

# **A Guide for Implementation of Michigan Model for Comprehensive School Health Education®**

## **Grades 7-8**

### **Integrating the**

### **Michigan Model® Grade 7 and Grade 8 Revised Manuals**

**and**

### **Michigan Model® Modules for Grades 7-8**

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## Purpose of the Guide

This teaching guide is designed to help schools implement a comprehensive health education program for middle school youth by utilizing the Michigan Model Grade 7 and Grade 8 Revised Manuals (published in 1994 and 1995 respectively) and the more recently developed Michigan Model Health Education Modules for grades 7-8 (dates of publication in 1996-99).

In 1988, the Michigan Model developed a health education curriculum for the seventh grade and a second curriculum for the eighth grade. These two curricula were revised in 1994-95. With the rapidly changing knowledge and skills in health education, it was decided to complete a more thorough revision in 1996. During this revision, the format of the seventh and eighth grade curricula was changed.

The 1996 revision offers units of study, or modules, dealing with critical health issues facing middle school youth. Each module addresses a different health issue and can be used at either seventh or eighth grade. Consequently, this guide has been developed to assist teachers who are using the Grade 7 and/or Grade 8 Revised Manuals and who want to know how to use their manuals with the more recently developed modules.

## Rationale for Including or Omitting Lessons

During the development of this guide, each lesson from Grade 7 and Grade 8 Revised Manuals was reviewed to determine if it should be included or considered as an optional lesson in a comprehensive health curriculum for grades 7-8, or if it should be omitted. Beginning on page 12 of this guide, each lesson from Grade 7 and Grade 8 Revised Manuals is summarized. The recommendations for inclusion or omission are stated along with the rationale.

Lessons were omitted for three reasons:

- 1) Recently revised modules are available on the topic.
- 2) The lesson contains inaccurate information.
- 3) The lesson contains more cognitive information than necessary to encourage healthy behaviors.

Some lessons were recommended as optional because:

- 1) The recently revised modules cover similar content.
- 2) The lesson contains information unrelated to health risks which are leading causes of death and injury for adolescents.

If lessons from Grade 7 and Grade 8 Revised Manuals and lessons from the more recently developed modules cover similar content, we strongly urge you to use the most recently developed lessons. They are more interactive and focus more specifically on skills-based instruction.

Lessons from Grade 7 and Grade 8 Revised Manuals which may continue to be included as a part of a comprehensive school health education curriculum are also noted. Lessons were recommended for inclusion because:

- 1) The lesson contains information and skills which augment the more recently developed modules.
- 2) The lesson contains information and skills which may be of high interest to middle school youth.

## Michigan Model® Health Education Modules for Grades 7 and 8

The following Michigan Model® health education modules are available for students in grades 7 and 8:

- *HIV, AIDS, and Other STDs*
- *What's Food Got To Do With It?* (Nutrition)
- *It's No Mystery: Tobacco Is a Killer*
- *It's Time to Move!* (Physical Activity)
- *The Two "R's" for Stopping Assault and Preventing Violence*
- *Protect a Friend—Share Your Skills* (Alcohol, Tobacco, and Other Drugs)

## Suggested Sequence of Lessons

Middle school teachers using the Michigan Model frequently ask these questions:

- "How do I fit it all in?"
- "If I can't teach it all, what should be taught?"
- "I only have X number of days. What should I leave out?"

Recognizing that a semester course at both the seventh and eighth grade is ideal but not typically feasible for most middle schools, we have tried to answer these questions by providing a chart (pages 5-7) which outlines a one semester health course (92 lessons) which could be taught at either the seventh or eighth grade. The more recently developed modules have been integrated into this outline. Some of the lessons which were recommended to be included are not listed due to time constraints. Preference was given to lessons which address one of the six categories of behaviors which cause the most adverse health and social problems. These categories are:

- Unintentional and Intentional Injuries
- Drug and Alcohol Use
- Sexual Behaviors that Result in HIV Infection, Other Sexually Transmitted Diseases, and Unintended Pregnancies



- Tobacco Use
- Dietary Behaviors
- Lack of Physical Activity

The other common method of scheduling health into the seventh and eighth grades is to offer two ten-week courses, one at the seventh grade and one at the eighth. Charts suggesting course outlines for each of these ten-week courses follow the semester chart (pages 8-11).

We strongly encourage you to examine these outlines carefully. They are only a beginning guide. You will need to assess the health education your students have received in the elementary grades, what health content may be covered in other academic areas within your building (e.g., nutrition in life management class), and the needs of each of your classes. The detailed descriptions of the lessons, beginning on page 12, may help you determine a course specifically designed for your situation and/or to augment these three suggested outlines.

The charts offer a suggested sequence of lessons. Using this sequence, the introductions and closures for the lessons will need to be modified.

Beginning at the top of the chart outlining lessons for a One Semester Health Education Course for Grade 7 or 8, Lesson 1 from the Introductory Module of Grade 7 OR Grade 8 is recommended as the first lesson taught, followed by a combination of Lessons 2 and 4 from Grade 7 OR a combination of Lessons 2 and 3 from Grade 8. Then, a combination of Lessons 3 and 5 from Grade 7 OR Lesson 5 from Grade 8. Continue to follow the sequence of the lessons as presented on the chart.

# One Semester Health Education Course for Grade 7 or 8

Grade Seven Revised Manual		Grade Eight Revised Manual		Modules
<b>Introductory Module</b>		<b>Introductory Module</b>		
Lesson 1: Introduce Health	OR	Lesson 1: Introduce Health		
Condense and Combine Lessons 2 and 4: Get Acquainted and Establish Rules	OR	Condense and Combine Lessons 2 and 3: Get Acquainted and Establish Rules		
Condense and Combine Lessons 3 and 5: Brainstorming and Cooperative Activity (uniqueness)	OR	Lesson 5: Cooperative Activity (health messages)		
<b>Module I</b>				
Lesson 1: Healthy Appearance				
				<i>What's Food Got to Do With It?</i> Nutrition Lessons 1-8
				<i>It's Time to Move!</i> Physical Activity Lessons 1-4
<b>Module II</b>				
Lesson 1: Emotions Lesson 3-4: Skills Lesson 6-8: Stress Management				
		<b>Module IV</b> Lesson 9: Depression and Boredom		
<b>Module III</b>				
Lesson 1: Relationships				
				<i>The Two "R's" for Stopping Assault and Preventing Violence</i> Lessons 1-4: Relationships and Conflict Resolution Skills
Lesson 5: Parent/child Communication				



Grade Seven Revised Manual	Grade Eight Revised Manual	Modules
<b>Module IV</b>		
		<p><i>The Two “R’s” for Stopping Assault and Preventing Violence</i>            Lessons 5-15: Conflict Resolution, Intimidation, Violence, Sexual Harassment, Dating Abuse</p>
		<p><i>It’s No Mystery: Tobacco Is a Killer</i>            Lessons 1-3: Facts on Cigarettes/Cigars/Pipes, Chew, Secondhand Smoke, Tobacco Issues</p>
Lesson 1: Influences		
	<b>Module IV</b>	<p><i>It’s No Mystery: Tobacco Is a Killer</i>            Lessons 4-7: Reasons for Use, Influences, Advertising Gimmicks, Refusal Skills, Promote Abstinence Among Peers, Support Nonuse and Quitting</p>
		<p><i>Protect a Friend–Share Your Skills</i>            Lessons 4-6: Effects of Alcohol, Tobacco, and Other Drugs; Laws Related to Use; Health, Legal, and Social Consequences of Use; Reasons to Abstain; Alternative Healthy Activities</p>
	<b>Module IV</b>	
		<p><i>Protect a Friend–Share Your Skills</i>            Lessons 7-8, 11-12: Refusal Skills, How to Identify Trouble</p>
	<b>Module III</b> Lessons 1-3: Caring Relationships (Family/Children)	



Grade Seven Revised Manual		Grade Eight Revised Manual		Modules
				Eight to ten lessons for local district choice of sex education curricula
				<i>HIV, AIDS, and Other STDs</i> Lessons 1-8: Information and Abstinence Skills
		<b>Module I</b>		
		Lessons 1-10: Health Problems (Investigative Reports)		
		<b>Module II</b>		
		Lesson 6: Accidents		
		<b>Module IV</b>		
		Lesson 1: Safety		
		<b>Module III</b>		
		Lessons 4-6: First Aid		
<b>Module V</b>				
Lesson 7: Resources	OR	Lesson 10: Resources	OR	<i>The Two “R’s” for Stopping Assault and Preventing Violence</i> Lesson 13 OR <i>HIV, AIDS, and Other STDs</i> Lesson 3 OR <i>Protect a Friend–Share Your Skills</i> Lesson 13
Lesson 8: Children of Alcoholics				
<b>Module V</b>	OR	<b>Module V</b> (most appropriate if health is taught in eighth grade)		
Lessons 1-3: Summarize; Personal Strengths and Limitations		Lessons 3-7: Goal Setting; “Survival Kit”		
Lesson 9: Goal Setting				
Lesson 10: Goal Setting				

NOTE: According to Safe and Drug-Free Schools Legislation, programming to prevent violence and substance abuse must occur at each grade level. If you choose a semester health course, be sure you have other curricula or programming available at the other grades (e.g., peer mediation, student assistance programming, etc.).

# A Ten-Week Health Education Course for Grade 7

Grade Seven Revised Manual		Grade Eight Revised Manual		Modules
<b>Introductory Module</b>				
Lesson 1: Introduce Health				
Condense and Combine Lessons 2 and 4: Get Acquainted and Establish Rules				
Condense and Combine Lessons 3 and 5: Brainstorming and Cooperative Activity (uniqueness)				
<b>Module III</b>				
Lesson 1: Relationships				
				<i>The Two "R's" for Stopping Assault and Preventing Violence</i> Lessons 1-4: Relationships and Conflict Resolution Skills
Lesson 5: Parent/child Communication				
				<i>The Two "R's" for Stopping Assault and Preventing Violence</i> Lessons 5-15: Conflict Resolution, Intimidation, Violence, Sexual Harassment, Dating Abuse
<b>Module IV</b>				
				<i>It's No Mystery: Tobacco Is a Killer</i> Lessons 1-3: Facts on Cigarettes/Cigars/Pipes, Chew, Secondhand Smoke, Tobacco-Related Issues
Lesson 1: Influences				

Grade Seven Revised Manual		Grade Eight Revised Manual		Modules
				<i>It's No Mystery: Tobacco Is a Killer</i> Lessons 4-7: Reasons for Use, Influences, Advertising Gimmicks, Refusal Skills, Promote Abstinence Among Peers, Support Nonuse and Quitting
				<i>HIV, AIDS, and Other STDs</i> Lessons 1-8: Information and Abstinence Skills
<b>Module V</b>				
Lesson 7: Resources			OR	<i>The Two "R's" for Stopping Assault and Preventing Violence</i> Lesson 13 OR <i>HIV, AIDS, and Other STDs</i> Lesson 3 OR <i>Protect a Friend—Share Your Skills</i> Lesson 13
Lesson 8: Children of Alcoholics				
<b>Module V</b>				
Lessons 1-3: Summarize; Personal Strengths and Limitations				
Lesson 9: Goal Setting				
Lesson 10: Goal Setting				



# A Ten-Week Health Education Course for Grade 8

Grade Seven Revised Manual	Grade Eight Revised Manual	Modules
<b>Introductory Module</b>	<b>Introductory Module</b>	
	Lesson 1: Introduce Health	
	Condense and Combine Lessons 2 and 3: Get Acquainted and Establish Rules	
	Lesson 5: Cooperative Activity (health messages)	
<b>Module I</b>		
Lesson 1: Healthy Appearance		
		<i>What's Food Got to Do With It?</i> Nutrition Lessons 1-8
		<i>It's Time to Move!</i> Physical Activity Lessons 1-4
<b>Module II</b>		
Lesson 1: Emotions		
Lesson 3-4: Skills		
Lesson 6-8: Stress Management		
	<b>Module IV</b>	
	Lesson 9: Depression and Boredom	
<b>Module IV</b>	<b>Module IV</b>	
		<i>Protect a Friend—Share Your Skills</i> Lessons 4-6: Effects of Alcohol, Tobacco, and Other Drugs; Laws Related to Use; Health, Legal, and Social Consequences of Use; Reasons to Abstain; Alternative Healthy Activities

Grade Seven Revised Manual		Grade Eight Revised Manual		Modules
		<b>Module IV</b>	OR	<i>Protect a Friend–Share Your Skills</i>
		Lesson 10: Problem Solving and Resistance Skills		Lessons 7-8, 10-11: Problem Solving and Refusal Skills
Lesson 10: Positive Influences				
		<b>Module III</b>		
		Lessons 1-3: Caring Relationships (Family/Children)		
		<b>Module I</b>		
		Lessons 1-10: Health Problems (Investigative Reports)		
		<b>Module II</b>		
		Lesson 6: Accidents		
		<b>Module IV</b>		
		Lesson 1: Safety		
		<b>Module III</b>		
		Lessons 4-6: First Aid		
		Lesson 10: Resources	OR	<i>The Two “R’s” for Stopping Assault and Preventing Violence</i>
				Lesson 13 OR <i>HIV, AIDS, and Other STDs</i> Lesson 3 OR <i>Protect a Friend–Share Your Skills</i> Lesson 13
		<b>Module V</b> (most appropriate if health is taught in eighth grade)		
		Lessons 3-7: Goal Setting; “Survival Kit”		



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# Grade Seven

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## Introductory Module

### Lessons 1-5

### Recommendation: Include

These five lessons offer activities designed to introduce health education to students and to establish a comfortable learning environment. All of the lessons can be used in addition to the more recently developed Michigan Model Modules without duplicating information or skills. A brief description of each lesson follows:

Lesson 1 defines what it means to feel healthy and offers a preview of topics students will study.

Lesson 2 provides students with an opportunity to get to know some of the unique characteristics and interests of their classmates.

Lesson 3 reviews the skill of brainstorming and its uses.

Lesson 4 identifies cooperative behaviors and how cooperation can enhance the learning environment. Students determine rules for cooperative behavior in health class.

Lesson 5 offers students a chance to practice cooperative behaviors and brainstorming. They continue to learn about classmates and the unique contributions each individual can make.

# Module I–Looking Good

## Lesson 1

### **Recommendation: Include**

Lesson 1 describes the elements that contribute to a healthy appearance and acknowledges that each individual has unique characteristics. This lesson offers an effective introduction to nutrition, exercise, and other related topics covered in Module I.

## Lessons 2-4

### **Recommendation: Omit**

#### **Substitute: *What's Food Got to Do With It?*–Eight lessons**

Lessons 2-4 contain outdated nutritional information and more factual information than needed to adopt healthy nutritional habits. The Michigan Model *What's Food Got to Do With It?* offers more interactive activities and emphasizes essential information and skills.

## Lessons 5-6

### **Recommendation: Omit**

#### **Substitute: *It's Time to Move!*–Four lessons**

Lessons 5-6 focus on the four types of exercise and the benefits of physical fitness. The Michigan Model *It's Time to Move!* is based on the most recent recommendations for physical activity from the Centers for Disease Control and Prevention. The emphasis is on achieving health benefits through physical activity, overcoming barriers, and making a lifelong commitment to being active.

## Lesson 7

### **Recommendation: Include**

#### **NOTE: May be a duplication if your district has adopted a sex education curriculum. Lessons on this topic must receive approval by your local school board prior to teaching.**

Lesson 7 deals with the changes of puberty. When teaching this lesson, follow the guidelines established by your district for the teaching of sex education.

## Lesson 8

### **Recommendation: Include**

Lesson 8 focuses on the contributions of good hygiene to appearance and what to consider in selecting body, hair, and dental care products.

## Lesson 9

### **Recommendation: Include**

This lesson covers skin care and addresses common adolescent skin problems. It also includes a discussion of the effects of tanning and ways to care for their skin to enhance their appearance.

## Lesson 10

### **Recommendation: Include**

Lesson 10 helps students appreciate their unique physical characteristics and style.

## Lesson 11

### **Recommendation: Include**

This lesson summarizes Module I and encourages students to reflect on the changes they may have made in their appearance and fitness activities.

## Module II–Feeling Good

### Lesson 1-12

### Recommendation: Include

These twelve lessons offer activities designed to help young people identify the contributors to a person’s physical, emotional, and social health and well-being. All of these lessons can be used to augment the more recently developed modules. A brief description of each lesson follows:

Lesson 1 helps young people understand the range of human emotions. Students identify things that contribute to a person feeling good and acknowledge that variations in feelings and moods are normal.

Lesson 2 identifies sleep, movement, time-outs, and food as physiological enhancers which help people feel good.

Lesson 3 helps students understand how their skills and competencies help them feel good about themselves. The influence of positive thinking is explored.

Lesson 4 builds on the previous lesson and encourages students to set a goal to develop and/or strengthen a competency or skill. They also discuss how, by taking small steps, they can develop a new skills.

Lesson 5 focuses on how other people’s words and actions affect our feelings about ourselves. Students have a chance to share messages of appreciation for one another.

Lesson 6 identifies the physical signs of stress and the physiological arousal process involved in a stress reaction along with the consequences. Students identify various situations that can be stressful and recognize that stress can be managed and is important to growth and development.

Lesson 7 differentiates between positive and negative ways of coping with stressful situations. Students practice basic relaxation techniques and begin to develop their own stress reduction skills.

Lesson 8 continues the focus on stress management. Students explore how to “take charge” by thinking ahead, getting help from others, problem solving, and setting limits on worrying.

Lesson 9 helps students explore how negative and positive explanations for events affects the way a person feels and acts. They examine the consequences of thinking positively or negatively and practice positive self-talk.

Lesson 10 examines how a person’s environment has the potential to either create or alleviate stress. Students identify the characteristics of and the objects in their personal spaces that help them feel good.

Lesson 11 (two-day) asks students to examine how their school environment is stressful and how it makes them feel good. They develop a plan to make one small positive change in the school environment.

Lesson 12 summarizes Module II by reviewing the content and playing a game.

# Module III–Getting Along With Others

**NOTE:** *The skills taught in Module III are very similar to those taught in The Two “R’s” for Stopping Assault and Preventing Violence Module. There is a chart at the end of the lesson descriptors which offers a suggested way to sequence the lessons if you plan to integrate the two modules.*

*The theme of Module III has a general focus on skills needed to get along with others. The theme of The Two “R’s” for Stopping Assault and Preventing Violence Module is the prevention of violence. Consequently, the skills and topics covered in Lessons 7-15 of The Two “R’s” for Stopping Assault and Preventing Violence Module are not covered in Module III (e.g., dealing with intimidation, protecting yourself in violent situations, sexual harassment, dating violence). Given the importance of this content, it is recommended that you teach The Two “R’s” for Stopping Assault and Preventing Violence Module.*

## Lesson 1

### **Recommendation: Include**

Lesson 1 identifies different types of personal relationships and their characteristics. Connections are made between the quality of personal relationships and one’s overall health and well-being. Students identify their own social networks. While *The Two “R’s” for Stopping Assault and Preventing Violence Module* explores positive friendships and relationships that provide resources for youth, this lesson offers a broader context for examining the significance of relationships.

This lesson introduces a bulletin board with the theme of “People Need People.” The bulletin board helps students identify the skills they are learning. Depending on how you choose to integrate *The Two “R’s” for Stopping Assault and Preventing Violence Module*, this bulletin board may be useful. An alternative is provided in *The Two “R’s” for Stopping Assault and Preventing Violence Module*. In this module, the skills are organized on a bulletin board around the theme of conflict resolution and violence prevention, using the characteristics of positive friends and a stoplight to categorize skills for resolving conflicts, managing intimidation, and protecting oneself if violence occurs.

## Lesson 2

### **Recommendation: Optional**

This lesson introduces basic concepts inherent in communication and discusses the importance of sending clear messages and checking out the messages received from others. The lesson contains cognitive information about communication, but does not build communication skills. If time is limited, this lesson could be omitted in favor of lessons which teach communication skills more directly.

## Lesson 3

### **Recommendation: Optional**

**NOTE: Consider using this lesson or Lessons 2, 3, and 4 from The Two “R’s” for Stopping Assault and Preventing Violence Module**

Lesson 3 focuses on nonverbal communication. It defines physical and vocal nonverbal communication. Students are involved in several activities where they test the impact of nonverbal communication. While nonverbal communication is discussed and demonstrated in *The Two “R’s” for Stopping Assault and Preventing Violence Module*, this lesson offers a more in-depth examination of the topic.

#### Lesson 4

#### **Recommendation: Optional**

**NOTE: Consider using this lesson or Lessons 2, 3, and 4 from *The Two “R’s” for Stopping Assault and Preventing Violence Module***

Lesson 4 demonstrates and asks the students to practice passive listening, active listening, and reflective listening (listening for feelings). Lessons 2, 3, and 4 from *The Two “R’s” for Stopping Assault and Preventing Violence Module* review listening skills, including passive listening, active listening, and empathy skills. Students also practice listening and empathy skills. Lesson 4 from Grade 7 offers more information on listening and offers practice in each of the three types of listening separately. The lessons from *The Two “R’s” for Stopping Assault and Preventing Violence Module* integrate the skills around the theme of positive friendships and conflict resolution.

#### Lesson 5

#### **Recommendation: Include**

This lesson focuses on parent-child communication. Students are encouraged to look at situations from the perspective of the child and the parent to determine how a person’s perspective may impact his or her communication. Students practice active and reflective listening skills in hypothetical parent-child situations.

#### Lesson 6

#### **Recommendation: Include**

Lesson 6 helps students learn ways to reach out to peers to get acquainted and make new friends. The students learn the elements of a conversation and apply them to hypothetical situations.

#### Lesson 7

#### **Recommendation: Optional**

**NOTE: Consider using this lesson or Lessons 1 and 2 from *The Two “R’s” for Stopping Assault and Preventing Violence Module***

Lesson 7 asks students to list characteristics they look for in friends. They also identify behaviors which keep friends and those which lose friends. This lesson and Lessons 1 and 2 from *The Two “R’s” for Stopping Assault and Preventing Violence Module* cover similar content. Lessons 1 and 2 from *The Two “R’s” for Stopping Assault and Preventing Violence Module* focus on the characteristics of positive friends and ask students to identify which of these characteristics they demonstrate to others. The characteristics are linked to the theme of “showing respect and acting responsibly.” These lessons also discuss behaviors that are “out of bounds” and may result in the loss of friendships.

Lesson 7, Activity 3, deals with the stages of loss that may be experienced when a friendship ends. This content is not covered in *The Two “R’s” for Stopping Assault and Preventing Violence Module*.

## Lesson 8

### **Recommendation: Optional**

**NOTE: Consider using this lesson or Lessons 2, 3, and 4 from *The Two “R’s” for Stopping Assault and Preventing Violence Module***

This lesson describes assertive, passive, and aggressive communication. It teaches students to use an “I-Message” to share their opinions and feelings with others. Lessons 2, 3, and 4 from *The Two “R’s” for Stopping Assault and Preventing Violence Module* teach the skill of “Telling It Like It Is—With Tact” as a way to assertively communicate with others. This skill is the same as the “I-Message.” Students see demonstrations of passive and aggressive behaviors and how they impact communication between two people. They also learn how empathy can be a useful complementary skill.

Lesson 8 introduces a list of basic human rights. This content is not found in *The Two “R’s” for Stopping Assault and Preventing Violence Module*.

## Lesson 9

### **Recommendation: Omit**

**Substitute: Lesson 3 from *The Two “R’s” for Stopping Assault and Preventing Violence Module***

Lesson 9 defines conflict and identifies the causes of conflicts. It also describes four ways to handle conflicts. This lesson is cognitive in nature. Lesson 3 from *The Two “R’s” for Stopping Assault and Preventing Violence Module* provides similar information in an interactive manner and links it to skill development.

## Lesson 10

### **Recommendation: Omit**

**Substitute: Lessons 5 and 6 from *The Two “R’s” for Stopping Assault and Preventing Violence Module***

Lesson 10 teaches the steps in negotiation and asks the students to practice the skill. While there is nothing inaccurate about the content of this lesson, Lessons 5 and 6 from *The Two “R’s” for Stopping Assault and Preventing Violence Module* offer a negotiation method which is linked to the POWER problem solving method which students learn in the sixth grade of the Michigan Model and in the lessons contained in Grades 7 and 8 Revised Manuals. Using POWER as the acronym for both the problem solving and negotiation methods may help students remember each skill.

## Lesson 11

### **Recommendation: Include**

This lesson summarizes Module III and asks students to communicate their appreciation to two people with whom they have a relationship (e.g., parents, grandparents, sisters, friends, etc.). If lessons from *The Two “R’s” for Stopping Assault and Preventing Violence Module* have been integrated, the review and summary may need modification.

## Sequencing the Lessons

The chart below offers a suggested sequence for integrating Grade 7, Module III, and *The Two “R’s” for Stopping Assault and Preventing Violence* Module. Using this sequence, the introductions and closures for the lessons will need to be modified.

Beginning at the top of the chart, Lesson 1 from Grade 7 is recommended as the first lesson taught, followed by Lesson 6 from Grade 7. Then, Lesson 1 from *The Two “R’s” for Stopping Assault and Preventing Violence* is recommended as the third lesson taught. Continue to follow the sequence of the lessons as presented on the chart.

<b>Grade 7–Module III</b>	<b><i>The Two “R’s” for Stopping Assault and Preventing Violence</i></b>
Lesson 1	
Lesson 6	
	Lesson 1
	Lesson 2
	Lesson 3
	Lesson 4
Lesson 5	
	Lessons 5-15
Lesson 11	

# Module IV–Recognizing Influences

## Lesson 1

### **Recommendation: Include**

Lesson 1 helps students recognize the internal and external influences on their values, opinions, and behaviors.

## Lesson 2

### **Recommendation: Optional**

This lesson explores the positive and negative influences of media, family, and friends on food choices. The *What's Food Got to Do With It?* Module offers an extensive nutrition unit. If you choose to teach Lesson 2 of Grade 7, it should be for the purpose of offering another example of how media, family, and friends influence choices rather than to expand your study of nutrition.

## Lesson 3

### **Recommendation: Omit**

**Substitute: Lessons 4 and 5 from *It's No Mystery: Tobacco Is a Killer* Module and/or Lessons 1-3 from *Protect a Friend–Share Your Skills* Module**

Lesson 3 identifies examples of how advertising tries to influence attitudes and behaviors regarding substance use. Students examine the direct and indirect attempts to encourage tobacco and alcohol use through media advertising. While there is nothing inaccurate in Lesson 3, Lessons 4-5 in the Michigan Model *It's No Mystery: Tobacco Is a Killer* link influences, advertising, and refusal skills; Lessons 1-3 in *Protect a Friend–Share Your Skills* teach students how external and internal influences impact behavior related to drug use. The two more recently developed modules offer new approaches to these topics.

## Lesson 4

### **Recommendation: Omit**

**Substitute: Lessons 1-3 from *It's No Mystery: Tobacco Is a Killer* Module**

This lesson provides students with facts on tobacco use (smoking and smokeless). Students identify the influences to start using tobacco and analyze the discrepancies between the effects of tobacco use and advertising messages. The Teacher References contain outdated information. The Michigan Model *It's No Mystery: Tobacco Is a Killer* offers updated information and utilizes peer teaching while following a theme of solving a mystery.

## Lesson 5

### **Recommendation: Omit**

**Substitute: Lessons 4-6 from *Protect a Friend–Share Your Skills* Module**

Lesson 5 reviews the effects of alcohol on the body, mind, and health. Students identify short-term effects of alcohol use and misuse and develop strategies for resisting the messages of advertising. The Michigan Model *Protect a Friend–Share Your Skills* offers updated information and utilizes students as educators helping to prepare an exchange student for life in the school and community.

## Lesson 6

**Recommendation: Omit, Activity 3 Optional**  
**Substitute: Lessons 4-6 from *It's No Mystery: Tobacco Is a Killer* Module and/or**  
**Lessons 1-3 from *Protect a Friend–Share Your Skills* Module**

This lesson discusses the influences of availability, role-modeling, and peer pressure. Different levels of peer pressure are described. It is emphasized that the majority of peers and adults in our society do not use alcohol, tobacco, or other drugs. The statistics quoted in this lesson are outdated. While we recommend omitting this lesson, Activity 3 is a favorite of teachers and can continue to be used. Lessons 4-6 in the Michigan Model *It's No Mystery: Tobacco Is a Killer* link influences, advertising, and refusal skills. The lessons promote a positive peer norm of abstinence from tobacco use and offer updated statistics and interactive activities. Lessons 1-3 in *Protect a Friend–Share Your Skills* teach students how external and internal influences impact behavior related to drug use. The two more recently developed modules offer new approaches to these topics.

## Lesson 7

**Recommendation: Omit**  
**Substitute: Lessons 4-6 from *It's No Mystery: Tobacco Is a Killer* Module and/or**  
**Lessons 1-3 from *Protect a Friend–Share Your Skills* Module**

Lesson 7 asks students to continue exploring the influence of advertising, availability, role-modeling, and peer pressure. They apply their knowledge of influences to respond to hypothetical teen letters regarding substance use situations. This lesson uses an outdated filmstrip. Using either the Michigan Model *It's No Mystery: Tobacco Is a Killer* or *Protect a Friend–Share Your Skills*, students are actively engaged in exploring the concepts and practicing the skills.

## Lesson 8

**Recommendation: Omit**  
**Substitute: Lessons 4-6 from *Protect a Friend–Share Your Skills* Module**

Lesson 8 provides facts regarding the effects of marijuana and cocaine on the body. Students resist an offer of drugs. However, refusal skills are not taught in this lesson. The statistics quoted in the Teacher Reference are outdated. The Michigan Model *Protect a Friend–Share Your Skills* offers updated information and utilizes students as educators helping to prepare an exchange student for life in the school and community.

## Lesson 9

### **Recommendation: Optional**

**Substitute: Lesson 5 from *It's No Mystery: Tobacco Is a Killer Module* and/or Lessons 7-8 and 11 from *Protect a Friend– Share Your Skills Module***

This lesson provides students with strategies to resist negative peer pressure and to encourage positive peer support. Students practice strategies for saying “No” to peer pressure to use substances. The teacher is given three optional ways to conduct the role plays in this lesson. Option A asks students to play the role of “pushers” and “refusers.” It is recommended that you do not use this option as it asks students to “practice” a negative behavior. Instead, choose Option B or C.

The skills taught in this lesson are the same as those taught in Lesson 10 of *The Two “R’s” for Stopping Assault and Preventing Violence*, Lesson 5 of *It's No Mystery: Tobacco Is a Killer*, and Lessons 7, 8, and 11 of *Protect a Friend–Share Your Skills Modules*. Research on behavior change indicates that students need to practice these skills in a variety of situations in order to transfer the use of the skill to different situations outside the classroom. Consequently, even if the skill is taught in a different module, it is recommended that the students practice with alcohol, tobacco, and other drug situations which are found in *It's No Mystery: Tobacco Is a Killer* and *Protect a Friend–Share Your Skills*. *Protect a Friend–Share Your Skills* utilizes a peer education approach to the teaching of these skills.

## Lesson 10

### **Recommendation: Optional**

**NOTE: Consider using this lesson or Lessons 6 and 7 from *It's No Mystery: Tobacco Is a Killer Module* and/or Lessons 1-5, 7-12 from *Protect a Friend– Share Your Skills Module***

This lesson encourages students to consider the positive ways they are influences on one another. They are asked to identify and practice two behaviors which positively influence the health of others and plan activities which promote healthy behaviors. The lessons from the Michigan Model *It's No Mystery: Tobacco Is a Killer* focus on ways to positively influence others to continue to abstain from tobacco or to quit using tobacco.

*Protect a Friend–Share Your Skills Module* is based on peer education. Students are introduced to influences on behaviors in Lessons 1-3. Then, in Lessons 4-5, the students teach their peers the knowledge they need to have in order to avoid drug use. In Lessons 7-12, the students teach one another essential drug prevention skills.

# Module V—Figuring Out What’s Best for Me

## Lesson 1

### **Recommendation: Include**

Lesson 1 reviews the information and skills presented during the health course. Students analyze choices they make which impact their health and design personal guidelines for making healthy choices. This lesson may need to be modified depending on how the modules have been integrated.

## Lesson 2

### **Recommendation: Include**

This lesson helps students to recognize their individual strengths and limitations. They consider ways to capitalize on their unique qualities and characteristics.

## Lesson 3

### **Recommendation: Include**

Lesson 3 helps students to enhance their individual strengths and work toward overcoming their limitations by developing a plan for change.

## Lesson 4

### **Recommendation: Optional**

**NOTE: Consider using this lesson or Lessons 5 and 6 from *The Two “R’s” for Stopping Assault and Preventing Violence Module***

This lesson teaches the skill of problem solving and decision making. The POWER model is used in this lesson as well as in Lessons 5 and 6 from *The Two “R’s” for Stopping Assault and Preventing Violence Module*. If you have taught Lessons 5 and 6 from *The Two “R’s” for Stopping Assault and Preventing Violence Module*, you may want to reinforce use of this skill by asking the students to practice with some additional problems typically faced by middle school youth.

If you have not taught Lessons 5 and 6 from *The Two “R’s” for Stopping Assault and Preventing Violence Module* and this is the first time you have addressed problem solving, teach Lesson 4 in its entirety. You may want to refer to the simplified version of the POWER model offered in the Michigan Model Grade Six or in Lessons 5 and 6 from *The Two “R’s” for Stopping Assault and Preventing Violence Module*. These lessons also offer criteria for determining if an outcome and/or option considered is a positive choice.

## Lesson 5

### **Recommendation: Optional**

**NOTE: Consider using this lesson or Lessons 5 and 6 from *The Two “R’s” for Stopping Assault and Preventing Violence Module***

Lesson 5 builds on Lesson 4 and offers students opportunities to practice using the POWER model for problem solving. See the comments regarding Lesson 4.

## Lesson 6

### **Recommendation: Include**

Lesson 6 helps students understand that change and growth involve taking risks. They identify the reasons why people take risks and discriminate between positive and negative risk-taking behaviors. They analyze their personal risk-taking behavior pattern.

## Lesson 7

### **Recommendation: Optional**

**NOTE:** Consider using this lesson or Lesson 13 from *The Two “R’s” for Stopping Assault and Preventing Violence Module* or Lesson 3 from *HIV, AIDS, and Other STDs Module* or Lesson 13 from *Protect a Friend–Share Your Skills Module*

Lesson 7 focuses on the variety of health-related resources available to students and their families. Students demonstrate their ability to locate school and community resources and recognize their ability to assist others. This lesson deals with general health resources. Lesson 13 from *The Two “R’s” for Stopping Assault and Preventing Violence Module* emphasizes resources for students who need help with situations involving conflicts, intimidation, and/or violence. Lesson 3 from *HIV, AIDS, and Other STDs Module* provides resources for concerns related to HIV and other STDs. Lesson 13 from *Protect a Friend–Share Your Skills Module* focuses on resources dealing with alcohol, tobacco, and other drug use and abuse.

## Lesson 8

### **Recommendation: Optional**

This lesson builds on Lesson 7 and focuses on a situation where a family needs health resources, specifically a family where the father drinks too much. It is an important lesson for children of alcoholics. Students identify people in their lives who can help them with problems.

## Lesson 9

### **Recommendation: Include**

Lesson 9 reviews the content of the health course and offers students a chance to analyze their current health decisions and behaviors. Students determine a health-related goal they want to achieve and develop an action plan to reach their goal. The course review will need modification if other modules have been integrated.

## Lesson 10

### **Recommendation: Include**

Lesson 10 provides a conclusion to the health course by asking students to finalize their action plans for health goal achievement and identify a support person who will help them. They also congratulate themselves on the positive health choices they are currently making.

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# Grade Eight

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## Introductory Module

### Lessons 1-5

### Recommendation: Include

These five lessons offer activities designed to introduce the eighth grade health unit by reviewing what is healthy and what is not and establishing a comfortable learning environment. All of the lessons can be used in addition to the more recently developed modules without duplicating information or skills. A brief description of each lesson follows:

Lesson 1 reviews what it means to be healthy and why it is important to study health. Students learn the different health topics to be covered in the health unit.

Lesson 2 provides an opportunity for students to get acquainted with classmates.

Lesson 3 asks students to recall key factors that make a classroom a positive learning environment. They establish guidelines for class interaction.

Lesson 4 reviews the POWER model for problem solving and decision making. Students practice the model using a hypothetical situation.

Lesson 5 asks students to play a cooperative game which reviews common health messages.

# Module I—Thinking Seriously About Health

## Lessons 1-10

## Recommendation: Include

These ten lessons are designed to help young people recognize a variety of health problems. Emphasis is placed on behaviors which help to prevent disease and injury or reduce its severity. Student investigative reports is a major teaching strategy in this module. All of these lessons can be used to augment the more recently developed modules. A brief description of each lesson follows:

Lesson 1 asks students to analyze health- and safety-related articles to determine the cause of the reported health problem. They recognize the role of personal choice in a variety of health problems and that many health problems can be prevented or made less severe.

Lesson 2 describes the external factors that impact health. Students identify existing forces that help to keep them healthy and forces that are real or potential threats to their health. Emphasis is placed on the individual actions that can impact health.

Lesson 3 includes an experiment where students simulate having a physical impairment. They also write a short essay describing what it would be like to lose a physical ability they take for granted. This lesson is designed to motivate students to take care of their health and protect their bodies.

Lesson 4 involves the students taking a Health Risk Appraisal to raise their awareness of health behaviors which help or hinder their present or future health.

Lessons 5-6 allow students to investigate health topics of their choice. They research their selected topic and prepare an oral report. Students present their oral reports to the class during Lessons 7-10. Students are encouraged to take notes on the reports.

## Module II—Finding Out About Health Risks

### Lessons 1-5

#### **Recommendation: Omit**

These five lessons center on leading health risks for adults and adolescents. Lesson 1 provides a general picture of the major threats to health. Lessons 2 and 3 provide information regarding cardiovascular disease and cancer. Lesson 4 focuses on the concept that people have control over many of the factors which affect the development of chronic disease. Lesson 5 shifts to health risks for adolescents. These lessons contain outdated information and are cognitive in nature. The health behaviors which prevent or reduce the risk of these health threats are covered in the more recently developed modules using a more interactive and skills-based approach (e.g., benefits of exercise, low fat and balanced diet, avoiding tobacco use, etc.). If you want to include the content of these lessons, it is recommended that you condense the information and omit outdated statistics and facts.

### Lesson 6

#### **Recommendation: Include**

Lesson 6 teaches the concept that accidents, a leading cause of death and injury to adolescents, are preventable. Students analyze a case study to identify antecedents to an accident and compose a set of guidelines for reducing the risk of accidental death or injury.

### Lesson 7

#### **Recommendation: Omit**

**Substitute: Lessons 1-3 from *It's No Mystery: Tobacco Is a Killer Module***

Lesson 7 asks students to distinguish between health risk facts and common myths associated with smoking. Some of the statistics in the Student Worksheets are outdated. The Michigan Model *It's No Mystery: Tobacco Is a Killer* offers updated information and utilizes peer teaching while following a theme of solving a mystery.

### Lesson 8

#### **Recommendation: Omit**

**Substitute: Lesson 6 of *What's Food Got to Do With It?***

Lesson 8 covers eating disorders. This topic is dealt with in Lesson 6 of *What's Food Got to Do With It?* Experts in the field of eating disorders encourage young people to focus on healthy eating patterns rather than avoiding eating disorders. Consequently, this is the focus of Lesson 6 in the nutrition module.

### Lesson 9

#### **Recommendation: Omit**

**Substitute: Lessons 1 and 2 from *HIV, AIDS, and Other STDs***

**NOTE: Lessons on this topic must receive approval by your local school board prior to teaching.**

Lesson 9 provides factual information on STDs. Condoms and limiting the number of sexual contacts are mentioned as ways to keep from getting a sexually transmitted disease. *HIV, AIDS, and Other STDs* Module provides factual information on HIV and other STDs which has been reviewed by content experts for up-to-date accuracy. It offers a clear abstinence message to young teens.

## Lesson 10

### **Recommendation: Include**

**NOTE: Lessons on this topic must receive approval by your local school board prior to teaching. May be a duplication if your district has adopted a sex education curriculum.**

Lesson 10 addresses teenage pregnancy as a major adolescent health risk. Life changes that result from pregnancy and parenthood are identified as well as reasons for waiting to having sexual intercourse.

## Lesson 11

### **Recommendation: Omit**

**Substitute: *The Two “R’s” for Stopping Assault and Preventing Violence***

Lesson 11 introduces the health threat of personal violence. Students discuss some of the reasons personal violence occurs and some ways to avoid violent situations. The statistics provided with this lesson are outdated. The module, *The Two “R’s” for Stopping Assault and Preventing Violence*, offers lessons which provide a broader examination of conflicts and violence and carefully build essential skills to prevent violence. Given the additional skill building provided in the more recently developed module, it is recommended that you use these lessons. If you wish, you could use the situation presented in Lesson 11 for practice of the skills taught in the module (e.g., dealing with intimidation, conflict resolution, etc.). Minor modification to the Lesson 11 would be needed.

## Lesson 12

### **Recommendation: Optional**

Lesson 12 summarizes Module II and asks students to design a handbill or poster that will share what they have learned with others. Many of the modules (e.g., *The Two “R’s” for Stopping Assault and Preventing Violence* and *HIV, AIDS, and Other STDs*) have similar activities as a concluding activity. You may want to choose the activity which best fits your class and the topics you have covered. Depending on how you have integrated the modules, the summary may need to be modified.

# Module III–Reaching Out to Others

## Lesson 1

### Recommendation: Include

This lesson introduces the importance of caring relationships with families and friends. Students provide examples of needs and situations that require a caring response. They define the qualities of a caring relationship and use the POWER model for problem solving and decision making to determine the best way to reach out to another person.

## Lesson 2

### Recommendation: Include

Lesson 2 focuses on caring relationships within families. Student identify caring behaviors that strengthen families and examine the need for understanding the problems in meeting the needs of all family members.

## Lesson 3

### Recommendation: Include

Lesson 3 provides information about children’s basic needs for healthy physical, intellectual, emotional, and social development. Students identify positive ways of interacting with children and apply what they have learned to their interactions with siblings or other children.

## Lesson 4

### Recommendation: Include

This lesson provides basic criteria for making judgments about what to do in emergency situations. Students learn to recognize indicators of the need for immediate rescue.

## Lessons 5-6

### Recommendation: Include

These lessons use the American Red Cross First Aid recommendations for assistance in emergency situations. Students identify emergency situations and demonstrate first aid procedures.

## Lesson 7

### Recommendation: Optional

**NOTE: Consider using this lesson or Lessons 2, 3, and 4 from *The Two “R’s” for Stopping Assault and Preventing Violence* Module**

Lesson 7 reviews and expands listening skills. There is an emphasis on use of listening skills to help others who are struggling with a problem. Lesson 4 in Module III of Grade 7 offers basic listening skill information and practice. In addition, Lessons 2, 3, and 4 from *The Two “R’s” for Stopping Assault and Preventing Violence* Module review listening skills, including passive listening, active listening, and empathy skills. Students also practice listening and empathy skills. These lessons integrate the skills around the theme of positive friendships and conflict resolution.

## Lesson 8

### Recommendation: Include

Lesson 8 asks students to identify situations when someone might want or need help. Using hypothetical situations, students generate several opening statements they might make to offer help. They discuss what to do if a person rejects their gesture of caring.

## Lesson 9

### Recommendation: Include

Lesson 9 identifies attitudes and enabling behaviors that may allow problems to continue. Students identify appropriate times and methods of a caring intervention.

## Lesson 10

### **Recommendation: Optional**

**NOTE: Consider using this lesson or Lesson 13 from *The Two “R’s” for Stopping Assault and Preventing Violence* Module or Lesson 3 from *HIV, AIDS, and Other STDs* Module. The Substance Abuse Module under development may have similar content.**

This lesson asks students to locate a range of community health resources which are available to students and families. Students practice finding appropriate community agencies or resources for various health needs or problems. A map of the local community or region is used to help identify local resources. Lesson 7 from Module IV of Grade 7 contains a similar lesson, focusing on general health resources. Lesson 13 from *The Two “R’s” for Stopping Assault and Preventing Violence* Module emphasizes resources for students who need help with situations involving conflicts, intimidation, and/or violence. Lesson 3 from *HIV, AIDS, and Other STDs* Module provides resources for concerns related to HIV and other STDs.

## Lesson 11

### **Recommendation: Optional**

Lesson 11 summarizes Module III and emphasizes the importance of friends caring and reaching out to one another. Depending on how you may have integrated the modules, the summary may need modification.

# Module IV—Watching Out for Me

## Lesson 1

### **Recommendation: Include**

This lesson reviews the concept of health risk reduction. Students discuss examples of dangerous situations and the consequences. They list ways to avoid or prevent harmful consequences in potentially unsafe situations. The content of the lesson focuses on safety in common everyday situations.

## Lesson 2

### **Recommendation: Omit**

#### **Substitute: Lessons 1-3 from *It's No Mystery: Tobacco Is a Killer* Module**

Lesson 2 reviews factual information on tobacco (smoked and smokeless). Some of the statistics in this lesson are outdated. The Michigan Model *It's No Mystery: Tobacco Is a Killer* offers updated information and utilizes peer teaching while following a theme of solving a mystery.

## Lesson 3

### **Recommendation: Omit**

#### **Substitute: Lessons 4-6 from *Protect a Friend—Share Your Skills* Module**

Lesson 3 identifies the risks and consequences for illegal substance use. It describes the effects of alcohol on the brain and its functioning. Alcoholism and drug addiction are identified as public health problems. Students explore Michigan's laws regarding possession, use, and delivery of alcohol and other drugs. The Michigan Model *Protect a Friend—Share Your Skills* offers updated information and utilizes students as educators helping to prepare an exchange student for life in the school and community.

## Lesson 4

### **Recommendation: Omit**

#### **Substitute: Lessons 4-6 from *Protect a Friend—Share Your Skills* Module**

Lesson 4 describes the effects of marijuana and cocaine on the body and mind. Pressures (modeling use and availability) to use harmful substances are discussed along with ways to resist pressures to use substances. The Michigan Model *Protect a Friend—Share Your Skills* offers updated information and utilizes students as educators helping to prepare an exchange student for life in the school and community.

## Lesson 5

### **Recommendation: Omit**

#### **Substitute: Lessons 4-6 from *Protect a Friend—Share Your Skills* Module**

Lesson 5 discusses the use and dangers of anabolic steroids. Students recognize that any health decision must take long- and short-term consequences into account. The Michigan Model *Protect a Friend—Share Your Skills* offers updated information and utilizes students as educators helping to prepare an exchange student for life in the school and community.

## ***INSERT HIV LESSONS***

The curriculum recommends that HIV lessons be inserted after Lesson 5 if your district has met the legal requirements for the teaching of these lessons. If you will be teaching an HIV unit, consider the *HIV, AIDS, and Other STDs* Module.

**Lesson 6****Recommendation: Include**

This lesson considers the influence of the environment on an individual's behavior. Students identify things they can do to promote health and avoid health threats in their environment. They analyze dilemmas and recommend strategies for choosing healthy environments.

**Lesson 7****Recommendation: Omit**

**Substitute:** *What's Food Got to Do With It?*–

**Eight lessons**

Lesson 7 contains outdated nutritional information and more factual information than students need in order to adopt healthy nutritional habits. The Michigan Model *What's Food Got to Do With It?* offers more interactive activities and emphasizes essential information and skills.

**Lesson 8****Recommendation: Include**

Lesson 8 offers students an opportunity to assess their general level of stress and to identify common stressors for teens. Students review basic facts about stress management and discuss strategies for handling stress. They identify one stressor to work on and select a stress management strategy to try.

**Lesson 9****Recommendation: Include**

This lesson discusses boredom and depression and how to take positive action to feel good and in control again. Students identify a variety of healthy ways to overcome boredom and depression and create their own preferred set of strategies to use.

**Lesson 10****Recommendation: Optional**

**Substitute:** Lesson 5 from *It's No Mystery: Tobacco Is a Killer Module* and/or

Lessons 7-8 and 10-11 from *Protect a Friend–Share Your Skills Module*

Lesson 10 reviews the POWER problem solving method and identifies reasons why saying “no” to friends is difficult. Students learn and practice refusal skills. The sample situations students use for practice are related to substance abuse. If you choose to teach this lesson, modify the method used for role playing in Activity Three. Avoid having students take on the role of “pressurers” or “pushers.” When students assume this role, they are “practicing” negative behaviors. Instead, you may ask the students to create a script for how they would say “no.” Then, you play the role of the pressurer in the role plays.

The skills taught in this lesson are the same as those taught in Lesson 10 of *The Two “R’s” for Stopping Assault and Preventing Violence*, Lesson 5 of *It's No Mystery: Tobacco Is a Killer*, and Lessons 7, 8, and 10-11 of *Protect a Friend–Share Your Skills Modules*. Research on behavior change indicates that students need to practice these skills in a variety of situations in order to transfer the use of the skill to different situations outside the classroom. Consequently, even if the skill is taught in a different module, it is recommended that the students practice with alcohol, tobacco, and other drug situations which are found in *It's No Mystery: Tobacco Is a Killer* and *Protect a Friend–Share Your Skills*. *Protect a Friend–Share Your Skills* utilizes a peer education approach to the teaching of these skills.

**Lesson 11****Recommendation: Include**

Lesson 11 identifies many things individuals can say “yes” to which will enhance their lives and promote their health. Students discuss the courage it sometimes takes to say “yes” to healthy behaviors and “no” to harmful ones.



# Module V–Looking Ahead

## Lessons 1-7

### Recommendation: Include

These lessons are designed to encourage students to look toward their future high school years. They include opportunities to set goals and review what has been learned about staying healthy. All of these lessons can be used to augment the more recently developed modules. Given the focus on transition to high school, these lessons are best taught during the eighth grade. If you are teaching health in seventh grade only, consider modifying the lessons to focus on the future in eighth grade. A brief description of each lesson follows:

Lesson 1 asks students to think about their transition to high school. Students develop a list of questions to ask a panel of high school students. They also begin thinking about their hopes and dreams for high school success.

Lesson 2 involves a panel of high school students who answer the questions developed by the students in Lesson 1.

Lesson 3 asks students to discuss their hopes and dreams for high school success as well as the hopes others have for them. Students discuss how the hopes and dreams of others can impact them. They begin turning their dreams into goals.

Lesson 4 helps students examine their goals and asks them to plan specific steps to take to work towards one of the goals.

Lesson 5 summarizes the content of the health course and asks students to create a personal “survival kit” for high school. Their “survival kit” contains symbolic representations of things that will help them stay healthy, happy, and productive as they pursue their goals.

Lesson 6 asks students to write a letter of appreciation to a person who has had a major positive influence on their life and health. They also write a letter to themselves, to be mailed in a year, containing positive health messages they don’t want to forget.

Lesson 7 offers students the opportunity to share the “survival kits” they have assembled. Students also discuss the health class and what they have learned.