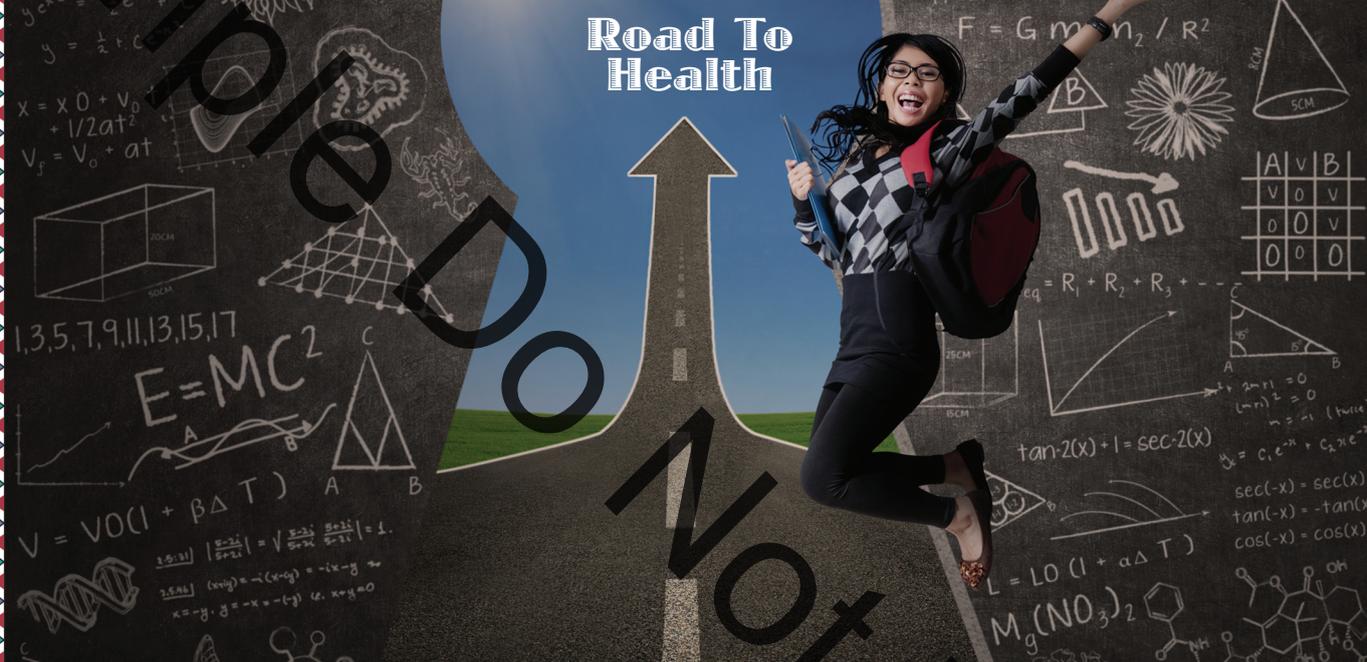


# 7th Grade Health Program

Road To Health



Healthy Minds  
Healthy Lifestyles



BIENESTAR/NEEMA

7th Grade

# Health Program

## Bienestar/Neema Health Program:

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## 7th Grade

# Health Program

### Purpose:

"The purpose of the Bienestar/NEEMA coordinated school health program is to reduce or prevent obesity, diabetes and heart disease in youth."

Healthy Minds  
Healthy Lifestyles

# **Bienestar/NEEMA Health Program 7th Grade Health Program: Healthy Minds Healthy Lifestyles (3rd Edition). Teacher Book**

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# Becoming Familiar with the Bienestar/NEEMA Health Curriculum

## I. Background Information - Teacher's Guide

*A Lesson preparation information for the teacher is listed on the first few pages of each lesson under the following headings:*

1. **Texas Essential Knowledge and Skills (TEKS)/National Health Education Standards** – The 7th grade TEKS and national health education standards are listed by number for each lesson. These skills are either completely or partially addressed in the health education lesson.
2. **Objectives** — The objectives state the deliverables the student should be able to accomplish after learning the concepts of the lesson. The objectives are written in behavioral terms from the six levels of the cognitive domain knowledge, comprehension, application, analysis, synthesis or evaluation.
3. **Materials** — The materials sections list the items you will need to complete this lesson. Most lessons only require the student workbook and pens or pencils. However, some lessons will require other materials such as scissors, glue, or magazines. This section also references the workbook pages that will be used in the lesson.
4. **Teaching Time Required** — This section provides the time required to teach the lesson. The teaching time required also accounts for the time needed to complete the lesson activity. Most lessons should take 30-45 minutes to complete. There are some lessons that have detailed activities that may take longer.

## II. Making Full Use of the Lesson – Teacher's Guide

*A. The lesson starts by reviewing the following four sections:*

1. **Directions** — Gives instructions on the sequence in which the lessons and activities should be completed.
2. **Lesson Introduction** — Provides a “sample” statement the teacher can use when “setting up” or introducing the lesson to the students. It will always appear before the lesson begins and is written at a level that 7th grade students can understand regarding the focus of the lesson.
3. **Lesson Content** — Outlines what should be taught in the lesson. It also supplies a list of key words that students should listen for while completing the lesson. These words are either subheadings of the lesson topic or bold in the body of the lesson.
4. **Teaching Concepts** — All concepts are sequentially numbered. Under the heading are the content bullets that should be taught, using age appropriate language.

### iii. Completing the Lesson Activity

*The sections that will describe the activity are below:*

1. **Activity Introduction** — Provides a small paragraph describing what the student should learn by completing the activity.
2. **Extension Activity** — Provides an opportunity for students to continue an activity outside of the classroom. The activities are optional and can be used if students need an additional activity for better understanding the concepts of that lesson.
3. **The Physical Activity Contract** — Allows students to create personal goals for increasing physical activity over the course of six weeks. Students complete this contract in Lesson 2 and may refer to it for tracking purposes as often as they wish.
4. **The Dietary Contract** — Allows students to create personal goals to increase healthy eating over the course of six weeks. Students complete these goals in Lesson 2 and may refer to it for tracking goals as often as they wish.
5. **The Journal Entry Sheet** — This sheet is designed to help the student reach weekly goals. It is completed once a week for the duration of the program. A small take-home booklet can be created with the journal entry sheets and the dietary and physical activity contracts. The students can keep this booklet for their own personal reference. One copy of the Journal Entry Sheet is provided in the teacher's guide only. The facilitator/ teacher should make photocopies of the sheet to distribute to each student once a week for the duration of the lessons.

### iv. Pre/Post Exam

1. The pre-exam is administered before the first lesson and post-exam after the last lesson.
2. The master copy of the exam and the answer sheet are located in the teacher's guide.

## Pre Test: 7th Grade Health Test



- 1.** The proportion of the fat tissue and non-fat tissue in the body is called
  - a) body composition
  - b) flexibility
  - c) muscular endurance
  - d) cardiovascular endurance
- 2.** Which of the following activities best enhances your body composition?
  - a) stretching
  - b) weight lifting
  - c) yoga
  - d) watching TV
- 3.** Which of the following is a calcium-rich food?
  - a) yogurt
  - b) chicken
  - c) beans
  - d) nuts
- 4.** Which of the following is a benefit of maintaining a healthy weight?
  - a) prevention against heart disease, stroke and type 2 diabetes
  - b) reduces muscle strains and joint pain
  - c) maintains energy levels and enhance mood
  - d) all of the above
- 5.** Insulin is produced in the
  - a) liver
  - b) pancreas
  - c) heart
  - d) stomach
- 6.** Which of the following is an example of a long-term goal that improves cardiovascular health ?
  - a) practicing an instrument each day
  - b) studying for an exam
  - c) participating in a sports activity
  - d) making your bed each morning
- 7.** Advertisers try to sell products by using which of the following strategies?
  - a) convincing you that it is cool to use their product
  - b) use celebrities to sell a product
  - c) use music or jingles to make you think of the product
  - d) all of the above

**Prueba (Inicial-Final) del currículo de salud: 7th Grade Health Test**



- 21. El consumo de tabaco causa cuáles de las siguientes condiciones relacionadas con la salud oral:**
- a) leucoplaquia
  - b) tooth sensitivity to hot and cold sensibilidad al calor y frío
  - c) bad breath mal aliento
  - d) all of the above todo los de arriba
- 22. \_\_\_\_\_ causa liberación de químicas en el cerebro que hacen que anheles el tabaco.**
- a) cafeína
  - b) dopamina
  - c) serotonina
  - d) nicotina
- 23. ¿Cuál de las siguientes opciones NO es una estrategia recomendada para negarse a participar en un comportamiento nocivo para la salud?**
- a) Decir un chiste para quitarle la atención
  - b) Ser un disco rayado diciendo no repetidamente
  - c) Dando una excusa o razón por la cual no participarás en el comportamiento
  - d) Decir que estas dispuesto a calar el comportamiento nada mas una vez
- 24. ¿Cual de los siguientes NO es un paso para llegar a una meta específica?**
- a) escoger una meta que es muy difícil de alcanzar
  - b) identificar los pasos que necesitas para llegar a una meta deseable
  - c) pedir apoyo de otros
  - d) evaluar tu progreso periódicamente
- 25. Las malas elecciones de salud que afectan la salud bucal incluyen todo lo siguiente, excepto**
- a) tomar bebidas azucaradas
  - b) comer alimentos altos en fibra
  - c) visitar al dentist irregularmente
  - d) ocasionalmente usar hilo dental entre los dientes
- 26. El consumo de alcohol antes de la edad legal de 21 años puede conducir a que consecuencias**
- a) tomar malas decisiones
  - b) la pérdida de memoria o de conciencia que puede requerir atención médica
  - c) la adicción
  - d) Todas las anteriores



## Review Sheet:

### Got Goals?

Goals give you a direction in which to pattern your decisions and behaviors. A goal is one way to measure your achievement. Some goals are easy to achieve while others are more difficult.

Your goal should not be so easy that you do not have to put forth any effort; however, you should be able to reach your goal within a set time period so that you may not get discouraged and quit.

When determining whether a goal is easy or difficult, it is important to recognize your own strengths and weaknesses.



- 1.** A long-term goal is a goal that you plan to reach over an extended period of time such as several months to a year or longer. List two examples of a long-term goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2.** A short-term goal is a goal that you can reach in a shorter period of time such as a day or a week. Setting and accomplishing short-term goals can help you to reach your long-term goals. List two examples of a short-term goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3.** Jeffery has a long-term goal of becoming a starter on the 8th grade soccer team next year. What are some short-term goals that can help Jeffery reach his long-term goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Hoja de Repaso:

### ¿Tienes Metas?

Las metas le dan una dirección en la cual modela sus decisiones y comportamientos. Una meta es de un solo sentido para alcanzar su logro. Algunas metas son fáciles de lograr mientras otras son más difíciles.

Su meta no debe ser tan fácil que usted no tiene que hacer ningún esfuerzo; sin embargo, usted debe poder alcanzar su meta dentro de un período de tiempo establecido para que usted no se desanime y se rinda.

Al determinar si una meta es fácil o difícil, que es importante reconocer sus propias fuerzas y las debilidades.



1. Una meta de largo plazo es una meta que uno intenta cumplir a través de un periodo de tiempo desde varios meses a un año o más. Escriba dos ejemplos de una meta de largo plazo: \_\_\_\_\_

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2. Una meta de corto plazo es una meta que uno puede lograr en un periodo corto desde un día hasta una semana. Formulando y cumpliendo metas de corto plazo puede ayudar a uno cumplir las metas de largo plazo. Escriba dos ejemplos de una meta de corto plazo: \_\_\_\_\_

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3. Juan tiene la meta de largo plazo de hacerse miembro del equipo de fútbol en el 8vo grado el próximo año. ¿Cuales son algunas metas de corto plazo que lo pueden ayudar llegar a su meta de largo plazo? \_\_\_\_\_

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## Review Sheet:



### Got Goals?



**Once you have reached your goal, reward yourself.**

**Evaluate your progress periodically.**

**Give yourself a certain period of time to reach your goal.**

**Request help from others such as family members, peers, and other adults for support.**

**List the steps that you will take to reach that goal.**

**Set a specific attainable goal and write it down.**





## Hoja de Repaso:

### ¿Tienes Metas?



**Cuando llegas a tu meta, regálate un premio.**

**Examina como vas progresando periódicamente.**

**Dese un cierto período de tiempo de alcanzar su meta.**

**Busca ayuda de otras personas como los miembros de la familia, compañeros, y otros adultos.**

**Anota los pasos que vas a tomar para llegar a esa meta.**

**Formule una meta alcanzable y escríbela en papel.**





## Review Sheet:

### Got Goals?

Using the Steps to Achieving a Goal, complete the goal-setting plan below. Make sure to choose a goal that is attainable.



1. Long-term goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. In order to achieve my long-term goal, I will take the following steps (short-term goals): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. When I need assistance, I will seek help and support from \_\_\_\_\_ by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Each \_\_\_\_\_ I will check my progress and make adjustments as needed to help me reach my long-term goal.
5. Once I reach my long-term goal, I will reward myself by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



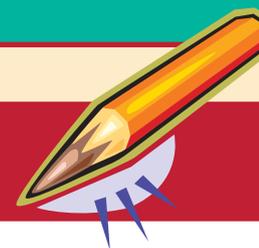
## Hoja de Repaso:

### ¿Tienes Metas?

Con los pasos de alcanzar una meta, termine el plan de meta que se enseña abajo. Cerciórese de elegir una meta que sea alcanzable.



1. Meta de largo plazo: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Para llegar a mi meta de largo plazo, yo intento tomar los siguientes pasos (metas de corto plazo): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Cuando necesite ayuda, voy a buscar apoyo y motivación de \_\_\_\_\_ por \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Cada \_\_\_\_\_ voy a examinar el progreso que he avanzado y voy hacer ajustes como sea necesario para llegar a mi meta de largo plazo.
5. Cuando llegue a mi meta de largo plazo, yo me voy a dar un premio en forma de \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Review Sheet: See Student Workbook

### Long-term or Short-term:

Read each symptom and decide whether it is a short or long-term effect of alcohol. If it is a short-term effect, write an "S" on the line; and if it is a long-term effect, write an "L" on the line provided.

1.  Addiction (L)
2.  Liver Damage (L)
3.  Vomiting (S)
4.  Sleepiness (S)
5.  Loss of bodily control (S)
6.  Slurred Speech (S)
7.  Broken Family Relationships (L)
8.  Alcohol Poisoning (S)
9.  Blurred Vision (S)
10.  Trouble Walking and Standing (S)



## Review Sheet: See Student Workbook

### Largo-plazo o Corto-plazo:

Lee cada sintoma y decide si es efecto de corto- o largo-plazo del alcohol. Si es efecto de corto-plazo escribe "C" en el renglon; y si es efecto de largo-plazo, escribe "L" en el renglon.

1.  Adiccion (L)
2.  Daño al hígado (L)
3.  Vomito (C)
4.  Somnoliento (C)
5.  Perdida del control del cuerpo (C)
6.  Balbuceo de voz (C)
7.  Romper relaciones familiares (L)
8.  Envenenamiento de alcohol (C)
9.  Vista borrosa (C)
10.  Problema al caminar o parase (C)