

Curriculum Guide for 7th Grade Health

Unit 1: Why Health:

1 weeks

H7.1, H7.2, H7.3, H7.4

Objectives	Methods	Resources	Assessment
The students will <ul style="list-style-type: none">• Define health• Define what it means to be healthy in the 5 areas of health• Begin to understand a Christian perspective on health• Begin to develop a sense of community• Begin to identify the qualities of a supportive, caring community	<ul style="list-style-type: none">• Lecture• Class discussion• Group and individual reading• Questionnaire: "What it means to be healthy"• 4 person Stand-Up game• Small group discussion• Inclusion activity: Introducing a classmate• Inclusion activity: Item of value• Create class poem• Trust walk	<ul style="list-style-type: none">• Testbook: CSI's Healthy Living: Life Skills 7-8 p. 25-34• Bibles• 6" x 2" cards• Index cards• Blindfolds•	<ul style="list-style-type: none">• Wanted posters• Student created classroom creed• Participation in class discussion• Journals•

Unit 2: Who Am I?

4 weeks

H7.4, H7.5, H7.6. H7.7

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Feel secure in the knowledge that God loves them unconditionally • Understand what it means to be made in the image of God • Understand that sin has interfered with our ability to properly reflect God’s image • Understand the through Christ, we must be restored in God’s image • Recognize that God’s love is inclusive and we are called to reflect that • Understand how their self concept develops • Understand that we must discover, accept and develop our gifts • Develop a positive attitude about themselves • Commit themselves to using their gifts • Define and identify spiritual gifts • Understand that they are called to use their gifts within their community 	<ul style="list-style-type: none"> • Class discussion • Group and individual reading • Group activity: Knots game • Group activity: Sentence puzzles • Team building activity: Sentence stems • Team building activity: Sentence stems • Student activity: “I’m More Like This” • Object lessons • Acrostic activity • Student activity: “My Kind of Shoe” • Reading aloud • Student activity: “Bring Yourself in a Sack” • Roleplays 	<ul style="list-style-type: none"> • Bibles • Index cards • Legal size envelopes • Dictionary • Student handout: “Gaod’s Image in Creation” • Hand mirror, glass cleaner and paper towels • Poster boards • Student handout: “Guidance” • Student handout: “Reflectors” • Transparency: “Situations” • Overhead projector • Colored markers • Thesaurus • 4-legged stool • Labels • <u>Who Am I?</u> by Katherine Paterson • Variety of different kinds of shoes in a sack • <u>Hey World, Here I Am</u> by Jean Little • <u>John Bunyan’s Pilgrim’s Progress</u> by Gary Schmidt • <u>The Book of Virtues</u> by William J. Bennett • Television • DVD player 	<ul style="list-style-type: none"> • Quiz • Participation in class discussion • Responses to God’s image statement • Posters: Building Blocks of self-confidence • Journals • Short essay – Examples in the Bible of young people being called by God to use their gifts

Unit 3: Using Our Abilities

6 weeks

H7.6, H7.7, H7.8, H7.9

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Understand the importance of their decision • Become aware of various factors that influence decisions • Develop an understanding of the way they make decisions • Begin to consider strategies for making good decisions • Understand that our values must be based on God’s values • Describe the basic steps in decision making • Describe and use the 4 steps involved in goal setting to set goals for using their gifts • Identify specific ways to help others develop and use their gifts • Understand that God has called them to be faithful servants as students • Identify key strategies to help them do their best at school • Understand six learning styles and strategies for using each 	<ul style="list-style-type: none"> • Lecture • Class discussion • Group and individual reading • Small group discussion • Role-plays • Student activity: “Right?, Wrong?, or Neither?” • Student activity: “Action Plan” • Student activity: “Paper-folding fish” • Student activity: “Assessing Study Skills” • Student activity: “Managing Your Time” • Student activity: “SQ3R Reading Strategy” • Memory Game 	<ul style="list-style-type: none"> • Textbook, p. 69-122 • Bibles • Student handout: “Daredevils” • Overhead projector and transparency paper • Video: The Prodigal Son • Magazines and newspapers • Poem: “The Bumblebee Cannot Fly” – Author unknown • Origami paper • Bland copies of school report cards • Student handouts • Various novels and 2-3 various textbooks for six small groups • Assortment of 15-20 objects • Television • DVD Player 	<ul style="list-style-type: none"> • Journals • Participation in class discussions • Homework: Newspaper article on decisions • Goal setting project: “Developing My Gifts” • Quiz

Unit 4:

3 weeks

H7.4, H7.8.,H7.9

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none">• Understand that communication skills need to be developed and practiced• Be able to distinguish between verbal and nonverbal communication• Understand the concept of attending• Be able to demonstrate positive attending skills using the R.O.L.F.E. model• Identify ineffective communication styles• Identify three key elements of good listening• Understand the concept of empathy• Recognize the empathic listening skills• Recognize positive and negative personal expressing skills• Recognize and understand effective ways to give and receive feedback• Understand the differences between aggressive, passive, and assertive behavior	<ul style="list-style-type: none">• Lecture• Class discussion• Group and individual reading• Role-plays• Game: Pass it on• Group activity: Nonverbal Nonsense• Game: Reacting with R.O.L.F.E.• Game: "Password" or "Taboo"• Student activity: "Feelings"• Student activity: "Empathetic Replying"• Student activity: "Practicing 'I' Messages"	<ul style="list-style-type: none">• Textbook p 125-166• Bibles• "Who's On First?" by Abbott and Costello• TV drama/movie on DVD• DVD player• Index cards• Stick on colored dots• Game: "Password" or "Taboo"• Stop sign• Overhead projector and transparency paper• Television	<ul style="list-style-type: none">• Participation in class discussions• Journals• Quiz

Unit 4: Communicating

3 weeks

H7.4, H7.8, H7.9

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Understand that communication skills need to be developed and practiced • Be able to distinguish between verbal and nonverbal communication • Understand the concept of attending • Be able to demonstrate positive attending skills using the R.O.L.F.E. model • Identify ineffective communications styles • Identify three key elements of good listening • Understand the concept of empathy • Recognize the empathic listening skills recognize positive and negative personal expressing skills • Recognize and understand effective ways to give and receive feedback • Understand the differences between aggressive, passive and assertive behavior 	<ul style="list-style-type: none"> • Lecture • Class discussion • Group and individual reading • Role-plays • Game: Pass It On • Group activity: Nonverbal Nonsense • Game: Reacting with R.O.L.F.E. • Game: “Password” or “Tabb” • Student activity: “Feelings” • Student activity: “Empathic Replying” • Student activity: “Practicing ‘I’ Messages” 	<ul style="list-style-type: none"> • Textbook p 125-166 • Bibles • “Who’s On First?” by Abbott and Costello • TV drama/movie on DVD • DVD player • Index cards • Stick on colored dots • Game: “Password” or “Taboo” • Stop sign • Overhead projector and transparency paper 	<ul style="list-style-type: none"> • Participation in class discussions • Journals • Quiz