**Middle School Health Education**

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“Health is a state of complete **physical, mental, emotional and social** well-being and not merely the absence of disease.”

–*World Health Organization*

At SAMS Puxi Campus each student will take one semester of Health in grade 6, 7 & 8. Health education at SAS is based on the wellness approach that integrates social, emotional, mental and physical health, as well as the development of personal values.

zqduiurk%5b1%5d **Assessment Policies:**

1. **In health class, we will check for your understanding through a wide variety of assessments.**
2. You will be evaluated on the following:
   1. **C**lass discussion: *Because this subject deals with REAL LIFE subject matter, participation is the most important thing you can do to learn in this class. If you do not participate, you will not be prepared to deal with real-life situations that can harm your health.*
   2. Projects/Presentations
   3. Meditation Time (journaling, breathing exercises, walking meditations)
   4. In class assignments and homework: ***Most*** work in health can be completed in class. However, if time is not used wisely, assignments may have to be completed at home.
   5. Tests/Quizzes
3. Make up work: If you are absent from class, it is your responsibility to get all homework and notes that you missed. See your teacher if you have any questions or need to schedule time to make up missed work.

**j0297161Health Class Norms**

Now it’s your turn to chat! Your job is to come up with how you and your friends want our classroom to run and function by coming up with **class norms**. When discussing and coming up with ideas, here are some things to think about: What do you value most when learning? How do you think others and yourself should act while in health class? What type of classroom environment do you learn best in?

Jot down class norms below so you’ll always have a place where you can go back and revisit them!

\_\_\_\_\_\_\_\_\_\_\_ **CLASS NORMS**

**STUDENT:** I understand the importance of the class norms and how following the norms will help our classroom be a fun and productive environment to learn in.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Grade 7 Health** |  |

1. **Goal Setting**

SMART Goals and the steps of the goal setting process

1. **Advocacy**

What is an advocate?

What are some different ways to advocate?

How can we work together to advocate for a cause we feel strongly about?

The Advocating through Art Project

* Standard 3: Accesses & Evaluates Valid Information
* Standard 4: Sets and Reflects upon personal health goals
* Standard 5: Advocates for personal, family & community health

1. **Nutrition, Physical Activity & Sleep**

How can I influence others to make Healthy Choices?

Making Healthy Choices about nutrition, physical activity

* Standard 4: Sets and Reflects upon personal health goals

1. **Healthy Choices Letter**

Students write a letter to a future middle school student writing about the importance of making healthy decisions in ms when it comes to physical activity, nutrition, sleep, time management and tech).

* Standard 1: Identifies & demonstrates balance in health practices (letter)
* Standard 5: Advocates for personal, family & community health

1. **Tobacco & E-Cigarettes**

How can learning the facts about nicotine help us advocate for people in our family and community to give up smoking?

Tobacco PSA video project

* Standard 3: Accesses & Evaluates Valid Information
* Standard 2: Analyzes influence of media, culture and values on health