

Course Description
Eighth Grade
Healthy Living Education

Philosophy Statement: God created each of us to be different and unique in our own ways. He created each of us for a special purpose which only he knows. We should spend time trying to understand how God made our bodies “fearfully and wonderfully” (Psalms 139:14). Some things about our bodies cannot be changed, but others can. We must take time to reflect on those things and make necessary changes. Young adolescents are at risk and these risks (injuries, poor nutrition and lack of fitness, etc.) seriously endanger young people and their ability to grow and be strong, healthy servants of Christ. Healthy Living Education as part of the middle school curriculum can be part of the solution.

Course Description: Students will learn about the four dimensions of health: physical, moral, social and mental. Skill development in Healthy Living occurs both through study of the skill and through application of the skills to the Healthy Living Education topics and behaviors.

Materials:

- Successfully Teaching Middle School Health, Vol. 2 as prepared by the N.C. Association for the Advancement of Healthy Education
- 1” Binder
- How Far Can You God? (Purposeful Design) curriculum
- Internet Access
- Craft Supplies
- Pen/Pencil
- Planner

Time Allotment: 45 minutes per day, 2 days a week, 18 weeks (one semester)

Course Content:

- The learner will direct personal health behaviors in accordance with own health and status and susceptibility to major health risks.
 - 1.01 Explain health risks for personal age group.
 - 1.02 Appraise own health status.
 - 1.04 Predict the potential for health risks in a variety of situations.
 - 1.05 Plan strategies to practice sun safety in various situations.
 - 1.06 Explain how media can model both positive and negative health behaviors.
- The learner will apply the skills of stress management to the prevention of serious health risks for self and others.
 - 2.01 Develop systematic short-term and long-term goal achievement plans.
 - 2.02 Analyze own defence mechanisms.
 - 2.03 Identify positive ways to cope with stress.
 - 2.04 Accept responsibility for own behaviors.

- 2.06 Recognize and seek help for self-destructive thoughts and behaviors.
- The learner will interpret health risks for self and others and corresponding protection measures.
 - 3.02 Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is part of God's purposeful design for us.
 - 3.04 Demonstrate skills and strategies for remaining sexually pure until marriage.
- The learner will apply relationship skills to the promotion of health and the prevention of risk.
 - 4.01 Develop and maintain confidential relationships.
 - 4.02 Describe constructive and risky means of expressing independence.
- The learner will apply behaviour management skills to nutrition-related health concerns.
 - 5.01 Provide examples of the role of the Dietary Guidelines for Americans in promoting health.
 - 5.02 Analyze barriers to own healthful eating patterns and describe strategies for overcoming these barriers.
 - 5.03 Define how different cultural perceptions define and impact body images.
 - 5.04 Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight.
 - 5.05 Identify media and peer pressure for unhealthy weight control through eating disorders, fad dieting, excessive exercise and smoking.
- The learner will choose not to participate in harmful substance use
 - 6.01 Explain the relationship between amount and frequency of a harmful substance consumed and effect on behaviour.
 - 6.04 Describe the special risks associated with alcohol use and vehicles.
- The learner will achieve and maintain an acceptable level of health-related fitness.
 - 7.04 Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management.

Areas to be Evaluated:

Test/Project – 40%, Quiz – 30%, Homework/Classwork – 30%