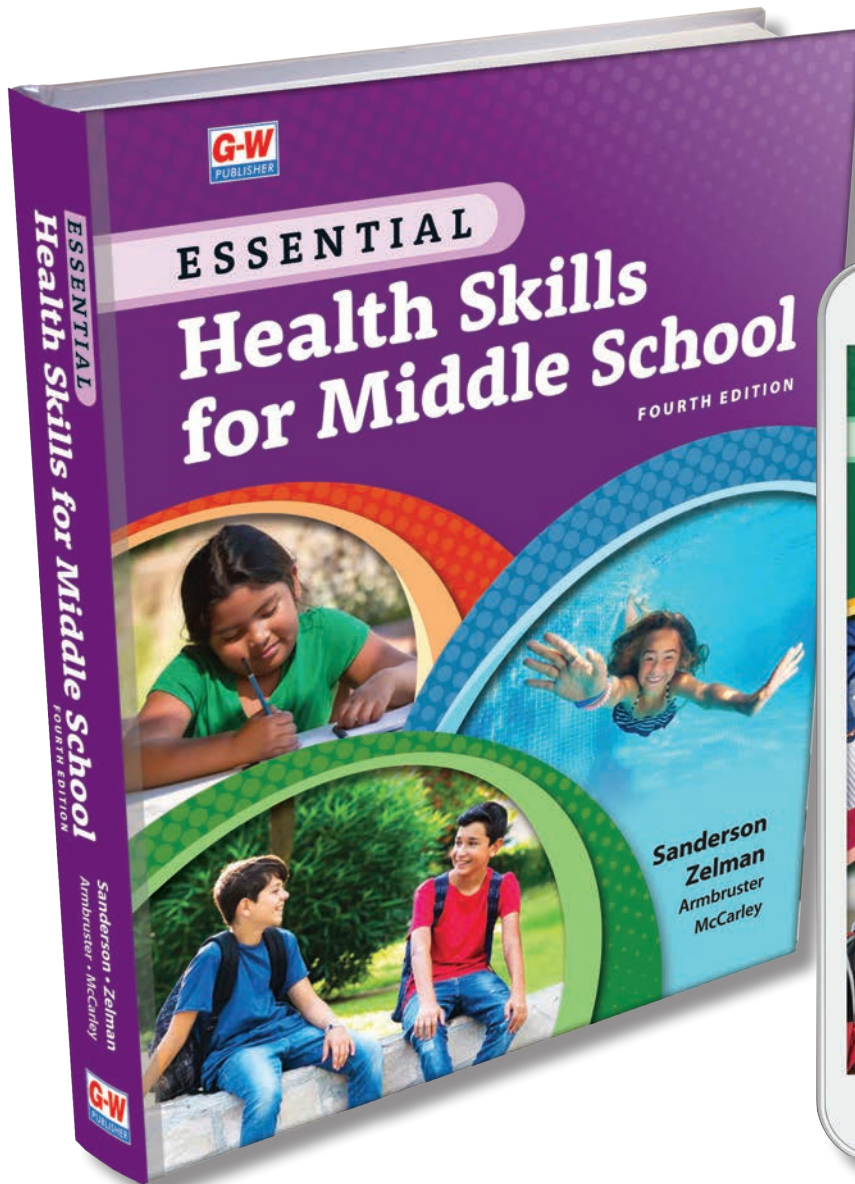


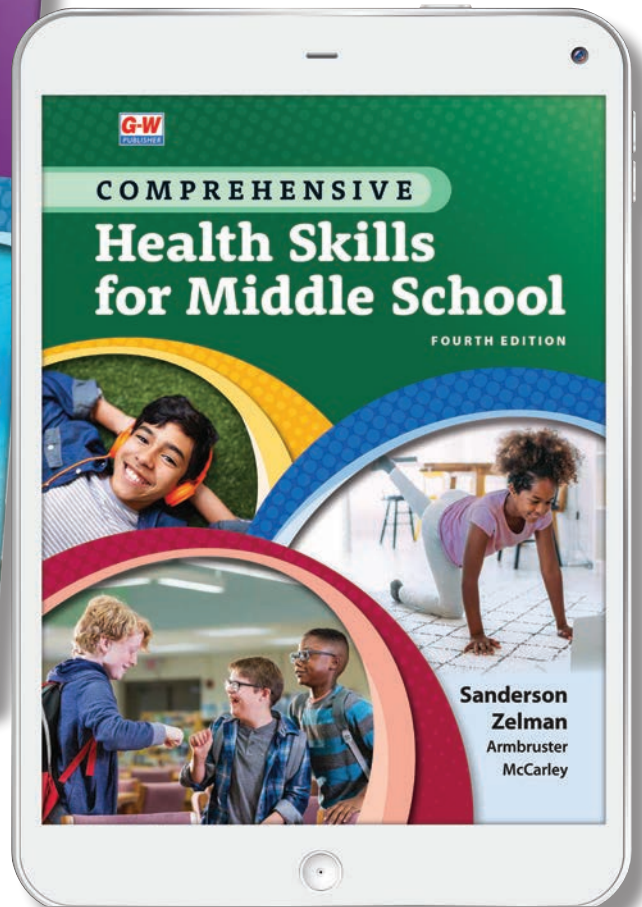


Let's Work Together to Encourage Healthy Living

Help Students Learn, Practice, and Apply Health Skills



NEW
©2025



- Robust resources that are LMS and Google Classroom ready
- Both align to each health skill area in the National Health Education Standards; *Comprehensive Health Skills* aligns to National Sex Ed Standards
- Award-winning, expert authors

www.g-w.com/health-pe

Comprehensive vs. Essential

**Spanish
Online Textbook
Included!**

COMPREHENSIVE Health Skills for Middle School	Topics	ESSENTIAL Health Skills for Middle School
✓	Foundations for Health and Wellness	✓
✓	Personal Health and Wellness	✓
✓	Food, Nutrition, and Physical Activity	✓
✓	Building Mental and Emotional Health	✓
✓	Tobacco, Alcohol, and Other Drugs	✓
✓	Safety	✓
✓	Social Health	✓
✓	Human Development	Companion Text: <i>Human Development and Relationships</i> Companion Text: <i>Human Development, Relationships, and Sexual Health</i>
✓	Relationships	Companion Text: <i>Human Development and Relationships</i> Companion Text: <i>Human Development, Relationships, and Sexual Health</i>
✓	Sexuality	Companion Text: <i>Human Development, Relationships, and Sexual Health</i>

Let's Look Inside the Student Edition

Preview: Key Terms, Learning Outcomes, Skills Icon , Essential Question, Reading and Notetaking Activity

Lesson 1.1

Learning About Health and Wellness



Key Terms

health state of complete physical, mental and emotional, and social well-being

healthcare treatment and prevention of illnesses, injuries, or diseases to improve health

mental and emotional health part of health that involves a person's thoughts and feelings

physical health part of health that involves how well a person's body functions

preventive healthcare going to the doctor when you are well to help you stay healthy


primary care routine checkups and treatment for diseases and health conditions

social health part of health that involves interacting with others in positive, healthy ways

well-being person's overall satisfaction with life

wellness active process that involves learning about health and making choices toward improving parts of health

Learning Outcomes

Look for the skills icon  to practice. After studying this lesson, you will be able to

1.1-1 Describe the parts of health and how the parts of health are interrelated.

1.1-2 Explain how healthcare and access to healthcare affects a person's health.

Learning Outcomes

Look for the skills icon  to practice health skills. After studying this lesson, you will be able to

1.1-1 Describe the parts of health and wellness and how the parts of health are interrelated.

1.1-2 Explain how healthcare and access to healthcare affects a person's health.

Essential Question



What are the parts of health and how does healthcare impact health?



Reading and Notetaking Activity

Create an outline which includes each part of health: physical, mental and emotional, and social. As you read this lesson, write what you learn about each part of health in the appropriate space.

After reading, review your notes and highlight what you think are the most important points. Study your notes to make sure you understand each part of health.

What I've learned about the physical parts of health:

-
-

What I've learned about the mental and emotional parts of health:

-
-

What I've learned about the social parts of health:

-
-

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Lesson image:
insta_photos/Stock/Getty Images Plus
via Getty Images



1.1–1 Reading Checkpoint

1. What are the three parts of health? Describe what each looks like in the life of a middle schooler.
2. Describe how the parts of health are interrelated. Provide an example.



1.1–2 Reading Checkpoint

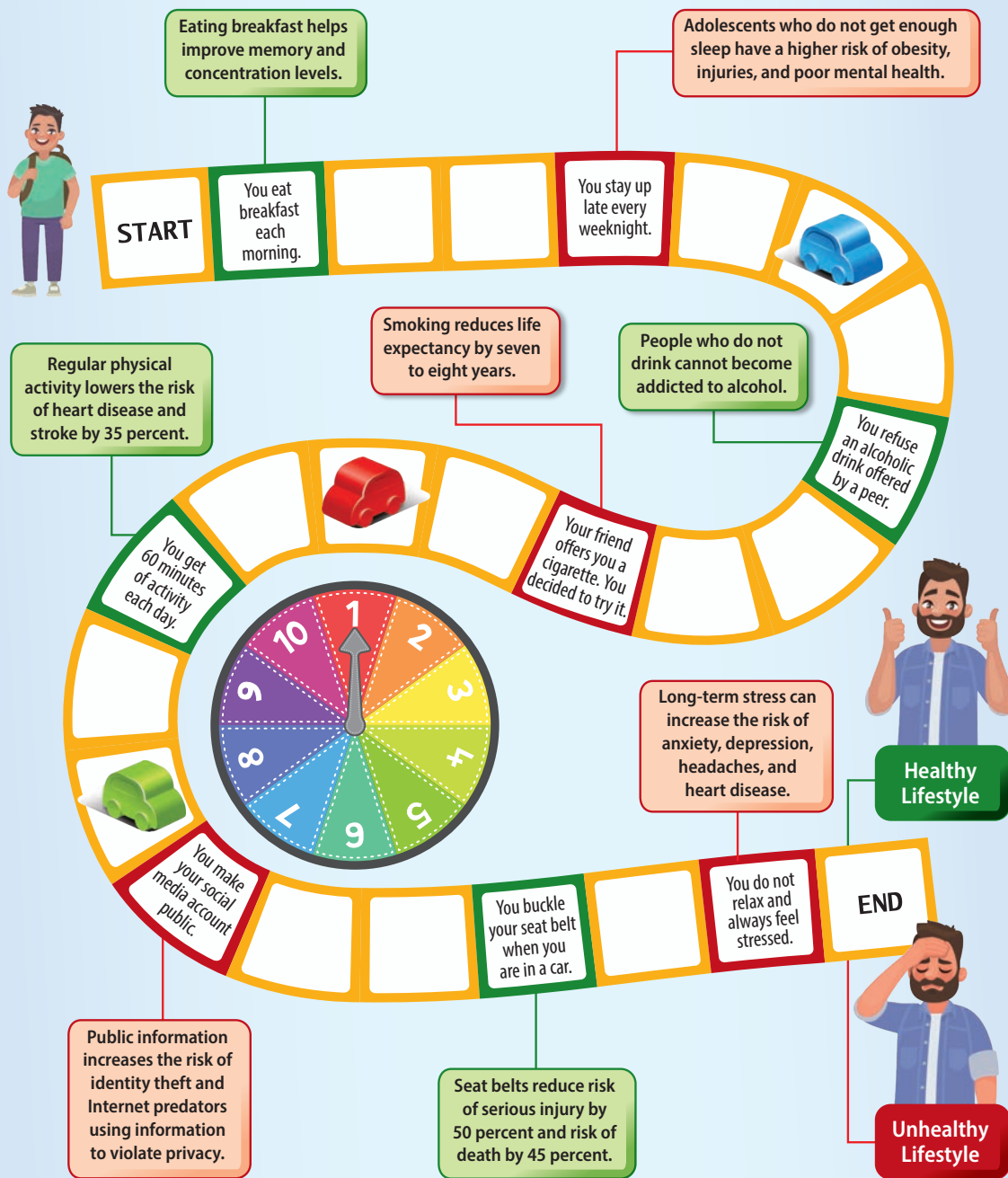
1. Describe the difference between healthcare and preventive healthcare.
2. As a middle schooler, is it important to understand healthcare, patient rights, and health insurance? Defend your answer.



1.2–2 Reading Checkpoint

1. How does genetics impact health and well-being?
2. How can knowing family history guide a person's decisions today and in the future?

The Game of Life



Game spinner: wongstock/Shutterstock.com; Game path: EkaterinaP/Shutterstock.com;
Game pieces: Reinekke/Shutterstock.com; Young person, sad and happy adults: tynyuk/Shutterstock.com

CASE STUDY

A Day in the Life of Taylor

Taylor is still trying to figure out life in middle school. Taylor feels happiest on the basketball court and hanging out with her family. The school day, on the other hand, feels like an emotional struggle for Taylor.

Taylor wants to fit in with the “cool kids” at school. They sometimes start drama and conflict within their friend group and with others. Still, Taylor feels a sense of pride at being part of the in-crowd.

However, trying so hard to fit in has started to affect Taylor’s health. Hanging out with the cool kids makes Taylor feel like she is expected to be fit, wear



AHPhotoswpg/E+ via Getty Images

cool clothes, have clear skin, and look confident. As a result, Taylor is constantly worrying and never feels good enough. The pressure of trying to fit in has weakened her self-esteem.



Practice Your Skills

Make Decisions

Taylor’s desire to fit in with the cool kids is having a negative impact on her mental and emotional and social health. Imagine that a new student, Corey, becomes friends with Taylor. Corey is fun, athletic, and smart, but not the typical cool kid.

With a partner, identify the decision Taylor needs to make regarding friends. List the options and the pros and cons of each option. Based on these pros and cons, identify what decision Taylor should make. Share this decision with the class and provide justification.

1.1-2 How Healthcare Promotes Personal Health

Healthcare directly affects personal health and well-being. Practicing wellness includes getting healthcare when you are sick. It also means getting preventive healthcare when you are not sick.

Healthcare involves the treatment of illnesses, injuries, or diseases to improve health and well-being. **Preventive healthcare** involves the following:

- an annual physical exam
- regular checkups
- tests for diseases
- vaccinations to prevent diseases
- screenings for conditions such as hearing or vision loss

The following sections will introduce you to different types of healthcare services and settings. You will also learn how people pay for healthcare.

Essential Idea



Healthcare includes getting care when you are sick and taking steps to prevent getting sick.

BUILDING YOUR SKILLS Digital Connections

The Power of Social Media to Inspire

How often do you spend time on social media? What kinds of messages do you receive online? Do the people in your social media network promote healthy behaviors or risky behaviors?

Social media can inspire healthy behaviors. It can also influence you to engage in risky behaviors. Just as peer pressure from your friends and classmates can impact the decisions you make regarding your health, so can the content you view on social media.

If you have a social media account, reflect on how these posts impact the way you think about risky behaviors. Carefully choose who you follow on social media based on how their messages could



Astrovector/Shutterstock.com

impact the way you view your own health. Surround yourself with a social network that cultivates a respectful, safe, and overall healthy lifestyle. In addition, inspire others to live this kind of lifestyle too, through the content you post on social media. If you currently do not use social media, consider how you will decide when or if to start using it.



Practice Your Skills

Advocate for Health

In this activity, you will create a digital or print visual of a positive social media post. Your goal is to inspire a healthy behavior. The materials you need depend on how you want to create your visual. You may choose to use a social media template. You could also make your visual using poster board or construction paper. To create your visual, complete the following steps:

1. Identify a healthy behavior that is important to you, your classmates, or your community. Examples may include getting enough sleep, eating healthy, exercising, drug-free living, or not using tobacco. The healthy behavior you

positively impact a person's physical, mental and emotional, or social health.

2. Create your social media post to raise awareness of this healthy behavior. Your visual may include infographics or pictures with captions. You could use famous quotes and add a hashtag or other link to a larger health community. Add other details to make your visual positive, informative,

BUILDING YOUR SKILLS Community Connections

Your School Environment

Your school environment can have a positive or a negative impact on your health. Violence, bullying, and drug use can make students feel unsafe. School counseling services can help students with their mental and emotional health.

Your school environment can be affected by people advocating for changes such as banning weapons or building speed bumps in the parking lot. Your voice or a group of voices has power. Your voices can have a positive impact on the school environment. Speaking up is a way to advocate for health in your community.



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Practice Your Skills

Advocate for Health

Create an advocacy project for a new health initiative. This can be a club, school rule, or information campaign. To create your project, complete the following steps:

1. In small groups, discuss your school environment. List the current actions being taken to encourage healthy students.
2. Next, discuss the health needs that are not being met at your school. List any new actions that could address these unmet health needs.
3. Select one of these actions to improve the health of students. Identify who can accomplish this action: you or your classmates, your teachers or school administrators, parents or other trusted adults, or other people.
4. Create a plan to raise student awareness of this health problem and inspire support for making this change.
5. Create a product to help raise awareness for your health program. Possible formats for this product include posters, flyers, social media posts, and petitions.
6. With teacher permission, advocate for your health initiative.

Lesson 1.1

Review and Assessment

Reading Summary

1.1-1 Health is a state of complete physical, mental and emotional, and social well-being. The parts of health are interrelated.

1.1-1 Wellness is the process of learning about health. It includes making choices that improve health. A

person's overall health and satisfaction that life's present conditions are good is well-being.

1.1-2 Wellness means that you go to the doctor for treatment when you are sick. You also go to the doctor for preventive healthcare.

Critical Thinking

1. **Assess.** How can a change in one part of health affect the other parts of health?
2. **Summarize.** Reflect on how accessible healthcare services are for you. How could a young person's life be impacted without easy or any access to preventative care and healthcare services?
3. **Explore.** Why might a young person not try to care for and improve their physical, mental and emotional, or social health?



Develop Your Skills

1. **Set Goals.** Reflect on your personal behaviors and how they impact the different areas of health. Then, create three goals, one to improve each area of health. When creating your goals, make sure your goals
 - clearly state what you want to accomplish
 - have results that can be clearly observed
 - can be realistically achieved
 - relate to your values and priorities
 - are achievable within a reasonable period of time
2. **Advocate for Health.** Different behaviors can improve physical, mental and emotional, and social health. Create a flyer, poster, blog, video public service announcement, or other creative product to educate and motivate your peers to try new healthy behaviors. Include at least five healthy behaviors in each area of health. With teacher permission, display these products to educate and motivate your peers.
3. **Practice Health-Enhancing Behaviors and Access Information.** Imagine that you recently had a loved one die and you are struggling to cope with this loss. Write an essay reflecting on the following questions:
 - How could a loss of a loved one affect each area of health?
 - Who could you talk to, and how would you begin the conversation?
 - What self-help strategies might be helpful in coping with your grief?

**Skills-Based
Activities!**

Let's Explore Online Learning

Accessible on any digital device, the Student Resources reinforce learning with a variety of interactive tools, including English and Spanish e-flash cards, matching activities, vocabulary games, and spelling challenges. An audio glossary provides the correct pronunciations of all key terms in the text.

Videos, Animations, and Audio Summaries



Vocabulary and Spelling Games

Select a point value. Choose the term that matches the definition.

Score: 0

100	100	100	100
200	200	-200	200

Definition: Your mental picture of yourself, which includes how you look, how you act, your skills and abilities, and your weaknesses; also called *self-concept*.

- ☐ self-esteem
- ☐ attitudes
- ☐ identity
- ☒ self-image

Check Answer

Matching Activities

Match the term with the correct definition.

- d attitudes
- g beliefs
- b identity
- a mental distress
- mental health conditions
- e self-esteem
- e self-image
- f self-talk

A. Mental and emotional state in which negative thoughts interfere with daily function for a short amount of time.

B. Thoughts and feelings about oneself.

C. How you feel about yourself.

D. Set ways a person thinks or feels about someone or something.

E. Your mental picture of yourself, which includes how you look, how you act, your skills and abilities, and your weaknesses; also called *self-concept*.

F. Patterns of thoughts and feelings that decrease mental and emotional health.

G. Ideas or thoughts a person knows to be true, based on real experiences, scientific facts, or what a person has learned from others.

H. Who you are, which includes your physical traits, social connections, and internal thoughts and feelings.

Your score is: 4/8

To try again, change your answers and click "Recheck".

Recheck

E-Flash Cards in English and Spanish

E-Flash Cards

Term (6 of 8)

self-esteem

E-Flash Cards

Definition (6 of 8)

How you feel about yourself.

Previous

Remove

Next

Spanish E-Flash Cards

Term (2 of 8)

afecciones de salud mental

Spanish E-Flash Cards

Definition (2 of 8)

Patrones de pensamientos y sentimientos que disminuyen la salud mental y emocional.

Previous

Remove

Next

Let's Look at Student Resources

Skills-Based Features

Many of the skills-based features are provided digitally in the Student Resources, making them easy to print and easy to assign.

CASE STUDY

A Day in the Life of Taylor

Taylor is still trying to figure out life in middle school. Taylor feels happiest on the basketball court and hanging out with her family. The school day, on the other hand, feels like an emotional struggle for Taylor.

Taylor wants to fit in with the “cool kids” at school. They sometimes start drama and conflict within their friend group and with others. Still, Taylor feels a sense of pride at being part of the in-crowd.

However, trying so hard to fit in has started to affect Taylor’s health. Hanging out with the cool kids makes Taylor feel like she is expected to be fit, wear



AHPPhotoswpg/E+ via Getty Images

Editable, accessible resources!
Simple Docx/Word design allows for
easy import into Google Classroom
or an LMS

Spanish
Resources
Included!



Practice Your Skills

Make Decisions

Taylor’s desire to fit in with the cool kids is having a negative impact on her mental and emotional and social health. Imagine that a new student, Corey, becomes friends with Taylor. Corey is fun, athletic, and smart, but not the typical cool kid.

Lesson 1.1 Case Study

Lesson 1.1 Case Study

Directions: Read the following case study from the text. In small groups, discuss the case study and answer the questions that follow. Then, discuss your group’s responses with the rest of the class.

A Day in the Life of Taylor

Taylor is still trying to figure out their life in middle school. Taylor feels happiest on the basketball court and hanging out with their family. The school day, on the other hand, feels like an emotional struggle for Taylor.

Taylor wants to fit in with the “cool kids” at school. They sometimes start drama and conflict within their friend group and with others. Still, Taylor feels a sense of pride at being part of the in-crowd.

However, trying so hard to fit in has started to affect Taylor’s health. Hanging out with the cool kids makes Taylor feel like they are expected to be fit, wear cool clothes, have clear skin, and look confident. As a result, Taylor is constantly worrying and never feels good enough. The pressure of trying to fit in has weakened their self-esteem.

Practice Your Skills: Make Decisions

1. Imagine that a new student, Corey, becomes friends with Taylor. Corey is fun, athletic, and smart, but not the typical cool kid. With a partner, identify the decision Taylor needs to make regarding friends.

Answer:

2. List the options and the pros and cons of each option.

Answer:

3. Based on these pros and cons, identify what decision Taylor should make.

Answer:

4. Share this decision with the class and provide justification.

Answer:

Reading Guides

Reading Guides help students **uncover main ideas, key terms, and make connections to their lives.** In addition, each lesson has a differentiated version in the Instructor Resources. These guides serve as great study aids for end-of-lesson and module assessments.

**Spanish
Resources
Included!**

Questions correlate to the Reading
Checkpoints in the text.

Lesson 1.1 Reading Guide

Lesson 1.1 Reading Guide

Directions: As you read and study Lesson 1.1, complete the reading guide to help you understand and make connections to the concepts being presented. You can use this guide as a study aid for the module assessment.

1.1-1 Parts of Health and Wellness

1. What are the three parts of health? Describe what each looks like in the life of a middle schooler.
Answer:
2. Describe how the parts of health are interrelated. Provide an example.
Answer:

1.1-2 How Healthcare Promotes Personal Health

1. Describe the difference between healthcare and preventive healthcare.
Answer:
2. As a middle schooler, is it important to understand healthcare, patient rights, and health insurance? Defend your answer.
Answer:

**Differentiated
Reading Guides
are available!**

Lesson 1.1 Differentiated Reading Guide

Reading Guide Lesson 1.1 Learning About Health and Wellness

Directions: As you read and study Lesson 1.1, complete the reading guide to help you understand and make connections to the concepts being presented. You can use this guide as a study aid for the chapter assessment.

1.1-1 Parts of Health and Wellness

1. What are the three aspects of health? Provide an example of each.
Answer:
2. A change in one aspect of health can affect another aspect of health. For example, if a person starts exercising (physical health), they may also feel happier (mental and emotional health). Provide another example.
Answer:

1.1-2 How Healthcare Promotes Personal Health

1. What is healthcare? What is preventive care?
Answer:
2. Who typically provides primary healthcare?
Answer:
3. HIPPA is a law that protects patient rights. What are two rights of a patient?
Answer:
4. What are two different types of healthcare settings?
Answer:

Lesson 1.3 Vocabulary Activity

Lesson 1.3 Vocabulary Activity

Directions: In the following activity, write a health-related scenario about each person using the key term. Include information in the scenario that helps the reader understand the key term.

Key Term	Health-Related Scenario
Isabella, age 14 advocate	Scenario:
Abigail, age 16 action plan	Scenario:
Michael, age 11 conflict resolution skills	Scenario:
Jackson, age 12 decision-making process	Scenario:
Conner, age 14 goal	Scenario:
Noor, age 13 health literacy	Scenario:
Jose, age 10 refusal skills	Scenario:
Kyler, age 12 medically accurate	Scenario:
Aida, age 12 SMART	Scenario:
Ken, age 10 mediation	Scenario:

Let's Practice Health Skills with the Student Workbook

The Student Workbook incorporates even more classroom-tested activities created by Mary McCarley, 2016 SHAPE America Southern District Teacher of the Year for the Advancement of Health Education. **The workbook emphasizes real-life application and skills-based learning, while reinforcing concepts covered in each lesson.**

Module 1 Workbook

Lesson 1.3: What Would You Do and Say?

Communicate with Others and Make Decisions

Directions: Imagine that you are in the following scenarios. Respond to the scenarios by indicating what you would do and say to resolve the conflict respectfully and effectively. Then with a partner, play the scenarios demonstrating healthy practices and behaviors.

Scenarios	What Would You Do?	What Would you Say?
I posted a picture last night on social media and was shocked this morning by the mean comments. I don't care about most of the people who made the comments, but there was one person who I thought was a friend, and her comment really hurt. I am mad.	Answer:	Answer:
I'm tired of my mom always yelling at me. I know she is exhausted, but it's not fair to take it out on me. Yesterday, I asked if I could hang out with friends and go to the movies. She yelled at me and told me "no." I am angry.	Answer:	Answer:
I thought Lucas and I were really good friends. Lately, he has been hanging out with other people and seems to ignore me when I am around. I'm really annoyed. If this is how he is going to treat me, I want my skateboard back.	Answer:	Answer:
Keily and I have been dating for three months. One of my friends recently told me that Keily has been flirting with someone else. I feel betrayed.	Answer:	Answer:
During PE class, Peyton and I bumped into each other during the soccer game. Peyton yelled at me, so I yelled back. Peyton whispered that she was going to beat me up in the locker room after class.	Answer:	Answer:

Editable, accessible resources!
Simple Docx/Word design allows for easy import into Google Classroom or an LMS

Spanish Resources Included!

Workbook Answer Keys available in the Instructor Resources!

1

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Let's Look at the Teacher's Edition

The Teacher's Edition contains the full student text plus **resources to help successfully plan and teach your health course.**

Instructional strategies for ELA learners, standards-based grading, differentiation, and critical thinking are emphasized in the Teacher's Edition. Prepare students to master the national performance expectations for health and wellness by referencing the National Health Education and Sex Education Standards (in *Comprehensive Health Skills for Middle School* only) correlation chart and the correlation notes on each lesson opener.

Physical Health

Physical health involves how your body functions. Good physical health means

- your body functions well
- you take part in activities of daily life
- your body can cope with the stresses of disease, injury, and aging
- you maintain an active lifestyle

In other words, being physically healthy enables you to do more than walk to school or lift a full backpack. You can recover from a sprained ankle, fight off the flu, and have the energy to cope with daily stresses.

Defining Mental and Emotional Health

Mental Health

- Describes how you observe and interpret information.
- Affects your ability to make decisions, solve problems, and examine situations.

Emotional Health

- Refers to how you express yourself and your thoughts and feelings.
- Your emotions, mood, feelings about yourself, and way of viewing the world are all parts of your emotional health.

Goodheart-Willcox Publisher

Figure 1.1.2 Mental health and emotional health are related, but they are not the same.

Which part of health involves how you express your thoughts and feelings?

Answer emotional health

Mental and Emotional Health

Your **mental and emotional** internal life. This refers to (Figure 1.1.2). Good mental health means you

- think clearly and critically
- express your thoughts
- cope well with stress
- realize your own skills
- have a positive attitude
- are willing to adapt, learn

Sometimes people do not experience challenges in health. For example, ongoing worry are not healthy.

These negative feelings well in school or joining in. Ongoing negative feelings, diet, activity levels, and more is treatment can help you skills for maintaining good health.

Social Health

Social skills and healthy relationships give you face life's challenges. **Social health** involves how people. Being socially healthy means you

- have enjoyable and supportive relationships with others
- can talk honestly with family and friends

trust you relationships that make you feel safe. Tips that give you the skills

Answers to caption questions conveniently appear right on the page.

Notes help the teacher differentiate activities for student ability and grade level.

Lesson 1.1

Review and Assessment

Reading Summary

- 1.1-1** Health is a state of complete physical, mental and emotional, and social well-being. The parts of health are interrelated.
- 1.1-1** Wellness is the process of learning about health. It includes making choices that improve health. A

person's overall health and satisfaction that life's present conditions are good is well-being.

- 1.1-2** Wellness means that you go to the doctor for treatment when you are sick. You also go to the doctor for preventive healthcare.

Critical Thinking

1. **Assess.** How can a change in one part of health affect the other parts of health?
2. **Summarize.** Reflect on how accessible healthcare services are for you. How could a young person's life be impacted without easy or any access to preventative care and healthcare services?
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Develop Your Skills

1. **Set Goals.** Reflect on your personal behaviors and how they impact the different areas of health. Then, create three goals, one to improve each area of health. When creating your goals, make sure your goals
 - clearly state what you want to accomplish
 - have results that can be clearly observed
 - can be realistically achieved
 - relate to your values and priorities
 - are achievable within a reasonable period of time
2. **Advocate for Health.** Different behaviors can improve physical, mental and emotional, and social health. Create a flyer, poster, blog, video public service announcement, or other creative product to educate and motivate your peers to try new healthy behaviors. Include at least five healthy behaviors in each area of health. With teacher permission, display these products to educate and motivate your peers.
3. **Practice Health-Enhancing Behaviors and Access Information.** Imagine that you recently had a loved one die and you are struggling to cope with this loss. Write an essay reflecting on the following questions:
 - How could a loss of a loved one affect each area of health?
 - Who could you talk to, and how would you begin the conversation?
 - What self-help strategies might be helpful in coping with your grief?

- Differentiation**
1. **Level 2.** To use for level 1, review SMART goals and examples with students. To use for level 3, have students list possible obstacles to achieving their SMART goals and make a plan to overcome them.
 2. **Level 2.** To use for level 1, provide students with links to reliable information on the topic. To use for level 3, have students talk with a trusted adult about their product. Encourage students to ask the person three questions and write a short summary on their conversation.
 3. **Level 1.** To use for level 2 or 3, have students write their own real-life scenario. Have students reflect on their own scenario or redistribute these new scenarios to other students.

Let's Look at the Extensive Instructor Resources

Lesson Plans

Detailed, daily lesson plans developed by Mary McCarley provide options for teaching your class from beginning to end. Correlated to the national standards, these time-saving plans are ready to implement into your course. Easily customize these plans to fit your unique classroom needs and teaching style. Lesson plans are available for every lesson and module review.

Health Skills for Middle School: Lesson Plan

Lesson 1.3 Building Skills for Health and Wellness

Use the following lesson plan as provided or modify it to meet your classroom needs.

Learning Outcomes

After studying this lesson, students will be able to

- **1.3-1 use** the decision-making process to solve problems and make healthy choices.
- **1.3-2 demonstrate** goal-setting skills by setting a SMART goal and developing an action plan to achieve it.
- **1.3-3 describe** how refusal skills help people avoid unhealthy behaviors.
- **1.3-4 identify** conflict management strategies.
- **1.3-5 demonstrate** how to access and evaluate health information
- **1.3-6 explain** how to communicate about and advocate for health.

National Health Education Standards

This lesson meets the following National Health Education Standards:

- **1.8.1** Analyze the relationship between healthy behaviors and personal health.
- **1.8.3** Analyze how the environment affects personal health.
- **1.8.7** Describe the benefits of and barriers to practicing healthy behaviors.
- **2.8.4** Analyze how the school and community can affect personal health practice and behaviors.
- **2.8.5** Analyze how messages from media influence health behaviors.
- **2.8.6** Analyze the influence of technology on personal and family health.
- **2.8.8** Explain the influence of personal values and beliefs on individual health practices and behaviors.
- **2.8.10** Explain how public health policies can influence health promotion and disease prevention.
- **3.8.1** Analyze the validity of health information, products, and services.
- **3.8.2** Access valid health information from home, school, and community.
- **3.8.5** Locate valid and reliable health products and services.
- **4.8.2** Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- **4.8.3** Demonstrate effective conflict management or resolution strategies.
- **5.8.2** Determine when health-related situations require the application of a thoughtful decision-making process.
- **5.8.3** Distinguish when individual or collaborative decision making is appropriate.
- **5.8.4** Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

unhealthy alternatives when making a decision.

n-related decision.

n, or improve a personal health practice.

ed to attain a personal health goal.

als can vary with changing abilities, priorities, and responsibilities.

ing responsibility for personal health behaviors.

or reduce health risks to self and others.

Editable, accessible resources!
Simple Docx/Word design allows for easy import into Google Classroom or an LMS

Includes alignments to the National Health Education Standards!

Access Content Lesson Updates

The Instructor Resources are periodically updated with new lessons, which include lesson content with review questions, infographics, a skills-based activity worksheet, and answer keys, to provide current information on changing health topics.

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Health Skills for Middle School: Lesson Plan

- (4) Assign *Workbook Activity: Making Decisions* through your LMS or Google Classroom® or print copies and distribute to students. Have students work independently or with a partner to complete. Students will read the scenarios and choose one to guide the person through the decision-making process. Debrief as a class.

- **Skill:** Make Decisions

- **Differentiation:** Level 2. To use for level 1, allow students to work with a partner or small group to collaborate. The teacher can model scenario 1 then allow the students to choose either scenario 2 or 3. To use for level 3, upon completion students can role play and practice communicating their decision.

- (4) Assign *Workbook Activity: Responding to Conflict*. This activity is available in the print Workbook or as a digital activity in the Student Resources. You can assign the digital activity through your LMS or Google Classroom® or print copies and distribute to students. Students are to respond to the scenarios by indicating what they would say to resolve conflict respectfully and effectively. Then, students will role play the scenarios with a partner. Lastly, they will reflect on a personal conflict and their steps to resolve it. Debrief as a class.

- **Skill:** Communicate with Others

- **Differentiation:** Level 2. To use for level 1, complete one or two as a class and model the role play scenario. To use for level 3, students will role play with a partner and receive feedback to improve their verbal and nonverbal communication. Allow students to create their own scenario and role play it.

- (3) Assign *Workbook Activity: What Would You Do and Say?* This activity is available in the print Workbook or as a digital activity in the Student Resources. You can assign the digital activity through your LMS or Google Classroom® or print copies and distribute to students. Students are to respond to the scenarios by indicating what they would do and say to resolve the conflict respectfully and effectively. Discuss students' responses in class. Answers are found in the Instructor Resources.

- **Skills:** Make Decision, Communicate with Others

- **Differentiation:** Level 2. To use for level 1, complete them to complete the rest on their own. To use for level 3, have students work with a partner or among a small group and receive feedback.

- (4) Assign *Workbook Activity: Be the Judge*. This activity is available in the Student Resources. You can assign the digital activity through your LMS or Google Classroom® or print copies and distribute to students. Students are to read the scenarios and determine consequences of their actions and other factors.

- **Skills:** Make Decisions, Analyze Influences, Advocate

- **Differentiation:** Level 3. To use for level 1, complete them to complete the rest on their own. To use for level 3, have students work with a partner or among a small group and receive feedback.

Application or Independent Practice (10–30 minutes)

Select from the following activities to meet your classroom needs.

- (1) Instruct students to read the Lesson 1.3 *Summary* in the Student Resources to support English Language Acquisition or the English Language Learners.
- (3) Have students visit their Student Resources online to play the *Health Skills* game, read the Glossary, English/Spanish E-Flash Cards, and Vocabulary.
- (>5) Assign the activity in the *Building Your Skills* feature of the Student Resources to complete an inspiring school advocacy project for a new health initiative.
- (2) Assign *Lesson 1.3 Review* in the Student Resources to complete. Print this review or assign it digitally through your LMS or Google Classroom®. Print copies and distribute to students. (Answers are located in the Instructor Resources.)

4

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Includes notes for differentiation and skills

Health Skills for Middle School: Lesson Plan

- (3) Assign the Critical Thinking questions from the Lesson Review and Assessment in the text. Have students answer these questions independently, with a partner, or in small groups.
- (4) Assign *Develop Your Skills* from the Lesson Review and Assessment in the text. Allow students to choose one of the three skills-based activities or assign a specific activity. See the *Teacher's Edition* for notes about differentiating these activities for student ability or grade level.
 - **Skills:** Access Information, Set Goals, Communicate with Others
- (2) Assign *Workbook Activity: Goal-Setting 101*. This activity is available in the print Workbook or as a digital activity in the Student Resources. You can assign the digital activity through your LMS or Google Classroom® or print copies and distribute to students. Students will determine if goals are SMART goals. Answers are found in the Instructor Resources.
 - **Skill:** Set Goals
 - **Differentiation:** Level 1
- (4) Have students complete the *Parent/Other Trusted Adult Engagement Assignment: Health and Wellness Interview* located in the Instructor Resources as homework. Students are to interview a parent, guardian, or other trusted adult to learn more about health and wellness, factors that affect health, and ways to build skills for achieving optimal health. Students will then write a reflection that summarizes their thoughts and feelings about the interview. Both parent, guardian, or other trusted adult and student should sign and date the pledge at the end of the interview.
 - **Skills:** Analyzing Influences, Practice Health-Enhancing Behaviors
- (2) Lesson 1.3 *Post-Assessment*—Use the Lesson 1.3 Post-Assessment to assess students' knowledge of concepts in this lesson. Print this assessment or assign it digitally through your LMS or Google Classroom®. Using the test software in the Instructor Resources, you can also select questions from the Exam or Differentiated Exam for Module 1 to create your own post-assessment. These question banks can be filtered by lesson or individual learning outcome to meet your classroom needs.

Closure (5–10 minutes)

Select from the following activities to meet your classroom needs:

- (1) Review expectations of learning from Lesson 1.3 and highlight what to expect next class.
- (2) Assign the Mind Map closure activity. This closure activity allows students the opportunity to visually create and connect important concepts from the text. Instruct students to draw a circle in the center of a piece of paper. In the circle, have students identify the main topic of the lesson. Then, instruct students to branch off other important ideas from the main topic. Support the important ideas with key information. Encourage students to enhance their mind maps by drawing pictures and images and writing questions.

5

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Reinforce key concepts from each lesson of the text with PowerPoint presentations, which **engage a variety of learning styles, improve student focus, and provide visual impact**. Presentations are editable and can easily be customized to meet daily teaching needs.

Skills Check: Resisting Pressure

Tips for resisting pressure



Watch your body language

- Stand up straight and make eye contact



Say how you feel

- Use a firm voice to say "no"



Be honest and do not make excuses

- You have the right not to give a reason



Suggest something to do

- Find another friend who wants to do the same

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Skills Check: Steps for Resolving a Conflict

- 1 Identify the cause of the conflict.
- 2 Ask for solutions from both parties.
- 3 Identify solutions both parties can support.
- 4 Agree on a solution.
- 5 Carry out the solution.
- 6 Evaluate the solution and renegotiate, if necessary.

Resolving Conflicts

- **Conflict** is a normal part of life
 - Healthy conflict allows someone to see another point of view and can help build relationships
 - Unhealthy conflict can cause stress and put strain on relationships
- **Conflict resolution skills** are strategies for resolving disagreements in a positive, respectful way to promote healthy relationships
- In some cases, a conflict is too serious or too difficult to manage alone
 - A neutral third party, or mediator, can help
 - During **mediation**, each perspective is shared with the mediator, and both parties reach an agreement

Lesson 1.3 Review

- What are the five parts of SMART goals?
 - **specific, measurable, achievable, relevant, and timely**
- Using a neutral third party to resolve difficult conflicts is called _____.
 - **mediation**
- What is the term that means to support?
 - **advocate**

Health Skills for Middle School: Lesson 1.3 PowerPoint Guide

Lesson 1.3 PowerPoint Guide

Instructions: Answer the following questions using what you learned in this lesson.

Slide: Making Healthy Decisions

What are the influences that impact the decisions you make?

Answer:

Slide: Skills Check: The Decision-Making Process

What is the first step of the Decision-Making Process?

Answer:

Slide: Setting and Achieving Goals

What is a step-by-step method to reach and track the process of your goal called?

Answer:

Slide: Skills Check: Setting SMART Goals

What does the acronym SMART stand for?

Answer:

Slide: Using Refusal Skills

Refusal skills are a set of skills designed to help someone avoid participating in what?

Answer:

Slide: Skills Check: Resisting Pressure

One tip for resisting pressure is questioning your _____, by standing up straight and maintaining eye contact.

Answer:

Slide: Resolving Conflicts

What are strategies for resolving disagreements in a positive, respectful way to promote

1

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**Includes
PowerPoint
Guides**

Teacher-Directed Activities

Teacher-Directed Activities provide a **structured and engaging learning environment that promotes student learning** by generating curiosity and interest on health topics.

Lesson 1.2 Teacher-Directed Activity: Recognizing Factors That Affect Health and Wellness

Teacher-Directed Activity: Recognizing Factors That Affect Health and Wellness

Activity Goal

- Introduce students to risk and protective factors

Materials Needed

- 4" × 4" pieces of red, yellow, and green construction paper (one set for each student pair); alternatively, a technology program
- Copy of the *Recognizing Factors That Affect Health and Wellness* scenarios, to read or display to students

Activity Preparation

In preparation for this activity, cut out 4" × 4" pieces of construction paper in red, yellow, and green. Each student pair will receive one set of red, yellow, and green pieces. You may want to laminate these pieces for durability. If technology is available, programs such as *Bell Everywhere* or *Page Deck* could be used instead.

Activity Instructions

1. Introduce students to the activity. Explain that in protective factors and this activity will encourage level of risk involved.
2. Distribute one set of red, yellow, and green pieces following instructions: *For each scenario I read, person's behavior is having or will have a negative card if you are very concerned, the yellow card if you are not concerned.*
3. Read or display each scenario from the *Recognizing* scenarios. After reading each scenario, ask the question minute for students to talk with their partner to discuss colored piece that represents their responses and
4. Conclude the activity by informing students that factors that affect health and wellness.

1

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Lesson 1.2 Teacher-Directed Activity: Recognizing Factors That Affect Health and Wellness

Recognizing Factors That Affect Health and Wellness Scenarios

Skill: Analyze Influences

Scenario	Question
Scenario 1: Thirteen-year-old Sam lives with his parents. Both smoke cigarettes. Fitting in at school is not always easy for Sam. He recently made a new friend group. The group is fun but a bit rebellious. Recently, two of his friends started smoking.	How concerned are you that Sam will become a smoker?
Scenario 2: Sixteen-year-old Peter has a family history of heart disease. Both his uncles died at a young age. They were also very overweight and smoked cigarettes. Peter maintains a healthy weight and is very active in sports.	How concerned are you that Peter will suffer from heart disease later in life if he continues being active?
Scenario 3: Fifteen-year-old Ali is currently struggling with high levels of stress and feelings of sadness and depression. Her family is going through a divorce and there is a lot of conflict and yelling within the home. Ali does have a supportive friend group and it helps to talk with them about her feelings.	How concerned are you for Ali's mental and emotional health?
Scenario 4: Ryan is a 15-year-old who seems to "have it all." He is smart and a good athlete. He is loved by classmates and teachers. However, when the school day ends, he returns to his family car. For three months, this family has been homeless.	How concerned are you for Ryan's health and well-being?
Scenario 5: Fifteen-year-old Cole lives in a high crime neighborhood. He is surrounded by drugs, alcohol, and gangs. He finds comfort in being at school and has made an effort to join after-school clubs and sports to decrease his time in his neighborhood. However, most of his friends live in his neighborhood and several of them are beginning to engage in risky behaviors.	How concerned are you for Cole's health and well-being?

2

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Review Activities

Prior to a module assessment, the review activities encourage students to **apply their knowledge of key terms, assess their understanding of key concepts, and practice a health skill.**

Differentiated by Learning Style

Menu

Rubrics Included

Module Review: Health and Wellness Menu

Module Review: Health and Wellness Menu

Teacher's Instructions

Note to Teacher: Based on the formative activities you assigned throughout the module, choose the summative performance task that best meets your students' needs. You will have several to choose from.

Lessons Included: Lesson 1.1, Lesson 1.2, Lesson 1.3, Lesson 1.4

- Make modifications to the assignment and rubric if not all lessons were covered or encourage students to do their own research.

Activity Goal

- Choose from options to show knowledge of key terms, understanding of concepts, and skills.

Materials Needed

- Copies of the *Module Review: Health and Wellness Menu* handout for each student
- Copies of the *Module Review Rubric* for each student

Activity Preparation

Consider the following questions before assigning this assessment:

1. Should students work on this assessment in class or at home?
2. How and when do students choose a partner for part 3?
3. How long will you give students to finish the assessment?

Activity Instructions

1. Give each student copies of the following handouts: *Module Review: Health and Wellness Menu* and *Module Review Rubric*. Introduce students to the assessment and inform them of the choice as to which assessments they choose in each category. Explain that they must include all the requirements in their assessment and follow the directions outlined in the *Module Review Rubric*.
2. Direct students to complete their assessments based on your responses to the Activity Preparation section above.
3. Once projects are complete, you may want to close the activity by allowing students to share their work with a partner or with the whole class.

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Module Review: Health and Wellness Menu

Module Review: Health and Wellness Menu

Directions: The menu will reinforce vocabulary, content, and skills practice from Module 1. The appetizer section will review key terms while the entrée section will reinforce concepts and skill practice. The dessert section is completed with a partner, and it encourages the practice of skills.

Use Vocabulary – Appetizers (Choose one.)

Parts of health and wellness essay: Write an essay describing how the parts of health are interrelated. Use at least five Key Terms from Lesson 1.1 in your essay. Underline the terms in your essay. (Lesson 1.1)

Lifestyle choices morning announcement script: Write a script for the morning announcement describing how the lifestyle choices individuals make now can affect health and wellness in the future. Use five or more Key Terms from Module 1 in your script. Underline the terms in your script. (Module 1)

A state of well-being cartoon strip: Create a cartoon strip about the body systems and their functions. Use five or more Key Terms from Lesson 1.4. Underline the terms in the cartoon strip. (Lesson 1.4)

Review Content – Entrées (Choose one.)

Guide to healthy living: Create a "guide to healthy living" flyer to hang around your school. Include the following information in your flyer: four ways to care for physical health, four ways to care for mental/emotional health, four ways to care for social health, and four or more factors that increase health and wellness. Include color and pictures to enhance your flyer. (Lesson 1.1 and 1.2)

Practicing health skills letter: Write a letter to a friend encouraging and supporting them to live a healthy, happy life. Reinforce the importance of the health skills and strategies reviewed in lesson 1.3. (Lesson 1.3)

Body systems graphic organizer: Create a graphic organizer or mind map demonstrating knowledge on how healthy behaviors affect the body systems (Lesson 1.1 and Lesson 1.4).

Practice Skills – Desserts (Choose one to complete with a partner.)

Skill: Communicate with Others

Module Review: Health and Wellness Menu

responses to the teacher. Refer to Figure 1.3.3 for tips on resisting pressure. (Lesson 1.3)

Refusal skills practice and performance: With a partner, choose one risky behavior that a middle school student may feel pressured to do. Write a pressure line to convince someone to engage in this risky behavior. Respond to the pressure line in three different ways clearly communicating "no." Practice refusing the risky behavior with your partner. Demonstrate the three refusal lines for the class. Refer to Figure 1.3.3 for tips on resisting pressure. (Lesson 1.3)

Refusal skills skit: With a partner, choose one risky behavior that a middle school student may feel pressured to do. Then, with your partner, create a scenario and skit where one person is trying to convince the other to engage in the risky behavior. Respond to the pressure line in three different ways clearly communicating "no." Practice your skit and perform it for the class. Use props to enhance your performance. Refer to Figure 1.3.3 for tips on resisting pressure. (Lesson 1.3)

choose one risky behavior that a middle school student may feel pressured to do. Write a pressure line to convince someone to engage in this risky behavior. Respond to the pressure line clearly saying "no" in three different ways. Practice your skit and perform it for the class. Use props to enhance your performance. Refer to Figure 1.3.3 for tips on resisting pressure. (Lesson 1.3)

le website.

Performance Tasks

Module performance tasks **encourage the practice of health skills.** There are several to choose from for each module, allowing teachers to meet the unique needs of students and different learning styles.

**Rubrics
Included**

Module 1 Performance Task: Practicing Healthy Behaviors to Improve Health

Performance Task: Practicing Healthy Behaviors to Improve Health

Teacher's Instructions

Note to Teacher: Based on the formative activities you assigned throughout the module, choose the summative performance task that best meets your students' needs. You will have several to choose from.

Lessons Included: Lesson 1.1, Lesson 1.2, and Lesson 1.3

- Make modifications to the assignment and rubric if not all three lessons were covered or encourage students to do their own research.

Activity Goal

- Challenge students to engage in behaviors that impact physical, mental and emotional, and social health.
- Encourage them to analyze influences to continuing these behaviors.
- Set SMART goals to improve physical, mental and emotional, and social health.

Materials Needed

- Copies of the *Performance Task: Practicing Healthy Behaviors to Improve Health* handout for each student
- Copies of the *Performance Task Rubric* for each student

Activity Preparation

Consider the following questions before assigning this

1. Should students work on part of this project?
2. Do you want students to share their work?
3. How long will you give students to finish?

Activity Instructions

1. Give each student copies of the following handouts: *Behaviors to Improve Health* and *Performance Task Rubric*. Inform them that they will be engaging in activities that impact physical, mental and emotional, and social health. Emphasize to students that they must follow the expectations outlined in the handouts.
2. Direct students to complete their projects based on the instructions in the Activity Preparation section above.
3. Once projects are complete, you may want to discuss their work with a partner, with the whole class,

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Module 1 Performance Task: Practicing Healthy Behaviors to Improve Health

Performance Task: Practicing Healthy Behaviors to Improve Health

Skills: Practice Health-Enhancing Behaviors, Analyze Influences, Set Goals

Create a photojournal, vlog, blog, video, or other teacher-approved product to demonstrate your participation in four healthy behaviors for each aspect of health: physical, mental and emotional, and social health (for a total of 12 healthy behaviors). In your product, include the following:

- A piece of evidence for each healthy behavior, for a total of 12 pieces of evidence (Lesson 1.1)
- A brief explanation of each healthy behavior about how it promotes your physical, mental and emotional, or social health (Lesson 1.1)
- For each behavior, include factors that influence the likelihood of you regularly engaging in the healthy behavior (Lesson 1.2)
- Set one SMART goal for each area of health- for a total of 3 SMART goals (Lesson 1.3)

Note: Your creation will not be shared with anyone beyond your teacher without your permission (unless something in the pictures or videos indicate that you or another person are or may be harmed).

Use the outline below to get started. Remember, for this assessment, you must provide evidence of you actually doing these activities. Following are some examples of evidence:

- Photo of your well-balanced, nutrient dense lunch
- Screenshot of your mindfulness app progress
- Video of you talking with your parents about a stressful topic

Behaviors That Promote Health Notes

Behaviors that Promote My Physical Health	Behaviors that Promote My Mental and Emotional Health	Behaviors that Promote My Social Health
Behavior #1: How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:	Behavior #1: How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:	Behavior #1: How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:
Behavior #2:	Behavior #2:	Behavior #2:

²
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How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:	How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:	How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:
Behavior #3: How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:	Behavior #3: How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:	Behavior #3: How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:
Behavior #4: How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:	Behavior #4: How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:	Behavior #4: How the behavior improves health: Factors that increase the likelihood of engaging in the behavior:
SMART goal:	SMART goal:	

Module 1 Performance Task: Practicing Healthy Behaviors to Improve Health

Performance Task Rubric

Score each grading criteria on a scale from 1 to 4. (4 = Criteria exceeds expectations, 3 = Criteria met, 2 = Criteria mostly met, 1 = Limited criteria met)

Grading Criteria	Score 4	Score 3	Score 2	Score 1	Teacher Feedback
Explains how the 12 healthy behaviors promote physical, mental and emotional, and social health	Score:	Score:	Score:	Score:	Feedback:
Demonstrates four physically healthy behavior	Score:	Score:	Score:	Score:	Feedback:
Demonstrates four mentally/emotionally healthy behaviors	Score:	Score:	Score:	Score:	Feedback:
Demonstrates four socially healthy behaviors	Score:	Score:	Score:	Score:	Feedback:
For each behavior, include factors that influence the likelihood of regularly engaging in the healthy behavior	Score:	Score:	Score:	Score:	Feedback:
Sets one SMART goal for each area of health- for a total of 3 SMART goals	Score:	Score:	Score:	Score:	Feedback:
Product demonstrates strong effort and is well organized	Score:	Score:	Score:	Score:	Feedback:

Final Score:

Grade percentage (Number of Points ÷ 28):

Feedback:

Standard-Based Grading Formative Assessments

Standard-based grading formative assessments are available for every performance indicator of the National Health Education Standards. An assessment rubric and a conversion chart for those using traditional grading are included.

Rubrics Included

Teacher Directions: Standard-Based Formative Assessment Performance Indicator 4.8.1 — Page 1

Standard 4 Teacher Directions for Standard-Based Formative Assessment: Performance Indicator 4.8.1

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Indicator 4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.

Name:
Date:
Period:

Standard 4 Level 1 Assessment

Performance Indicator 4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.

Effective communication is one of the most important parts of a healthy relationship. Reread the

information about
determine which
Emerging on the

Communicat

- A. Active listeni
- B. Aggressive
- C. Assertive
- D. Communicati
- E. Feedback
- F. I-statements
- G. Nonverbal co
- H. Passive
- I. Verbal comm

Definitions

1. Constructive
Answer
 2. Communicati
signals that do
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 3. Way of expre
of how many
Answer
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Name:
Date:
Period:

Standard 4 Level 2 Assessment

Performance Indicator 4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.

Read the following scenarios to determine whether the messages being conveyed involve verbal or

nonverbal comm
communication.

Scenarios

1. Charlie main

Verba

Effect

2. During an arg
perfect.”.

Verba

Effect

3. Annoyed wit

Verba

Effect

4. While arguin

Verba

Effect

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Name:
Date:
Period:

Standard 4 Level 3 Assessment

Performance Indicator 4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.

Read the following communication exchanges between Juan and his parent. In the space provided, rewrite

Juan's You-stater
nonverbal commu
task demonstrates

Communicat

1. Parent: Please

Juan: Why do

Rewri

Chang

2. Parent: Be ho

Juan: You wo

Rewri

Chang

3. Parent: I just

Juan: Your ru

Rewri

Chang

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Name:
Date:
Period:

Standard 4 Level 4 Assessment

Performance Indicator 4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.

Have a meaningful conversation with a family member, trusted adult, friend, or partner. For example, you could discuss ways to manage stress more effectively or family expectations on dating, alcohol use, or use of technology. During the conversation, be intentional about using effective verbal and nonverbal communication. After the conversation, answer the following questions to analyze your verbal and nonverbal communication and identify areas to improve. Successful completion of this task demonstrates Extending on the Assessment Scale.

Questions

1. Describe the conversation. With whom were you talking? What was the topic of the conversation?

Answer:

2. Did you clearly express your needs, opinions, and feelings? Provide examples of how you clearly communicated or could have more effectively communicated these needs, opinions, and feelings.

Answer:

3. Did you use passive, assertive, or aggressive communication? Defend your answer.

Answer:

4. Provide at least three examples of I-statements you used, or could have used, during the conversation.

Answer:

5. Review the key steps to active listening in Figure 15.6 on page 480 of the textbook. Give examples of ways you demonstrated active listening. What steps could you focus on to improve your active listening skills?

Answer:

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Standard-Based Grading Summative Assessments

Standard-based grading summative assessments are available for every standard of the National Health Education and Sex Education Standards (in *Comprehensive Health Skills for Middle School* only). An assessment rubric and a conversion chart for those using traditional grading are included.

Interpersonal Communication Assessment — Page 1

Name:

Date:

Period:

Standard 4 Interpersonal Communication Assessment

With a partner, plan and perform a role-play that uses communication skills to enhance health and avoid or reduce health risks. Complete the following steps to plan and perform your role-play.

Step 1: Plan the “Story”

To plan the story for the role-play, consider the following points. Talk with your partner to begin developing your plan for the story.

- Choose a health topic that you are interested in to be the focus of this role-play. You might want to consider health topics that are difficult to talk about or are controversial.
- Think about different types of people who may be involved in the performance (e.g., parents, partner, sibling). Reflect on conversations you have had with them or you wish you could have with important people in your life.
- Consider how many different scenes you want to include in the performance.
- Think about how you will demonstrate effective communication skills.

Step 2: Write the Script

While in real life you will not have a script for communication, you will write a script for this assessment. By writing a script, you are spending time thinking about and practicing communication skills to enhance and avoid or reduce health risks in real-life conversations. On a separate piece of paper, write your script.

- Effective verbal communication skills
- Effective nonverbal communication skills
- Refusal and/or negotiation skills
- Healthy conflict resolution skills
- How to ask for help

This list of healthy communication skills needs to be shown to your partner. Think about logical ways to get each of these skills into your script. Your script should be present throughout the entire role-play.

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Alternative Interpersonal Communication Assessment

Name:

Date:

Period:

Standard 4 Alternative Interpersonal Communication Assessment

Demonstrate effective verbal and nonverbal communication skills to enhance health and avoid or reduce health risks by responding to a scenario selected by your teacher from each of the following categories. Remember that both your verbal and nonverbal communication skills are being assessed. Therefore, treat the conversation related to each scenario as if it were real life.

Category: Refusal and Negotiation Skills

- Scenario A: Your best friend suggests that you try vaping.
- Scenario B: Your cousin confides in you about having suicidal thoughts and tells you not to tell anyone.
- Scenario C: A classmate asks to copy your homework.
- Scenario D: Even though you tell your friend that you need to go to sleep, your friend pressures you to keep texting.
- Scenario E: Your coach wants you to practice, although your doctor has not cleared you to return to sports yet.
- Scenario F: The parents of the family that you babysit for have asked you to babysit every day after school.

Category: Conflict Management and Conflict Resolution Skills

- Scenario A: Your sibling keeps taking your belongings without asking, and you are angry.
- Scenario B: Your parents want to know everything about your life, but you are looking for some independence.
- Scenario C: Your best friend since childhood does not think you should be hanging out with the group of friends you have been connecting with lately.
- Scenario D: You disagree with your teacher about a grade on a project.
- Scenario E: A friend overheard you talking with another person about her, and now that friend is mad at you.
- Scenario F: Your best friend is spending more time with a dating partner than with you.

Category: Asking for Help

- Scenario A: You want to eat healthier lunches.
- Scenario B: You have been feeling sad and depressed for about a month.

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**Rubrics
Included**

**Alternative options
to meet all
students' needs**

Parent/Other Trusted Adult Engagement Assignments

Within lessons, the parent/other trusted adult engagement homework assignment **will extend learning home and encourage valuable health conversations and skills practice.**

**Spanish
Resources
Included!**

Parent/Other Trusted Adult Engagement Assignment: Let's Talk Self-Esteem and Building Mental and Emotional Health

Skills: Practice Health-Enhancing Behaviors

Directions: This assignment is designed to help parents, guardians, or other trusted adults and young people begin or continue the conversation about relevant health-related topics affecting young people and families today and in the future. This homework assignment will focus on developing self-esteem and controlling negative self-talk. Complete the activity together and then at the end of the activity, sign the pledge to keep talking about important topics.

Part 1

Directions: Together, read the scenarios below and choose one. Talk about the scenario and the discussion question. Work together to create a plan of action in the event you are ever in this situation. Then, complete the student writing assignment.

Scenario 1	Scenario 2
Your body feels like it is constantly changing and never looks the way you want it to. At school, in your neighborhood, and on television, everyone seems to be confident except for you. You know you are supposed to love yourself the way you are, but what if you want more? At times, you feel like you are not good enough the way you are. Lately, these insecurities are weighing you down.	Lately, you have been tough on yourself. Your grades are not quite good enough and you don't feel like you can do anything right. As a result, you have been engaging in a lot of negative self-talk. These internal thoughts are beginning to weigh you down.

Discussion Question

What would you do? Create a plan in case you are ever in this situation.

Student Writing Assignment and Reflection

Directions: Summarize and reflect on the plan discussed.

Summary and reflection:

Part 2

Directions: Discuss two of the questions below with your parents, guardian, or other trusted adult. Reflect on your discussion and then complete the writing assignment that follows.

Discussion Questions

1. What normal physical changes affect self-esteem?
2. What are some signs of low self-esteem?
3. Discuss some negative emotions that you feel. What are healthy ways to manage and control these emotions?
4. Why is positive self-talk so important today and in the future?

Student Writing Assignment and Reflection

Directions: Write a summary and reflect on the two questions discussed.

Summary and reflection:

Pledge

I commit to having these crucial conversations.

Parent/Guardian Signature:

Date:

Student Signature:

Date:

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Guide to Opt Out Materials

For some sensitive health topics, such as sexual health, you may be required to send out letters for parents/guardians to opt their children in or out of this instruction. A sample parent/guardian letter is included in these resources. You can customize it according to your state and district requirements.

If students have been opted out of certain sensitive content, you should separate them from the rest of the class during this instruction. When covering sensitive material, you may need to provide students who do not participate with alternative activities. Identify if your opt-out students are self-directed or if they may need additional guidance. Some activities may require classroom time to explain to students.

Opt Out Alternative Activities by Content

In this section of the *Instructor Resources*, you will find activities you can assign or customize for your students. Some of these activities may look familiar, as they are also included in other lessons in the curriculum. Most have been deemed appropriate for opt-out students.

When assigning alternative activities, it can be helpful to discuss with students whether or not they participate in the full curriculum. You may also want to correlate what you are teaching in the classroom with the activities for opt-out students.

Any Topic

You can customize the activities below to fit your needs. If you have not covered in class, you may select to assign them to your students if they have a particular topic they are interested in or they begin their activity.

Template Activities	
Conducting a Research Project Template	(NEEDS TO BE COMPLETED BY THE STUDENT)
Advocacy Campaign Template	Advocacy Campaign Template
Wellness Action Plan Template	Wellness Action Plan Template
Practicing Healthy Behaviors	Practicing Healthy Behaviors

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Student Activity: What Would You Do?—Page 1

Name:
Date:
Period:

Student Activity: What Would You Do?

Directions: During adolescence, situations may occur that cause you to feel pressured to join others in risky behaviors. Read the following scenarios and help the teens resist negative pressure and make a good decision by using the first four steps of the decision-making process.

- **Step 1:** Identify the decision. Good decision making starts with identifying the issue or decision to be made.
- **Step 2:** Brainstorm options. This involves identifying all the choices you can make.
- **Step 3:** Identify possible outcomes: Think about the best- and worst-case scenarios of each option. This will help you choose the best option that aligns with your goals, values, and resources.
- **Step 4:** Make a decision. Choose an option to commit to and to act upon.

Scenario 1

Sasha looks up to her older brother, Tyrone. One day, Sasha joins her brother at the park where he is hanging out with his friends. Tyrone's friend offers Sasha a vape pen and Tyrone encourages Sasha to try it. Sasha does not want to vape, but she trusts Tyrone and she likes spending time with him and his friends.

1. Provide all possible options:
2. List the best-case scenarios:
3. List the worst-case scenarios:
4. Based on the best- and worst-case scenarios for each option, which decision should Sasha make? Defend your answer:

Scenario 2

Brody and a group of friends are hanging out playing basketball on Saturday afternoon. Feeling hungry, Brody's friends dare him to steal snacks from the convenience store. Brody stole once before and got away with it. Walking toward the convenience store, Brody hesitates.

The ExamView® Assessment Suite allows you to **quickly and easily create assessments**. For those using a Learning Management System, the Question Bank Files will be imported allowing teachers to create customized exams, which are auto-graded. With both options, teachers can choose questions of varying levels of difficulty to further differentiate for students.

Premade lesson pre-assessments and post assessments, and Module differentiated exams are also available in the Instructor Resources as Word documents.

Name: _____ Class: _____ Date: _____ ID: A

Easy

Matching

Match the following terms and identifying phrases.

- A. aerosol
- B. carcinogens
- C. dopamine
- D. nicotine
- E. vaping device

_____ 1. Toxic substance that gives tobacco products their addictive quality.

_____ 2. The particles and gases left over after a cigarette is extinguished.

_____ 3. The process of using a tobacco product without burning it.

_____ 4. The process of using a tobacco product without burning it.

_____ 5. The process of using a tobacco product without burning it.

Name: _____ Class: _____ Date: _____ ID: A

Intermediate

True/False

Indicate whether the statement is true or false.

- _____ 1. Using vaping devices is safer, healthier, and less addictive than smoking regular cigarettes.
- _____ 2. Dependence occurs when the body *can* function without the substance in the body.
- _____ 3. Nicotine replacement strategies, such as nicotine patches, can help lessen withdrawal symptoms for tobacco users.

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- _____ 4. _____ refers to the particles and gases left over after a cigarette is extinguished.
 - A. Thirdhand smoke
 - B. Secondhand smoke
 - C. Tobacco use
 - D. Thirdhand aerosol
- _____ 5. Which of the following is *not* a skill a person can use to prevent tobacco use?
 - A. Building healthy relationships.
 - B. Using stimulus control techniques.
 - C. Learning to manage stress.
 - D. Using refusal skills.

Essay

Provide complete responses to the following questions or statements.

- 6. List two types of tobacco products.
- 7. List two factors that lead young people to try tobacco.
- 8. List three skills people can use to prevent tobacco use.

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Name: _____ Class: _____ Date: _____ ID: A

Difficult

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- _____ 1. _____ refers to the particles and gases left over after a cigarette is extinguished.
 - A. Thirdhand smoke
 - B. Secondhand smoke
 - C. Tobacco use
 - D. Thirdhand aerosol
 - E. Secondhand smoke
- _____ 2. Which of the following is *not* a skill a person can use to prevent tobacco use?
 - A. Building healthy relationships.
 - B. Using stimulus control techniques.
 - C. Learning to manage stress.
 - D. Using refusal skills.
 - E. Thinking critically about media messages.

Short Answer

Provide complete responses to the following questions or statements.

- 3. Using vaping devices is safer, healthier, and less addictive than smoking regular cigarettes. Is this statement true or false? Explain.
- 4. Children of parents who set clear rules and consequences for using tobacco products are more likely to experiment with tobacco. Is this statement true or false? Explain.
- 5. With stimulus control, the goal is to avoid triggers that cause a desire to use tobacco. Is this statement true or false? Explain.

Essay

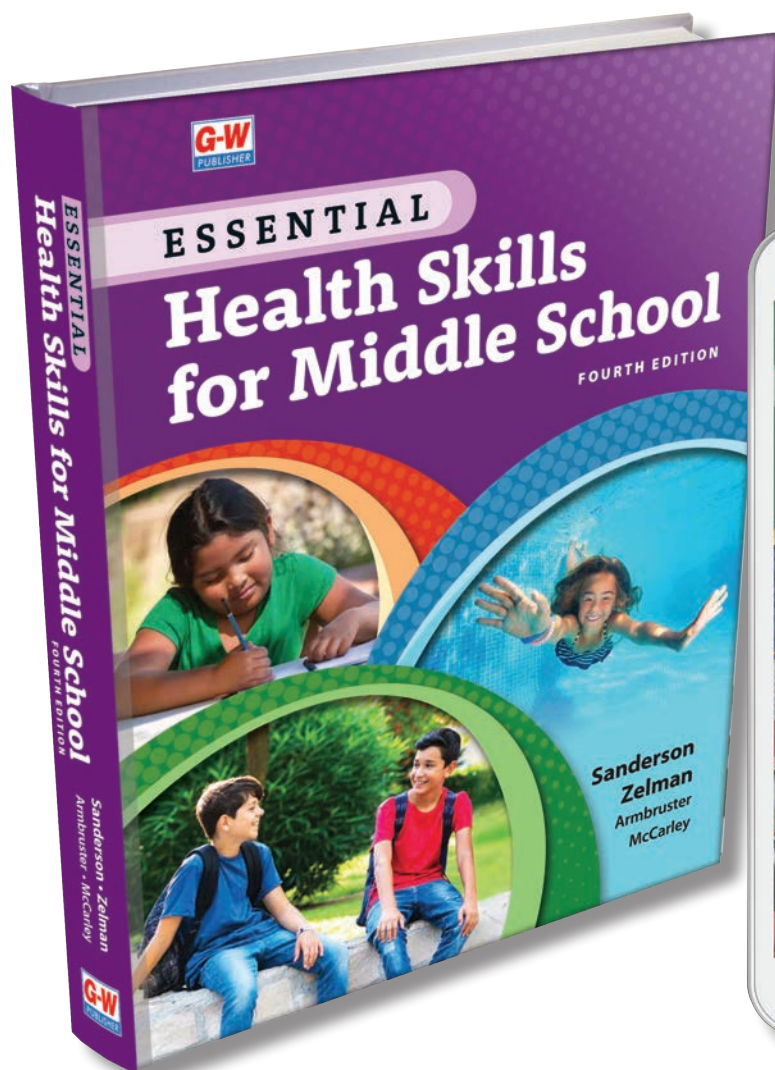
Provide complete responses to the following questions or statements.

- 6. List all three types of tobacco products.
- 7. How does smoking damage the respiratory system?
- 8. Describe the two types of dependence to a substance.

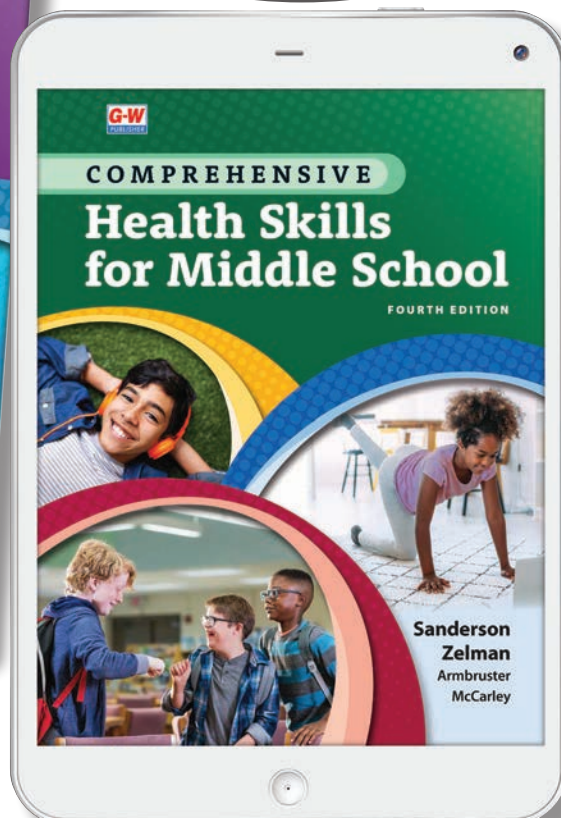
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