

# Georgia Performance Standards

## Health Education

### **SEVENTH GRADE**

*Students in seventh grade have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.*

**HE7.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Seventh grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and /or illness throughout their lifespan.

#### **Elements:**

**a. Examine how healthy behaviors influence personal health.**

Examples:

- Examine how nutritional choices can positively or negatively affect one's immediate and long term health.
- Analyze the results of a personal fitness plan and the importance of exercise in maintaining optimal health and wellness.

**b. Summarize the interrelationship of emotional, social, and physical health in adolescence.**

Examples:

- Determine how a peer group can affect multiple dimensions of health (e.g., food choices, participation in unhealthy activities).
- Illustrate how family changes (e.g., moving, divorce, death) can impact emotional, social, and physical health of an adolescent.

**c. Analyze how the environment can impact personal health.**

Examples:

- Identify environmental conditions (e.g., physical, social, community) that are potentially harmful to personal health.
- Analyze the number of fast food outlets in the community and the effects of excessive calorie consumption on personal health.

# Georgia Performance Standards

## Health Education

**d. Cite how family history can impact personal health.**

Examples:

- Cite hereditary diseases prevalent among various ethnic groups that can impact personal health and wellness.
- Research your family's medical history to determine hereditary diseases prevalent within your family.

**e. Explain ways to reduce or prevent health risks among adolescents.**

Examples:

- Determine the health risks associated with body piercing or tattooing.
- Discuss ways to prevent obesity at home and at school.

**f. Describe how immediate health care can promote individual health.**

Examples:

- Describe the importance of seeking health care when experiencing a health issue.
- Examine a list of local health facilities and health support services in your community.

**g. Determine the barriers to practicing healthy behaviors.**

Examples:

- Determine the barriers to good nutrition.
- Examine the excuses people use for not exercising.

**h. Predict the risk of injury or illness if engaging in unhealthy behaviors.**

Examples:

- Give examples of possible dangers associated with the use of alcohol and other drug use.
- Examine the likelihood of health consequences to disordered eating.

# Georgia Performance Standards

## Health Education

**HE7.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Seventh grade students will compare how the family, peers, and culture influence personal and family health. Students will examine how the media influence thoughts, feelings, and health behaviors.

### Elements:

**a. Describe how family values and behaviors influence the health of adolescents.**

Examples:

- Describe the importance of exercise for your family and provide examples of ways your family is physically active.
- Give examples of ways in which families communicate about health issues and concerns.

**b. Discuss the influence of culture on health behaviors.**

Examples:

- Discuss how peer interaction is influenced by the current culture.
- Identify how culture conveys accurate and inaccurate messages about appearance and body image.

**c. Describe how peers influence unhealthy behaviors.**

Examples:

- Describe techniques used to influence peers to participate in unhealthy behaviors (i.e., smoking).
- Give examples of the different ways peers can positively or negatively influence another's self-image/self-esteem.

**d. Identify how the school can affect personal health practices and behaviors.**

Examples:

- Identify the types of healthy food and drink choices that could be included in a school vending machine.
- Describe how teachers, school counselors, nurses, and administrators help students report problems or obtain assistance when faced with unsafe situations.

# Georgia Performance Standards

## Health Education

**e. Examine how information from the media influences health behaviors.**

Examples:

- Describe how the media sends mixed messages about nutrition.
- Examine a variety of alcohol/tobacco advertisements and the messages being sent to adolescents.

**f. Interpret the influence of technology on personal health.**

Examples:

- Identify how technology can be used to improve personal health.
- Interpret how new forms of technology can help people monitor individual health (e.g., diabetes monitors, heart monitors, fitness assessment tool).

**g. Indicate how the perceptions of norms influence healthy and unhealthy behaviors.**

Examples:

- Indicate how personal eating habits are influenced by societal norms.
- Identify how perceptions of norms can negatively or positively influence behaviors (e.g., not all students smoke).

**h. Describe the influence of personal beliefs on health practices and behaviors.**

Examples:

- Identify how an individual's personal beliefs are expressed through personal health decisions.
- Describe how personal beliefs influence an individual's treatment of peers.

**i. Discuss how some risky choices can influence the likelihood of unhealthy behaviors.**

Examples:

- Discuss how using tobacco can increase the risk of using other drugs.
- Give examples of how peers can pressure students to consume alcohol.

**j. Identify how public health policies can influence disease prevention.**

Examples:

- Identify the immunization policy for children entering school.
- Cite examples of public health policies and how they help keep communities healthy (e.g., policies on water/air quality, tobacco-related policies).

# Georgia Performance Standards

## Health Education

**HE7.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will access valid health information and health-promoting products and services. Seventh grade students will differentiate services that promote healthy living within the school and community from unreliable sources of health services.

### Elements:

**a. Examine the validity of health information, products, and services.**

Examples:

- Distinguish between facts and myths concerning teenage abuse of marijuana.
- Examine commonly held beliefs concerning the AIDS virus and its transmission, and distinguish between fact and fallacy.

**b. Access valid health information from home, school, and community.**

Examples:

- Analyze places where youths and families can be physically active.
- Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use.

**c. Determine the accessibility of products that enhance health.**

Examples:

- Discuss the importance of consulting a parent before purchasing a product to enhance health.
- Identify websites that offer valid health information on teen depression.

**d. Describes situations that may require professional health services.**

Examples:

- List resources that you should consult if you have a family member who is abusing alcohol.
- Identify who to turn to for help if your friend has talked about committing suicide.

# Georgia Performance Standards

## Health Education

### e. Locate valid health information from school and community.

Examples:

- Discuss the role of the school counselor, school psychologist, school clinic/nurse, and local service within the community in helping students with mental health issues.
- Demonstrate how to access a trusted adult who can help someone who may have been injured or poisoned.

# Georgia Performance Standards

## Health Education

**HE7.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.

### Elements:

**a. Apply effective verbal and nonverbal communication skills to enhance health.**

Examples:

- Discuss ways to be respectful of people from different backgrounds, religions, and cultures.
- Demonstrate how to politely refuse unhealthy snacks.

**b. Model refusal and negotiation skills that avoid or reduce health risks.**

Examples:

- Participate in a role play to show how to deal in a non-violent manner with bullying.
- Demonstrate how you would say “no” to a friend who offers you alcohol.

**c. Demonstrate effective conflict management or resolution strategies.**

Examples:

- Participate in a role play to demonstrate how to deal with an argument between two friends.
- Demonstrate how to ask someone effectively and respectfully not to smoke.

**d. Demonstrate how to ask for assistance to enhance the health of self and others.**

Examples:

- Model how to ask for help when being cyber-bullied.
- Demonstrate, through role-play, how you would report a student suspected of carrying a weapon to school.

# Georgia Performance Standards

## Health Education

**HE7.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Seventh grade students will list the steps of the decision-making process which enables them to collaborate with others to improve the quality of their lives. Students will distinguish between healthy and unhealthy behaviors and rationalize their choices to their peers.

### Elements:

**a. Describe situations that can help or hinder making a healthy decision.**

Examples:

- List factors that contribute to teens choosing to use illegal drugs.
- Summarize the factors involved in teens choosing to use fad diets to manage weight.

**b. Examine whether a health-related situation requires the application of a thoughtful decision-making process.**

Examples:

- Demonstrate the ability to assess one's personal strengths, needs, and health risks before making a health choice.
- Identify resources for students living in an at-risk environment.

**c. Determine when individual or collaborative decision making is appropriate.**

Examples:

- Decide whom to contact for support when confronted with peer pressure for engaging in unhealthy behaviors.
- Determine who to turn to for assistance when a friend tells you she has been hurting herself.

**d. Differentiate between healthy and unhealthy alternatives to health-related issues or problems.**

Examples:

- Describe the correlation between self esteem and alcohol and drug use.
- Evaluate the short-term and long-term consequences of physical inactivity on chronic health condition.

# Georgia Performance Standards

## Health Education

- e. Relate the potential short-term impact of each alternative on self and others.**

Examples:

- List the effects of consuming energy drinks.
- Analyze the short-term and long-term consequences of tobacco use on athletic performance.

- f. Select healthy alternatives over unhealthy alternatives when making a decision.**

Examples:

- Choose ways to limit sun exposure when engaging in outdoor activities.
- Evaluate a week's diet plan using the food guide pyramid and determine if the caloric intake is appropriate for your age, weight, and activity level.

- g. Examine the outcomes of a health-related decision.**

Examples:

- Explain the benefits of proper hydration during physical activity.
- Analyze the benefits of healthy relationships on multiple dimensions of health.

# Georgia Performance Standards

## Health Education

**HE7.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Seventh grade students will apply the critical steps that should be used to achieve both short-term and long-term health goals. Students will demonstrate an understanding that circumstances may dictate a change in future health goals.

### Elements:

**a. Examine the effectiveness of personal health practices.**

Examples:

- Examine the effectiveness of your current communication practices.
- Summarize the importance of wearing protective gear in high-impact activities.

**b. Select a goal to improve a personal health practice.**

Examples:

- Identify negative stressors and create a plan to reduce the factors that trigger them.
- Design a plan for better time management.

**c. Demonstrate the skills necessary to achieve a personal health goal.**

Examples:

- Exhibit personal behaviors that promote emotional health.
- Make and follow a plan for healthy weight management.

**d. Relate how personal health goals can vary with differing abilities and priorities.**

Examples:

- Identify the processes by which one chooses safer behaviors based on abilities and current life priorities.
- Examine how sleep deprivation can affect your personal goals.

# Georgia Performance Standards

## Health Education

**HE7.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risk.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Seventh grade students will identify how diseases and injuries can be prevented by reducing harmful and at risk behaviors. Students will demonstrate how to reduce harmful and at risk behaviors to enhance their health.

### Elements:

**a. Describe the importance of assuming responsibility for personal health behaviors.**

Examples:

- Identify the qualities needed to work cooperatively with others and accept individual differences.
- Analyze the possible causes of conflict among youth in schools and communities and demonstrates strategies to manage conflict in healthy ways.

**b. Give personal examples of healthy behaviors that will maintain or improve the health of self and others.**

Examples:

- Describe factors that influence the selection of friends and determine which factors are positive for keeping friends.
- Role-play examples of assertive, passive, and aggressive communication, and identify the most effective mode of communication.

**c. Demonstrate behaviors to avoid or reduce health risks to self and others.**

Examples:

- Practice healthy behaviors such as good nutrition, regular exercise, and proper rest by keeping a log for regular analysis.
- Practice using role-play and predicting possible good and bad consequences based on decisions made in peer pressure situations.

# Georgia Performance Standards

## Health Education

**HE7.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** Students will demonstrate the ability to advocate for personal, family, and community health. Seventh grade students will develop a wide variety of advocacy skills such as persuasiveness, collaboration, and communication techniques. Advocacy skills will help students promote healthy norms and behaviors.

### Elements:

**a. Select a health-enhancing position and support it with accurate information.**

Examples:

- Bring in a current event supporting a chosen health enhancing position/policy.
- Research the association of obesity and lack of physical activity and write a letter to the school board sharing the information to protect daily physical and health education.

**b. Demonstrate how to influence and support others to make positive health choices.**

Examples:

- Create an advertising campaign to promote an after school intramural program.
- Survey classmates about their knowledge of the risks of smokeless tobacco use and share information about the findings.

**c. Work with others to advocate for healthy individuals and families.**

Examples:

- Interview various people, identifying the different successful ways that they handle stress, and share findings with the class.
- Become a mentor for a new student at the school.

**d. Examine the ways that health messages can be altered to reach different audiences.**

Examples:

- Create a poster for the cafeteria encouraging students to make healthy eating choices.
- Identify in different advertisements which advertising appeals are being used in each ad (e.g., bandwagon appeal, brand loyalty appeal, sex appeal) and explain how the appeal used could be altered to target a different audience.