



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

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**2020**  
***Teacher Resource***  
***Guide for***  
***MS AAAS for the***  
***Health Elements***

***Effective Date: 2020-2021 School Year***



2020

Teacher Resource Guide for  
MS AAAS for the  
Alternate Health Elements

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## Table of Contents

Acknowledgements.....	5
Introduction.....	7
Purpose.....	7
Support Documents and Resources.....	7
Structure of the <i>Teacher Resource Guide for MS AAAS for Alternate Health Elements</i> .....	8
Structure of the <i>Teacher Resource Guide for MS AAAS for the Alternate Health Elements</i> (Graphic).....	9
Levels of Support (LOS).....	10
<i>Teacher Resource Guide for MS AAAS for the Alternate Health Elements</i> .....	11
Appendix A: Vocabulary.....	29

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## **The Standards**

The different content strands in health are designed to provide high school students with significant cognitive disabilities the skills and knowledge they need to promote personal, family, and community health. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for the Alternate Health Elements* is aligned to the National Health Education Standards (NHES) for grades 9-12. The *2020 MS AAAS for the Alternate Health Elements* is comprised of content strands are organized into seven domains: (1) health promotion and disease prevention, (2) influences on health behaviors, (3) health information, (4) interpersonal communication, (5) decision making, (6) goal setting, and (7) advocacy.

## **Remaining Material in the Teacher Resource Guide**

The remaining materials in the teacher resource guide (performance objectives, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, the Mississippi Department of Education (MDE) Office of Special Education staff, and the Mississippi State University Research and Curriculum Unit staff.

## Introduction

The MDE is dedicated to student success, improving student achievement in health, and establishing communication skills within a technological environment. The Mississippi Alternate Academic Achievement Standards provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the Alternate Standards is to build a bridge from the content in the general education social studies framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

## Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for the Alternate Health Elements* includes course-specific standards for health. This document is designed to provide a resource for special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for MS AAAS for the Alternate Health Elements* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

## Support Documents and Resources

The MDE Office of Special Education aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. There are many ways in which skills and concepts can be incorporated based on students' individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for the Alternate Health Elements* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

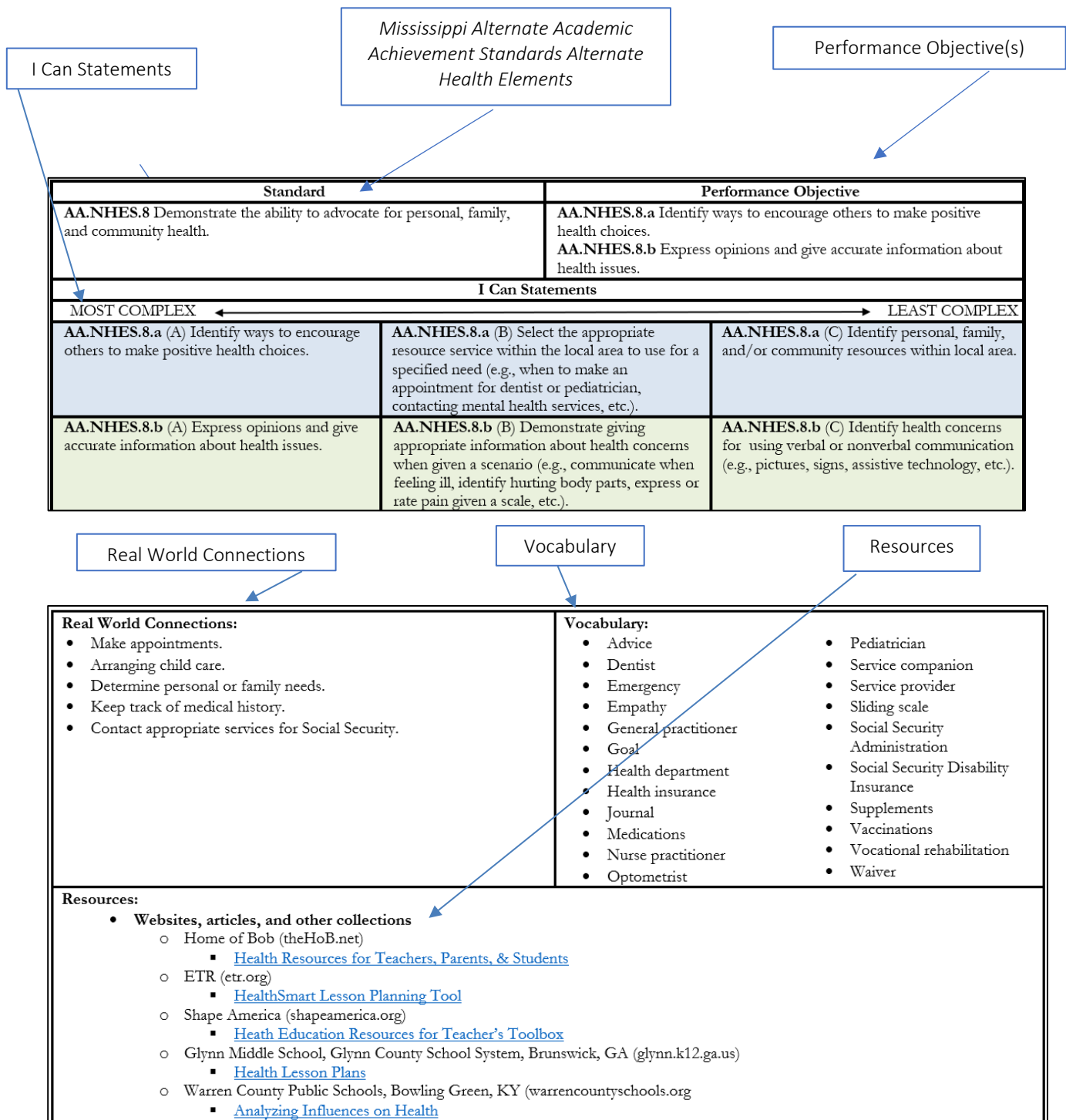
## Structure of the *Teacher Resource Guide for MS AAAS for Alternate Health Elements*

*The MS AAAS for the Alternate Health Elements* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction. This guide includes statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence; ways educators can link theory to real world activities; focused vocabulary banks; and additional teaching resources.

- **I Can Statement(s):** These statements include the Performance Objective(s) as the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.
- **Real World Connections:** These items help facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places, and events, students can see a greater relevance to their learning. Real world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.
- **Vocabulary:** These lists include difficult or unfamiliar words students need to know and understand.
- **Resources:** These resources include instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.



## Structure of the *Teacher Resource Guide for MS AAAS for the Alternate Health Elements* (Graphic)



## Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress.

The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

Level of Assistance	Definition	Example	Non-Example
<b>Non-Engagement (N)</b>	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
<b>Physical Assistance (P)</b>	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
<b>Gestural Assistance (G)</b>	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the right answer.
<b>Verbal Assistance (V)</b>	The student requires the teacher to verbally provide the correct answer to a specific item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says, "Who is the main character?" without providing the information verbally.
<b>Model Assistance (M)</b>	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	The teacher completes the exact same activity as the student is expected to perform.
<b>Independent (I)</b>	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

*Teacher Resource Guide for MS AAAS for the Alternate Health Elements*

Standard	Performance Objective	
<b>AA.NHES.1</b> Identify and practice ways to promote good health and prevent diseases.	<b>AA.NHES.1.a</b> Identify healthy habits that prevent disease and illness (e.g., wellness checkups, healthy food selections, vaccinations, regular physical exercise, etc.). <b>AA.NHES.1.b</b> Identify ways to prevent communicable diseases and injuries (e.g., wash hands, cover mouth when coughing, wear a seat belt, comply with helmet laws, etc.). <b>AA.NHES.1.c</b> Describe how emotions and environment are related to health (e.g., sexual activity, good housekeeping, dealing with grief, stress, second-hand smoke, etc.). <b>AA.NHES.1.d</b> Identify the effects of engaging in unhealthy behaviors (e.g., consequences for unhealthy behaviors, drug use, using inhalants, not wearing a seatbelt, smoking, etc.).	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
<b>AA.NHES.1.a (A)</b> Identify healthy habits that prevent disease and illness (e.g., wellness checkups, healthy food selections, vaccinations, regular physical exercise, etc.).	<b>AA.NHES.1.a (B)</b> Identify one healthy habit that prevents disease and illness (e.g., wellness checkups, healthy fast food selections, vaccinations, regular physical exercise, etc.).	<b>AA.NHES.1.a (C)</b> Recognize a healthy habit that prevents disease and illness (e.g., wellness checkups, healthy fast food selections, vaccinations, regular physical exercise, etc.).
<b>AA.NHES.1.b (A)</b> Identify ways to prevent communicable diseases and injuries (e.g., wash hands, cover mouth when coughing, wearing a seat belt, comply with helmet laws, etc.).	<b>AA.NHES.1.b (B)</b> Identify one way to prevent communicable diseases and injuries (e.g., wash hands, cover mouth when sneezing, wearing a seat belt, helmet laws, etc.).	<b>AA.NHES.1.b (C)</b> Recognize a way to prevent communicable diseases and injuries (e.g., wash hands, cover mouth when sneezing, wearing a seat belt, helmet laws, etc.).
<b>AA.NHES.1.c (A)</b> Describe how emotions and environment are related to health (e.g., sexual activity, good housekeeping, dealing with grief, stress, second-hand smoke, etc.).	<b>AA.NHES.1.c (B)</b> Identify ways that emotions and environment are related to health (e.g., sexual activity, good housekeeping, dealing with grief, stress, second-hand smoke, etc.).	<b>AA.NHES.1.c (C)</b> Recognize emotions are related to health (e.g., puberty, good, dealing with grief, stress, etc.).
<b>AA.NHES.1.d (A)</b> Identify the effects of engaging in unhealthy behaviors (e.g., consequences for unhealthy behaviors, drug use, using inhalants, not wearing a seatbelt, smoking, etc.).	<b>AA.NHES.1.d (B)</b> Identify potential outcomes if engaging in unhealthy behaviors (e.g., consequences for unhealthy behaviors, drug use, using inhalants, not wearing a seatbelt, smoking, etc.).	<b>AA.NHES.1.d (C)</b> Recognize unhealthy behaviors (e.g., consequences for unhealthy behaviors, drug use, using inhalants, not wearing a seatbelt, smoking, etc.).

COURSE: Alternate Health Elements  
DOMAIN: Health Promotion and Disease Prevention  
CLUSTER: Basic Health Concepts

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"><li>• Eat at a fast-food restaurant.</li><li>• Be a passenger in a vehicle.</li><li>• Recognize peer pressure to engage in sexual behavior.</li><li>• Combat peer pressure to smoke or take drugs.</li><li>• Discuss the emotional responses elicited after the loss of a loved one.</li><li>• Recognize exposure to second-hand smoke.</li></ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Alcohol</li><li>• Checkup</li><li>• Consequences</li><li>• Contagious</li><li>• Disease</li><li>• Drugs</li><li>• Emotions</li><li>• Exercise</li><li>• Healthy</li><li>• Illness</li><li>• Injury</li><li>• Laws</li><li>• Seat belt</li><li>• Second-hand smoke</li><li>• Sneeze</li><li>• Unhealthy</li><li>• Vaccinations</li><li>• Wellness</li></ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>○ Home of Bob (theHoB.net)<ul style="list-style-type: none"><li>▪ <a href="#">Health Resources for Teachers, Parents, &amp; Students</a></li></ul></li><li>○ ETR (etr.org)<ul style="list-style-type: none"><li>▪ <a href="#">HealthSmart Lesson Planning Tool</a></li></ul></li><li>○ Shape America (shapeamerica.org)<ul style="list-style-type: none"><li>▪ <a href="#">Heath Education Resources for Teacher’s Toolbox</a></li></ul></li><li>○ Glynn Middle School, Glynn County School System, Brunswick, GA (glynn.k12.ga.us)<ul style="list-style-type: none"><li>▪ <a href="#">Health Lesson Plans</a></li></ul></li><li>○ Kids Health in the Classroom (kidshealth.org)<ul style="list-style-type: none"><li>▪ <a href="#">Grades 9 to 12 Personal Health Series</a></li></ul></li><li>○ Centers for Disease Control and Prevention (cdc.gov)<ul style="list-style-type: none"><li>▪ <a href="#">Virtual Healthy School</a></li></ul></li><li>○ Portland Public Schools, Portland, OR (pps.net)<ul style="list-style-type: none"><li>▪ <a href="#">Visual Supports</a></li></ul></li><li>○ Indiana Resource Center for Autism, Indiana University Bloomington (idc.indiana.edu/irca)<ul style="list-style-type: none"><li>▪ <a href="#">Health and Personal Care Visual Supports</a></li></ul></li><li>○ Kids Health in the Classroom (kidshealth.org)<ul style="list-style-type: none"><li>▪ <a href="#">Factsheets (for Educators)</a></li></ul></li></ul></li></ul>	

COURSE: Alternate Health Elements

DOMAIN: Health Promotion and Disease Prevention

CLUSTER: Basic Health Concepts

- [Grades 9 to 12 Health Problems Series](#)
- [Grades 9 to 12 Personal Health Series](#)
- King County Public Schools, Seattle, WA ([kingcounty.gov](http://kingcounty.gov))
  - [FLASH Lesson Plans for Special Education](#)
- Videos
  - Kids Health from Nemours ([kidshealth.org](http://kidshealth.org))
    - [Movie: Immune System](#)
    - [Video: Am I Normal? \(Girls and Puberty\)](#)
  - YouTube by Behavior Frontiers
    - [Chaining Hand Washing – Autism Therapy Video](#)
  - YouTube by Ed Fries
    - [Task Analysis Forward and Backwards Chaining](#)

Standard	Performance Objective	
<b>AA.NHES.2</b> Describe ways in which family, peers, culture, media, technology, and other factors influence healthy behavior.	<b>AA.NHES.2.a</b> Explain how the family influences the health of individuals (e.g., nutritional management of meals, health insurance status, family medical history, etc.). <b>AA.NHES.2.b</b> Explain how peers influence healthy and unhealthy behaviors (e.g., drinking, pressure to be sexually active, engaging in sedentary activities such as TV and gaming, etc.). <b>AA.NHES.2.c</b> Identify ways the media may impact lifestyle choices (e.g., social media, commercials, TV shows, magazines, deceptive advertising, email SPAM, etc.). <b>AA.NHES.2.d</b> Identify laws that influence health promotion and disease prevention (e.g., no smoking, underage drinking, legal vs. illegal drugs, insurance, speed limit, driver’s license, etc.).	
<b>I Can Statements</b>		
MOST COMPLEX ←————→ LEAST COMPLEX		
<b>AA.NHES.2.a (A)</b> Explain how the family influences the health of individuals (e.g., nutritional management of meals, health-insurance status, family medical history, etc.).	<b>AA.NHES.2.a (B)</b> Identify two to three ways family influences the health of family members (e.g., nutritional management of meals, health-insurance status, from a visual of a family tree with at least five members can trace the path of a disease being passed through the family tree, etc.).	<b>AA.NHES.2.a (C)</b> Recognize a way the family influences the health of family members (e.g., from examples of nutritious meals, from a visual of a family tree of three members recognizes that a disease can be passed from a parent to a child, etc.).
<b>AA.NHES.2.b (A)</b> Explain how peers influence healthy and unhealthy behaviors (e.g., drinking, pressure to be sexually active, and engaging in sedentary activities such as TV and gaming, etc.).	<b>AA.NHES.2.b (B)</b> Identify two to three ways peers influence healthy and unhealthy behaviors (e.g., drinking, pressure to be sexually active, and engaging in sedentary activities such as TV and gaming, etc.).	<b>AA.NHES.2.b (C)</b> Recognize a way peers influence healthy and unhealthy behaviors (e.g., drinking, pressure to be sexually active, and engaging in sedentary activities such as TV and gaming, etc.).
<b>AA.NHES.2.c (A)</b> Identify ways the media may impact lifestyle choices (e.g., social media, commercials, TV shows, magazines, deceptive advertising, email SPAM, etc.).	<b>AA.NHES.2.c (B)</b> Identify two to three types of media that impact lifestyle choices (e.g., social media, commercials, TV shows, magazines, deceptive advertising, email SPAM, etc.).	<b>AA.NHES.2.c (C)</b> Recognize a type of media that impacts lifestyle choices (e.g., social media, commercials, TV shows, magazines, deceptive advertising, email SPAM, etc.).

<p><b>AA.NHES.2.d (A)</b> Identify laws that influence health promotion and disease prevention (e.g. no smoking, underage drinking, legal vs. illegal drugs, insurance, speed limit, driver’s license, etc.).</p>	<p><b>AA.NHES.2.d (B)</b> Identify a law that influences health promotion and disease prevention (e.g. no smoking, underage drinking, legal vs. illegal drugs, insurance, speed limit, driver’s license, etc.).</p>	<p><b>AA.NHES.2.d (C)</b> Match symbols, pictures, or illustrations that represent a law that influences health promotion and disease prevention with the law they represent (e.g. no smoking, underage drinking, legal vs. illegal drugs, insurance, speed limit, driver’s license).</p>
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Learn about family medical history.</li> <li>• Obey laws regarding underage drinking and smoking.</li> <li>• Use social media responsibly.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Choices</li> <li>• Healthy behaviors</li> <li>• Illegal</li> <li>• Influence</li> <li>• Law</li> <li>• Legal</li> <li>• Lifestyle</li> <li>• Media</li> <li>• Peer pressure</li> <li>• Peers</li> <li>• Prevention</li> <li>• Social media</li> <li>• Unhealthy behaviors</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Home of Bob (theHoB.net)           <ul style="list-style-type: none"> <li>▪ <a href="#">Health Resources for Teachers, Parents, &amp; Students</a></li> </ul> </li> <li>○ ETR (etr.org)           <ul style="list-style-type: none"> <li>▪ <a href="#">HealthSmart Lesson Planning Tool</a></li> </ul> </li> <li>○ Shape America (shapeamerica.org)           <ul style="list-style-type: none"> <li>▪ <a href="#">Heath Education Resources for Teacher’s Toolbox</a></li> <li>▪ <a href="#">Power Through Empowerment Lesson</a></li> </ul> </li> <li>○ Glynn Middle School, Glynn County School System, Brunswick, GA (glynn.k12.ga.us)           <ul style="list-style-type: none"> <li>▪ <a href="#">Health Lesson Plans</a></li> </ul> </li> <li>○ Warren County Public Schools, Bowling Green, KY (warrencountyschools.org)           <ul style="list-style-type: none"> <li>▪ <a href="#">Analyzing Influences on Health</a></li> </ul> </li> <li>○ Kids Health in the Classroom (kidshealth.org)           <ul style="list-style-type: none"> <li>▪ <a href="#">Grades 9 to 12 Personal Health Series</a></li> </ul> </li> <li>○ Centers for Disease Control and Prevention (cdc.gov)</li> </ul> </li> </ul>		



COURSE: Alternate Health Elements

DOMAIN: Influences on Health Behaviors

CLUSTER: Factors that Impact Health Behaviors

- [Virtual Healthy School](#)

- **Activities**

- Using a visual of a family tree with at least five members, explain how disease can be passed from one generation to the next.
- Draw a family tree with at least five members and explain how disease can be passed from one generation to the next.
- Using a visual of a family tree with at least five members, trace the path of a disease being passed through the family tree.
- Using a visual of a family tree with only three members, illustrate how a disease can be passed from a parent to a child.

Standard		Performance Objective	
<b>AA.NHES.3</b> Demonstrate ways to access valid information, products, and services regarding personal health care needs.		<b>AA.NHES.3.a</b> Demonstrate ways to access valid information, products, and services regarding personal health care needs. <b>AA.NHES.3.b</b> Identify ways to access reliable health products and services (e.g., pharmacist, health department, local health care providers, school nurse, etc.). <b>AA.NHES.3.c</b> Identify situations that may require professional health services (e.g., distinguish between emergency and non-emergency situations, depression, toothache, earache, high temperature, situations requiring a tetanus shot, prenatal care, STDs, ingesting poison, consistent pain, bites, sores, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>AA.NHES.3.a</b> (A) Demonstrate ways to access valid information, products, and services regarding personal health care needs.	<b>AA.NHES.3.a</b> (B) Identify valid resources (e.g., school nurse, doctor, medical literature, etc.) to access information, products and services regarding personal health.	<b>AA.NHES.3.a</b> (C) Identify one person or resource that can give valid information regarding personal health (e.g., pharmacist, doctor, nurse, etc.).	
<b>AA.NHES.3.b</b> (A) Identify ways to access reliable health products and services (e.g., pharmacist, health department, local health care providers, school nurse, etc.).	<b>AA.NHES.3.b</b> (B) Identify two reliable ways to access health products and services (e.g., school nurse, health department, pharmacist, doctor, etc.).	<b>AA.NHES.3.b</b> (C) Identify one way to get to a reliable health care provider (e.g., guardians, taxi, bus, ambulance, etc.).	
<b>AA.NHES.3.c</b> (A) Identify situations that may require professional health services (e.g., distinguish between emergency and non-emergency situations, depression, toothache, earache, high temperature, situations requiring a tetanus shot, prenatal care, STDs, ingesting poison, consistent pain, bites, sores, etc.).	<b>AA.NHES.3.c</b> (B) Differentiate between situations that require professional medical services and situations that do not (e.g., splinter, ingesting poison, earache, paper cut, etc.).	<b>AA.NHES.3.c</b> (C) Identify a situation that requires medical intervention.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Locate health products in a store.</li> <li>Determine personal health care product needs.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Ambulance</li> <li>Crutches</li> <li>Local care provider</li> <li>Maintain health</li> </ul>	

COURSE: Alternate Health Elements  
DOMAIN: Health Information  
CLUSTER: Health Resources

- Plan a field trip to visit a pharmacist, the health department, local care providers, and so forth.
- Plan practice drills for emergency health-related scenarios.

- Depression
- Earache
- Emergency
- Floss
- Health care provider
- Health department
- Health products
- Hospital

- Non-emergency
- Pharmacist
- Poison
- Prenatal care
- School nurse
- STDs
- Toothbrush

**Resources:**

- **Websites, articles, and other collections**

- Home of Bob (theHoB.net)
  - [Health Resources for Teachers, Parents, & Students](#)
- ETR (etr.org)
  - [HealthSmart Lesson Planning Tool](#)
- Shape America (shapeamerica.org)
  - [Health Education Resources for Teacher's Toolbox](#)
  - [Power Through Empowerment Lesson](#)
- Glynn Middle School, Glynn County School System, Brunswick, GA (glynn.k12.ga.us)
  - [Health Lesson Plans](#)
- Kids Health in the Classroom (kidshealth.org)
  - [Grades 9 to 12 Personal Health Series](#)
- Centers for Disease Control and Prevention (cdc.gov)
  - [Virtual Healthy School](#)
- Cypress Woods High School Health Education (cywoodshealth.com)
  - [Accessing Valid Health Information, Products, and Services](#)

<b>Standard</b>		<b>Performance Objective</b>	
<b>AA.NHES.4</b> Demonstrate how to effectively communicate with others to improve health or avoid health risks.		<b>AA.NHES.4.a</b> Demonstrate the necessary communication skills to enhance health and to avoid or reduce health risks (e.g., refusal, negotiation, collaboration, say “no” to drugs, peer pressure, etc.). <b>AA.NHES.4.b</b> Demonstrate healthy ways to express needs, wants, and feelings (e.g., respect for others, expressing emotions, etc.). <b>AA.NHES.4.c</b> Demonstrate ways to respond in an unwanted, threatening, or dangerous situation (e.g., bullying, assertive communication, etc.). <b>AA.NHES.4.d</b> Demonstrate how and when to ask for assistance to enhance the health of self and others (e.g., when to seek help, what warrants assistance, etc.).	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>AA.NHES.4.a (A)</b> Demonstrate the communication skills necessary to enhance health and avoid or reduce health risks (e.g., refusal, negotiation, collaboration, say “no” to drugs, peer pressure, etc.).	<b>AA.NHES.4.a (B)</b> Identify the communication skills necessary to enhance health and avoid or reduce health risks (e.g., appropriate voice pitch and volume, maintaining eye contact, speaking persuasively, refusal, negotiation, collaboration, say “no” to drugs, peer pressure, etc.).	<b>AA.NHES.4.a (C)</b> Use selected communication strategies to enhance personal health (e.g., appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning, etc.).	
<b>AA.NHES.4.b (A)</b> Demonstrate healthy ways to express needs, wants, and feelings (e.g., respect for others, expressing emotions).	<b>AA.NHES.4.b (B)</b> Identify healthy ways to express needs, wants, and feelings (e.g., respect for others, expressing emotions, etc.).	<b>AA.NHES.4.b (C)</b> Recognize healthy ways to express needs, wants, and feelings (e.g., respect for others, expressing emotions, etc.).	
<b>AA.NHES.4.c (A)</b> Demonstrate ways to respond in an unwanted, threatening, or dangerous situation (e.g., bullying, assertive communication, etc.).	<b>AA.NHES.4.c (B)</b> Identify ways to respond in an unwanted, threatening, or dangerous situation (e.g., bullying, assertive communication, etc.).	<b>AA.NHES.4.c (C)</b> Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts (e.g., stating desires clearly, offering alternatives, using <i>I</i> messages, expressing emotions, or making direct statements, etc.).	
<b>AA.NHES.4.d (A)</b> Demonstrate how and when to ask for assistance to enhance personal health (e.g., when to seek help, what warrants assistance, etc.).	<b>AA.NHES.4.d (B)</b> Identify two to three situations that pose a threat to personal health (e.g., exposure to second-hand smoke, loose	<b>AA.NHES.4.d (C)</b> Identify when assistance is needed to avoid a situation that poses a threat to personal health (e.g., exposure to second-	

etc.)	railing on steps, no soap in public restroom, etc.).	hand smoke, loose railing on steps, no soap in public restroom, etc.).
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• void negative peer pressure.</li> <li>• Work together as a team.</li> <li>• Talk to school counsellor, teacher, or nurse.</li> <li>• Build healthy relationships with peers.</li> <li>• Become aware of signs of child abuse and domestic violence.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Assertive communication</li> <li>• Bullying</li> <li>• Collaboration</li> <li>• Emotions</li> <li>• Expressing</li> <li>• Feelings</li> <li>• Negotiation</li> <li>• Peer pressure</li> <li>• Refusal</li> <li>• Respect</li> <li>• Threatening</li> <li>• Unwanted</li> </ul>
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Home of Bob (theHoB.net)               <ul style="list-style-type: none"> <li>▪ <a href="#">Health Resources for Teachers, Parents, &amp; Students</a></li> </ul> </li> <li>○ ETR (etr.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">HealthSmart Lesson Planning Tool</a></li> </ul> </li> <li>○ Shape America (shapeamerica.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Heath Education Resources for Teacher’s Toolbox</a></li> </ul> </li> <li>○ Glynn Middle School, Glynn County School System, Brunswick, GA (glynn.k12.ga.us)               <ul style="list-style-type: none"> <li>▪ <a href="#">Health Lesson Plans</a></li> </ul> </li> <li>○ Kids Health in the Classroom (kidshealth.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Grades 9 to 12 Personal Health Series</a></li> </ul> </li> <li>○ Centers for Disease Control and Prevention (cdc.gov)               <ul style="list-style-type: none"> <li>▪ <a href="#">Virtual Healthy School</a></li> </ul> </li> <li>○ Warren County Public Schools, Bowling Green, KY (warrencountyschools.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Analyzing Influences on Health</a></li> </ul> </li> <li>○ Centers for Disease Control and Prevention (cdc.gov)               <ul style="list-style-type: none"> <li>▪ <a href="#">Virtual Healthy School</a></li> </ul> </li> <li>○ Stop Bullying U.S. Department of Health and Human Services (stopbullying.gov)               <ul style="list-style-type: none"> <li>▪ <a href="#">Prevention: Teach kids how to identify bullying and how to stand up to it safely.</a></li> </ul> </li> <li>○ Accredited Schools Online (accreditedschoolsonline.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Dealing with Peer Pressure in School</a></li> </ul> </li> </ul> </li> </ul>		

COURSE: Alternate Health Elements  
DOMAIN: Interpersonal Communication  
CLUSTER: Interpersonal Interactions

- Education World Inc. (educationworld.com)
  - [Lessons and Activities for Teaching Respect](#)
- **Videos**
  - YouTube by WicidTV
    - [Peer Pressure – Bullying](#)

Standard		Performance Objective	
<b>AA.NHES.5</b> Apply decision-making skills to make healthy choices.		<b>AA.NHES.5.a</b> Identify situations when a health-related decision is needed (e.g., taking medication, eating fruits and vegetables, not smoking, etc.). <b>AA.NHES.5.b</b> Differentiate between healthy and unhealthy alternatives when making a decision. <b>AA.NHES.5.c</b> Identify healthy options when given a situation. <b>AA.NHES.5.d</b> Identify barriers that can hinder healthy decision making (e.g., limited resources, money, transportation, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>AA.NHES.5.a (A)</b> Identify situations when a health-related decision is needed (e.g., taking medication, having teeth cleaned, going to the emergency room, etc.).	<b>AA.NHES.5.a (B)</b> Sort three to four situations (text or picture) that would require a health-related decision (e.g., boy in a desk vs boy with a box of Kleenex, girl with a cut on her leg (bleeding) vs girl in a dress at a party, etc.).	<b>AA.NHES.5.a (C)</b> Choose one situation that would require a health-related decision (e.g., boy in a desk vs. boy with a box of Kleenex, girl with a bleeding cut on her leg vs. girl in a dress at a party, etc.).	
<b>AA.NHES.5.b (A)</b> Differentiate between healthy and unhealthy alternatives when making a decision.	<b>AA.NHES.5.b (B)</b> Differentiate between two or three healthy or unhealthy alternatives when making a decision.	<b>AA.NHES.5.b (C)</b> Identify healthy options when making a decision (e.g., using a Kleenex, not smoking, eating vegetables, etc.).	
<b>AA.NHES.5.c (A)</b> Identify healthy options when given a situation.	<b>AA.NHES.5.c (B)</b> Choose two to three healthy options when given a situation.	<b>AA.NHES.5.c (C)</b> Choose one healthy option when given a situation.	
<b>AA.NHES.5.d (A)</b> Identify barriers that can hinder healthy decision making (e.g., limited resources, money, transportation, etc.).	<b>AA.NHES.5.d (B)</b> Identify two to three barriers that can hinder healthy decision making (e.g., limited resources, money, transportation, etc.).	<b>AA.NHES.5.d (C)</b> Identify a barrier that can hinder healthy decision making (e.g., limited resources, money, transportation, etc.).	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Practice the decision-making model in the classroom. Identify the problem or conflict to be solved, gather relevant information, brainstorm possible solutions, identify potential consequences, make a choice, and take action.</li> <li>Practice listening skills as it relates to being open minded to other opinions.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Disease</li> <li>Emotional health</li> <li>Healthy</li> <li>Optimal health</li> <li>Physical health</li> <li>Stress</li> <li>Unhealthy</li> </ul>	

COURSE: Alternate Health Elements

DOMAIN: Decision Making

CLUSTER: Health-Related Decisions

- Play Would You Rather? with students Use class brain breaks to ask students if they'd rather forgo their iPad for a month or forgo junk food? Get creative. Allow the class to share their answers and give reasoning for why they picked a certain choice (e.g., tea instead of cider for breakfast—the sugar crash was not worth it, etc.). Point out the potential health-related consequences and see if that changes their response.

### Resources:

- **Websites, articles, and other collections**

- Home of Bob (theHoB.net)
  - [Health Resources for Teachers, Parents, & Students](#)
- ETR (etr.org)
  - [HealthSmart Lesson Planning Tool](#)
  - [Decision making with critical thinking in school and home Activity and Lesson plan](#)
- Shape America (shapeamerica.org)
  - [Heath Education Resources for Teacher's Toolbox](#)
- Glynn Middle School, Glynn County School System, Brunswick, GA (glynn.k12.ga.us)
  - [Health Lesson Plans](#)
- Kids Health in the Classroom (kidshealth.org)
  - [Grades 9 to 12 Personal Health Series](#)
- Centers for Disease Control and Prevention (cdc.gov)
  - [Virtual Healthy School](#)
- Warren County Public Schools, Bowling Green, KY (warrencountyschools.org)
  - [Analyzing Influences on Health](#)
- Centers for Disease Control and Prevention (cdc.gov)
  - [Virtual Healthy School](#)
  - [Personal Health Series](#)

- **Videos**

- YouTube by Smarter Parenting
  - [Help children make good choice | Decision Making skill \(SODAS Method\)](#)



Standard		Performance Objective	
<b>AA.NHES.6</b> Apply goal-setting skills to set healthy goals.		<b>AA.NHES.6.a</b> Identify good personal health practices (e.g., balanced nutritional diet, regular exercise, etc.). <b>AA.NHES.6.b</b> Develop a personal health goal that addresses strengths, needs, and risks (e.g., eating healthy, having better sleeping habits, limiting unhealthy foods, addressing depression, etc.). <b>AA.NHES.6.c</b> Identify strategies and monitor progress in achieving a personal health goal (e.g., keeping a journal, develop a morning routine, etc.).	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>AA.NHES.6.a (A)</b> Identify good personal health practices (e.g., balanced nutritional diet, regular exercise, etc.).	<b>AA.NHES.6.a (B)</b> Differentiate between good and bad personal health practices (e.g., balanced nutritional diet, poor diet, sedentary lifestyle, exercise regularly, etc.).	<b>AA.NHES.6.a (C)</b> Repeat good personal health practices (e.g., balanced nutritional diet, exercise regularly, etc.).	
<b>AA.NHES.6.b (A)</b> Develop a personal health goal that addresses strengths, needs, and risks (e.g., eating healthy, having better sleeping habits, limiting unhealthy foods, addressing depression, etc.).	<b>AA.NHES.6.b (B)</b> Identify a personal health goal that addresses strengths, needs, and risks (e.g., eat a healthy diet, better sleeping habits, limiting unhealthy foods, addressing depression, etc.).	<b>AA.NHES.6.b (C)</b> Identify a personal health goal (e.g., eat a healthy diet, better sleeping habits, limiting unhealthy foods, addressing depression, etc.).	
<b>AA.NHES.6.c (A)</b> Identify strategies and monitor progress in achieving a personal health goal (e.g., keeping a journal, develop a morning routine, etc.).	<b>AA.NHES.6.c (B)</b> Identify strategies for achieving a personal health goal (e.g., keeping a journal, develop a morning routine, etc.).	<b>AA.NHES.6.c (C)</b> Recognize progress toward achieving a personal health goal (e.g., keeping a journal, develop a morning routine, etc.).	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Keep a diet journal.</li> <li>• Identify healthy and unhealthy foods.</li> <li>• Exercise appropriately.</li> <li>• Develop a morning routine.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Diet</li> <li>• Exercise</li> <li>• Fruits</li> <li>• Obesity</li> <li>• Protein</li> <li>• Vegetables</li> </ul>	

COURSE: Alternate Health Elements

DOMAIN: Goal Setting

CLUSTER: Setting Healthy Goals

**Resources:**

- **Websites, articles, and other collections**

- Home of Bob (theHoB.net)
  - [Health Resources for Teachers, Parents, & Students](#)
- ETR (etr.org)
  - [HealthSmart Lesson Planning Tool](#)
- Shape America (shapeamerica.org)
  - [Health Education Resources for Teacher's Toolbox](#)
- Glynn Middle School, Glynn County School System, Brunswick, GA (glynn.k12.ga.us)
  - [Health Lesson Plans](#)
- Warren County Public Schools, Bowling Green, KY (warrencountyschools.org)
  - [Analyzing Influences on Health](#)
- Kids Health in the Classroom (kidshealth.org)
  - [Grades 9 to 12 Personal Health Series](#)
- Centers for Disease Control and Prevention (cdc.gov)
  - [Virtual Healthy School](#)
  - [Personal Health Series](#)

Standard		Performance Objective	
<b>AA.NHES.8</b> Demonstrate the ability to advocate for personal, family, and community health.		<b>AA.NHES.8.a</b> Identify ways to encourage others to make positive health choices. <b>AA.NHES.8.b</b> Express opinions and give accurate information about health issues.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>AA.NHES.8.a</b> (A) Identify ways to encourage others to make positive health choices.	<b>AA.NHES.8.a</b> (B) Select the appropriate resource service within the local area to use for a specified need (e.g., when to make an appointment for dentist or pediatrician, contacting mental health services, etc.).	<b>AA.NHES.8.a</b> (C) Identify personal, family, and/or community resources within local area.	
<b>AA.NHES.8.b</b> (A) Express opinions and give accurate information about health issues.	<b>AA.NHES.8.b</b> (B) Demonstrate giving appropriate information about health concerns when given a scenario (e.g., communicate when feeling ill, identify hurting body parts, express or rate pain given a scale, etc.).	<b>AA.NHES.8.b</b> (C) Identify health concerns for using verbal or nonverbal communication (e.g., pictures, signs, assistive technology, etc.).	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Make appointments.</li> <li>• Arranging child care.</li> <li>• Determine personal or family needs.</li> <li>• Keep track of medical history.</li> <li>• Contact appropriate services for Social Security.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Advice</li> <li>• Dentist</li> <li>• Emergency</li> <li>• Empathy</li> <li>• General practitioner</li> <li>• Goal</li> <li>• Health department</li> <li>• Health insurance</li> <li>• Journal</li> <li>• Medications</li> <li>• Nurse practitioner</li> <li>• Optometrist</li> <li>• Pediatrician</li> <li>• Service companion</li> <li>• Service provider</li> <li>• Sliding scale</li> <li>• Social Security Administration</li> <li>• Social Security Disability Insurance</li> <li>• Supplements</li> <li>• Vaccinations</li> <li>• Vocational rehabilitation</li> <li>• Waiver</li> </ul>	

**Resources:**

- **Websites, articles, and other collections**

- Home of Bob (theHoB.net)
  - [Health Resources for Teachers, Parents, & Students](#)
- ETR (etr.org)
  - [HealthSmart Lesson Planning Tool](#)
- Shape America (shapeamerica.org)
  - [Health Education Resources for Teacher's Toolbox](#)
- Glynn Middle School, Glynn County School System, Brunswick, GA (glynn.k12.ga.us)
  - [Health Lesson Plans](#)
- Warren County Public Schools, Bowling Green, KY (warrencountyschools.org)
  - [Analyzing Influences on Health](#)
- Kids Health in the Classroom (kidshealth.org)
  - [Grades 9 to 12 Personal Health Series](#)
- Public Health (kingcounty.gov)
  - [FLASH Lesson Plans: Sexual Health Education Curriculum](#)
- Delaware Disability Hub A Project of the Delaware GACEC (Delaware.gov)
  - [Health Related Resources and Videos](#)
- U.S. Department of Health and Human Services Office of Disease Prevention and Health Promotion (health.gov)
  - [MyHealthFinder](#)
- Skills Zone Ontario Skills Passport (skillszone.ca)
  - [Making a Doctor's Appointment | Activity and Video](#)
- Centers for Disease Control and Prevention (cdc.gov)
  - [Virtual Healthy School](#)
  - [Personal Health Series](#)

- **Activities**

- When given a scenario, demonstrate or model communication with an appropriate personal or community resource.
- Using verbal or nonverbal communication (e.g., pictures, signs, assistive technology, etc.), give appropriate and current information regarding personal health.

- **Videos**

- Move to Learn Mississippi (movetolearnms.org)
  - [M2L Videos: 7-12](#)

## Appendix A: Vocabulary

**Advice:** Guidance or recommendations offered with regard to prudent future action

**Alcohol:** A liquid produced by the natural fermentation of sugars and is the intoxicating constituent of wine, beer, spirits, and other drinks.

**Ambulance:** A vehicle equipped for transporting the injured or sick

**Assertive communication:** The ability to express positive and negative ideas and feelings in an open, honest and direct way.

**Bullying:** The use of force, coercion, or threat to abuse, aggressively dominate, or intimidate. The behavior is often repeated and habitual.

**Checkup:** A general examination of someone's or something's condition (e.g., a periodic medical or dental examination, etc.)

**Choices:** The act of selecting or making a decision when faced with two or more possibilities

**Collaboration:** The action of working with someone to produce or create something

**Consequences:** Results or effects of an action or condition

**Contagious:** Transmissible by direct or indirect contact with an infected person

**Crutches:** A mobility aid that transfers weight from the legs to the upper body

**Dentist:** A professional that specializes in the diagnosis, prevention, and treatment of diseases and conditions of the oral cavity

**Depression:** A mood disorder that causes a persistent feeling of sadness and loss of interest

**Diet:** Food and drink regularly provided or consumed; a regimen of eating and drinking

**Disease:** A disorder of structure or function in a human, animal, or plant, especially one that produces specific signs or symptoms or that affects a specific location and is not simply a direct result of physical injury.

**Drugs:** Substances used as medication or in the preparation of medication; something and often an illegal substance that causes addiction, habituation

**Earache:** May affect one or both ears, but the majority of the time it's in one ear. It may be constant or come and go, and the pain may be dull, sharp, or burning.

**Emergency:** An unforeseen combination of circumstances or the resulting state that calls for immediate action

**Emotional health:** A concept synonymous with well-being that is vital to living a life of wholeness, balance, and contentment. An emotional health definition is one that includes resilience—getting up

when life knocks you down. One can bounce back from setbacks and thrive despite problems.

**Emotions:** Natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others

**Empathy:** The ability to understand and share the feelings of another

**Exercise:** Bodily or mental exertion, especially for the sake of training or improvement of health

**Expressing:** To convey thoughts or feelings in words or by gestures and conduct

**Feelings:** An emotional state or reaction

**Floss:** A cord of thin filaments used to remove food and dental plaque from between teeth in areas a toothbrush is unable to reach. The use of floss is commonly recommended in order to prevent gingivitis and the buildup of plaque.

**Fruits:** The edible part of a plant developed from a flower (e.g., peach, apple, pear, etc.)

**General practitioner:** A family doctor or physician who provides diagnosis and care for patients in routine cases and usually refers people to specialists when they need specific types of treatment

**Goal:** The end toward which effort is directed

**Health care provider:** A person or company that provides a health care service to you. In other words, your health care provider takes care of you.

**Health department:** A part of government that focuses on issues related to the general health of the citizenry. It ensures your neighborhood is protected from disease-carrying pests, your food is safe to eat, and your children get the proper immunizations. When there's a disease outbreak or other health threat, the department is at the scene, detecting, communicating, and mitigating.

**Health insurance:** Insurance against loss through illness of the insured

**Health products:** Objects or substances used to support one's health including vitamins and minerals, medicines, shampoo, toothpaste, and so forth.

**Healthy:** Enjoying good health; not displaying clinical signs of disease or infection; beneficial to one's physical, mental, or emotional state; conducive to or associated with good health or reduced risk of disease

**Healthy behaviors:** Behaviors that lead to good health; beliefs and actions regarding one's health and well-being (e.g., practice good nutrition, physical fitness, do not drink in excess, do not smoke, etc.)

**Hospital:** A health care institution providing patient treatment with specialized medical and nursing staff and medical equipment

**Illegal:** Not according to or authorized by law

**Illness:** An unhealthy condition of body or mind

**Influence:** The power or capacity of causing an effect in indirect or intangible ways

**Injury:** Something that causes loss or pain

**Journal:** A daily record of news and events of a personal nature; a diary

**Law:** A rule of conduct or action laid down by a governing authority, especially a legislature

**Legal:** Permitted by law

**Lifestyle:** The way people live at a particular time and place

**Local care provider:** Entities and individuals that provide care in your local community

**Maintain health:** Ensuring you stay as healthy as possible

**Media:** The collective means of primary mass communication (broadcasting, publishing, and the internet)

**Medications:** A substance used for medical treatment, especially a medicine or drug

**Negotiation:** Discussion aimed at reaching an agreement

**Non-emergency:** A state that is not sudden, urgent, or unexpected and that doesn't not require immediate action

**Nurse practitioner:** An advance practice registered nurse and a type of mid-level practitioner trained to assess patient needs, order and interpret diagnostic and laboratory tests, diagnose diseases, and formulate and prescribe treatment plans. Their training covers basic disease prevention, coordination of care, and health promotion but does not provide the depth of expertise needed to recognize more complex conditions.

**Obesity:** A complex disease involving an excessive amount of body fat; a medical problem that increases your risk of other diseases and health problems, such as heart disease, diabetes, high blood pressure, and certain cancers

**Optimal health:** A dynamic balance of physical, emotional, social, spiritual, and intellectual health; a holistic focus with the aim of attaining the best possible health outcomes by promoting healthier behaviors and not merely the absence of disease

**Optometrist:** An independent primary health care provider who examines the eyes to evaluate health and visual abilities, diagnoses diseases and conditions of the eye and visual system, and provides necessary treatment such as eyeglasses, contact lenses, vision therapy, and low-vision aids. Optometrists may also perform certain surgical procedures. In most states, they may use drugs to treat eye disease.

**Pediatrician:** A physician specializing in treatment of disease in children

**Peer pressure:** Influence from members of one's peer group

**Peers:** A person who is equal to another in abilities, qualifications, age, background, and social status

**Pharmacist:** A person licensed to prepare and dispense drugs and medicines; druggist; apothecary; pharmaceutical chemist

**Physical health:** The overall physical condition of a person at a given time. It is the soundness of the body, freedom from disease or abnormality, and the condition of optimal well-being. It is when the body is functioning as it was designed to function.

**Poison:** A substance that causes injury, illness, or death, especially by chemical means

**Prenatal care:** The health care you receive while you are pregnant

**Prevention:** The action of stopping something from happening or arising

**Protein:** Plants or animal compounds rich in amino acids required for growth and repair of animal tissue

**Refusal:** An act or an instance of refusing; the state of being refused

**Resources:** A stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization to function effectively

**Respect:** A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements

**School nurse:** A nurse who treats students who became sick or injured during the school day. Additionally, school nurses administer medication to students with ongoing health conditions, such as juvenile diabetes or seizure disorders, and implement care plans for students with physical and emotional disabilities. Federal law mandates all schools make accommodations for students with such challenges, and a school nurse helps schools meet that responsibility.

**Seat belt:** A safety device designed to secure the driver or a passenger of a vehicle against harmful movement that may result during a collision or a sudden stop. A seat belt reduces the likelihood of death or serious injury in a traffic collision by reducing the force of secondary impacts with interior strike hazards, by keeping occupants positioned correctly for maximum effectiveness of the airbag, and by preventing occupants being ejected from the vehicle in a crash or if the vehicle rolls over.

**Second-hand smoke:** Smoke from burning tobacco products, such as cigarettes, cigars, or pipes, by individuals in proximity to people who are smoking

**Service companion:** Service companions are not individually trained to perform any specific kind of task; instead, the principal service provided is simply that—companionship.

**Service provider:** Provides organizations with consulting, legal, real estate, communications, storage, and processing. Although a service provider can be an organizational subunit, it is usually a third party or outsourced supplier including telecommunications service providers (TSP), application



service providers (ASP), storage service providers (SSP), and internet service providers (ISP).

**Sliding scale:** A scale of fees, taxes, wages, and so forth that varies in accordance with variation of some standard

**Sneeze:** When a person makes a sudden involuntary expulsion of air from the nose and mouth due to irritation of their nostrils

**Social media:** Interactive computer-mediated technologies that facilitate the creation or sharing of information, ideas, career interests, and other forms of expression via virtual communities and networks.

**Social Security Administration:** An independent agency of the U.S. federal government that administers Social Security, a social insurance program consisting of retirement, disability, and survivors' benefits. To qualify for most of these benefits, most workers pay specific taxes on their earnings; the claimant's benefits are based on the wage earner's contributions. Otherwise, benefits such as Supplemental Security Income are given based on need.

**Social Security disability insurance:** A payroll tax-funded federal insurance program of the U.S. federal government. It is managed by the Social Security Administration and designed to provide income supplements to people who are physically restricted in their ability to be employed because of a notable disability. SSDI can be supplied on either a temporary or permanent basis, usually directly correlated to whether the person's disability is temporary or permanent.

**STD:** The acronym for sexually transmitted diseases

**Stress:** The body's reaction to any change that requires an adjustment or response. The body reacts to these changes with physical, mental, and emotional responses. Stress is a normal part of life. You can experience stress from your environment, your body, and your thoughts. Even positive life changes, such as a promotion, a mortgage, or the birth of a child, produce stress.

**Supplements:** A product containing one or more vitamins, herbs, enzymes, amino acids, or other ingredients that is taken orally to supplement one's diet by providing a missing nutrient

**Threatening:** Having a hostile or deliberately frightening quality or manner

**Toothbrush:** An oral hygiene instrument used to clean the teeth, gums, and tongue. It consists of a head of tightly clustered bristles atop of which toothpaste can be applied, mounted on a handle that facilitates the cleaning of hard-to-reach areas of the mouth. They are usually used alongside floss and are available with different bristle textures, sizes, and forms.

**Unhealthy:** Harmful to health

**Unhealthy behaviors:** Behaviors that do not lead to good health (e.g., eating and drinking to excess, smoking, abusing drugs, etc.)

**Unwanted:** Not desired

**Vaccinations:** The administration of a vaccine to help the immune system develop protection from

a disease; an important form of primary prevention which can protect people from getting sick. Vaccinations have allowed us to control diseases that once threatened many lives (e.g., measles, polio, tetanus, whooping cough, etc.). It is important that as many people as possible get vaccinated. Vaccinations don't just protect individuals—when enough people are vaccinated, it helps protect society.

**Vegetables:** Parts of plants that are consumed by humans or other animals as food. The original meaning is still commonly used and is applied to plants collectively to refer to all edible plant matter including the flowers, fruits, stems, leaves, roots, and seeds.

**Vocational rehabilitation:** A process enabling persons with functional, psychological, developmental, cognitive, and emotional disabilities or impairments or health disabilities to overcome barriers to accessing, maintaining, or returning to employment or other useful occupations

**Waiver:** An act or instance of waiving a right or claim

**Wellness:** The state of being in good health, especially as an actively pursued goal