

Lifetime Wellness

Grades 9-12

Preface

As required by the Tennessee State Board of Education's *Rules, Regulations, and Minimum Standards*, Lifetime Wellness teachers across Tennessee developed the *Tennessee Lifetime Wellness Curriculum Standards* for grades nine through twelve. The *Lifetime Wellness Curriculum Standards* includes Course Level Expectations (CLE), Checks for Understanding and Student Performance Indicators (SPI).

Philosophy

Lifetime Wellness is a holistic approach to health and lifetime physical activities in Tennessee high schools. This approach to total wellness encompasses the physical, mental, social, and emotional well-being of the individual.

Course Description

The content of the course includes seven standards: Disease Prevention and Control, Nutrition, Substance Use and Abuse, Mental/Emotional/Social Health, Sexuality and Family Life, Safety and First Aid and Personal Fitness. Each content area is addressed in a classroom and/or physical activity setting. Personal fitness and nutrition should be emphasized and integrated throughout the course. Students are provided opportunities to explore how content areas are interrelated. Students acquire knowledge and skills necessary to make informed decisions regarding their health and well-being throughout their lifetime.

Organization

1. Course Level Expectations (CLE) – Course Level Expectations do not indicate sequence, define the teaching strategies by which topics must be taught or preclude additional topics from being included in courses. Standards contain clear learning expectations.
2. Checks for Understanding – Checks for Understanding are objectives within each standard that the student is required to learn. They are stated in broad terms to accommodate a range of abilities, learning styles and resources.
3. Student Performance Indicators (SPI) – Student Performance Indicators detail the level of achievement for each CLE. There are three levels of student performance indicators.
 - a. Level 1: Prior knowledge
 - b. Level 2: Proficient
 - c. Level 3: Advanced

4. Sample Task – Sample tasks are examples of teaching activities pertinent to the specific standard.
5. (e.g.) – The abbreviation *e.g.* signifies that information listed within parentheses could be addressed. Examples used in learning expectations and performance indicators are not limited to those listed.
6. (i.e.) – The abbreviation *i.e.* signifies that all information listed within parentheses must be addressed.
7. Linkage – Linkage is defined as the correlation with other Lifetime Wellness Learning Expectations. Linkage to other learning expectations in different standards will be in parenthesis. Instructors are encouraged to integrate learning expectations across the Lifetime Wellness Curriculum to emphasize total wellness.

Example: 1.2 determine heredity, environmental and lifestyle factors which place students at risk for disease.
(Linkage 3.4, 3.5, 3.10, 3.11, 6.10, 6.11, 7.2, 7.3)

8. Integration – Integration is defined as the correlation with other curricular areas.

Standard: Disease Prevention and Control

Course Level Expectation:

The student will identify the causes, signs and symptoms, treatments and prevention of communicable and non-communicable diseases related to total wellness and health maintenance.

Checks for Understanding:

The student will:

- 1.1 differentiate communicable and non-communicable diseases.
(Linkage: 6.8)
- 1.2 determine heredity, environmental and lifestyle factors which place the student at risk for disease.
(Linkage: 3.4, 3.5, 3.10, 3.11, 6.10, 6.11, 7.2, 7.3)
- 1.3 describe different types of pathogens and how they affect health.
(Linkage: 6.8, 6.12, 7.2, 7.3)
- 1.4 explain causes, modes of transmission, signs and symptoms, treatments and prevention of Communicable diseases (e.g., STIs, HIV/AIDS, mononucleosis).
(Linkage: 6.8, 6.10, 6.12, 7.2, 7.3)
- 1.5 explain causes, signs and symptoms, treatments and prevention of non-communicable diseases (e.g., obesity, Type I and Type II diabetes, asthma, heart disease).
(Linkage: 3.4, 3.11)
- 1.6 identify appropriate community agencies providing resources for disease treatment, information and support (e.g., local health department, American Red Cross, American Lung Association, American Heart Association, American Cancer Society, local Crisis Pregnancy Center).
(Linkage: 7.4)
- 1.7 recognize the need for annual physical exams.
(Linkage 3.4, 3.5, 3.11, 4.6, 6.5)
- 1.8 identify the physician as a community resource and discuss ways to locate a physician. (e.g., local health departments, insurance provider lists, hospitals, clinics)

Student Performance Indicators:

At Level 1, the student will:

- review vocabulary (e.g., disease, communicable disease, non-communicable disease, obesity, pathogens, diabetes, asthma, hypertension, hepatitis, immunity, vaccine, STI, HIV/AIDS).
- list common communicable and non-communicable diseases.
- describe behaviors and preventative measures to control the spread of communicable disease.

At Level 2, the student will:

- list and define the types of pathogens that cause communicable disease (e.g., virus, bacteria, fungi).
- describe how a person can protect himself/herself against the spread of pathogens.
- differentiate the symptoms of the common cold, allergies and the flu.
- identify modes of transmission, signs and symptoms and treatment of STIs.
- discuss healthy behaviors for avoiding STIs.
- differentiate HIV and AIDS.
- describe risk factors and warning signs of cancer, heart disease, hypertension, diabetes and obesity.
- determine when to seek medical care.
- research available community health resources.
- describe the role of immunizations in the prevention of various diseases (e.g., flu, hepatitis, meningitis, measles, mumps, rubella).

At Level 3, the student will:

- define immune system, T-cells, B-cells and antibodies.
- outline the immune system's response to a pathogen.
- categorize STIs as bacterial, parasitic or viral pathogens.
- discuss risk factors associated with an unhealthy lifestyle.
- discuss the effects of STIs on total wellness.

Sample Task #1:

Diabetes

The purpose of this activity is to identify responsibilities that each individual has toward diabetes control and prevention.

1. Compare and contrast Type I and Type II diabetes. (include causes, body's usage of insulin, treatment)

2. Research the long-term effects of diabetes on an individual. (medical treatment, socio-economic impact)
3. Have each student assess his/her likelihood of developing Type I or Type II diabetes.

Sample Task #2:

HIV or Other STI Transmission Activity

The purpose of this activity is to demonstrate how one person infected with an STI, HIV or AIDS can put a large number of people at risk for contracting disease.

1. Give each student a 3" x 5" card.
2. Students are given three minutes to obtain the signature of several classmates.
3. One card has a small "x" on the back identifying that person as being infected with an HIV or another STI.
4. The owner of the "x" card is identified and asked to list the names found on the "x" card as those individuals stand.
5. Each student identified on the "x" card writes the students' names found on his/her card until all who have directly or indirectly made contact with the "x" person are listed.

Integration

Biology, Sociology, Psychology, Technology

Standard: Mental, Emotional and Social Health

Course Level Expectation:

The student will acquire the knowledge and skills necessary to make informed decisions regarding their mental, emotional and social well-being.

Checks for Understanding:

The student will:

- 2.1 identify and describe Maslow's Hierarchy of Needs.
(Linkage: 3.4, 6.2)
- 2.2 describe characteristics of mental, emotional and social health.
(Linkage: 6.1)
- 2.3 identify various emotions and their effects on the mind and body.
(Linkage: 1.5, 6.12, 7.6)

- 2.4 explain how to develop and maintain a positive self-concept and high self-esteem.
(Linkage: 4.8, 6.2, 6.12, 7.2, 7.6, 7.7)
- 2.5 list the factors that affect personality development.
(Linkage: 6.2, 6.3, 7.2)
- 2.6 recognize stressors and formulate personal stress management techniques.
(Linkage: 1.5, 4.8, 6.12, 7.2, 7.7)
- 2.7 identify and practice coping, negotiation, delaying and refusal skills.
(Linkage: 5.2b, 6.7, 6.10, 6.12, 7.5)
- 2.8 describe stages of the grief process.
(Linkage: 1.5)
- 2.9 identify positive ways of resolving interpersonal conflict.
(Linkage: 5.2b, 6.1, 6.7, 6.10)
- 2.10 recognize the signs of potential suicide.
- 2.11 examine characteristics of mental disorders.
(Linkage: 3.5, 6.2, 7.2, 7.3, 7.6)
- a. anxiety disorders (e.g., phobias, obsessive-compulsive, panic, post-traumatic stress disorders).
 - b. affective disorders (e.g., clinical depression, bipolar disorder).
 - c. personality disorders (e.g., anti-social personality disorder, passive-aggressive personality disorder, schizophrenia).
 - d. eating disorders (e.g., anorexia nervosa, bulimia nervosa)
- 2.12 identify community resources providing information for mental health and suicide prevention.
(Linkage: 1.6, 7.4)

Student Performance Indicators:

At Level 1, the student will:

- review vocabulary (e.g., self-esteem, self-concept, personality, defense mechanism, stressor, stress).
- define mental, emotional and social health.

- list characteristics of good mental, emotional and social health.
- identify various emotions.
- list personal stressors.
- list warning signs for suicide.
- distinguish positive and negative ways to resolve interpersonal conflicts.

At Level 2, the student will:

- explain Maslow’s Hierarchy of Needs.
- identify characteristics of positive support groups.
- examine the effects of various emotions on the mind and body.
- list factors that shape personality.
- examine ways to develop a positive self-concept and self-esteem.
- explain the contributions of heredity, environment and personal behavior to the development of an individual’s personality.
- discuss signs, symptoms and treatment for depression.
- describe the fight or flight response.
- describe personal stress management techniques.
- identify the stages of grief.
- practice strategies to follow during conflict resolution.
- identify and demonstrate suicide prevention communication skills.
- list resources for mental health assistance.

At Level 3, the student will:

- design a plan to improve self-concept.
- discuss the physiological changes which occur during the fight or flight response.
- explain how defense mechanisms are used to deal with stressful situations.
- participate in peer mediation.

Sample Task #1:

Practice Non-abusive Behavior with Others

The purpose of this activity is to have students work cooperatively to find acceptable ways for their peers to “let off steam”.

1. Role-play conflict situations. Have students react in an abusive manner and then change the ending to a more productive solution.
2. Working in small groups, have each student identify a conflict they continually have with another person (parent, sibling, friend, teacher, etc.) that they would like to change. Give each other ideas on how to resolve personal conflicts.

Sample Task #2:

Looking For The Good

The purpose of this activity is to assist students in building self-esteem by demonstrating how to look for good qualities in others as well as themselves.

1. Provide one zip lock bag per student.
2. Inside each bag is a colored card that reads "I am special" and a stack of blank white cards equal to the number of students in the class.
3. Students write one anonymous, positive comment about each person in the class.
4. The students' comments may relate to physical characteristics, friendship, extra-curricular activities, class work, special abilities, etc.
5. Students travel around the room placing the comment card for each fellow student in the bag lying on that student's desk.
6. Once completed, each student reads the cards in their bag silently and volunteers comments publicly.

Integration

Biology, Psychology, Sociology, Literature

Standard: Nutrition

Course Level Expectation:

The student will assess the effects of nutritional choices and incorporate strategies that contribute to an improved quality of life.

Checks for Understanding:

The student will:

- 3.1 identify the six classes of nutrients and describe their functions.
- 3.2 evaluate personal nutritional and energy needs.
(Linkage: 4.5a)
- 3.3 compare and contrast dietary guidelines (e.g., USDA, Mayo, Harvard).
- 3.4 identify the relationship between healthy eating and total wellness.
(Linkage: 1.2, 1.5, 2.1, 4.6, 6.5, 6.12, 7.7)
- 3.5 discuss eating disorders and their effects on the total wellness of the individual.
(Linkage: 1.2, 2.11)

- 3.6 assess personal daily dietary practices to each of the categories to the current USDA Food Guide Pyramid.
- 3.7 interpret information provided on food labels.
- 3.8 identify “fad diets” and their impact on total wellness.
- 3.9 describe food safety including food storage, cooking and sanitation.
(Linkage: 5.1)
- 3.10 identify factors that influence food choices (e.g., culture, family/friends, advertising, time and money, emotions, taste, spiritual beliefs).
(Linkage: 1.2, 6.2)
- 3.11 examine the relationship between diet and disease (e.g., obesity, hypertension, diabetes, elevated cholesterol levels).
(Linkage: 1.2, 1.5)

Student Performance Indicators:

At Level 1, the student will:

- review vocabulary (e.g., nutrition, diet, nutrients, calorie, carbohydrates, fats, proteins, vitamins, minerals, atherosclerosis, cholesterol, fiber, high density lipoproteins (HDL), low density lipoproteins (LDL), hypertension, cardiovascular disease, obesity, diabetes, osteoporosis, cancer, plaque, overweight, underweight).
- label the categories in the current USDA Food Guide Pyramid.
- identify eating disorders (e.g., anorexia nervosa, bulimia nervosa, binge eating).
- compare healthy and unhealthy foods.

At Level 2, the student will:

- list and describe the six nutrient classifications.
- identify the three nutrients that provide the body with energy (i.e., fats, carbohydrates, proteins).
- examine factors influencing diet.
- identify food sources for each of the classifications of nutrients.
- define each eating disorder and the resulting effects on the body .
- calculate food and energy needs (e.g., caloric need, actual caloric intake and use).
- design a daily menu that meets the goals of the current USDA Food Guide Pyramid.
- describe problems associated with popular fad diets.
- interpret information provided on food labels.
- recognize and assess the effects of advertisements on food choices.
- analyze the relationship between food choices and diseases (e.g., obesity, diabetes, elevated cholesterol levels, colon cancer, hypertension, osteoporosis).
- analyze fast foods and snacks (e.g., fat grams, sugar content, caloric content)

At Level 3, the student will:

- analyze the current recommended daily allowance (RDA) guidelines.
- establish the connection between saturated fats and cholesterol with heart disease.
- discuss psychological implications associated with eating disorders.
- assess food safety and handling procedures.

Sample Task #1:

Nutritious Food Party

The purpose of this activity is to allow students the opportunity to socialize while eating healthy foods.

1. Several days before the Nutritious Food Party, ask students to sign-up to bring one type of nutritious food for their class party. Provide a list of nutritious foods from which students can select.
2. It is not necessary for students to bring enough of their nutritious food for everyone in the class (e.g., if a student selects to bring small bottles of water, he/she should bring six or less, rather than 30).
3. Keep the foods for each class separate to ensure you have enough food for each class (e.g., keep all 1st period food together, all 5th period food together).
4. Ensure you have refrigerators available for cold items (e.g., low-fat milk, low sugar juice).
5. On the day of the party, ask students to bring all foods to your room before they report to their 1st period class. This will give you time to set up the food for the party prior to the arrival of each class.

Sample Task #2

Fat Content

The purpose of this activity is to show the fat content of different foods.

1. Provide various kinds of food for students to identify (e.g., apple, peanut butter, catsup, potato chips, candy, luncheon meat, cookies, green beans).
2. Rub small amounts of each food on a brown paper bag.
3. Allow paper to dry and see what happens.
4. Help them conclude that food with fat leaves a spot, the more fat in the food the denser the spot and foods without fat will dry without leaving a spot.

Integration

Science, Consumer Science, Math, Art, Social Studies, History

Standard: Personal Fitness

Course Level Expectation:

The student will acquire the knowledge and skills necessary to achieve and maintain a health-enhancing level of personal fitness.

Checks for Understanding:

The student will:

- 4.1 identify and define concepts of physical fitness
 - a. identify and describe the health-related components of physical fitness (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition).
 - b. identify and describe the skill-related components of physical fitness (i.e., balance, reaction time, speed, power, agility, coordination).
- 4.2 identify the anatomy and the functions of the muscular, skeletal and cardiovascular systems.
(Linkage: 7.2)
- 4.3 describe and apply principles related to physical activity.
 - a. describe and demonstrate proper warm-up and cool-down procedures when participating in physical activity.
 - b. define the training principles of overload, progression, and specificity.
 - c. describe the F.I.T.T. (frequency, intensity, time and type) principle.
 - d. calculate resting, target and maximum heart rate as it relates to personal fitness planning.
- 4.4 apply proper safety practices when participating in physical activity.
(Linkage: 5.1, 5.2c, 5.2d, 7.2)
- 4.5 analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.
 - a. assess individual health-related fitness levels by measuring flexibility, cardiovascular endurance, muscular strength, muscular endurance and body composition using appropriate methods.
(Linkage: 3.2)

- b. design a personal fitness plan and set goals based on the health-related fitness assessment results that will lead to, or maintain, a satisfactory fitness level.
 - c. select aerobic and anaerobic activities needed for successful participation in lifetime activities (e.g., aerobic walking, circuit training, cycling, dance aerobics, racquet activities, rhythmic movement, rock climbing, rope jumping, rowing, running, skating, snow skiing, step aerobics, strength training, swimming, water aerobics).
 - d. demonstrate improvement in the health-related fitness components.
(Linkage: 2.4, 6.2, 7.6)
- 4.6 list the health problems associated with inadequate levels of health-related fitness.
(Linkage: 1.2, 1.5, 3.4, 6.12, 7.6)
- 4.7 distinguish between facts and fallacies as related to fitness products, services and marketing.
- 4.8 discuss the social, emotional, physical and mental benefits associated with participation in physical fitness activities.
(Linkage: 2.4, 2.6, 6.12, 7.3, 7.7)
- 4.9 identify resources and facilities in the community that promote physical fitness and wellness.

Student Performance Indicators:

At Level 1, the student will:

- review vocabulary (e.g., aerobic, anaerobic, metabolism, target heart rate, warm-up, cool down, F.I.T.T., physical fitness, health-related fitness components, skills-related fitness components).
- list and define the health-related components of fitness (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).
- list and define the skill-related components of fitness (i.e., power, agility, balance, speed, coordination, reaction time).
- differentiate health-related and skill-related fitness.

At Level 2, the student will:

- describe the social, mental, emotional and physical benefits of being physically fit.
- differentiate aerobic and anaerobic exercise and provide examples of each.
- design a personal fitness plan.
- compare a physically fit person to a sedentary person (e.g., body weight, mental health, blood pressure, life expectancy).

- examine popular fitness products (e.g., shoes, clothing, equipment, foods, sports drinks, facilities).
- define and differentiate isometric, isotonic and isokinetic exercises.
- calculate resting, maximum and target heart rates.
- recognize and apply proper warm-up and cool-down procedures associated with exercise.
- differentiate moderate and high intensity exercises and give examples of each.
- practice skills associated with different cardiovascular activities.
- examine common injuries associated with exercise.
- identify the major muscles of the muscular system.
- identify the bones of the skeletal system.
- identify the parts of the heart and describe how blood circulates through the heart.

At Level 3, the student will:

- analyze a friend’s exercise plan and make suggestions for improvement.
- discuss how steroids affect the body.
- identify biomechanical principles of the health components of fitness.

Sample Task #1:

Resting Heart Rate, Maximum Heart Rate and Target (Working) Heart Rate

Resting heart rate (RHR): To determine resting heart rate, count pulse at carotid or brachial site. Take three readings and average.

Time 1 (T1) = _____ Time 2 (T2) = _____ Time 3 (T3) = _____

Average all time trials (Avg.): (add all time trials and divide by 3)

T1 _____ + T2 _____ + T3 = Total _____

Total _____ ÷ 3 = Avg. _____

Maximum Heart Rate (MHR): Never exercise heart at maximum heart rate during any exercise period.

220 – your age = Maximum Heart Rate.

220 – _____ = MHR _____

Target Heart Rate (THR): This is the range in which you should exercise to benefit from cardiovascular activity.

Maximum Heart Rate x .70 = Low End of Target Heart Rate

$$\text{MHR} \text{ _____ } \times .70 = \text{THR} \text{ _____ } \text{ (low end of range)}$$

$$\text{Maximum Heart Rate} \times .85 = \text{High end of Target Heart Rate}$$

$$\text{MHR} \text{ _____ } \times .85 = \text{THR} \text{ _____ } \text{ (high end of range)}$$

Sample Task #2:

Differentiating Moderate Intensity and High Intensity Exercise

The purpose of the activity is to differentiate moderate intensity from high intensity exercise by comparing heart rates.

1. Each student must find their individual resting heart rate.
2. The students walk one lap on a $\frac{1}{4}$ mile course at their own pace.
3. Upon completion of the lap, the students should take their individual heart rates either with a heart rate monitor or counting the pulse from the carotid artery.
4. Repeat procedure with students running one lap at their own pace on the same $\frac{1}{4}$ mile course.
5. Compare the difference between heart rates and discuss the reasons for the differences.
6. As an additional assignment, post a chart displaying the number of calories burned during various forms of exercise and have the students determine the calories used during the walk and the run.
7. As an option, increase the exercise time to 12 minutes, increasing intensity each class session:
 - a. students can calculate and chart resting heart rate, maximum heart rate, and target heart rate zone for most efficient burning of calories, and
 - b. by using a $\frac{1}{4}$ mile track divided into 10ths of a mile by using cones numbered 1-10, students can determine pace; hand one straw per lap to each student to aid in lap counting; pace can be determined by counting the number of complete laps to the nearest tenth of a mile and dividing that figure into 12 minutes (ex.: running six laps or 1.5 miles in 12 minutes converts to an 8-minute pace).

Integration

Math, Science

Standard: **Safety and First-Aid**

Course Level Expectation:

The student will acquire the knowledge and skills necessary to recognize, respond and apply appropriate procedures to accidental and life-threatening situations.

Checks for Understanding:

The student will:

- 5.1 identify hazardous and life-threatening situations and the consequences of each.
(Linkage: 3.5, 3.9, 4.4, 7.1, 7.6)
- 5.2 explain how individual attitudes and behaviors affect personal safety and the safety of others.
 - a. identify potential hazards associated with technology (e.g., internet, cell phones, digital cameras, video games).
 - b. analyze and apply strategies to avoid or manage conflict associated with school violence and bullying (e.g., harassment, name calling, teasing, exploitation, physical contact).
(Linkage: 2.7, 2.9, 6.10, 7.2)
 - c. recognize and apply personal safety guidelines regarding modes of transportation (e.g., automobile, motorcycle, bicycle, all-terrain vehicles, marine vehicles, skateboards, utility vehicles).
(Linkage: 4.4)
 - d. identify dangers associated with participating in high-risk behaviors (e.g., misuse of firearms, not using safety equipment including seatbelts, impaired driving).
(Linkage: 4.4, 7.2)
- 5.3 identify and demonstrate the skills necessary in responding to medical emergencies.
- 5.4 describe and demonstrate proper first aid techniques for common injuries.
- 5.5 identify and demonstrate the steps for aiding a choking victim.
- 5.6 explain and demonstrate the steps used in administering Cardiopulmonary Resuscitation (CPR), rescue breathing and the use of an Automated External Defibrillator (AED).

Student Performance Indicators:

At Level 1, the student will

- review vocabulary (e.g., first-aid, CPR, AED, rescue breathing, predator, exploitation, wounds, shock, Heimlich maneuver, ABC's: airway, breathing, circulation, severe bleeding).
- list situations considered to be emergencies (e.g., breathing problems, severe bleeding, broken bone, chest pain).
- identify the relationship between attitudes and safety behavior.

- identify safe and unsafe behaviors.
- list guidelines for using 911 (e.g., caller's name, location, number of victims, condition of victims).

At Level 2, the student will:

- distinguish CPR and rescue breathing.
- identify signs and symptoms of life-threatening and non-life-threatening situations (e.g., stroke, seizures, heart attack, asthma attack, sprains).
- describe first-aid treatment involved in treating common injuries.
- role play first-aid procedures for life threatening and non-life-threatening situations.
- simulate steps for aiding a choking victim.
- simulate steps for administering CPR and using an AED.
- describe ways to avoid being susceptible to exploitation (e.g., internet predators, child pornography, inappropriate physical and/or emotional contact).
- list appropriate and inappropriate usage of technology (internet, cell phones).
- evaluate the consequences of participating in high-risk behaviors.
- describe and role play the relationships among attitudes, behaviors, vulnerability to violence and the prevention of violence.
- design a disaster plan.

At Level 3, the student will:

- earn certification for First-Aid, CPR and AED.
- create first-aid kit.
- create safety infomercials.

Sample Task #1:

Risky Behavior

The purpose of this activity is to identify reasons why people take unnecessary risks.

1. Students will develop a list of risk taking behaviors.
2. Discuss the concept of an accident-prone personality.
3. Students will role play high risk behaviors and the steps needed for the prevention of accidents.

Sample Task #2:

Role Play Emergency Situations

The purpose of this activity is to have students react appropriately to an emergency situation while role playing.

1. Prepare several different task cards each with a specific emergency (e.g., a bicycle accident, heart attack, seizure, ankle sprain, fractured leg, automobile accident, potential drowning, contact by predator), and a specific setting (e.g., mountains, playground, home, lake, highway).
2. Each student randomly picks a card and role plays the appropriate first aid procedure explaining each step along the way.

Sample Task #3:

First Aid Kit

The purpose of this activity is for all students to create their own first-aid kit.

1. All kits will be graded (see grading sheet at the bottom of the task or create your own grading scale).
2. All kits will be returned to students after being graded.
3. Students shall not bring items in their first-aid kits that are not allowed at school (e.g., Tylenol).

First Aid Kit

Due Date: _____

- It is not mandatory that you spend any money on this project.
- Look around your house for items you may already have.
- You may share items with classmates.
- Choose a container large enough in which to put 25 first aid items.
- A medium tackle box will work well. It contains compartments in which to place different items.
- All items must be labeled and in a container of some type.
 - o Exceptions (scissors, tweezers, flashlight)
- You must label the outside of your first aid kit with the following information
 - o "First Aid Kit"
 - o Your name
 - o Non-emergency phone number 862-8600
- You must turn your first aid kit in _____.
- You are not allowed to put Tylenol, Advil, aspirin, cough medicine, etc. in your first aid kit.

The following items are only suggestions and not mandatory

- Band-aids (variety of sizes) (however, only counts as one item)
- Rubber gloves
- Breathing barrier
- Sterile gauze pads
- Q-tips
- Alcohol pads (wipes)

- Zip Lock bags
- Triangular bandage
- Calamine lotion
- Safety pins
- Paper/pen
- Cotton balls
- Thermometer
- Sting relief gel
- Ice pack (chemically activated)
- Tweezers
- Small scissors
- Antibacterial soap (or hand wipes)
- Antiseptic towelettes
- Gauze tape
- Eye wash
- Sterile eye pads
- Rubbing alcohol (small plastic bottles)
- Peroxide (small plastic bottles)
- Burn cream
- Aloe gel (sunburn relief)

First Aid Kit Checklist for Grading

- _____ "First Aid Kit," Name, and Non-emergency phone number on kit (5 points)
- _____ 25 items (3 points each)
- _____ Organization of items in container (10 points)
- _____ Appropriate sized container (5 points)
- _____ Durable container (5 points)

Integration:

Biology, Math, Driver Education, Drama

Standard: **Sexuality and Family Life**

Course Level Expectation:

The student will examine human sexuality (e.g., biology, behavior, responsibilities, attitudes) and recognize the influence of society and family values on decision making.

Checks for Understanding:

The student will:

- 6.1 define the aspects of positive relationships (e.g., family, dating, friendship, professional, community).
- 6.2 examine the influence of families, cultural traditions and economic factors on human development (e.g., personality, values, sexuality, self-esteem).
- 6.3 describe gender differences, expectations and biases often encountered in today's society and compare them to the past.
- 6.4 explain human reproduction (i.e., male and female reproductive systems, pregnancy).
- 6.5 Recognize the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).
- 6.6 recognize abstinence from all sexual activity as a positive choice.
- 6.7 identify and practice skills needed to resist persuasive tactics regarding sexual activity.
- 6.8 identify the potential outcomes of engaging in sexual behaviors (e.g., pregnancy, STIs including HIV/AIDS, emotional).
- 6.9 compare various contraceptive methods.
- 6.10 identify short-term and long-term effects of sexual harassment and date rape.
- 6.11 discuss the alternatives of an unplanned pregnancy (e.g., adoption, single parenting, marriage, abortion).
- 6.12 discuss the consequences associated with teen pregnancy (e.g., physical, mental, emotional, social, economical).
- 6.13 examine the lifelong responsibilities and requirements of parenthood.

Student Performance Indicators:

At Level 1, the student will:

- review vocabulary (e.g., abstinence, relationship, friendship, dating, date rape, puberty, sexual activity, reproduction, reproductive system, sexually transmitted infections, sexual harassment).
- examine the positive outcomes pertaining to abstinence.
- review the characteristics of puberty.

- list and discuss different family structures.
- recognize the effects of media and marketing in forming attitudes toward sexual activity.

At Level 2, the student will:

- state factors contributing to a positive relationship (e.g., trust, honesty, caring, consideration, loyalty, communication).
- recognize that abstinence from all sexual activity is the healthiest choice.
- discuss reasons for abstaining from all sexual activity.
- identify the anatomy and functions of the male and female reproductive systems.
- identify disorders of the male and female reproductive systems.
- identify proper care of the male and female reproductive system.
- explain the menstrual cycle (e.g., hormonal changes, ovulation, uterine lining changes, menstrual period).
- identify signs of pregnancy.
- describe tests used to determine pregnancy (i.e., blood, urine).
- describe the stages of fetal development.
- discuss hormones and their effects on body changes.
- provide examples of positive peer pressure and negative peer pressure and manipulation.
- practice refusal skills using verbal and nonverbal tactics.
- research teen pregnancy statistics and issues.
- define contraception.
- identify and discuss contraceptive methods.
- identify causes, modes of transmission, treatment and prevention measures associated with STIs, including HIV/AIDS.

At Level 3, the student will:

- discuss the process of heredity relative to human reproduction.
- discuss the future of genetics and its influence on reproduction.

Sample Task #1:

Resisting Pressure Brainstorm

Divide the class into six small groups. Ask each of the groups to brainstorm ways to refuse sexual involvement as follows:

Groups 1 & 4: Ways to resist/refuse using words/verbal communication

Groups 2 & 5: Ways to resist/refuse using body language/nonverbal communication

Groups 3 & 6: Ways to resist/refuse using actions/behaviors

Verbal Communication

No
I'm not ready now

Nonverbal

serious facial expression
cross arms over chest

Behavior

turn on lights
get around other people

Don't pressure me

stand-up

get something to eat/distract

Sample Task #2:

Life Plans

The purpose of this activity is to allow students to explore and discuss the changes necessitated by parenthood to short-term and long-term life plans.

1. Have each student list the following on paper:
 - a. his or her plans for later that day,
 - b. his or her plans for the upcoming weekend,
 - c. where they will go on their next vacation,
 - d. where they want to be and what they want to be doing a year from today,
 - e. where they want to be and what they want to be doing five years from today.
2. Students should list the changes unexpected parenthood would bring to those plans.
3. Have a class discussion on the various plans and the changes that would occur.

Integration

Biology, Math, Home Economics, Drama

Standard: Substance Use and Abuse

Course Level Expectation:

The student will differentiate appropriate and inappropriate use of chemical substances.

Checks for Understanding:

The student will:

- 7.1 describe the illegal use of alcohol, tobacco and other chemical substances.
- 7.2 identify the effects of substance misuse and abuse on society (e.g., school, crime, disease, pregnancy, STI, job, personal relationships, physical enhancement, athletic performance).
- 7.3 recognize that combining chemical substances can have serious consequences (e.g., death, injury, sensory impairments).
- 7.4 identify school and community resources for treatment and intervention (e.g., DARE, school counselor, teacher, local health department, hotlines, Alcoholics Anonymous).
- 7.5 identify strategies to avoid misuse of chemical substances.
- 7.6 explain the effects of chemical substances on total wellness.

7.7 list the benefits of a lifestyle free from chemical misuse.

Student Performance Indicators:

At Level 1, the student will:

- review vocabulary (e.g., substance abuse, illicit drugs, gateway drugs, misuse, abuse, OTC, prescription, steroids, drug interaction, tar, nicotine, carbon monoxide, blood alcohol level, co-dependency, enabling).
- distinguish between over-the-counter and prescription drugs.
- list reasons individuals might use tobacco products and alcohol.
- describe behaviors and practice refusal skills necessary to resist peer pressure.
- identify consequences of substance misuse (e.g., legal, physical, social, emotional).

At Level 2, the student will:

- discuss legal issues of buying and consuming alcohol and tobacco.
- explain the effects of chemical substances on behavior (e.g., alcohol, prescription medication, methamphetamine, gasoline, paint, glue, aerosols).
- describe physiological (e.g., brain, liver, fetus, central nervous system) effects of substance use.
- list effects of alcoholism (e.g., physical, social, economic).
- identify smokeless tobacco products and their effects (e.g. cancer, gingivitis, tooth decay, discoloration of teeth).
- discuss effects of secondhand smoke.
- discuss media influences on tobacco, alcohol and substance use.
- list the classifications of drugs and give examples of each (e.g., depressants, stimulants, hallucinogens, narcotics, inhalants, designer drugs, performance-enhancing drugs).
- discuss and explain harmful effects of methamphetamine on individuals and society (e.g., families, socioeconomic impact, health, environment, government funding).
- discuss risks associated with alcohol consumption (e.g., DWI, DUI, riding with an impaired driver, cirrhosis, alcohol poisoning, underage drinking, sexual activity).
- discuss risks associated with substance use and misuse (e.g., death, overdose, sensory impairment).

At Level 3, the student will:

- identify programs designed to treat alcoholism and substance abuse.
- debate laws relative to alcohol, tobacco, and other chemical substances.

Sample Task #1

Alternative Party

The purpose of this activity is to have students will identify non-alcoholic ways to entertain and/or have fun. Each student will (1) List 10 things they do for fun and enjoyment (2) Learn

how to make at least one non-alcoholic beverage, and (3) Learn how to play a group game (4) Plan a party for their friends.

Introduction: Open discussion about why people drink, the effects of drinking. Talk about alcohol as a social lubricant and how it alters mood and impairs ability to function properly.

Step 1: Have each student write 10 ways they have fun. They have to be legal and cannot harm others in any manner. Have the class combine their examples until you have 101 ways. A fun idea is to compile their combined responses into a handout to give each of them entitled "101 non-alcoholic ways to have fun."

Step 2: Divide into pre-assigned groups and hand out recipes that you as the teacher supply. You could also have each group come up with their own favorite drink recipe in advance as an option which works great and gives the students ownership rights. Each group should have a blender and a different recipe. Groups should make enough drinks to share with the entire class so that everyone receives a taste of each drink. A compiled sheet of drink recipes should be made and given to each of the students entitled 'Tasty Drink Recipes for an Absolutely Sober Party.'

Step 3: Each group should be assigned a couple of days in advance to come up with a group game to teach and play with the entire class. This provides students with yet another non-alcoholic way to have fun. Students are responsible for teaching and providing any necessary equipment needed for the game. Each group should also prepare a handout for each student in the class with the name of their game, the rules, and instructions on how to play. Assess each group using a scoring rubric based on elements you established with the assignment, i.e. creativity/originality, fun factor, group involvement, clear rules and instructions, etc.

Step 4: Clean-Up/Closure. Debrief with students on the activity getting their valuable feedback, insights, and comments.

Sample Task #2:

Drug Combo

The purpose of this activity is to recognize that combining chemical substances can have serious consequences.

1. The student will identify several famous personalities who have lost their lives or their lives have been altered as the result of the abuse of substance combinations.
2. Have students develop a chart showing the stages of becoming a substance abuser.
3. As a group, have students develop a collage of positive alternatives to substance use.

Integration

Biology, Math, Technology, Art, Music, Social Studies, History, Home Economics, Drama, Driver Education