminders: we all experience a variety of emotions. We are responsible for managing our emotions so we feel better sooner.</p> <p>*Review Activator - Define Coping Skill</p> <p>Positive Coping Strategies for Strong Emotions - complete handout in small groups.</p> <p>Coping Carousel - Students rotate to chart paper from last class and write specific coping strategies for each emotion.</p> <p>Review Coping Strategies and Common Themes</p>
<p>Lesson #3: Modeling the Skill:</p>	<p>Identifying Emotions and Coping Skill Practice</p> <p>Complete Emotion check-in handout as a class. Spend time sharing answers for each section (emotions, the fill-in, and possible coping skills). Ask students if anyone cannot think of a coping skill for their emotions. See if the class/you can help them come up with an idea.</p> <p>Coping Skill Practice: Many students probably shared that they were tired. Explain that a nap would be nice, but we can't always fit that in. Movement can give us energy too.</p> <p>Practice Coping Skill of MOVEMENT using this 5 minute guided warm-up</p>

	<p>Have students recognize their mood/energy level before and after the movement. *You don't have to use the handout - just do this casually today.</p> <ul style="list-style-type: none"> ● Movement: https://www.youtube.com/watch?v=d3LPrhI0v-w
<p>Lesson #4: Practicing the Skill:</p>	<p>Happiness Practice and Coping Skill Practice</p> <p>Activator: What do you do that makes you feel happy?</p> <p>Share activator</p> <p>Happiness Practice = Vitamins (daily) Coping Skills = Prescription (for a specific emotion)</p> <p>Play Soul Pancake Video Clip - ask students to highlight one tip from the president that was meaningful to them. https://www.youtube.com/watch?v=m5yCOSHeYn4 You can also ask them to share their own idea of what people should say more often! They come up with cute ideas!</p> <p>Happiness Challenge - show circle diagram and give out Coping Skill Rating Handout</p> <p>Complete Coping Skill and Happiness Habit Skill Practice</p> <ul style="list-style-type: none"> ● 5 minute escape APP - Pay Attention/Mindfulness ● Breathe Kids APP - Pay Attention/ Get Moving
<p>Lesson #5: Practicing the Skill:</p>	<p>Happiness Habits and Coping Skill Practice Cont.</p> <p>Review Happiness Habits Diagram and have students take out their Coping Skills Rating Handout</p> <p>Give Students 3 Good Things Handout</p> <ul style="list-style-type: none"> ● 3 Thanks APP - Give Thanks ● Settle Your Glitter APP - Paying Attention/Mindfulness ● Breathing Bubbles APP - Paying Attention/Mindfulness <p>Tell Students they will have a chance to practice Happiness Habits of their choice next class. We will focus on: Practicing Kindness, Keeping Friends Close, and Giving Thanks. Students can bring in supplies to create something for a friend, family member, teacher, etc. If students do not bring in supplies, they can use classroom supplies (make a card, etc.)</p> <p>Consider giving Happiness Habit Instruction Sheet out. Or you can do this at the start of next class. It will depend on how much time you have.</p> <p>Ideas to give:</p> <ul style="list-style-type: none"> ● Make a small gift from items brought in from home. ● Make a card

	<ul style="list-style-type: none"> ● Make an invitation for a friend or family member to do something simple and fun. ● Write a Thank You note to a caregiver or teacher ● Draw a picture or create art for a loved one ● Color an inspirational coloring sheet and give to someone
Lesson #6 - Practicing the Skill	<p>Happiness Challenge Skill Practice</p> <p>Review/give out Happiness Habit Instruction Sheet.</p> <p>Remind students that they are to do something that relates to the Happiness Habits. Show supplies and list options. Allow students to explore other options (with approval)</p> <p>Alternate Music Genres throughout the class.</p> <p>Use a diffuser if possible.</p>
Lesson #9: Reflection	<p>Complete Happiness Creations and have students be sure that they completed the instruction sheet and reflection.</p> <p>Share creations if time.</p>


Skill:	Advocacy
Objectives:	<ol style="list-style-type: none"> 1. Define the skill of advocacy. 2. List the skill cues for advocacy. 3. Explain the relevance of advocacy related to personal and community health. 4. State a health-enhancing position on a topic and support it with accurate information. 5. Demonstrate how to influence and support others to make a positive health choice. 6. Work cooperatively to advocate for healthy individuals, families and schools. 7. Identify ways in which health messages and communication techniques can be altered for different audiences.
Content Focus:	Students will advocate for a cause that is important to them. They may work alone or collaborate with peers to create announcements and visuals to be shared with the school and/or the community.
Assessment/Assignments :	Create and Present a Poster, Google Doc or Google Slide to the class and/or school community.

<p>Lesson #1: Skill Introduction</p>	<p>In Class: Use the Google Slides intro and Go over Skill Cues “I CARE”:</p> 
<p>Lesson #2: Presenting the Steps of the Skill</p>	<ul style="list-style-type: none"> ● Found on the Google Slides intro
<p>Lesson #3: Modeling the Skill:</p>	<ul style="list-style-type: none"> ● Watch the 5 video links below and discuss with the class if the cues “I CARE” we present in each video. https://www.youtube.com/watch?v=tgF1Enrgo2g kid prez https://www.youtube.com/watch?v=4z7gDsSKUmU kid prez https://www.youtube.com/watch?v=Kh9GbYugA1Y - more recess https://www.youtube.com/watch?v=rtCRNH3yWRk – ban straws (start 6 seconds in) https://www.youtube.com/watch?v=cdRR9v6CzaY – environment (10 ways to help)
<p>Lesson #4: Practicing the Skill:</p>	<ul style="list-style-type: none"> ● Brainstorm a cause to advocate ● Create a poster, Google Slide or Google Doc to advocate for a cause to present to the class ● Use the instruction sheet and rubric as a guideline for the project.
<p>Lesson #5: Practicing the Skill:</p>	<p>Continue working on advocacy project</p>
<p>Lesson #6: Feedback and Reinforcement:</p>	<p>Present projects to the class and provided feedback to classmates.</p>

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Grade 6

Skill:	Advocacy
Objectives:	<ol style="list-style-type: none"> 1. Define the skill of advocacy. 2. List the skill cues for advocacy. 3. Identify which puberty changes happen to males, females, or both. 4. Explain the relevance of advocacy related to the maturation unit. 5. State a health-enhancing position on a maturation issue and use assertive language to advocate for it. 6. Work cooperatively to advocate for healthy individuals, families and schools.
Content Focus:	The Maturation Unit and Gender Topics
Assessment/Assignments :	Maturation Handouts Genderbread Person Handout Teaching Tolerance Chart Paper Activity “Think Outside the Box” Advocacy Station Handout and Rubric

Lesson #1: Brief Skill Introduction and Maturation Introduction	I CARE Skill Cues:  <ul style="list-style-type: none"> ● Maturation Expectations ● Question Box ● Grading ● Lesson Overview
Lesson #2: Maturation: Puberty Changes	<ul style="list-style-type: none"> ● Introduce Puberty and Puberty Change timeline for boys and girls. ● Complete Puberty Changes Handout and go over the answers ● Brainstorm Social and Emotional Changes that relate to puberty.
Lesson #3: Maturation: Male Rep. System	<ul style="list-style-type: none"> ● Question Box ● Introduce the Male Reproductive System ● Have students complete the Male Reproductive System handout

	<ul style="list-style-type: none"> ● Review the answers to the handout
Lesson #4: Maturation: Female Rep. System	<ul style="list-style-type: none"> ● Question Box ● Introduce the Female Reproductive System ● Have students complete the Female Reproductive System handout ● Review the answers to the handout
Lesson #5: Maturation: Reproduction and Gender Topics Intro	<ul style="list-style-type: none"> ● Question Box ● Discuss Reproduction/story ● Answer any questions ● Show and discuss "Genderbread" visual and handout <ul style="list-style-type: none"> ○ See website link ○ https://www.genderbread.org/resource/genderbread-person-v4-0 ○ review the handout
Lesson #6: Gender Activity	<ul style="list-style-type: none"> ● Complete the Gender Stereotype activity <ul style="list-style-type: none"> ○ see website link ○ https://www.tolerance.org/classroom-resources/tolerance-lessons/what-are-gender-stereotypes
Lesson #6: Advocacy Skill Introduction	<ul style="list-style-type: none"> ● Introduce the Advocacy Skill Cues for Maturation (they are a bit different than last year) ● Advocacy Activator: Why are advocacy skills important relating to maturation topics? ● Brainstorm: list 3-4 topics that someone might need to advocate for at some point during puberty. <ul style="list-style-type: none"> ○ remember the social and emotional changes of puberty as well as gender topics. ○ example: wearing deodorant ● Discuss: which is best and why? <ul style="list-style-type: none"> ○ a) I am starting to smell and you need to bring me to get deodorant. Why do you care so much about those chemicals? Smelling bad is way worse. If you don't take me, I will seriously be so mad. ○ b) I am starting to have body odor and I would feel more comfortable if I was able to use deodorant. The next time we go to the store, could you help me choose one? I am willing to use a natural deodorant; like you mentioned. Maybe we can see how it works for my body and go from there.

	<ul style="list-style-type: none"> ○ c) I think I am starting to have body odor. Do you think I should try deodorant?
Lesson 7: Advocacy Skill Review and Practice	<ul style="list-style-type: none"> ● Activator: Have students advocate for the topic you put up on the board (staying out later). ● Review Skill Cues briefly ● Review answers to the activator and discuss which would be most effective and why. ● Advocacy Carousel Activity: students will rotate to 4-5 different stations and write a compelling response to the maturation-related issue. <ul style="list-style-type: none"> ○ students will write their response on their handout. ○ the teacher is at one station (a required station for students WHO DO NOT WANT TO share a response with the class next class). Students can share any response with the teacher to show their Advocacy Skills. <ul style="list-style-type: none"> ■ Teacher will have a list of the issues as well as other sample issues for the student to choose from. ● Students turn in their handout or keep them in their folder to be used next class.
Lesson 8: Feedback and Reinforcement	<ul style="list-style-type: none"> ● Activator: explain the benefits of advocating for something you need during puberty. ● Allow students a chance to share a response from last class. ● Discuss Resources and School Support Slide

Skill:	Analyzing Influences
Objectives:	students will be able to describe how influences affect health behaviors students will be able to analyze influences on two of their health behaviors students will be able to analyze situations to determine how factors, including personal values, might be influencing behaviors
Content Focus:	Analyzing influences of vaping and tobacco

Assessment/Assignments :	Impact of Influences Handout Analyzing Influences For Making The Right Decisions Right Now Handout Web of Influence Handout
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Lesson #1: Skill Introduction	<p>In Class:</p> <p>Use Google Slides Presentation Review Skill Cues</p> <p>Describe how influences affect health behaviors. Question: What are some examples of influences that could affect our decisions regarding smoking, vaping or chewing tobacco?</p> <p>Go over answers. Did anyone list <i>peers, media, technology, role models, culture, or family</i>? Why or why not?</p> <p>We need to examine the many influences in our lives that shape our behaviors, values, and lifestyles.</p> <p>Show the following videos: Brainpop on Smoking (influence of technology) News on Chewing Tobacco(influence of news/media) Commercials on Vaping (influence of commercials/advertising)</p>
Lesson #2: Introduce the impact of influences	<p>Impact of Influences: Complete Impact of Influences worksheet. Share answers as a class</p> <p>Further breakdown of #1: How would peers and peer pressure influence a healthy or unhealthy behavior?</p> <p>Followup question on Google Slides: What is Peer Pressure? What does it mean? Students share answers Finish with the Full House Clip (on Google Slides) where Stephanie deals with the influence of peers and peer pressure to smoke.</p>
Lesson #3: Modeling the skill, Web of influence	<p>Review skill cue steps 3 & 4</p> <p>Distribute Web of Influence handout and tell students they can use the back of it for the activity.</p> <p>Talk about Web of Influence activity as a class at the end of this activity</p>

	Discussion debrief to have students share influences and other aspects of the activity to showcase similarities and differences among the class
Lesson #3: Practicing the Skill, What would you do	<p>Students receive “What Would You Do” handout</p> <p>Read directions out loud</p> <p>Play clips one video at a time and pause video when it says to pause to discuss questions and answers on handout. Then continue video to see the response. https://www.rightdecisionsrightnow.com/resources/videos/#summer-boredom (There are 9 videos total, start with Summer Boredom)</p>
Lesson #4: Practicing the Skill:	
Lesson #5: Practicing the Skill:	
Lesson #6: Feedback and Reinforcement:	

Skill:	Goal Setting
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Assess personal health practices 2. Develop a goal to adopt, maintain, or improve a personal health practice 3. Apply strategies and skills needed to attain a personal health goal 4. Assess their goal progress through a focused reflection.

Content Focus:	SAM Goals/The Health Triangle
Assessment/Assignments :	Goal Setting: 2 Questions for You Handout Sam Goal Self Assessment Handout Go For the Goal Handout Make It SAM Handout SAM Goal Tracking Calendar SAM Goal Reflection Handout

Lesson #1: Skill Introduction	In Class: <ul style="list-style-type: none"> ● Skill Cues: <ul style="list-style-type: none"> ○ ASSESS ○ IDENTIFY ○ CREATE ○ APPLY ○ RECORD, REFLECT ON, AND EVALUATE ● Tell students that they will all have an opportunity to create and work towards a goal this term! But that we will be using a different “formula” to create the goal. This new formula will help them be more successful. ● Complete and discuss Goal Setting Kick-off Handout. ● Go over answers!
Lesson #2: SAM Goal Introduction and Modeling	<ul style="list-style-type: none"> ● Explain the Steps to creating a SAM Goal. ● Tell students that everyone is going to make a SHORT TERM SAM Goal. This is a goal that you can accomplish in 4 weeks. It can be a “step” to a long term goal. ● Choose 2 goal topics to model (Fitness and Giving Compliments). ● Have students try to create a SAM goal if time (topic-Reading).
Lesson #3: Modeling the Skill and Skill Practice	<ul style="list-style-type: none"> ● Activator - have students create a SAM goal for the “topic” you put on the board (reading or drinking enough water). ● Have students work in pairs to complete the “Make it SAM” handout. ● Go over the answers as a class.
Lesson #4: Health Triangle Introduction and Personal Wellness Inventory	<ul style="list-style-type: none"> ● Explain to students that we are going to assess our wellness in order to help us choose a topic for Goal Setting. ● Review the main points of the Health Triangle as a whole class (10 minutes). ● Explain and have students complete the Personal Wellness Inventory/Assessment.

<p>Lesson #5: Practicing the Skill of Assessing</p>	<ul style="list-style-type: none"> ● Activator - take out your Personal Wellness Inventory. Continue working if needed or review your answers. ● Remind the students that we will be using their answers from the Wellness Inventory to create a topic for their goal. ● Explain the Go for the Goal Handout. Remind students that everyone will have a TOPIC to use for goal setting next class. ● Have students complete the Go for the Goal handout. *be sure they completed their Inventory. ● If students finish early, they can try to turn their Topic into a SAM Goal. ● If time, allow students to share their “topics.”
<p>Lesson #6: Skill Practice: Writing a SAM Goal</p>	<p>*** Write a SAM Goal example from a previous class on the board.</p> <ul style="list-style-type: none"> ● Activator - have students take out their Go for the Goal Handout. ● Explain the SAM Goal Writing and Calendar Handout. ● Have students work in pairs to create and check each other’s SAM goals. ● When they think they are correct - they need to be checked by the teacher. ● Once approved, they are given the Calendar Handout.
<p>Lesson #7: Skill Practice: Tracking Calendar and Vision Board</p>	<p>**Identify any students who DID NOT create a SAM Goal last class. Work with them as a group.</p> <ul style="list-style-type: none"> ● Explain the importance of Applying Strategies to Complete a goal. Our strategies will be <ol style="list-style-type: none"> 1. Using a Tracking Calendar 2. Creating a Vision Board for encouragement ● Remind students of the Tracking Calendar Instructions and that we will begin tracking NEXT CLASS. *If they want to start a week early on their own, they can. ● Explain the Vision Board Criteria: <ol style="list-style-type: none"> 1. Students will create a small poster (vision board) that will inspire and encourage them to continue working towards their goal. It will act as a reminder of the importance of this goal. 2. The vision board can include drawings, symbols, magazine cut outs, quote, and other designs to help motivate them to reach their goal. 3. Some designs should relate to their goal but others can simply relate to the vision of their best life! ● Student Work Time: Complete Tracking Calendar THEN Vision Board.

<p>Lesson #8: Skill Practice</p>	<ul style="list-style-type: none"> ● Activator - have students take out the Vision Board they were working on. ● Tracking Calendar Instructions: Tell students that we will begin using the Tracking Calendar to track our progress towards completing our goals. <ol style="list-style-type: none"> 1. Students will keep the Tracking Calendar in their folder and “check” the days they complete at the start of each health class. 2. Students can take an extra calendar to track outside of class if they would like. 3. We will do a FINAL CHECK-IN/Reflection in 4 weeks! ● Student Work Time- Students finish their vision boards.
<p>Lesson #9: Feedback and Reflection</p> <p>** 4 weeks later</p>	<ul style="list-style-type: none"> ● Activator - take out your Tracking Calendar ● Complete Goal Setting Reflection Questions ● 4 Corners: go to corner that reflects how successful you were with your goal <ol style="list-style-type: none"> 1. You did not start your goal or completed it for a few days. 2. You made some progress towards your goal but it was not consistent OR you completed your goal but it was too easy, 3. You made good progress towards your goal but did not fully complete it. 4. You completed your goal.

<p>Skill:</p>	<p>Communication Skills</p>
<p>Objectives:</p>	<p>4.8.1 Apply effective communication skills to enhance relationship health. 4.8.3 Demonstrate effective conflict management or resolution strategies within relationship situations. 4.8.1 and 2 Discuss the importance of healthy relationships on their health (S,E/M,P). 1.8.7 Describe characteristics and benefits of healthy relationships, including healthy behaviors in a relationship.</p>
<p>Content Focus:</p>	<p>Enhancing Healthy Relationships and Resolving Conflict</p>
<p>Assessment/Assignments :</p>	<p>Enhancing Health Relationships -Second Step Lessons: Lesson 1 - Mix and Match Feelings and Situation Cards Partner Assignment Lesson 2 - Handout 2B Being an Ally Partner Assignment Lesson 3 - Handout 3A - Considering Perspective *Collect Lesson 2 or 3 as assessment Conflict Resolution Lessons - from HBMS slides.</p>

Lesson #1: Skill Introduction	Skill Cues: "I Tell You" "I Say No" "Conflict" "Slide"
Lesson #2: Presenting the Steps of the Skill	
Lesson #3: Modeling the Skill:	
Lesson #4: Practicing the Skill:	
Lesson #5: Practicing the Skill:	
Lesson #6: Feedback and Reinforcement:	

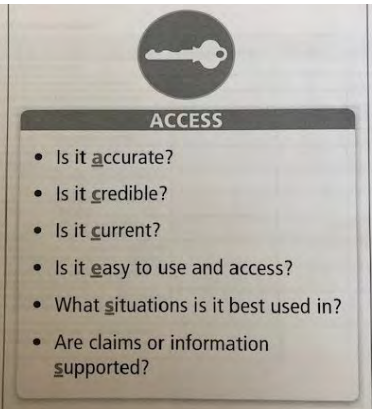
Grade 7:

Skill:	Analyzing Influences
Objectives:	<ol style="list-style-type: none"> 1. Analyze how social media, family and peers influence health behaviors. 2. Explain the influence of personal values and beliefs on individual health practices and behaviors. 3. Determine how to overcome, improve or change negative influences on health behaviors.
Content Focus:	Analyzing influences of social media, family and peers.
Assessment/Assignments :	Analyzing Influences Project

Lesson #1: Skill Introduction	<p>Skill Cues:</p> <p>Identify The influence</p> <p>Analyze The influence</p> <ul style="list-style-type: none"> • How do I know it is influencing me? • What messages am I receiving from this influence? • Is this a positive or a negative influence? • How much is this influencing my thoughts, values, beliefs, or actions? <p>Examine factors and impact.</p> <ul style="list-style-type: none"> • How are other factors interacting with this influence?
Lesson #2: Presenting the Steps of the Skill using Social Media	<p>For Identifying how a person can be influenced by social media: https://www.missingkids.org/netsmartz/videos#middleandhighschool</p> <ul style="list-style-type: none"> • After the videos go over each skill cue above. • Do the Social Media Reflection Assessment (in google drive)
Lesson #3: Presenting the Steps of the Skill using Body Image	<p>For Identifying how a person's body image can be influenced: 50 People 1 Question https://www.youtube.com/watch?v=f0tEcXLDd4 Like a Girl https://www.youtube.com/watch?v=XjIQBjWYDTs Dove Photoshop https://www.youtube.com/watch?v=iYhCn0jf46U Dove Sketch Artist https://www.youtube.com/watch?v=litXW91UauE</p> <p>After the videos go over each skill cue above.</p>
Lesson #4: Practicing the Skill:	<ul style="list-style-type: none"> • Using the web of influence lesson (for a copy see google drive) have the students break up into groups by categories ie. "Gaming", "SnapChat", "Music app" "Youtube" etc. or Body Image and complete the 7 steps to create their web of influence for their groups topic. • Should take 20-30 minutes then share group work with the class.

Lesson #5: Practicing the Skill:	Introduce the Analyzing influences project. (See google drive for instructions and rubric)
Lesson #6: Feedback and Reinforcement:	Show and/or present projects

Skill:	Accessing Valid and Reliable Information
Objectives:	<ul style="list-style-type: none"> ● Analyze the validity of nutrition related information,products and services. ● Access valid information about nutrition online ● Determine the accessibility of nutrition related products. ● Locate valid and reliable nutrition related products. ● Evaluate the validity of health information,products,and services.
Content Focus:	Nutrition-Healthy Eating & Food Labels
Assessment/Assignments :	<ul style="list-style-type: none"> ● Reflections at the end of each lesson/section of the packet. ● Google slide group project found in google dive ● “What are you Eating?” packet ● “So Now What?” found in google drive

<p>Lesson #1: Skill Introduction</p> 	<p>Skill Cues: ACCESS</p> <p>Accurate: the quality or state of being correct or precise.</p> <p>Credible: able to be believed; convincing.</p> <p>Current: belonging to the present time; happening or being used or done now.</p> <p>Ease of use: is a straightforward concept –it's a measurement of how easy the finished product is to use by its intended users.</p> <p>Situations best used in: in our case best used for information about Nutrition.</p> <p>Supported: are the claims or information back by research or experts in the field.</p>
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Lesson #2: Presenting the Steps of the Skill Cues	<ul style="list-style-type: none"> ● Two Truths and a Lie about Healthy Eating ● Trust or Not to Trust <p>Write up in the google drive Helpful tips website on reputable sites: https://www.whoishostingthis.com/resources/credible-sources/ https://www.sitelock.com/blog/is-this-website-safe/</p>
Lesson #3: Practicing the Skill:	<ul style="list-style-type: none"> ● ACCESSing Valid and Reliable Information, Products and Services ● Have the students find valid nutrition sites and make a list in google classroom <p>Class Activity found in google drive</p>
Lesson #5, 6, 7: Practicing the Skill:	<ul style="list-style-type: none"> ● Nutrient Group google slide project (requirements & Rubric in google drive) ● Nutrition Google Slide (found in google drive) ● “What are you Eating?” packet in google drive
Lesson #8: Practicing the Skill:	<p>Food Labels: Food Shopping to Practice making healthy food selections using food labels at the grocery store.</p> <p>Class Activity found in google drive</p>
Lesson #9: Feedback and Reinforcement:	<p>Feedback: Reflections at the end of each lesson/section of the packet.</p> <p>Reinforcement: “What are you Eating?” packet in google drive</p> <p>Assessment: Google slide group project, food label and the Last page of the “What are you eating” packet, “So Now What?” found in google drive</p> <p>Play Kahoot! if time</p>

Skill:	Decision Making
Objectives:	<ul style="list-style-type: none"> ● Identify circumstances that can help or hinder healthy decision making in relation to alcohol and marijuana. ● Determine when to use the Decision Making Process ● Distinguish between healthy and unhealthy alternatives. ● Be able to list the meaning of each letter of the HELP guide. ● Choose health over unhealthy alternatives when making a decision. ● Analyze the outcomes of the decision.
Content Focus:	Alcohol & Marijuana

Assessment/Assignments :	Comic Strip
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<p>Lesson #1: Skill Introduction</p>	<p>DECIDE Skill Cues:</p> <p>D- determine the decision</p> <ul style="list-style-type: none"> ● Does it require thought? ● Does it require help? <p>E- examine options</p> <p>C- consider consequences</p> <p>I- identify values and possible influences that may affect the situation</p> <p>D- decide on the healthiest option and act on the decision (HELP guide: HELP guide. H-is it healthy, E-is it ethical, L-is it legal and P-would your parents approve.)</p> <p>E- evaluate the outcome</p>
<p>Lesson #2: Class Information/Discussion/Activity for Alcohol:</p>	<p>Alcohol:</p> <ul style="list-style-type: none"> ● Snowball activity ● Carousel class discussion ● Watch brain pop ● What's in a Drink? demo
<p>Lesson #3: Class Information/Discussion/Activity for Marijuana:</p>	<p>Marijuana:</p> <ul style="list-style-type: none"> ● True and False Questions ● Websites for information: <ul style="list-style-type: none"> https://abovetheinfluence.com/drugs/marijuana/ https://drugfree.org/drug/marijuana/ https://teens.drugabuse.gov/drug-facts/marijuana (video link on how marijuana affects the brain) ● Quizlet ● https://quizlet.com/542039488/g-7-alcohol-marijuana-flash-cards/?new
<p>Lesson #4: Practicing the Skill:</p>	<p><u>Class Activity with Skill cues and “HELP” guide:</u> here is the situation...you go to a friends house and you were told by your friend that their parents were home, so your parents say its ok to go. When you get there, no parents are home and some kids are drinking alcohol. *HELP guide. H-is it healthy, E-is it ethical, L-is it legal and P-would your parents approve.</p>

Lesson #5: Practicing the Skill:	Create a comic strip: <ul style="list-style-type: none"> Using the skill cues and Help guide to create a comic strip on alcohol or marijuana see planning guide in google drive
Lesson #6: Feedback and Reinforcement:	<ul style="list-style-type: none"> Comic Strip Rubric

Skill:	Advocacy
Objectives:	<ol style="list-style-type: none"> 1. Define the skill of advocacy. 2. List the skill cues for advocacy. 3. Explain the relevance of advocacy related to personal and community health, focusing on chronic diseases. 4. State a health-enhancing position on a particular disease and support it with accurate information. 5. Demonstrate how to influence and support others about a chronic disease.
Content Focus:	Chronic Diseases
Assessment/Assignments :	Project on advocating awareness about a chronic disease.

Lesson #1: Skill Introduction	Skill Cues: <div data-bbox="852 1528 1266 1900" style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">I CARE</p> <ul style="list-style-type: none"> Identify and research a relevant and meaningful health issue Create a health-enhancing position or message supported by facts and evidence and geared toward the audience Act passionately and with conviction Relay your health-enhancing message to your audience Examine the effectiveness of the advocacy effort </div>
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Lesson #2: Presenting the Steps of the Skill	<ul style="list-style-type: none"> ● Google slide show on 7th grade Advocacy. Found in Google drive.
Lessons #3, 4 and 5: Modeling the Skill:	<ul style="list-style-type: none"> ● Google slides on 7th grade Advocacy. Found in Google drive.
Lessons #6, 7 & 8: Practicing the Skill:	<ul style="list-style-type: none"> ● Creating the project on advocating awareness for a chronic disease. See requirements and rubrics in google drive
Lesson #9: Feedback and Reinforcement:	<ul style="list-style-type: none"> ● Presenting projects

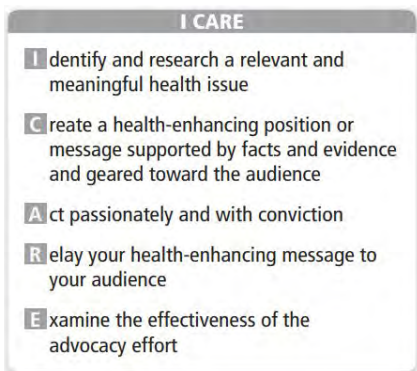
8th Grade:

Skill:	Communication
Objectives:	<ol style="list-style-type: none"> 1. Apply effective verbal and non verbal communication skills to enhance relationships. 2. Demonstrate refusal skills that avoid or reduce health risks in relationship situations. 3. Demonstrate effective conflict management or resolution strategies within relationship situations. 4. Discuss the importance of healthy relationships on their social, emotional, intellectual and physical health. 5. Describe the characteristics and benefits of healthy relationships including healthy behaviors within those relationships.
Content Focus:	Communication skills, Healthy Relationships and Sexuality
Assessment/Assignments :	Human Sexuality Packet/Abstinence Poster

<p>Lesson #1: Skill Introduction</p>	<p>Skill Cues: “I Tell You” “I Say No” “Conflict” “Slide” Communication Activities: Table for?, Draw what you hear Back to Back challenge, Charades, Telephone. Give students Communication Skills Strategies , and tips handout & go over with them. Complete communication quiz & go over</p>
<p>Lesson #2: Presenting, Modeling and Practicing the Skill</p>	<p>Communication Videos and Discuss Worksheet and video links are on the Google team drive in the Communications folder.</p>
<p>Lesson #3: Practicing the Skill</p>	<p>Scenarios with Skill Cues:Work in small groups to resolve each scenario using the skill cues provided, handout is google folder.</p>
<p>Lesson #4 and 5: Practicing the Skill and Teacher Feedback:</p> <p>Lesson #6 and 7 -Health Relationships Continued</p>	<p>Character Sort and Small group Role Play in front of the teacher:Character Sort from the Book (create a reusable sort), worksheet in google drive. While the students are doing the sort the teacher will call over small groups, interview the students for a job or school to demonstrate using good communication skills.</p> <p>Quick Draws- Show examples of positive and negative dating relationships (from past years) and discuss as a class which one is the most symbolic and why. Then go over the Teen dating circle on google drive. If time, the students may do their own quick draw in small groups. The write up is in the Google drive team folder.</p> <p>Dating Quick Write-have it on board for students to answer about dating & communication.</p> <p>Character Game & Traffic Light game- Play the “Aline the Stars” powerpoint game (ppt in documents) Traffic light game(instructions in binder)</p>
<p>Lesson#8-12 Sexuality Lessons</p>	<p>Human Sexuality Packet Use the google drive for: Google slide for packet Google slide for abstinence STI Chart Link: https://www.healthed.govt.nz/resource-table/table-sexual-health-sti-chart</p>

Lesson #13: Feedback and Reinforcement:	<p>Give back corrected packets and students present Abstinence posters to classmates.</p> <p>Play Kahoot! and/or Quizlet Live if time see links in google drive.</p>
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Skill:	Advocacy
Objectives:	<ol style="list-style-type: none"> 1. Define the skill of advocacy. 2. List the skill cues for advocacy. 3. Explain the relevance of advocacy related to personal and community health. 4. State a health-enhancing position on a topic and support it with accurate information. 5. Demonstrate how to influence and support others to make positive health choices.
Content Focus:	Drugs
Assessment/Assignments :	Project on advocating to be drug free or advocate the dangers of a particular drug.

Lesson #1: Skill Introduction	<p>Skill Cues:</p> 
Lesson #2: Presenting the Steps of the Skill	<ul style="list-style-type: none"> ● Google slide show on 8th grade Advocacy. Found in Google drive.
Lesson #3: Modeling the Skill:	<ul style="list-style-type: none"> ● Google slides on 8th grade Advocacy. Found in Google drive. ● Go over drug information. Handout and slideshow are in the google drive. ● If time play Kahoot!:

	https://create.kahoot.it/details/alcohol-drug-review/3ae824d3-9075-4e7c-9027-f8d4afcb176b <ul style="list-style-type: none"> ● Play Quizlet: https://quizlet.com/399398051/drug-unit-terms-flash-cards/
Lesson #4: Practicing the Skill:	<ul style="list-style-type: none"> ● Creating the project on advocating to be drug free or advocate the dangers of a particular drug. <p>See requirements and rubrics in google drive</p>
Lesson #5: Practicing the Skill:	<ul style="list-style-type: none"> ● Creating the project on advocating to be drug free or advocate the dangers of a particular drug. <p>See requirements and rubrics in google drive</p>
Lesson #6: Feedback and Reinforcement:	Presenting or displaying the projects on advocating to be drug free or advocate the dangers of a particular drug to the class or school.

Skill:	Goal Setting
Objectives:	<ol style="list-style-type: none"> 1. Assess personal health practices 2. Develop a goal to adopt, maintain, or improve a personal health practice 3. Apply strategies and skills needed to attain a personal health goal 4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities
Content Focus:	Personal Health and Wellness (Wellness Wheel)
Assessment/Assignments :	<p>Pre Assessment - Self assessment of the Wellness Wheel (handout)</p> <p>Post Assessment - Goal Reflection (handout)</p> <p>Goal for high school vision board.</p>

<p>Lesson #1: Skill Introduction</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Skill Cues: <ul style="list-style-type: none"> ○ ASSESS ○ IDENTIFY ○ CREATE ○ APPLY ○ RECORD, REFLECT ON, AND EVALUATE ● Smartie warm up activity ● Introduce 7 Dimensions of Wellness Wheel ● Provide Examples of Each Dimensions
<p>Lesson #2: Presenting the Steps of the Skill</p>	<ul style="list-style-type: none"> ● Assess personal Health ● Tallies ● Watch Brain Pop on Goal setting ● Create Groups and Brainstorm - 4 wks.
<p>Lesson #3: Modeling the Skill:</p>	<ul style="list-style-type: none"> ● Introduce SMART Goal Setting Acronym ● Write SMART Goal with Class using acronym ● Work on own - start to write SMART Goal ● Get into groups and work on finishing SMART Goal ● Exit Slip - turn in SMART Goal draft ● Teacher corrects all goals by next class
<p>Lesson #4: Practicing the Skill:</p>	<ul style="list-style-type: none"> ● Review SMART formula ● Allow students time to correct their goal in groups for peer help. ● Have final goal checked by the teacher to begin action steps ● Start completing action steps on back of calendar ● In groups: check each others action steps
<p>Lesson #5, 6, 7: Practicing the Skill:</p>	<ul style="list-style-type: none"> ● Take out calendars/action steps sheet ● Explain how to use the calendar to track goals ● Explain Competition: individual and group ● Create a group name and tally sheet (needs to be completed within the class time frame) ● Go over talking points (road blocks, how to motivate each other etc.) ● Create a vision board this will take 2 or 3 classes. Requirements and rubric in google team drive.
<p>*Lesson #8: Feedback and Reinforcement:</p>	<p>*4 Weeks/1 Month later:</p> <ul style="list-style-type: none"> ● Complete tally sheets ● Goal reflection (Individual/Handout) ● 4 Corner Reflections (people who completed all 4 weeks go to one corner, 3 weeks another etc.) ● Results: individual and team winners (rewards will vary by teacher, lunch with them, free time outside etc)

- Any remaining minutes, whole class reward (group game, stress free time etc.)