Content knowledge does not effectively change health behavior. Goal setting, decision-making and communication skills are critical to making positive changes in health behaviors.

Wellness
1. A series of inventories to assess risk behaviors, life expectancy, and stress levels.
2. Vocabulary words to support health literacy
3. Self assessment of the wellness triangle of social, physical, and emotional/mental/spiritual health. Setting goals for each area using a 5 step approach.
4. Practice in resistance, communication, and decision-making skills
5. A written Health Improvement Plan of Action.
6. A web search of the WHO, CDC, NIH, and VDH
Decision making skills (VA SOL 9.1, 10.2) - Using a decision making paradigm, review the steps and a few practice scenarios. Bag activity: place 5 filled bags in front of room. Ask 5 different students to choose one of the numbers. Ask why they chose that number. Students get bags, but make not shake them or look inside. Ask each student if they want to keep or switch bags with someone else. Ask why or why not. Allow students to shake bag, but not look inside. Ask if they want to keep or switch. Why or why not. Ask students to show a non-participating student to look in the bag and advise them to keep or trade. Give students the option. Allow students to look inside bag and again, have the option to keep or trade. Review steps gathering information to make a decision.

Nutrition
1. TP - Pass a roll of toilet paper around the room and ask students to tear off a random number of squares. For each square, students should share a fact about content area. Only one square can be shared at a time; facts may not be repeated.
2. Puzzle pieces - (VA SOL 9.1, 10.1) Create information sheets on the 6 nutrients. Laminate and cut into puzzle shapes. Each students takes a shape, and without talking, finds their group, pieces the puzzle
together. When complete, the group pulls 8-10 facts about the nutrient to “power teach” the rest of the class.

3. Dueling Labels (VA SOL 9.1) - Pass around labels and ask each student to choose two. Show video clip or go over information on the label. Ask each student to select the food label they think is most “nutritious”. Partner students to start the duel. Each pair discusses and determines which label wins. They can use whatever criteria they both can prove and agree on (i.e., more vitamins, lower in fat, and high in fiber) The winner of each round will go to the next level to compete until there is a winner. In the case students can’t agree, the decision goes to the class.

4. 3 day dietary analysis using food tracker on myplate.gov

Infectious Disease

1. ABC Taxonomy - Small group activity. Ask students to write ABC’s down the side of paper. Brainstorm words that have something to do with content for each letter. After 5-7 minutes, go over with class, giving one point per word. If more than one group has the word, no points.

2. Unit outline with project rubric, and examples of two column notes and projects

Family Life

1. Wear your Tie - On printed tie form, draw and color representations of four life goals. Each student presents their tie to the class. Choose one tie to ask of the class, which of these goals would be unattainable with an unwanted pregnancy, incurable sti/std.

2. Build a Family - (FLE SOL 9.2) Write the question “What is Family” on board. Brainstorm the functions of a family, including historical perspectives: types of families. Students pair or group and choose a family type, draw it, and present the drawing with the advantages/disadvantages of the family type.

3. What is Love? (FLE SOL 10.2) As a class, go over three or four definitions of love, and ask students to underline words or phrases that they agree with. Hand out packages of candy hearts. Students will construct a definition of love using the words and phrases they underlined and the words off 10 candy hearts.
4. **Looking for love (FLE SOL 10, 2)** - Each student creates a top 10 list for soul mate must haves. Once the list is complete, they code each item as ME, if it is an attribute that they themselves have, and P, if it is an attribute that one or both parents have. Hand out copies of personal ads. Each student should find one that they would never answer, one that they would answer, and one that they could’ve written. Tell students to ignore age, race, and sexual orientation and to focus on the qualities and attributes.

**Health Enrichment activities**

1. **Happy Birthday, Dr. Seuss! (VA SOL 9.2, 10.2)** - Read aloud “Oh, The Places You’ll Go” by Dr. Seuss. Students should complete the grid and questions on the handout. Invite students to share responses.

2. **Health in the News -(VA SOL 9.4, 9.5, 10.4, 10.5)** Using either internet news resources, either current or archived or clipped newspaper articles. Ask students to read the articles and prepare to share the information by answering questions on the handout.