

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>1. The student will analyze how behavior can impact health maintenance and disease prevention.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Create a skit in which one student is suffering from an illness and the other student determines whether or not the student who is ill should seek medical care. • Make a poster board indicating how various behaviors reduce the risk of an identified disease. • Create a poster for cardio-vascular disease and its risk factors. List factors one can change and factors one cannot change. Develop a plan to reduce risk factors. • Make a life-size drawing of a body system, label organs, and identify lifestyle factors that promote the health of the system.
	<p>2. The student will describe the inter-relationships of mental, emotional, social and physical health through young adulthood.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • State the importance of practicing tools for building healthy life skills for life-long wellness. • Predict how you can use healthy life skills in your daily life. • Make a collage of positive behaviors and unhealthy behaviors. • Journal one’s lifestyle for a week. Identify 3 positives and 3 negatives and the risks associated with these behaviors. • Initiate a file of people in history who have demonstrated great resiliency when faced with adversity.

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	<p>3. The student will explain the impact of personal health behaviors on the functioning of body systems.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Research and make a documentary on the effects of alcohol on teens and the long-term effects of continued use. • Explain the benefits of being physically fit and how to develop a program that is safe and successful. • Make a teen cookbook of nutritious, easy-to-prepare meals. • Research a body system and present the care needed for each system and the consequences of not providing proper care. • Perform various types of physical activities and calculate heart rate. List the advantages and disadvantages of each activity. Evaluate which activity is most beneficial. • Investigate behavioral factors that affect a male/female’s reproductive health (e.g., STI’s, unintended pregnancies, and self-exams). • Contact a health care agency and inquire about their disease-prevention measures, then summarize what you learn by writing a news article. • Make a television or radio broadcast of the health needs of pregnant teens and their unborn babies.
	<p>4. The student will analyze how the family, peers, community and environment influence individual and public health.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Summarize how drug abuse can negatively affect a person’s life and their family’s life. • Summarize ways that a person with a genetic disease can cope with the disease. • Describe the emotional and social benefits of teen sexual abstinence. • Read and summarize the Americans with Disabilities Act. Describe how this demonstrates influence of community and environment on individual and public health. • Create a publicity campaign to inform the public about a health problem and put it on a local channel or in a newspaper. • Make a checklist of ways the community meets the needs of those with special needs. • Investigate environmental problems in schools and community. • Generate ideas on how to persuade families and peers to be more environmentally healthy. • Research and analyze the effects of a chosen environmental program. • Analyze the ways and means to improve quality of life in the community. • Launch a campaign.

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	5. The student will describe how to delay onset and reduce risks of potential health problems.	<ul style="list-style-type: none"> • Learn how to detect early warning signs of heart attacks and stroke. • Learn proper care for heart attack and stroke victims. • Learn to recognize and respond to emergencies. • Learn to recognize and respond to poisoning.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.	1. The student will demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.	<ul style="list-style-type: none"> • Research the activities conducted by local or state health departments and the services that each provides to the students community. Compile the information and correlate the activities/services provided with a student goal/need. • Create a bulletin board or pamphlet that compares and contrasts valid community or individual health services in your area. • Create a directory of family resources in your community that provide valid health-promoting services.
	2. The student will evaluate factors that influence personal selection of health products and services.	<ul style="list-style-type: none"> • Interview adults as to where they go for health services and products, and why they select these products and services. Graph your findings. • Examine the label on a variety of similar products. Differentiate valid information from marketing techniques, choose the best product, and defend your reasons for choosing it. • Identify criteria for evaluating information about dietary supplements.
	3. The student will demonstrate the ability to access school and community health services for self and others.	<ul style="list-style-type: none"> • Create an ongoing list of services for each of the health curriculum topics covered in class (e.g., testicular exams, breast exams). • Gather information, telephone numbers, and addresses of resources in your city that can help teens maintain good health. • Write a letter to a friend about how to remain uninfected with HIV. Include resources for valid information, testing, and treatment.
	4. The student will analyze situations requiring professional health services.	<ul style="list-style-type: none"> • Identify how to respond to an emergency situation. • Identify and practice proper emergency action steps.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	1. The student will analyze the role of individual responsibility for enhancing health.	<ul style="list-style-type: none"> • Write a “Dear Counselor” letter and response about an STI or HIV situation that informs another they are not infected. • Interview someone certified in CPR, first aid, or lifeguard training and discuss their duties and experiences with the class. • Examine both direct and indirect personal exposure to tobacco smoke, and develop strategies to avoid/manage your exposure. • Plan an award and present it at a community function for someone who has been responsible for enhancing the health of your community. • Identify an unhealthy community setting and make a plan to turn it into an area of health and safety.

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	<p>2. The student will evaluate personal health habits to determine strategies for health enhancement and risk reduction.</p>	<ul style="list-style-type: none"> • Evaluate your current status of healthful behaviors. Determine strategies to reduce health risks where needed. • Write a short story about a teen involved in the process of trying to change a high-risk behavior utilizing positive strategies for enhancing health. • Create a personal health mobile utilizing positive strategies for enhancing health. • Evaluate what is needed to balance the health triangle.
	<p>3. The student will analyze the short-term and long-term consequences of safe and risky or harmful behaviors.</p>	<ul style="list-style-type: none"> • Research the short-term and long-term consequences of listening to loud music. • Write a script for a skit that deals with a teenager who is experiencing stress and having suicidal thoughts. • Reflect on the short- and long-term consequences of drug use. • Using a case study on chemical dependency, analyze the teen’s stage on the continuum of use and abuse. • Declare a Drug Awareness Day in your school. Invite a panel of speakers directly affected by drug use to participate and provide a question-and-answer session. Write a reflection paper on the personal journey of one of the speakers identifying short- and long-term changes in his/her behavior. • Write a newspaper article on the risky behaviors that may lead to STI’s, HPV, and HIV, their short- and long-term consequences, and their link to AIDS.
	<p>4. The student will develop injury prevention and management strategies for personal, family and community health.</p>	<ul style="list-style-type: none"> • Create first-aid kits and first-responder posters for distribution to community sites. • Read news stories about a recent emergency situation. Discuss how the response could or should have been handled. • Devise a week-long scavenger hunt for potential injuries waiting to happen. Brainstorm solutions to removing the risk. Seek action. • Identify examples of improper body mechanics of weight lifting and create correct examples for display. • Describe the health risks related to activities you participate in on a regular basis and discuss ways to prevent injury/illness while doing them. • Research public health standards for kitchen safety and develop a home plan with these standards in mind. Create a kitchen safety checklist for elementary or middle school classroom use.

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<p>4. Students will analyze the influence of culture, media, technology, and other factors on health.</p>	<p>1. The student will analyze how cultural diversity enriches and challenges health behaviors.</p>	<ul style="list-style-type: none"> • Describe what influences a person’s food choices. Explain how environmental factors such as location, season, and climate affect food choice. • Research diseases most prevalent in certain parts of the world. Explain what factors contribute to disease prevalence in specific countries. • Analyze cultural diets to understand the connection to the prevention and the existence of various diseases. • Compare communication in other cultures to American culture. Analyze how this might create challenges to your health behaviors when traveling.
	<p>2. The student will evaluate the effect of media and other factors on personal, family and community health.</p>	<ul style="list-style-type: none"> • Create a scrapbook, poster, or collage of ads that send messages that can affect self-esteem. Create a media-rating sheet on the health-related messages they send. Evaluate the messages. • Investigate various issues associated with being under or overweight (e.g., bullying, low self-esteem, job discrimination, media portrayal, public transportation, and relationships with health-care providers). Draw conclusions about how society discriminates against under or overweight people. • Evaluate the validity of diet and health supplement claims. Determine what advertising techniques were used to promote the use of the diet or health supplement. • Create a poster to expose the hidden message in a series of different ads for the same product category. • Analyze song lyrics for accuracy regarding friendship. Rewrite the lyrics to give a more realistic picture of healthy friendship.
	<p>3. The student will analyze how information from the community influences health.</p>	<ul style="list-style-type: none"> • Research the role of the FDA and/or USDA in the regulation of food quality (e.g., regulations governing processing plants, grocery stores, restaurants, and consumers). Determine how these agencies influence your health. Present your findings. • Gather information presented through community agencies and analyze how this would influence one’s health. • Investigate government-based health care reform proposals. Predict what health care might look like in the future. • Review current MN laws regarding tobacco and alcohol sales.

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<p>5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p>	<p>1. The student will demonstrate skills for communicating effectively with family, peers and others.</p>	<ul style="list-style-type: none"> • Role-play a family conflict resolved by using healthy communication skills. • Plan and present a health fair. Provide exhibits, demonstrations, and presentations that invite attendees to interact with presenters who are sharing information regarding health issues. • Prepare and present a health lesson to an elementary class on healthy verbal communication skills. • Analyze and write a summary of an unresolved conflict. • Identify healthy communication skills that could successfully resolve the conflict.
	<p>2. The student will analyze how interpersonal communication affects relationships.</p>	<ul style="list-style-type: none"> • Brainstorm idea lines to pressure someone to engage in sexual relations or risky behavior. Brainstorm and practice responses to diffuse the situation. Analyze the effect the response may have on the relationship. • Write about a situation in which someone expresses their emotions in a positive and healthy way. Identify the communication techniques utilized. • Invite a counselor to speak to the class about healthful and effective ways to communicate with family members. Implement a strategy and reflect on its effect.
	<p>3. The student will demonstrate healthy ways to express needs, wants and feelings.</p>	<ul style="list-style-type: none"> • Explore constructive ways of responding to family crises. • State healthy ways in which to respond to a situation that involves substance abuse or domestic violence. • Demonstrate and practice “I” messages to express needs, wants, and feelings in family and peer situations. • Brainstorm harmful effects of environmental tobacco smoke and practice I-messages to communicate concern about it. • Use appropriate communication methods i.e. assertive language and respectful tone in a role-play designed to stop sexual harassment.
	<p>4. The student will evaluate ways to communicate care, consideration and respect of self and others.</p>	<ul style="list-style-type: none"> • Using a case-study, assess healthy ways to resolve anger that show respect for self and others. • Write scenarios where positive communication skills were used in response to peer or family issues. Brainstorm healthy relationship-building skills. Brainstorm words to use to convey consideration, caring, and respect. Discuss which would be most effective in certain life events. • Research the grieving process and through the use of different media (e.g., novel, TV program, song or painting), find examples of caring and respectful ways of dealing with grief.

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	<p>5. The student will compare and contrast strategies for solving interpersonal conflict without harming self or others.</p>	<ul style="list-style-type: none"> • Demonstrate strategies for solving interpersonal conflict in a manner that will not harm others or self. • Create a checklist and track how many strategies are used for resolving conflict during a two-week period. Compare and contrast the effective and ineffective strategies. Set a personal goal to improve ineffective strategies. Chart and evaluate your progress. • Role-play conflicts and solutions using “I” message and “you” message strategies. Evaluate the most effective strategies. • Compare and contrast various strategies of suicide prevention. Devise a list of specific steps a student group could follow in establishing a suicide-prevention program.
	<p>6. The student will demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.</p>	<ul style="list-style-type: none"> • Write a play in which an emotion (e.g., fear, guilt, jealousy, loneliness, anger) is dealt with in a positive way using refusal, negotiation and/or collaboration skills. • Brainstorm skills for effectively diffusing a potentially harmful situation. • Create role-plays utilizing these skills. (e.g., fight in the hallway, harassment, school-bus scenarios). • Practice saying no in pressure situations. Devise healthful alternatives to pressure situations.
	<p>7. The student will demonstrate attentive listening skills.</p>	<ul style="list-style-type: none"> • Practice paraphrasing a variety of statements. Discuss the benefits of paraphrasing. • Interview an elder about their health history, practicing attentive listening skills. Share a summary of the interview. • Partners practice effective listening strategies and effective communication skills. Students describe characteristics of a good listener and how they felt when they were talking with a good listener.
	<p>8. The student will analyze the possible causes of conflict in schools, families and communities.</p>	<ul style="list-style-type: none"> • Practice “I” messages that help you communicate more effectively. • Role-play situations in which “I” messages would be helpful. • Brainstorm causes of conflict in families. Choose one conflict and create a role-play with a workable resolution and strategies to prevent conflict. • Analyze recent news reports of conflict in your community. Discuss possible factors that led up to the conflict. Suggest nonviolent solutions.

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	<p>9. The student will evaluate strategies used to prevent conflict.</p>	<ul style="list-style-type: none"> • Generate a list of nonviolent strategies to handle disagreements between members of a group. Compose a pledge to use non-violent means to resolve conflict. Create a flyer/or pledge card and distribute to the student body. • Perform skits illustrating different ways to handle the following pressures: pressure to engage in the use of a substance (such as alcohol or other drugs), or pressure from a boyfriend or girlfriend to engage in sexual activity. • Students describe a conflict they've seen on TV or movie that had a violent result. Devise possible nonviolent resolutions. Discuss at what point the nonviolent alternative would have to be implemented in order to prevent violence.
<p>6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>1. The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p>	<ul style="list-style-type: none"> • Identify health risks of young adults. Use a decision-making model to reduce one of the risks. • Prepare a consumer report showing comparisons between different health products used by teens (e.g., cost, effectiveness, and quality features). Recommend the best products, substantiating rationale.
	<p>2. The student will analyze health concerns that require individuals to work together.</p>	<ul style="list-style-type: none"> • Identify characteristics of successful teams. • Examine health issues/problems in your school or community and investigate possible solutions. • Research how various agencies in your community work together to prepare young children to start school.
	<p>3. The student will predict immediate and long-term impact of health decisions on the individual family and community.</p>	<ul style="list-style-type: none"> • Design comic books for young children that emphasize the short-term and long-term effects alcohol has on the body and mind. • Compare the effects of various sunscreen products on health and aging. • Use a decision making model to demonstrate how a teen could proactively set personal sexual limits that respect self and others. Include a paragraph predicting the impact of the decision on self and family. • Interview a grandparent or other senior citizen and identify the personal steps they have taken that contribute to their current health status.
	<p>4. The student will analyze how personal health goals are influenced by changes in information, abilities, priorities and responsibilities.</p>	<ul style="list-style-type: none"> • Analyze situations that would require one to change goals due to a change in priorities. • Predict how parenthood might affect one's personal health goals. • Compare and contrast three valid sources of health information about cholesterol reduction. Discuss how your plan to keep cholesterol in check may vary depending on the information you receive.

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<p>7. Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>1. The student will express information and opinions about health issues.</p>	<ul style="list-style-type: none"> • Create a 30-second radio public service announcement advocating the refusal of an abused drug that includes three facts about the harmful effects. • Visit food stores and farmer’s markets to identify foods that represent good buys in terms of nutritional value and overall pricing. Utilizing media presentations, share your information and opinions.
	<p>2. The student will utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.</p>	<ul style="list-style-type: none"> • Brainstorm ways to approach a close friend who has an addiction. Create a role-play encouraging the friend to make healthful choices. • Develop a campaign geared toward teens about the benefits of beginning a personal fitness program. Defend possible barriers of time, cost and perceived benefit. • Take a stand on the issue of later school start times. Research possible health risks/benefits, and prepare and present an oral argument to classmates.
	<p>3. The student will influence and support others in making positive health choices.</p>	<ul style="list-style-type: none"> • Organize a health fair at an elementary school, advocating positive health choices at the appropriate age level. • Write an article for a teen magazine discussing what every teenager should know about coping with sexual pressures. • Become a peer helper or peer mediator. • Organize a “Say No To Tobacco Day” at your school.
	<p>4. The student will demonstrate the ability to work cooperatively when advocating for healthy communities.</p>	<ul style="list-style-type: none"> • Organize a health fair at a local daycare or senior citizen center. • Be an active member of a SADD Chapter. • Design a music video that influences peers not to use tobacco in any form.