

7th Grade

Chapter 1 Understanding Health and Wellness

Lesson 1 Your Total Health

1. Your health is a combination of physical, mental/emotional, and social well-being.
2. These parts of your health make up the three sides of your health triangle.
3. *Physical health*:
 - a. How your body feels
 - i. Eat a well-balanced diet
 - ii. Get plenty of sleep
 - iii. Get enough physical activity
4. *Mental/Emotional health*:
 - a. How you solve problems and handle your day-to-day life
 - i. You can face challenges in a healthy way
5. *Social health*:
 - a. How you relate to the people
 - i. In your home
 - ii. Your school
 - iii. Everywhere in the world
6. It is important to be friendly toward others. Encourage your family members to achieve their goals, and let them know that you care about them by listening carefully and following through when you make promises.
7. When you disagree with others' opinions, choose your words carefully and always be respectful.
8. **Wellness** is a state of well-being or balanced health over a longer period of time.

Lesson 2 Skills for Building Health

1. Learning health skills will help you achieve good overall health and make good choices in your life. To make good choices for your health, you need good sources of information. As you get older, you make decisions for your health.
2. Self-management skills:
 - a. Practicing healthful behaviors
 - b. Stress management (Stress is the body's response to real or imagined dangers and other life events). **Stress management** means identifying sources of stress and learning how to handle them in ways that promote good mental/emotional health.
 - c. Analyzing influences (understanding these influences will help you make responsible choices)
 - d. Interpersonal communication is the sharing of thoughts and feelings with other people
 - i. Two of the most important skills in this category:
 1. Refusal skills (being able to say no effectively)
 2. Conflict resolution (conflict is a disagreement among people with opposing viewpoints). **Conflict-resolution** skills mean having the ability to end a disagreement or keeping it from becoming a larger conflict.
 - e. Setting realistic goals
 - f. Making good decisions
 - g. **Advocacy**, is taking action in support of a cause.

Lesson 3 What Affects Your Health?

1. Factors that affect your health: (factors you can control and others you cannot control)
 - a. **Heredity**, which is the passing of traits from parents to their biological children.
 - b. **Environment**, all the living and nonliving things around you
 - i. Physical environment (home, school, climate, and the air and water around you)
 - ii. Social environment (your family, friends, classmates, and neighbors)
 - c. **Family** is an important influence on your life
 - i. Shaping your **cultural background**, the beliefs, customs, and traditions of a specific group of people.
 - d. **Media** can have an influence on your behavior. It is important to evaluate, or determine the quality, of everything you see, hear, or read in order to make the best health choices.

Lesson 4 Health Risks and Your Behavior

1. **Risk** is a part of life. A **risk** is the chance that something harmful may happen to your health or wellness.
2. Some risks are easy to identify, while others are hidden.
3. **Risk behaviors** are actions or choices that may harm you or others.
4. Risk behavior has **consequences**, can hurt only you, while others may hurt you and others.
5. Sometimes one risk is added to another. **Cumulative risk** is when one factor adds to another to increase danger. The greater the number of risks, the greater the chances for serious consequences.
6. Ways to avoid or reduce risks:
 - a. **Prevention** means taking steps to avoid something.
 - i. Practicing healthful behaviors
 - ii. Watching for possible dangers
 - b. **Abstinence** the conscious, active choice not to participate in high-risk behaviors. You take an active part in your health by avoiding risk behaviors.

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Chapter 2 Taking Charge of Your Health

Lesson 1 Making Responsible Decisions

1. Your health can be directly affected by **decision making**, the process of making a choice or solving a problem.
2. Good decision making is a key to being responsible. It requires you to gather information as well as understand how family, friends, culture and the media act as influences.
3. **Choices** are best guided by:
 - a. **values**, The beliefs that guide the way a person lives.
 - i. values are informed by beliefs about right and wrong
 - ii. what is most important to you
 - b. values such as honesty and respectfulness are shared generally by a group of people and are known as core ethical values.
4. **Ethical** means choosing to take the right action.
 - a. These values help you make decisions and maintain healthy relationships.
 - b. Values provide you with criteria, or standards on which to base decisions. Criteria can help you to evaluate a difficult situation as well as the possible outcomes of your decision.

5. The decision-making process can be broken down into six steps:
 1. State the situation
 2. List the options
 3. Weigh the possible outcomes
 4. Consider values
 5. Make a decision and act on it
 6. Evaluate the decision

Lesson 2 Setting and Reaching Your Goals

1. A powerful tool you can use to shape your future is goal setting. Goals provide you with focus so that you can accomplish what you want in life. Some goals take longer than others to achieve.
 - a. A **long-term** goal is one that you plan to reach over an extended period of time. If the goal you set is likely to take months or years to achieve, it's a long-term goal. A long-term goal is best achieved by setting and meeting a number of short-term goals.
 - b. A **short-term** goal is a goal that you can reach in a brief period of time. Short-term goals such as joining the math club and acing a physics test can lead to long-term goals.
2. Creating and following a goal-setting plan will help you stay on track as you work toward reaching your goal. To reach the goals you set, make a goal-setting plan.
3. Strategies for attaining a goal include the following steps:
 - a. Set a specific goal
 - b. List the steps you will take to reach your goal
 - c. Get help from others
 - d. Check your progress
 - e. Reward yourself when you reach your goal

Lesson 3 Building Good Character

1. **Character** is the way a person thinks, feels, and acts.
2. Character is not inherited. You choose to be a person of good character. The choices you make are the building blocks of character. If your character is good, chances are your relationships with others and your own total health will be good, too.
3. Traits of good character include:
 - a. Trustworthiness
 - b. Respect
 - c. Responsibility
 - d. Fairness
 - e. Caring
 - f. Citizenship
4. Having good character involves **integrity**, being true to your ethical values. When you have integrity, people know they can count on you to do the right thing. Watching how others behave is a powerful way to learn good character traits.
5. Influences that shape character:
 - a. Life experiences
 - b. Role models (a person who inspires you to think or act a certain way)
 - i. Your parents or guardians were probably your first role models

- ii. Older siblings
 - iii. Teachers
 - iv. Coaches, doctors, and police officers
 - v. Community workers
6. Developing good character requires thinking about what you say and how you act

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Chapter 5 Mental and Emotional Health

Lesson 1 What Is Mental and Emotional Health?

1. The ability to handle the stresses and changes of everyday life in a reasonable way makes up your mental and emotional health.
2. Your mental and emotional health is also affected by certain social needs
 - a. The need to give and receive love
 - b. To feel recognized
 - c. To feel connected to people you can trust.
3. Recognizing your strengths and working to improve weaknesses are keys to mental and emotional health, and so is accepting yourself.
4. Personality is a combination of your feelings, likes, dislikes, attitudes, abilities, and habits. Your personality is unique.
5. Influences on personality:
 - a. Heredity
 - b. Environment
 - c. Behavior
6. You have the most control over your behavior
7. To build strong mental and emotional health:
 - a. Show empathy by identifying with and sharing another person's feelings
 - b. Have the ability to recover from problems or loss, known as resilience. It allows you to face challenges and move past them in a healthful way.

Lesson 2 Your Self-Concept and Self-Esteem

1. How you describe yourself reveals a lot about your self-concept, or the way you view yourself overall. This mental picture includes how you regard your abilities and how you see yourself "fitting in."
2. Your self-concept is based in part on self-esteem, or how you feel about yourself. If you like yourself and feel good about yourself, others probably will feel the same way about you.
 - a. People with high self-esteem tend to think that they will succeed before they try a new activity. Some people are naturally optimistic, which means they have a positive attitude about the future. Optimists are not afraid to try new activities. Even if they do not succeed, they continue to give it their best shot until they do.
 - b. A related quality is confidence, or belief in your ability to do what you set out to do.
 - c. Strategies to build self-esteem:
 - i. Setting realistic goals
 - ii. Focusing on what you are naturally good at
 - iii. Thinking positively.

Lesson 3 Your Emotions

1. **Emotions** are feelings such as love, joy, or fear. Your emotions affect all aspects of your health and well-being. It is normal to experience many different emotions, sometimes simultaneously or in a short period of time.
2. Frequent changes in your emotional state, known as **mood swings**, are common.
3. These happen mainly because of *physical changes* in the body
 - a. Fluctuating hormone levels
 - b. Worries over the future
 - c. Concerns over relationships
4. Common emotions:
 - a. Anger
 - b. Fear
 - c. Grief
 - d. Happiness
 - e. Sadness
5. Healthy ways of dealing with emotions:
 - a. First, and most importantly, identify emotions. Some teens try to push away their emotions or squash them instead of acknowledging them. One way to deal with strong emotions is to write freely in a personal journal.
 - b. Another way is to participate in physical activity. Riding your bike or taking a walk helps you to focus your energy so you feel more capable of dealing with emotions.

Lesson 4 Managing Stress

1. **Stress**, the body's normal response to the pressures of everyday life, is an everyday experience. You cannot completely get rid of it, but you can learn to deal with it effectively.
2. **Positive stress** is beneficial and can actually help you reach your goals. This stress makes you feel excited and ready to face new challenges.
3. **Distress**, or **Negative stress**, prevents you from doing what you need to do. It is also a type of stress that causes you discomfort.
4. **Stressors**, the sources of stress in your life, positive and negative.
5. The body's way of responding to threats is known as the **fight-or-flight response**.
6. As your body prepares for action, it releases **adrenaline**, a hormone that increases the level of sugar in the blood, giving your body extra energy and increasing your heart rate and blood pressure.
7. Healthy strategies for managing stress:
 - a. Eating nutritious foods
 - b. Getting enough sleep
 - c. Relaxing
 - d. Thinking positively
 - e. Being physically active
 - f. Managing your time wisely
 - g. Talking with others

Lesson 5 Mental and Emotional Problems

1. ***Mental and emotional disorders*** are illnesses that affect a person's thoughts, feelings, and behaviors.
2. Every person experiences some anxiety from time to time.
3. **Anxiety disorder**, extreme fears of real or imaginary situations that get in the way of normal activities.
4. Everyone has moods. A **mood disorder** is a mental and emotional problem in which a person undergoes mood swings that seem extreme, inappropriate, or last a long time.
5. Types of mental and emotional disorders:
 - a. Anxiety disorders
 - b. Panic disorders
 - c. Phobias
 - d. Obsessive-compulsive disorders (OCD)
 - e. Post-traumatic stress disorders
 - f. Depression (mood disorder)
 - g. Bipolar disorders (mood disorders)
6. **Suicide** is the act of killing oneself on purpose.
7. Talk to a trusted adult if you notice anyone showing ***warning signs of suicide***:
 - a. Talking about suicide
 - b. Wanting to be left alone
 - c. Engaging in risky behavior

Lesson 6 Help for Mental and Emotional Problems

1. Mental and emotional disorders do not go away by themselves. Depending on the cause and intensity of the problem, some people might receive **counseling**, which is also called **therapy**.
2. Types of Therapy:
 - a. Individual therapy
 - b. Group therapy
 - c. Family therapy
3. Disorder treatment:
 - a. Medication
 - b. Hospital stay
 - c. **Resources** are places to get information, support, and advice about mental and emotional problems
 - i. A family member or friend
 - ii. Health care professional
 - iii. Religious leader
 - iv. Teacher
 - v. Call a crisis hotline
 - d. Getting help:
 - i. Health care professionals can provide **referrals**, a suggestion to seek help or information from another person or place. No one should have to suffer alone with a mental or emotional problem. Many people have been treated for their problems and have gone on to lead normal lives.

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Chapter 6 Building Healthy Relationships

Lesson 1 Building Communication Skills

1. Healthy relationships with friends and family depend on good communication skills. **Communication** is the exchange of information through the use of words or actions and depends on the sender, the receiver, and the message.
 - a. **Verbal communication** is expressing feelings, thoughts, or experiences with words; it is the kind of communication people use most.
 - i. Speaking
 - ii. Writing
 - b. **Nonverbal communication** is getting messages across without using words to send messages
 - i. Body language
 1. Postures
 2. Gestures
 3. Facial expressions

It can give your words extra meaning and send messages you are not aware of.

2. To speak effectively:
 - a. Choose your words with care
 - b. Give thought to what you wish to say
 - c. Use **“I” messages** to express your thoughts, feelings, needs, and wants
 - d. It is important to understand **tact**, the sense of what to do or say to avoid offending others
3. *Good communication* depends on:
 - a. Clear, simple statements
 - b. Be specific
 - c. Use examples when you express ideas or give suggestions
 - d. Use body language to back up your message
 - e. Look your listener directly in the eye
 - f. Support what you say with gestures, your posture, and other body movements

Lesson 2 Understanding Family Relationships

1. **Family** is the basic unit of society and includes two or more people joined by blood, marriage, adoption, or a desire to support each other.
2. There is no “one size fits all” family.
3. Family teaches:
 - a. Values
 - b. Beliefs
 - c. Expectations
 - d. Takes care of physical, emotional and mental needs
4. **Nurture** means to fulfill physical, mental, emotional, and social needs.
5. Changes and challenges are a normal part of family life. Some challenges may require outside intervention by health professionals.
6. Families build relationships and keep them strong by:
 - a. Showing appreciation
 - b. Supporting each other

- c. Spending quality time together
- d. Communicating effectively
- e. Showing responsibility and respect
- f. Following family rules

Lesson 3 Your Friendships and Peer Pressure

1. Children learn social skills from families and friends. A **friendship** is a relationship with someone you know, trust, and regard with affection.
2. Traits of a good friend:
 - a. Trust
 - b. Caring
 - c. Respect
 - d. Loyalty
3. Strong friendships take time to develop and are fundamental to social health. Some people have one close friend but many **acquaintances**, someone you see occasionally or know casually
4. In time, some of your acquaintances may become your close friends. Friends often are **peers**, people close to you in age who are a lot like you.
5. Your actions may be influenced by friends. This is called **peer pressure**, the influence that your peer group has on you.
6. **Peer pressure** can be positive or negative. If your friends attempt to involve you in a dangerous situation such as using drugs or riding in a car with someone who has been drinking:
 - a. Say no (use an assertive response that declares your position strongly and confidently)
 - b. Explain/Tell why you are not going to do what the group wants to do
 - c. Offer other alternatives or idea
 - d. Promptly leave the situation

Lesson 4 Abstinence and Refusal Skills

1. **Risk** is a part of life.
2. **Positive risks** help you grow if handled in a healthful way.
3. Not all risks are worth taking, such as *risk behaviors* that could endanger you or your health.
4. **Risk behaviors** are actions or choices that may harm you or others.
5. A teen's best response to risk behaviors is **abstinence**, which means not participating in unsafe behaviors or activities.
6. To avoid engaging in risk behaviors, you need to know and practice refusal skills or techniques for saying no.
7. **Refusal skills** are useful whenever you feel pressure to do something you do not want to do.
8. The S.T.O.P. formula can help you remember four effective refusal skills:
 - a. Say no in a firm voice
 - b. Tell why not
 - c. Offer another idea
 - d. Promptly leave.

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Chapter 7 Resolving Conflicts and Preventing Violence

Lesson 1 Understanding Conflict

1. **Conflict**—a disagreement between people with opposing viewpoints, interests or needs—happens to everyone.
2. Conflict occurs even in very close relationships and often can be helpful to raise issues that need to be worked out.
3. Conflict that isn't handled well can hurt relationships and result in violence. There is always a nonviolent solution to conflict, however.
4. Conflicts often involve disagreements about resources, needs, and values.
5. Causes of Conflict:
 - a. Peer pressure
 - b. Revenge
 - c. **Prejudice**, a negative and unjustly formed opinion. It is often directed against people of a different race, religion or cultural group.
6. Recognize signs of conflict:
 - a. 1) Be aware of any disagreements you have with others, since these can lead to a conflict
 - b. 2) Strong emotions arising over a disagreement is another sign that a conflict may soon begin
 - c. 3) Pay attention to your body language and behavior. When people refuse to accept others who are different from them, conflict can arise. Not every conflict is worth your taking the time and effort to resolve it.

Lesson 2 Conflict-Resolution Skills

1. Two conflict-resolution strategies that work toward *win-win solutions* are negotiation and mediation.
2. **Negotiation** is the process of talking directly to the other person to resolve a conflict.
3. **Mediation** is resolving conflicts by using another person or persons to help reach a solution that is acceptable to both sides. This is similar to negotiation with the addition of a mediator.
4. A **mediator** must have neutrality, a promise not to take sides. Mediators don't decide how to resolve conflicts but help both sides to find solutions.
5. Sometimes conflict resolution requires **compromise**, when both sides in a conflict agree to give up something to reach a solution that will satisfy everyone
6. **Collaboration** is an especially useful way to resolve conflicts and stay friends. Collaboration simply means working together so that both sides have their needs met.
7. Use the T.A.L.K. strategy to help you remember the steps of conflict resolution through negotiation:
 - a. Take a time-out before you start to negotiate, at least 30 minutes
 - b. Allow each person to tell his or her side of the story without being interrupted
 - c. Let each person ask questions of the other
 - d. Keep brainstorming to find a good solution for both parties

Lesson 3 Preventing Violence

1. **Violence** is a major health problem in the United States.
2. The most common violent crime is **assault**, an attack on another person in order to hurt him or her.
 - a. Assault can be sexual in nature
 - i. **Rape** is forced sexual intercourse
 - b. **Homicide**, also known as murder because it results in the death of another person, is the least common violent crime in the United States.
3. Most teens aren't violent. Others, however, use violence as a way to get respect from their peers. When a group of young people comes together to take part in illegal activities, they are known as a **gang**.
4. **Gangs** are always dangerous.
5. **Bullying** is a type of violence that's common in middle school
 - a. Threats, taunts, or violence to intimidate another again and again.
6. Dating relationships are another type of violence that might begin occur in middle school.
 - a. **Dating violence** happens when a person uses physical, emotional or psychological violence to control his or her partner.
7. Address violence by:
 - a. Using peer mediation
 - b. Youth court programs where teens decide punishments for other teens for bullying and other problem behaviors.

Lesson 4 Getting Help for Abuse

1. **Abuse** is the physical, emotional, or mental mistreatment of another person. Any abuse can have long-lasting damage.
 - a. Four major types of abuse
 - i. Physical Abuse
 - ii. Emotional Abuse
 - iii. Neglect Abuse
 - iv. Sexual Abuse
2. The most common form of physical abuse is **battery**, the beating, hitting, or kicking of another person.
3. **Neglect** is the failure to provide for the basic physical and emotional needs of a dependent.
4. **Sexual abuse** is sexual contact that is forced upon another person; this contact may be touching, kissing, or sexual intercourse. Although many victims think that abuse is some fault of their own, it is always the abuser's fault.
5. Unfortunately, many victims stay silent about abuse, often because of shame or fear.
6. Abuse victims need to seek help and support, however.
7. Help is available in many forms for all types of victim:
 - a. Crisis hotline numbers
 - b. Foster care, children who are abused may be taken from their homes and placed in **foster care**, which is care provided by people who give children temporary homes when they are in crisis.
8. An abused person should talk to a parent or guardian or a trusted adult.
9. The victim should keep telling people until someone helps.