Introduction

Health Education increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, and build healthy families, relationships, schools, and communities. Effective health education programs help every child in Virginia become health literate, creative problem solvers, self-directed learners, effective communicators, and ultimately responsible and productive citizens who live healthy productive lives. The knowledge and skills described in the 2020 *Health Education Standards of Learning Curriculum Framework* are the culmination of work led by dedicated writing committees composed of Virginia educators, subject matter experts, and other stakeholders who shared the overarching goal of building a supportive foundation for teaching and learning relevant content, rigorous instruction, and academic excellence.

The 2020 *Health Education Standards of Learning Curriculum Framework* aligns with Priorities 1 and 3 of the Virginia Board of Education's (Board) Comprehensive Plan: 2018-2023, and supports the Profile of a Virginia Graduate through the development and use of communication, collaboration, critical thinking, and civic responsibility skills necessary to adopt and maintain health-enhancing behaviors, manage feelings, build healthy relationships, successfully navigate social environments, make safe life choices, advocate for personal health and the health of others. It includes actionable indicators, and provides meaningful enriching classroom experiences for students to apply health education skills to real-life, challenging situations throughout their lives.

Goals and Strands

The purpose of health education is to develop health-literate students—students who acquire an understanding of health concepts and the skills needed to make healthy decisions to improve, sustain, and promote personal, family, and community health. These skills align with core competencies (i.e., self-awareness, self-management, social awareness, relationship building, responsible decision making) identified in the CASEL framework for social and emotional learning (https://casel.org/core-competencies/). As a result of health education instruction, students will be able to:

- Access, evaluate, and synthesize information to protect, enhance, and advocate for their own and others' health, well-being, and safety across their lifespan;

- Critically analyze health information from a variety of sources (e.g., credible scientific and institutional sources, health brochures, media messages, websites) to make appropriate health decisions and access services needed to prevent or treat illness; and

- Develop and use personal, behavioral, social, and cognitive skills and strategies to promote a sense of personal identity and well-being and to build and manage respectful relationships.

The 2020 *Health Education Standards of Learning Curriculum Framework* is organized into strands to provide clarity for learning expectations and guide learning progressions.
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1. *Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others.* (**Essential Health Concepts**)

   The intent of this goal is for students to become health-literate, self-directed learners who recognize the relationship between personal behavior and personal health and can skillfully apply health-promotion and disease-prevention strategies as a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts and the development and application of a range of health skills. Instruction will focus on the topics of hygiene, communicable and non-communicable disease prevention, dental health, nutrition, sleep, mental wellness and social and emotional skills, drug use, physical activity, body systems, safety, intentional and unintentional injury and violence prevention, Internet safety, gangs, bullying, and preventive health care. As a result, students will have a comprehensive understanding of essential health concepts related to health promotion and risk/disease prevention, self-awareness and social awareness, and an enhanced ability to engage in lifelong health behaviors.

2. *Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.* (**Healthy Decisions**)

   The intent of this goal is for students to demonstrate the ability to identify valid and accurate health information, products, and services. This ability is critical for the prevention, early detection, and treatment of most health problems. Valid health information raises awareness of the long-term consequences of unhealthy decisions and enables students to make decisions that support lifelong health. Students will experience many opportunities across their school years to use information-analysis and responsible decision-making skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will become aware of and able to analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will be able to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms, and accept responsibility for personal health practices and engage in healthy decision making.

3. *Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.* (**Advocacy and Health Promotion**)

   The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and

communities. Students will develop awareness of social and media influences that affect their decision making and develop skills to effectively navigate and resist negative influences while building positive, healthy rewarding relationships with diverse individuals and groups. Students will develop healthy habits for managing emotions including stress, anger, and impulse control, and learn how to effectively advocate for themselves and their communities, which also supports equity. Specifically, upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors and advocate for ways in which peers, families, and community groups can work together to promote safe and healthy communities.

The three strands identify a core set of concepts and skills that facilitate the formation and promotion of healthy behaviors and practices. Embedded at each grade level are indicators that align with the three content strands and address four dimensions of health (i.e., physical, emotional, social, environmental), as well as health careers. The indicators are sequenced to progress in complexity from grade level to grade level, across several topic areas (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Skills, Violence Prevention, Community/Environmental Health).

The *2020 Health Education Standards of Learning Curriculum Framework,* a companion document to the proposed *2020 Health Education Standards of Learning,* amplifies and supports the *Health Education Standards of Learning* and delineates in greater specificity the minimum content that all teachers should teach and all students should learn. The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally designed or selected curriculum.

The format of the 2020 *Health Education Standards of Learning Curriculum Framework* aligns with each topic in the 2020 *Health Education Standards of Learning* and facilitates teacher planning by identifying the key concepts, knowledge, and skills for each standard. It is divided into two columns: *Essential Understandings* and *Essential Knowledge and Skills*. The purpose of each column is explained below.

Essential Understandings
This section includes content and key concepts that assist teachers in planning instruction. The statements may provide definitions, explanations, examples, and information regarding connections within and between grade level(s)/course(s).

Essential Knowledge and Skills
This section provides an expansion of the knowledge and skills that each student should know and be able to demonstrate. This is not meant to be an exhaustive list of student expectations.

In addition, the standards for each grade level are grouped into three content strands—*Essential Health Concepts*, *Healthy Decisions*, and *Advocacy and Health Promotion*—that align with the overarching learning goals of the 2020 *Health Education Standards of Learning*.

Strand: Body Systems
Standards:
6.1.a   Identify and describe the major structures and functions of the renal and urinary systems (kidneys, ureters, bladder, and urethra).
6.2.a   Describe the importance of proper hydration to support renal function.
6.3.a   Describe strategies to promote renal health.

Essential Understandings	Essential Knowledge and Skills

The renal (kidney) and urinary systems are responsible for removing waste and excess water from the body.
• Major structures and functions of the renal and urinary systems include: (1.a)
  o Kidneys: Bean-shaped organs the size of your fist that sit under the ribs along the back. The kidneys filter the blood to remove waste and excess water; the waste and excess water combine to make urine.
  o Ureters: One tube from each kidney carries urine from the kidneys to the bladder.
  o Bladder: A sac that holds urine; when the bladder is full, the smooth muscle of the bladder contracts to move urine into the urethra.
  o Urethra: A tube that carries urine out of the body.
• Hydration is important for all body functions. All fluids help, but water is best. Sixty percent of body mass is water. Drinking water helps us feel better and think better. Dehydration is not drinking enough water for body function and can make a person feel dizzy or sick. (2.a)
• Kidney disease can be caused by high blood pressure, diabetes, cardiovascular disease, or a family history of kidney diseases. To keep kidneys healthy (3.a):
  o Eat healthy and exercise regularly.
  o People with diabetes need to control blood sugar.
  o Drink plenty of fluids, six to eight eight-ounce glasses of water a day (depending upon activity level).
	In order to meet these standards, it is expected that students will
	• use a diagram to label the parts (structures) of the urinary system and describe the functions of each part (1.a, 2.a);
	• list strategies to promote kidney health (including hydration) (2.a, 3.a).
	
	Additional resources:
	Health Smart Virginia
	EVERFI

Essential Understandings	Essential Knowledge and Skills
o Don't smoke. Smoking can damage blood vessels, which decreases blood flow and kidney function. • It is important to listen to your body when it is time to eliminate waste and excess water from your bladder in order to prevent a urinary tract infection (UTI) in the urethra, bladder, ureters or kidneys.	

Strand: Nutrition
Standards:
6.1.b	Compare the Recommended Dietary Allowance (RDA) of macronutrients (i.e., carbohydrates, fat, protein) for adolescent males
	and females.
6.2.b	Analyze the benefits of following RDAs for macronutrients when selecting beverages and planning
	meals and snacks.
6.3.b	Create a one-day plan for meals, snacks, and beverages that includes the RDA for macronutrients.

6.1.c	Explain ingredients in foods that may cause an allergic reaction.
6.2.c	Interpret information on a food label to identify a food product that may cause an allergic reaction.
6.3.c	Promote the understanding of the effect of food allergies on individuals.

Essential Understandings	Essential Knowledge and Skills
Eating a variety of healthy foods every day leads to good overall health and energy balance. All foods can fit in a healthy diet with moderation (sometimes foods). - Recommended Dietary Allowance (RDA): The average daily level of intake sufficient to meet the nutrient requirements of nearly all (97-98 percent) healthy people. RDAs and Dietary Reference Intakes (DRIs) are set by the Food and Nutrition Board of the National Research Council/National Academy of Medicine (formerly known as Institute of Medicine) (dietaryguidelines.gov). (1.b) - Macronutrients: Substances that are essential in larger amounts (compared to micronutrients) for growth and health; macronutrients include carbohydrates, fats, protein. (1.b) - USDA Dietary Guidelines 2020-2025: Differences vary depending on activity level, height, special needs; these amounts are general guidelines. (1.b) - For ages 9-13 - Carbohydrates: 130 grams or 4.5 ounces (45-65 percent kcal) - Protein: 34 grams or 1.2 ounces (10-30 percent kcal) - Fats: Less than ten percent of kcal/calories	In order to meet these standards, it is expected that students will - create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients for an average sixth-grade student (1.b, 2.b, 3.b); - analyze a variety of food labels' ingredients list to identify potential food allergens (1.c, 2.c); - create strategies to help people understand the effects of food allergies on individuals and how to help those with food allergies (3.c). Additional resources: Health Smart Virginia EVERFI

Essential Understandings	Essential Knowledge and Skills

• Benefits of following RDAs along with physical activity leads to energy balance. Energy balance: The balance of calories consumed through eating and drinking compared to calories burned through physical activity. What a person eats and drinks is energy in. What a person burns through physical activity is energy out. Energy in and out does not have to balance every day. It's having a balance over time that helps a person stay at a healthy weight for the long term. Energy balance in children happens when the amount of energy in and energy out supports natural growth without promoting excess weight gain (National Institute of Health). (2.b)
 	
People who have allergic reactions to food can be supported by helping to keep surfaces and hands clean and getting help from an adult if needed.
• Common foods that may cause allergies include tree nuts, peanuts, eggs, milk, fish, shellfish, soy, and wheat/gluten. (1.c)
• Nutrition Fact Label: Lists ingredients for all foods. Ingredients are listed in descending order by weight (the highest amount of an ingredient is listed first). Reading the food label can help prevent an allergic reaction. FDA requires that the name of the food source of a major food allergen must appear. (2.c)
  o Foods that may cause an allergic reaction are listed in parentheses following the name of the ingredient.
    ▪ Examples: "lecithin (soy)," "flour (wheat)," and "whey (milk)."
  o Foods that may cause an allergic reaction can also be listed immediately after or next to the list of ingredients in a "contains" statement.
    ▪ Example: "Contains Wheat, Milk, and Soy."
• There is no cure for food allergies. Strict avoidance of food allergens and early recognition and management of allergic reactions to food are important measures to prevent serious health consequences. (3.c)
• Allergic reactions may include an upset stomach, runny nose, itchy skin rash such as hives, or trouble breathing. People at risk for serious allergic reactions have to be	

Essential Understandings	Essential Knowledge and Skills

careful and need a plan for handling emergencies when they might need to get special medicine to stop these symptoms from getting worse. (3.c)
• Strategies for schools to help those with food allergies may include:
   o no nuts/peanuts in any food brought into a classroom.
   o an "allergy-free" table in the cafeteria.
   o foodless classroom celebrations.
   o gluten-free (wheat-free) options for class parties.
   o keeping surfaces clean in classrooms and cafeterias where food is eaten.
   o washing hands before and after eating.
   o not sharing food.
   o knowing how to get help from an adult if someone is having a food allergy problem. (3.c)	

Strand: Physical Health
Standards:
6.1.d   Describe causes of heart disease, cancer, and diabetes.
6.2.d   Identify strategies to prevent heart disease, cancer, and diabetes.
6.3.d   Promote strategies to prevent heart disease, cancer, and diabetes.

6.1.e   Identify a variety of immunizations and vaccines available to prevent communicable disease and illness.
6.2.e   Describe the effect of immunizations and vaccines on individuals and others.
6.3.e   Identify strategies to reduce illness at home and at school.

6.1.f   Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices.
6.2.f   Explain the effect of external influences (e.g., family, peers, screen time, social media) on personal health choices.
6.3.f   Monitor personal progress toward physical activity, nutrition, and sleep goals.

6.1.g   Describe persuasive tactics used by various types of media.
6.2.g   Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products.
6.3.g   Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health.

Essential Understandings	Essential Knowledge and Skills
Note: this is repeated in Physical Health document. Noncommunicable diseases are not contagious, and many develop from unhealthy lifestyle choices over time or may be inherited. Healthy choices begin early in life. • Common noncommunicable diseases include cardiovascular/heart disease, cancer, and diabetes. Heart Disease (Centers for Disease Control [CDC]) • In the United States, the most common type of heart disease is coronary artery disease (CAD; decreased blood flow to the heart), which can lead to heart attack.	In order to meet these standards, it is expected that students will • identify the causes of and strategies to prevent heart disease, cancer, and diabetes (1.d, 2.d); • promote a prevention strategy for heart disease, cancer, and diabetes using persuasive tactics (3.d, 1.g); • list available vaccines and

Essential Understandings	Essential Knowledge and Skills
Heart disease also includes symptoms of high blood pressure, chest pain, heart attacks, and strokes. (1.d) • Causes: High blood pressure, high blood cholesterol, and smoking are key risk factors for heart disease. Other medical conditions and lifestyle choices can also put people at a higher risk for heart disease, including diabetes, overweight and obesity, unhealthy diet, physical inactivity, and excessive alcohol use. (1.d) • Prevention: Risk factors for cardiovascular disease that cannot be controlled are age and family history (genetics). Risk factors for cardiovascular disease that can be controlled include smoking, having high blood pressure, being overweight, and not exercising. (2.d) Cancer (NIH National Cancer Institute) • There are more than 100 types of diseases known collectively as cancer. Cancer results from an overgrowth of cells, tiny units that make up all living things. Cancer (malignancy) occurs when cells begin to grow and multiply in an uncontrolled way. These cells gather to form tumors. Tumors are lumps that can interfere with the body's normal processes. The most common types of cancer include bladder, breast, cervical, colorectal, gynecologic, head and neck, kidney, liver, lung, lymphoma, myeloma, prostate, skin, and thyroid. • Causes: It is usually not possible to know exactly why one person develops cancer and another does not. Research has shown that certain risk factors may increase a person's chances of developing cancer. Cancer risk factors include exposure to chemicals or other substances (i.e., tobacco, alcohol), as well as certain behaviors like sun exposure, diet, or obesity. Risk factors also include things people cannot control, like age and family history. A family history of certain cancers can be a sign of a possible inherited cancer syndrome. These types of risk factors act on the body slowly over time, so the cancers that may result from them may not show up until a person is an adult. Healthy choices begin early in life. (1.d) • To lower the risk of getting cancer, maintain a healthy lifestyle, avoid exposure to	compare/contrast the benefits and risks of immunizations (1.e, 2.e); • explain an external influence on personal health choices and the effects of the influence (1.f, 2.f); • create a plan to meet goal(s) for improving or maintaining health-enhancing physical activity, nutrition, and/or sleep; monitor progress for three to five days (3.f); • identify a variety of media advertisements (TV, social media, radio,) for physical activity, nutrition, sleep, or personal health products; analyze for persuasive tactics and accuracy of claims (1.g, 2.g, 3.g). Additional resources: Health Smart Virginia EVERFI

Essential Understandings	Essential Knowledge and Skills

known cancer-causing substances, and take medicines or vaccines that can prevent cancer from developing. (2.d)
 	
Diabetes ([CDC](#))
• Diabetes is a chronic (long-lasting) health condition that affects how the body turns food into energy. Most of the food a person eats is broken down into sugar (also called glucose) and released into the bloodstream. When a person's blood sugar goes up, it signals the pancreas to release insulin. Insulin acts like a key to let the blood sugar into the body's cells for use as energy.
• When a person has diabetes, their body doesn't make enough insulin or can't use the insulin it makes as well as it should. When there is not enough insulin or cells stop responding to insulin, too much blood sugar stays in the bloodstream. Over time, that can cause serious health problems, such as heart disease, vision loss, and kidney disease. There isn't a cure yet for diabetes.
• Types and prevention
  o Type 1: Thought to be caused by an autoimmune reaction (the body attacks itself by mistake) that stops the body from making insulin. Approximately five to percent of the people who have diabetes have type 1. Symptoms of type 1 diabetes often develop quickly. It's usually diagnosed in children, teens, and young adults. If a person has type 1 diabetes, they will need to take insulin every day to survive. Currently, no one knows how to prevent type 1 diabetes. (1.d, 2.d)
  o Type 2: The body does not use insulin well and can't keep blood sugar at normal levels. About 90-95 percent of people with diabetes have type 2. It develops over many years and is usually diagnosed in adults (but more often now in children, teens, and young adults). A person may not notice symptoms, so it's important to get blood sugar tested by a health care provider if a person is at risk. Type 2 diabetes can be prevented or delayed with healthy lifestyle	

Essential Understandings	Essential Knowledge and Skills

changes, such as losing weight, eating healthy food, and being active. (1.d, 2.d)
 	
Vaccines can prevent infectious diseases that once killed or harmed many infants, children, and adults. Without vaccines, children and adults are at risk for getting seriously ill and suffering pain, disability, and even death. (CDC)
• A vaccine is a substance that is usually injected into a person to protect against a particular disease. Immunization means to give (someone) a vaccine to prevent infection by a disease.
• Vaccines work by preparing the body's immune system for future exposure to disease-causing viruses or bacteria. After receiving the vaccine, if the virus or bacteria that cause the real disease should enter the body, the immune system is prepared and responds quickly and forcefully to attack the disease-causing agent to prevent the person from getting sick with the disease. Vaccines are frequently given by injection (a shot), but some are given by mouth and one is sprayed into the nose. Babies are particularly at risk for infections. Vaccines reduce babies' risks by working with their body's natural defenses to help safely develop immunity to disease.
• Some vaccines are required for school-age children before entering school and at certain grade levels. Some students are exempt from immunizations for religious or medical reasons.
• Types–Name (description)–age(s) of vaccination (1.e)
   o Diphtheria, tetanus (lockjaw), pertussis (whooping cough)–(DTaP) one shot for all three given multiple times between infancy and age seven; booster shot at age 10 or 11.
   o Bacterial meningitis (an infection of the tissue covering the brain and spinal cord, which can lead to lasting brain damage and deafness)–between infancy and age five.
   o Coronavirus (COVID-19) vaccine–age dependent upon FDA approvals.	

Essential Understandings	Essential Knowledge and Skills

o Hepatitis A (virus that causes jaundice [yellow skin or eyes], tiredness, stomachache, nausea, and diarrhea)–12 months and older.
    o Hepatitis B (can lead to chronic hepatitis [liver inflammation], liver cancer, and death)–newborns to adults.
    o Human papillomavirus (HPV) (virus that causes some cancers)–three shots given on a schedule between for ages 9 to 45.
    o Influenza/Flu–annual shot or nasal spray to protect against different types of flu.
    o Measles (respiratory disease), mumps (fever, swollen cheeks, and jaw), and rubella (type of measles) (MMR)–12 months and older.
    o Meningococcal (bacterial illness that affects the lining that surrounds the brain and spinal cord; two different types)–children through adult, depending on type.
    o Streptococcus pneumoniae (bacterial infection affecting blood, middle ear, spinal cord, and pneumonia)–infant to adult.
    o Polio (virus that can cause paralysis or death)–as young as six weeks of age.
    o Rotavirus (can cause severe diarrhea and dehydration)–as young as six weeks of age.
    o Varicella Virus/Chickenpox (can cause skin infections, pneumonia)–12 months of age and older.
• Effect of vaccines/immunizations on individuals and others (2.e):
    o Vaccinations are a highly effective, safe, and an easy way to help keep people healthy, and they limit the effect of spreading diseases to others.
    o On-time vaccination throughout childhood is essential because it helps provide immunity before children are exposed to potentially life-threatening diseases.
    o Vaccines are tested to ensure that they are safe and effective for children to receive at the recommended ages.
    o There are some allergens, such as eggs, that may cause adverse reactions with some vaccines. Parents should discuss their child's allergies with their health care provider.	

Essential Understandings	Essential Knowledge and Skills
• Strategies to reduce illness at home and at school: Talk with a health care provider about available vaccines. If a person is ill with a communicable disease, they should stay home to limit spreading illness to others. (3.e) There are external influences that can affect personal health choices in positive and negative ways. • Family: Research has shown that friends and families are one of the biggest influences on lifestyles and nutrition. Family can influence factors that are inherited that may affect personal health, from food choices to types of physical activity people engage in. (1.f, 2.f) • Peers: Peers influence teenagers to do things they might not do on their own. Research has shown that the mere presence of peers—not their direct verbal/nonverbal pressure—affects adolescents' decision-making. (1.f, 2.f) • Culture: can influence health attitudes, beliefs, and practices. (1.f) • Environment: the way community is designed to include access to health care, healthy foods, and places for activity; social networks and social supports. (1.f, 2.f) • Screen time: can provide access to health information and applications that promote healthy food choices and physical activity; can negatively affect sleep, mental, emotional, and social health, physical health (posture, lack of physical activity, vision, weight gain, increase risk of diabetes and heart disease); still much that is not known about long-term effects of screen time on health (1.f, 2.f) • Social media: can inspire but can also foster unrealistic expectations for health; can provide information to support healthy choices but can also promote negativity, false information and unhealthy products (1.f, 2.f) The goal of advertisements is to sell; to influence buyers by promoting a product, service, or company. • Advertisement techniques may include (1.g):	

Essential Understandings	Essential Knowledge and Skills
o Bandwagon (everyone else is doing it). o Fear (scare people into buying/believing something). o Conflict (uses an unresolved problem or situation). o Shock (uses controversy to gain attention). o Problem/Benefit (convince someone they have a problem and the product is the solution). o Testimonial/Celebrity/Endorsements (provide credibility; believe a personal story). o Anti-Ad (tells the audience they are smart enough to see through the tricks played by advertisers). o Association (linking a product to certain values, groups, or people). o Additional advertising tactics include recognizable logos, repetition, bribery (deals/sales), emotional appeal, and slogans.	

Strand: Disease Prevention/Health Promotion
Standards:
6.1.d   Describe causes of heart disease, cancer, and diabetes.
6.2.d   Identify strategies to prevent heart disease, cancer, and diabetes.
6.3.d   Promote strategies to prevent heart disease, cancer, and diabetes.

6.1.e   Identify a variety of immunizations and vaccines available to prevent communicable disease and illness.
6.2.e   Describe the effect of immunizations and vaccines on individuals and others.
6.3.e   Identify strategies to reduce illness at home and at school.

6.1.f   Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices.
6.2.f   Explain the effect of external influences (e.g., family, peers, screen time, social media) on personal health choices.
6.3.f   Monitor personal progress toward physical activity, nutrition, and sleep goals.

6.1.g   Describe persuasive tactics used by various types of media.
6.2.g   Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products.
6.3.g   Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health.

Essential Understandings	Essential Knowledge and Skills
Noncommunicable diseases are not contagious, and many develop from unhealthy lifestyle choices over time or may be inherited. Healthy choices begin early in life. • Common noncommunicable diseases include cardiovascular/heart disease, cancer, and diabetes. Heart Disease (Centers for Disease Control (CDC) • In the United States, the most common type of heart disease is coronary artery disease (CAD; decreased blood flow to the heart), which can lead to heart attack. Heart disease also includes symptoms of high blood pressure, chest pain, heart attacks, and strokes. (1.d)	In order to meet these standards, it is expected that students will • identify causes of and strategies to prevent heart disease, cancer, and diabetes (1.d, 2.d); • promote a prevention strategy for heart disease, cancer, and diabetes using persuasive tactics (3.d, 1.g); • list available vaccines and compare/contrast the benefits and risks of immunizations (1.e,

Essential Understandings	Essential Knowledge and Skills
• Causes: High blood pressure, high blood cholesterol, and smoking are key risk factors for heart disease. Other medical conditions and lifestyle choices can also put people at a higher risk for heart disease, including diabetes, overweight and obesity, unhealthy diet, physical inactivity, and excessive alcohol use. (1.d) • Prevention: Risk factors for cardiovascular disease that cannot be controlled are age and family history (genetics). Risk factors for cardiovascular disease that can be controlled include smoking, having high blood pressure, being overweight, and not exercising. (2.d) Cancer (NIH National Cancer Institute) • There are more than 100 types of diseases known collectively as cancer. Cancer results from an overgrowth of cells, tiny units that make up all living things. Cancer (malignancy) occurs when cells begin to grow and multiply in an uncontrolled way. These cells gather to form tumors. Tumors are lumps that can interfere with the body's normal processes. The most common types of cancer include bladder, breast, cervical, colorectal, gynecologic, head and neck, kidney, liver, lung, lymphoma, myeloma, prostate, skin, and thyroid. • Causes: It is usually not possible to know exactly why one person develops cancer and another does not. Research has shown that certain risk factors may increase a person's chances of developing cancer. Cancer risk factors include exposure to chemicals or other substances (i.e., tobacco, alcohol), as well as certain behaviors like sun exposure, diet, or obesity. Risk factors also include things people cannot control, like age and family history. A family history of certain cancers can be a sign of a possible inherited cancer syndrome. These types of risk factors act on the body slowly over time, so the cancers that may result from them may not show up until a person is an adult. Healthy choices begin early in life. (1.d) • To lower the risk of getting cancer maintain a healthy lifestyle, avoid exposure to known cancer-causing substances, and take medicines or vaccines that can prevent cancer from developing. (2.d)	2.e); • explain an external influence on personal health choices and the impacts of the influence (1.f, 2.f); • create a plan to meet goal(s) for improving or maintaining health-enhancing physical activity, nutrition, and/or sleep; monitor progress for three to five days (3.f); • identify a variety of media advertisements (TV, social media, radio,) for physical activity, nutrition, sleep, or personal health products; analyze for persuasive tactics and accuracy of claims (1.g, 2.g, 3.g). Additional resources: Health Smart Virginia EVERFI

Essential Understandings	Essential Knowledge and Skills

Diabetes ([CDC](CDC))
 • Diabetes is a chronic (long-lasting) health condition that affects how the body turns food into energy. Most of the food a person eats is broken down into sugar (also called glucose) and released into the bloodstream. When a person's blood sugar goes up, it signals the pancreas to release insulin. Insulin acts like a key to let the blood sugar into the body's cells for use as energy.
 • When a person has diabetes, their body doesn't make enough insulin or can't use the insulin it makes as well as it should. When there is not enough insulin or cells stop responding to insulin, too much blood sugar stays in the bloodstream. Over time, that can cause serious health problems, such as heart disease, vision loss, and kidney disease. There isn't a cure yet for diabetes.
 • Types and prevention
   o Type 1: Thought to be caused by an autoimmune reaction (the body attacks itself by mistake) that stops the body from making insulin. Approximately five to ten percent of the people who have diabetes have type 1. Symptoms of type 1 diabetes often develop quickly. It's usually diagnosed in children, teens, and young adults. If a person has type 1 diabetes, they will need to take insulin every day to survive. Currently, no one knows how to prevent type 1 diabetes. (1.d, 2.d)
   o Type 2: The body doesn't use insulin well and can't keep blood sugar at normal levels. About 90-95 percent of people with diabetes have type 2. It develops over many years and is usually diagnosed in adults (but more often now in children, teens, and young adults). A person may not notice symptoms, so it's important to get blood sugar tested by a health care provider if a person is at risk. Type 2 diabetes can be prevented or delayed with healthy lifestyle changes, such as losing weight, eating healthy food, and being active. (1.d, 2.d)
 	
 Vaccines can prevent infectious diseases that once killed or harmed many infants,	

Essential Understandings	Essential Knowledge and Skills

children, and adults. Without vaccines, children and adults are at risk for getting seriously ill and suffering pain, disability, and even death. (CDC)
• A vaccine is a substance that is usually injected into a person to protect against a particular disease. Immunization means to give (someone) a vaccine to prevent infection by a disease.
• Vaccines work by preparing the body's immune system for future exposure to disease-causing viruses or bacteria. After receiving the vaccine, if the virus or bacteria that cause the real disease should enter the body, the immune system is prepared and responds quickly and forcefully to attack the disease-causing agent to prevent the person from getting sick with the disease. Vaccines are frequently given by injection (a shot), but some are given by mouth and one is sprayed into the nose. Babies are particularly at risk for infections. Vaccines reduce babies' risks by working with their body's natural defenses to help safely develop immunity to disease.
• Some vaccines are required for school-age children before entering school and at certain grade levels. Some students are exempt from immunizations for religious or medical reasons.
• Types–Name (description)–age(s) of vaccination (1.e)
   o Diphtheria, tetanus (lockjaw), pertussis (whooping cough) (DTaP)–one shot for all three given multiple times between infancy and age seven; booster shot at age 10 or 11.
   o Bacterial meningitis (an infection of the tissue covering the brain and spinal cord, which can lead to lasting brain damage and deafness)–between infancy and age five.
   o Coronavirus (COVID-19) vaccine–age dependent upon FDA approvals.
   o Hepatitis A (virus that causes jaundice [yellow skin or eyes], tiredness, stomachache, nausea, and diarrhea)–12 months and older.
   o Hepatitis B (can lead to chronic hepatitis [liver inflammation], liver cancer, and	

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death)–newborns to adults. o Human papillomavirus (HPV) (virus that causes some cancers)–three shots given on a schedule for ages 9 to 45. o Influenza/Flu–annual shot or nasal spray to protect against different types of flu. o Measles (respiratory disease), mumps (fever, swollen cheeks, and jaw), and rubella (type of measles) (MMR)–12 months and older. o Meningococcal (bacterial illness that affects the lining that surrounds the brain and spinal cord; two different types)–children through adult, depending on type. o Streptococcus pneumoniae (bacterial infection affecting blood, middle ear, spinal cord, and pneumonia)–infant to adult. o Polio (virus that can cause paralysis or death)–as young as six weeks of age. o Rotavirus (can cause severe diarrhea and dehydration)–as young as six weeks of age. o Varicella Virus/Chickenpox (can cause skin infections, pneumonia)–12 months of age and older. • Effect of vaccines/immunizations on individuals and others (2.e): o Vaccinations are a highly effective, safe, and easy way to help keep people healthy, and they limit the effect of spreading diseases to others. o On-time vaccination throughout childhood is essential because it helps provide immunity before children are exposed to potentially life-threatening diseases. o Vaccines are tested to ensure that they are safe and effective for children to receive at the recommended ages. o There are some allergens, such as eggs, that may cause adverse reactions with some vaccines. Parents should discuss their child's allergies with their health care provider. • Strategies to reduce illness at home and at school – Talk with a health care provider about available vaccines. If a person is ill with a communicable disease, they should stay home to limit spreading illness to others. (3.e)	

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There are external influences that can affect personal health choices in positive and negative ways.
• Family: Research has shown that friends and families are one of the biggest influences on lifestyles and nutrition. Family can influence factors that are inherited that may affect personal health, from food choices to types of physical activity people engage in. (1.f. 2.f)
• Peers: Peers influence teenagers to do things they might not do on their own. Research has shown that the mere presence of peers—not their direct verbal/nonverbal pressure—affects adolescents' decision-making. (1.f, 2.f)
• Culture: can influence health attitudes, beliefs, and practices. (1.f)
• Environment: the way community is designed to include access to health care, healthy foods, and places for activity; social networks and social supports. (1.f, 2.f)
• Screen time: can provide access to health information and applications that promote healthy food choices and physical activity; can negatively affect sleep, mental, emotional, and social health, physical health (posture, lack of physical activity, affect vision, weight gain, increased risk of diabetes and heart disease); still much that is not known about long-term effects of screen time on health. (1.f, 2.f)
• Social media: can inspire but can also foster unrealistic expectations for health; can provide information to support healthy choices but can also promote negativity, false information and unhealthy products. (1.f, 2.f)
 	
The goal of advertisements is to sell; to influence buyers by promoting a product, service, or company.
• Advertisement techniques may include (1.g):
  o Bandwagon (everyone else is doing it).
  o Fear (scare people into buying/believing something).
  o Conflict (uses an unresolved problem or situation).	

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o Shock (uses controversy to gain attention). o Problem/Benefit (convince someone they have a problem and the product is the solution). o Testimonial/Celebrity/Endorsements (provide credibility; believe a personal story). o Anti-Ad (tells the audience they are smart enough to see through the tricks played by advertisers). o Association (linking a product to certain values, groups, or people). o Additional advertising tactics include recognizable logos, repetition, bribery (deals/sales), emotional appeal, and slogans.	

Strand: Substance Use/Misuse Prevention

Standards:

6.1.h   Differentiate between proper use and misuse of prescription and nonprescription medications.

6.2.h   Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices.

6.3.h   Describe where to access accurate information on the proper use of prescription, nonprescription, and unregulated medications.

6.1.i   Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs.

6.2.i   Identify the benefits of a smoke- and tobacco/nicotine-free environment.

6.3.i   Examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments.

6.1.j   Define addiction and substance use disorder.

6.2.j   Describe characteristics of substance use disorder.

6.3.j   Describe the types of support available at school and in the community for substance use disorders.

6.1.k   Identify different types of opioids.

6.2.k   Differentiate between legal and illegal drugs that fall into the opioid category.

6.3.k   Describe the dangers of opioids in the home and the community effects of the national opioid epidemic.

6.1.l   Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use.

6.2.l   Analyze family and peer pressure as influences on the use and nonuse of opioids, alcohol, tobacco, inhalants, and other drugs.

6.3.l   Identify mental and health professionals and explain their role in preventing the use/abuse of prescription opioids and other drugs.

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All drugs (medicines, medications, and illicit drugs) affect the body and how it functions. Some effects are helpful, but some are harmful if used incorrectly or at all. • Prescription medications require a doctor/health care provider order. • Nonprescription medications or over-the-counter medications, such as aspirin and cough medicine, can be bought at the store without visiting the doctor. • Unregulated medications may include vitamins and supplements (herbal, dietary). The Food and Drug Administration (FDA) is not authorized to review dietary supplement products for safety and effectiveness before they are marketed; therefore, dietary supplements are not subject to the strict standards governing the sale of prescription and nonprescription drugs. • Proper drug use: It is important to follow doctor's orders for prescription medication or the safety regulations on nonprescription medicines. Medicine should only be used for the illness or problem it is meant for and only for the person it is meant for. Medicine can be harmful to the body if taken incorrectly. It can lead to illness or injury of the body organs. Many medicines can look similar, but each medicine has a unique function and when taken by accident, or in excess, can be harmful to the body. (1.h) • Children should only take medicine given to them by a parent, doctor, nurse, or other trusted adult, not from a peer or a stranger. (1.h) • Drug misuse: When a person is prescribed a drug but does not follow directions on the label, it is considered drug misuse. Prescription drug misuse can include taking the incorrect dose, taking a dose at the wrong time, forgetting to take a dose, and stopping medicine too soon (Institute for Safe Medication Practices). (1.h) • Drug abuse: The use of a medication without a prescription in a way other than as prescribed or for the experience or feelings created when taking the medicine is drug abuse (National Institute on Drug Abuse). For example, when a person takes a prescription drug to feel good or "get high." (1.h) • Review persuasive tactics from Disease Prevention/Health Promotion content. (2.h)	In order to meet these standards, it is expected that students will • list appropriate use and misuse of prescription, nonprescription/over-the-counter, and unregulated medications (1.h); • identify marking techniques and influences on medication choice and where to access accurate information (2.h, 3.h); • respond to the statement, "but everyone is doing it (taking drugs)"; include what influences students in positive and negative ways regarding substance use and how students can be leaders in prevention (1.i, 1.l, 2.l); • list the benefits of a smoke- and tobacco/nicotine-free environment (2.i); • list school or local laws/policies related to smoke/nicotine-free environments and why they are important (3.i); o Option: Identify gaps in laws/policies and write supporting letters to school administrators/state legislators. • create a conversation (written or oral) with a peer that may be thinking about or has started using drugs and explain addiction, substance use disorder, and resources for help and assistance (1.j); • create a fact sheet to explain the opioid crisis

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• Accurate information about prescription, nonprescription, and unregulated medications can be accessed from health care providers, FDA, and National Institutes of Health (NIH) MedlinePlus. (3.h) Social learning is considered the most important single factor in addiction. It includes patterns of use in the addict's family or subculture, peer pressure, and advertising or media influence. • Influences include other people (peers, parents, and adults), popular media (make it seem like it is OK/cool), for escape and self-medication (manage stress or regulate their lives without a healthy outlet), boredom, rebellion, instant gratification (shortcut to happiness), lack of confidence, and misinformation about the risks of drug use. (1.i) • Social status is important to teens. Teens may use drugs to fit in, impress new friends, or to be social. (Teenagers and Drugs) There is particular concern during transitions—elementary to middle school, middle school to high school, and relocating/moving. (1.i) • Prevention may include the effects of alcohol, marijuana/cannabis, and drug use on things teens personally care about and personal short- and long-term goals. Protective factors include supportive parents, a strong parent-child bond, parental monitoring, self-control, engaging in healthy activities, friends/peers who support nonuse, academic competence, and strong neighborhood attachment (Preventing Drug Use among Children and Adolescents) (1.i) • Smoke and tobacco/nicotine-free environments protect people from exposure to secondhand smoke (2.i) o Smoke travels through walls, ventilation systems, and hallways, which exposes nonsmokers to the same health threats faced by smokers. Smoke-free environments are helpful for children, who have still-developing lungs and are easily harmed by smoke exposure. Children exposed to tobacco smoke are at	to a parent or peer (1.k, 2.k, 3.k); • List mental and health professionals that can help with preventing the use/misuse of substances and how they can help (3.l). Additional resources: Health Smart Virginia EVERFI

Essential Understandings	Essential Knowledge and Skills
risk for asthma and other respiratory illnesses, and earaches. o Tobacco smoke can be measured in high quantities more than 20 feet from an outdoor source. • School and community policies and laws (3.i): o In Virginia, smoking is prohibited in government buildings, health care facilities, restaurants, bars, retail stores, public schools, and recreational and cultural facilities. o Virginia law states that, "'Smoke'" or 'smoking' means the carrying or holding of any lighted pipe, cigar, or cigarette of any kind, or any other lighted smoking equipment, or the lighting, inhaling, or exhaling of smoke from a pipe, cigar, or cigarette of any kind." (§15.2-2820 *Code of Virginia*) • Review school policies for smoke and tobacco/nicotine (3.i). The preferred term for drug addiction is substance use disorder (SUD). Compassion and understanding about this disease are important in helping people access resources for assistance. • Drug addiction/SUD/substance abuse disorder is defined as a chronic, relapsing disorder characterized by compulsive drug seeking and use despite adverse consequences. It is considered a brain disorder because it involves functional changes to brain circuits involved in reward, stress, and self-control, and those changes may last a long time after a person has stopped taking drugs. (National Institute on Drug Abuse) SUD/substance abuse disorder is characterized by symptoms such as excessive use of a substance, difficulty limiting its use, craving, impaired social and interpersonal functioning, a need for increased amounts of the substance to achieve the same effects, and withdrawal symptoms upon discontinuance. (1.j, 2.j) • Support available for substance use disorders include (3.j) o School (school counselors, psychologists, social workers, substance abuse	

Essential Understandings	Essential Knowledge and Skills

counselors).
   o Community (Community Services Board, health care providers, SAMHSA's National Helpline at 1-800-662-HELP, behavioral health treatment centers and services (FindTreatment); and recovery and recovery support services.
 	
The misuse of and addiction to opioids—including prescription pain relievers, heroin, and synthetic opioids such as fentanyl—is a serious national crisis that affects public health as well as social and economic welfare. (Opioid Overdose Crisis)
• All opioids are chemically related and interact with opioid receptors on nerve cells in the body and brain. Regular use—even as prescribed by a doctor—can lead to dependence and, when misused, opioid pain relievers can lead to addiction, overdose incidents, and deaths. Opioids are a class of drugs that include the illegal drug heroin, synthetic opioids such as fentanyl, and pain relievers available legally by prescription, such as oxycodone (OxyContin), hydrocodone (Vicodin), codeine, morphine, and many others (Prescription Opioids Drug Facts). Pain medications may be prescribed for sports injuries, dental work, or surgery. Opioids are highly addictive and should only be taken under a doctor's care. (1.k, 2.k)
• National opioid epidemic (3.k)
   o In 2016, the federal government declared opioid addiction a public health emergency.
   o From 1999-2019, nearly 500,000 people died from an overdose involving any opioid, including prescription and illicit opioids. (Understanding the Epidemic)
   o The economic burden of opioid use disorder and fatal opioid overdose was estimated to be $1.02 trillion in 2017, with a majority of the costs attributed to reduced quality of life from opioid use disorder and the value of life lost due to fatal opioid overdose. (Health Topics – Opioid Overdose)
   o Review prescription/nonprescription precautions.
      ▪ Keeping pain medications/opioids in the home can lead to an increased risk	

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of theft and accidental poisoning. Prescription opioids and all medications should be in a locked container or safely disposed (do not flush leftover medication; check with the local Community Services Board for national take-back days and information about safe disposal of medications).
 ▪ Parents and children can talk with physicians about non-opioid pain options for surgical procedures or other medical needs.
 	
 Adolescents need to be aware of the social effects that influence the use and nonuse of substances in order to make healthy decisions to avoid risk-taking behaviors related to substance use.
 • Research has found that adolescents possess the knowledge, values, and processing efficiency to evaluate risky decisions as competently as adults; however, adolescents are particularly sensitive to social stimuli (acceptance, fitting in, pressure) and this may affect their capacity to "put the brakes on" acting impulsively. (1.l)
 • Review influences and protective factors for use and nonuse of drugs (see 1.i). (2.l)
 • In addition to parents, there are health professionals that can help adolescents make healthy decisions to avoid risk-taking behaviors related to substance use. (3.l)
    o School counselors, psychologists, social workers.
    o School substance abuse counselors.
    o Health care providers.
    o Community Services Board staff and resources for community prevention initiatives.	

Strand: Safety/Injury Prevention
Standards:
6.1.m Identify strategies to prevent injuries, including safety habits in vehicles, on the Internet, in public areas, and during recreational activities.
6.2.m Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.
6.3.m Develop a plan to remain injury-free, including avoiding risk-taking behaviors online and in the community and using safety equipment.

6.1.n Describe basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings.
6.2.n Use a decision-making process to determine when medical assistance is needed.
6.3.n Demonstrate basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings.

6.1.o List types and purposes of school safety drills.
6.2.o Describe the consequences of not following school safety drill procedures.
6.3.o Demonstrate appropriate behaviors during lockdown, fire/evacuation, tornado, earthquake, and other safety drills.

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Safety rules are put in place to help prevent injuries, accidents, and keep tragic events from happening.
•   Motor vehicle safety: Children 12 and younger should always ride in the back seat, wear and keep safety belts buckled, remain seated, be encouraged not to play with door locks and window switches, and limit distractions by keeping voices and sounds low. (1.m)
• Internet safety: Only visit sites approved by a parent/guardian, teacher, or other trusted adult; do not provide personal information—including your name, age, address/neighborhood, name of school, or phone number—on websites. (1.m)
  o   Online safety rules:
    ▪   Tell a trusted adult if something online makes you feel uncomfortable or if a stranger/someone you do not know wants to talk or meet with you, or wants pictures of you.
	In order to meet these standards, it is expected that students will
	• list strategies to prevent injuries when riding in motor vehicles, online, in the community, and for recreational activities (1.m);
	• select an area of injury prevention to make a plan and detail strategies, including what to do when faced with peer pressure situations (2.m, 3.m);
	• list common injuries and describe basic first aid procedures (1.n);
	• demonstrate basic first aid procedures and

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▪ Tell a trusted adult before sharing any personal information—name, address, phone number, school.
▪ Do not meet someone in person that you have only met online.
▪ Do not be mean or rude online.
• Safety in the community/public areas:
  o Ensure that parents/guardians know where you are/where you are going and the route(s) you will take.
  o Be aware of your surroundings.
  o Do not talk to or go places with people you do not know.
  o Know neighbors and places you can go to get adult help if needed (police, community centers, open school buildings).
• Recreational activities (1.m)
  o Biking: Wear a helmet; wear bright color clothing; only bike on roads or trails you are comfortable on; ride on a sidewalk, trail, or the right side of the road; use hand/arm signals to let others know you are turning; stop at stop signs; walk your bike across the road; look for cars before crossing the road.
  o Recreational equipment (scooter, skateboard, inline skates/rollerblading): Wear a helmet, gloves, elbow and knee pads, wrist guards, and sneakers; be aware of others when using a skate park; only ride in appropriate areas; be aware of others on sidewalks.
  o Water: Learn how to float and swim, wear a personal flotation device (life jacket) when boating or if not comfortable in the water when swimming; do not swim alone; follow the lifeguard's directions; walk around the pool; and don't push or jump on others.
• The section of the brain most involved in emotional and social interaction becomes very active during puberty, while the section most critical for regulating behavior is still maturing into early adulthood. This helps to explain
	use decision-making skills to determine when medical assistance is needed (2.n, 3.n);
	• describe school safety drills, associated safety procedures, and the need to follow safety procedures (1.o, 2.o);
	• demonstrate appropriate behavior during school safety drills (3.o);
	• identify locations where swim lessons are provided in your community;
	• describe the importance of following online safety rules (3.m).
	
	Additional resources:
	Health Smart Virginia
	EVERFI

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why adolescents engage in risky behaviors; however, research has found that adolescents possess the knowledge, values, and processing efficiency to evaluate risky decisions as competently as adults. Accepting responsibility for personal actions to avoid risk-taking behaviors and injury is a sign of maturity. Having the skills of decision making, being goal-oriented, and having supportive friends and family can help with responding to peer pressure, dares, and engaging in risky behaviors to fit in. (2.m)
 	
First aid is the emergency care or treatment given to a sick or injured person before regular medical aid can be obtained.
• Call 911 for emergency services in any situation when the scene of the injury is unsafe or the person is unresponsive or not breathing, Seek adult assistance.
• Tell a parent/guardian of any injuries.
• Basic first aid for common injuries including:(1.n)
   o Sunburn
   o Cuts and scrapes
   o Insect bites and stings
   o Additional first aid for common injuries may be included at teacher discretion.
• Decision-making process: (2.n)
   o Identify the decision to be made.
   o List all of the possible options.
   o Evaluate the pros and cons of each option.
   o Make your decision based on the evaluation of each option.
   o Reflect on the decision that was made.
 	
School safety drills are designed to keep students and school personnel safe when a danger exists inside or outside the school building.	

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• Types and purposes of school safety drills may include (1.o):
 	
  o Lockdown: Used to prevent people from leaving the building (stay in classrooms) due to a threat inside or outside the school, or due to a dangerous person, chemical, or other threat (Virginia requires four lockdown drills each school year *[Code of Virginia §22.1-137.2]*)
 	
  o Fire/evacuation: Used to get people out of a building safely when conditions inside have become life-threatening (Virginia requires four fire/evacuation drills each school year *[Code of Virginia §22.1-137]*)
 	
  o School bus evacuation/emergency: Exiting a school bus safety due to an emergency inside or outside the bus (Virginia requires at least one bus emergency drill each school year *[Code of Virginia §22.1-184]*)
 	
  o Tornado: The outside of the building is unsafe because of dangerous wind or precipitation; go to interior spaces of building with no windows to avoid injury and take cover (Virginia requires two tornado drills each school year *[Code of Virginia §22.1-137.1]*)
 	
  o Earthquake: When moving around could cause serious injury, students and employees learn the areas in their building or classrooms that will be safest to be in and how to take cover to avoid serious injury (Virginia does not have a requirement for earthquake drills).
 	
  o Note: School drills may have different names. Teachers should use the school-specific names and include any other types of drills conducted by the school.
 	
• School safety drills play an important role in keeping students and staff safe in the event of an emergency. Drills are used to train school staff to know their responsibilities. It's equally important for students to know the planned procedures so they can work cooperatively with adults. Familiarizing teachers and students with the emergency plan helps to reduce anxiety, panic, and confusion and helps everyone remain calm. Mock drills serve as a means to	

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evaluate the reaction of adults and students, how effectively they follow the emergency procedures, and the length of time it takes to evacuate and account for everyone. It gives an opportunity to reduce evacuation time, ensures that everyone is using the most effective exit route, ensures all students are accounted for, and teaches students to follow instructions and remain calm. (2.o) • Review classroom- and school-specific expectations for school safety drills. (3.o)	

Strand: Mental Wellness/Social and Emotional Skills
Standards:
6.1.p   Define body image and explain the importance of having a positive body image.
6.2.p   Describe how culture, media, and other external factors influence perceptions about body image.
6.3.p   Analyze the influence of media on issues related to body image.

6.1.q   Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).
6.2.q   Explain the importance of understanding the feelings and perspectives of others.
6.3.q   Demonstrate ways to show respect for individual differences, opinions, and beliefs.

6.1.r   Define mental health and describe what it means to be mentally healthy.
6.2.r   Identify protective and risk factors for mental illnesses and challenges.
6.3.r   Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges.

6.1.s   Describe personal strengths and areas for growth.
6.2.s   Describe strategies to work through adversity and challenges.
6.3.s   Ability to set and monitor a personal goal to address one area of growth.

6.1.t   Identify potential positive and negative responses to stress and criticism.
6.2.t   Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.
6.3.t   Ability to a plan to manage stress.

6.1.u   Explain the importance of personal boundaries for physical, emotional, and social health.
6.2.u   Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.
6.3.u   Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions.

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Having a positive body image affects self-esteem and self-image.	In order to meet these standards, it is expected that students will
• Body image is a subjective picture of one's own physical appearance, established both by self-observation and by noting the reactions of others. althy body image means a person feels comfortable in their body and feels good about the way they look. This includes how they think and feel about their appearance and how they judge their self-worth. A negative body image may occur when someone is overly focused on comparing their size, shape, or appearance to unrealistic ideals. A negative body image can put a person at higher risk of certain mental health conditions, such as eating disorders and depression. (U.S. Department of Health & Human Services Office on Women's Health) (1.p)	• select a variety of advertisements and analyze the possible impact on body image; include definition of body image and the importance of a positive body image (1.p, 2.p, 3.p);
• Culture is the beliefs, customs, and arts of a particular society, group, place, or time. Culture can include family, community, and peer groups. Body image can be influenced by the different cultures that a person is part of, how a person feels about themselves, and how they feel about their body. (2.p)	• analyze group dynamics to determine factors that influence success in positive and/or negative ways (1.q);
• Forms of media include TV, print, movies, music, advertisements, Internet, and social media. Images and behaviors portrayed by the media can positively and negatively influence what people think is normal, expected, achievable, or will make a person happy or popular. Comparisons with unrealistic or unattainable bodies can lead to negative self-image/body image (body shame and low body esteem), which can lead to serious behaviors. There can be positive images and behaviors in media that challenge harmful stereotypes about appearance ideals. (3.p)	• participate in a group collaboration towards a goal and track/reflect on factors that were used and ways that respect for individual differences, opinions, and beliefs were demonstrated (2.q, 3.q);
	• describe what it means to be mentally health (1.r);
	• list risk and protective factors for mental illnesses and challenges;
	• list resources for help and assistance with mental health concerns (2.r, 3.r);
Teamwork is the cooperative or coordinated effort of a group of people acting together as a team or in the interests of a common cause. Teamwork skills are needed in family, school, and work/career collaborations throughout life.	• list personal strengths and areas of interest for growth (1.s);
• Factors that contribute to group success may include respecting individual differences and opinions, empathy, honesty, awareness, collaboration,	• select an area for growth to develop a SMART goal and action steps; include possible challenges and strategies to address/manage the challenges (2.s, 3.s);
	• describe/role play a stressful situation that involves criticism and identify both positive

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compromise, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, and using effective face-to-face and online communication skills. (1.q)
• Respecting individual differences, perspectives, and opinions, and having empathy will affect group success by ensuring that everyone's voices are heard, people feel valued, individuals' strengths and talents are used, everyone is engaged and committed to the success of the group, and everyone learns through the contributions of others. (2.q)
• Ways to show respect for individual differences may include (3.q):
   o Try to learn something from the other person.
   o Show interest and appreciation for the culture and background of others.
   o Don't insult, tease, or make fun of people.
   o Listen to others when they speak.
   o Be considerate of people's likes and dislikes.
   o Don't talk about people behind their backs.
   o Be sensitive to other people's feelings.
 	
According to the World Health Organization (WHO), health is a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.
• "[Mental health is] a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. With respect to children…having a positive sense of identity, the ability to manage thoughts, emotions, as well as to build social relationships, and the aptitude to learn and to acquire an education, ultimately enabling their full active participation in society." (WHO Mental Health Action Plan 2013-2020) (1.r)
• Mental health includes our emotional, psychological, and social well-being. It
	and negative ways to respond (1.t, 2.t, 3.t);
	• explain the importance of setting personal boundaries and respecting the boundaries of others (1.u);
	• role-play conversations/situations for setting and respecting personal boundaries (2.u, 3.u).
	
	Additional resources:
	Health Smart Virginia
	EVERFI

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affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. (mentalhealth.gov) (1.r)
 	
 • Risk factors and protective factors can affect mental illnesses and challenges. (2.r)
 	
      o A risk factor is something that helps create problems. Risk factors may include lower self-esteem, poor social skills (communication and problem-solving skills), early substance use, a head injury, parent-child or family conflict, parental substance use, peer rejection, poor academic achievement, stressful or traumatic events, or aggression toward peers.
 	
      o A protective factor is something that helps lower the likelihood of problem outcomes or reduces the negative effects of risk factors on problem outcomes. Protective factors may include academic achievement, high self-esteem, emotional self-regulation, good coping and problem-solving skills, engagement and connections with others, supportive relationships with family members, clear expectations for behavior and values (family and school), mentors, opportunities for school and community involvement, physical and psychological safety (school, neighborhood, community), and positive norms. (Risk and Protective Factors)
 	
 • Resources that can help oneself and others with mental illnesses and challenges (3.r):
 	
      o Parents/guardians.
 	
      o School personnel: counselors, social workers, psychologists (Note: teachers will want to ensure that students know the school-specific personnel in these positions).
 	
      o Community Services Boards in many areas of the state can be accessed	

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for information and treatment.
o Public and private mental health service providers: mental health hospitals and facilities, social workers, psychologists, psychiatrists.
o Hotlines and services such as PRS CrisisLink
    ▪ Staff answer 24/7; Call: 800-273-TALK [8255]; Text: "CONNECT" to 855-11; Lifeline Chat: SuicidePreventionLifeline.org/chat.
 	
Everyone has different strengths that make them unique/different from others.
• Personal strengths are the things a person is good at and likes to do. Strengths may include (1.s):
o things of interest (music, art, science, building things, cooking, reading);
o skills (painting, playing an instrument, playing a sport);
o good qualities (kindness, humor, leadership).
• Strengths and skills can change throughout life with a desire to learn or with the interest, time, experience, and practice (learning to play the piano). Skills to be a leader and social skills (being kind, communication) are ongoing life skills
• Adversity and challenges are a part of life and help to build strength, character, perseverance, and resilience. (2.s)
o Adversity is a state or instance of serious or continued difficulty or misfortune.
o Strategies for working through adversity and challenges may include:
    ▪ Healthy habits—getting enough sleep, eating well, and exercising—can reduce stress, which may, in turn, boost resilience.
    ▪ Caring relationships with adults. Looking to loved ones for help and emotional support, increasing self-care, and focusing on the aspects of the situation that are under your control. Learning to be	

Essential Understandings	Essential Knowledge and Skills

OK with making mistakes, big or small, is a critical skill.
• Goal setting using SMART (specific, measurable, attainable, realistic, timely) goals. Plans to meet goals should include thinking about potential challenges (things that might stop progress) in advance and include possible strategies to address those challenges. (3.s)
 	
Everyone—adults, teens, and even children—experiences stress. Learning healthy ways to cope and getting the right care and support can help reduce stressful feelings and symptoms. (CDC)
• Stress is a reaction to a situation where a person feels threatened or anxious. Stress can be positive, also called eustress (e.g., preparing for a wedding), or negative (e.g., dealing with a natural disaster). (1.t)
  o Positive responses to stress may include increased alertness, motivation, and focus. Talking with friends, family, or others may also help work through stress. Positive responses can lead to growth, adaptation, and learning that promotes coping skills and resilience. (1.t)
  o Negative responses to stress may include overeating, smoking, and the use of alcohol or drugs. (1.t)
• Criticism, the act of criticizing: to consider the merits and demerits of and judge accordingly; to find fault with, point out the faults of .(1.t)
  o Positive responses to criticism may include asking for clarification and learning from constructive criticism (speaks to an issue and offers a learning experience) while ignoring/walking away from irrelevant (has nothing to do with the situation) or destructive criticism (meant to hurt someone).
  o Negative responses to criticism can include anger, name-calling, conflict, and other responses associated with distress. (1.t)
• Responses to stress/distress may cause physical health problems including	

Essential Understandings	Essential Knowledge and Skills
headaches, upset stomach, or chest pain, and may cause emotional problems including anxiety, worry, panic attacks, or depression. Having social supports (supportive friends, family, and others) may help a person's ability to cope with stress and criticism. Negative responses to stress and criticism can impact relationships with others. (2.t) • Creating a plan to manage stress includes: identifying what does/may cause stress, identifying how a person is responding (emotions, feelings), and identify strategies and positive ways to manage stress that work for the individual such as physical activity/exercise, time management, communication, counting to 10, thinking positive, relaxation and breathing exercises, mindfulness, breaking down larger problems into smaller problems, making time for hobbies, interests, and fun, eating a healthy diet, getting enough sleep, positive self-talk ("I can do this"), and talking with a parent, counselor, or friend. (3.t) Personal boundaries can be defined as the limits we set with other people, which indicate what we find acceptable and unacceptable in their behavior towards us. • Boundaries improve relationships and self-esteem. Healthy personal boundaries help maintain a positive self-concept. Boundaries may include physical closeness to another person (personal space), emotions and thoughts, time and energy, and things or possessions. Boundaries may be flexible depending on the people or situation. (1.u) • Boundaries are a personal choice and vary from one person to the next. Communicate boundaries using "I" statements and assertive communication. Example, I feel ---- when --- because---. What I need is ----. Say, "No" – it is okay to say no without explanation. Use features on tech devices such as setting a cut-off time for reading and answering texts. (2.u) • Respecting boundaries of others includes respecting and accepting others as they are, being an active listener, and listening for verbal and watching for nonverbal	

Essential Understandings	Essential Knowledge and Skills
cues (if someone steps back, the other person may be too close). (2.u, 3.u) Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education.	

Strand: Violence Prevention

Standards:

6.1.v   Analyze the role of emotions and media influences on conflict and violence.

6.2.v   Explain methods to reduce violence and peacefully resolve conflict.

6.3.v   Practice ways to resolve conflict peacefully.

6.1.w   Describe the possible effects of bullying and cyberbullying, including the increased risk for harm and violence when bullying aggression persists.

6.2.w   Recognize the role of family, peers, community, and the media in preventing bullying and cyberbullying.

6.3.w   Evaluate a plan to prevent or manage the effects of bullying and cyberbullying.

6.1.x   Explain what a gang is and identify gang-related behaviors.

6.2.x   Explain the importance of friends or adult mentors in avoiding gang involvement.

6.3.x   Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.

Essential Understandings	Essential Knowledge and Skills
Youth violence is a serious problem that can have lasting, harmful effects on victims and their families, friends, and communities. (Youth Violence) • Although experts agree that no single factor can cause a nonviolent person to act aggressively, some studies (though not all) suggest that heavy exposure to violent media can be a risk factor for violent behavior. Research shows that viewing (or playing) violent content could increase the chance that a child will act aggressively. Heavy exposure to violent media can lead to desensitization—being less affected by violence. There is a small, reliable association between violent video game use and aggressive outcomes, such as yelling and pushing. However, these research findings are difficult to extend to more violent outcomes. (1.v) • Emotions can help and hinder problem solving. When it comes to dealing with conflict, many if not most people ignore or suppress emotions. Yet no matter how hard people try to remain unemotional, during a conflict their hearts tend to beat faster,	In order to meet these standards, it is expected that students will • analyze a variety of conflict situations or situations that may escalate to use of violence to explain the role of emotions, possible media influences, and possible methods to reduce potential violence and resolve conflict peacefully (1.v, 2.v, 3.v); • examine a variety of bullying and cyberbullying situations to explain the possible effects and how peers, family, community, and the media

Essential Understandings	Essential Knowledge and Skills

their palms sweat, and their breathing quickens. All of these physical signs attest to underlying emotions that can complicate the discussion. (1.v)
• Youth violence can include fighting, bullying, threts with weapons, and gang-related violence. A young person can be involved with youth violence as a victim, offender, or witness. Youth violence has serious and lasting effects on the physical, mental, and social health of young people. Youth violence is preventable. Strategies to prevent youth violence include (Youth Violence): (2.v)
  o Promote family environments that support healthy development.
  o Provide quality education early in life.
  o Strengthen youth's skills (communication, problem-solving, conflict resolution and management, empathy, impulse control, and emotional regulation and management).
  o Connect to caring adults and activities.
  o Create protective community environments.
• Skills to address conflict (2.v):
  o Be able to reduce your own stress quickly (calming down before addressing the conflict).
  o Be emotionally aware of yourself and the other person (how are you feeling, how is the other person feeling).
  o State what the conflict is about.
  o Communication skills
    ▪ Listen carefully to others.
    ▪ Speak directly to each other.
    ▪ Speak honestly and with kindness.
    ▪ Focus on your body language (nonverbal communication).
      □ Eye contact
      □ Facial expressions (smile, frown)
      □ Gestures (nodding)
	can help prevent the bullying (1.w, 2.w, 3.w);
	• evaluate the school's current bullying/cyberbullying prevention measures and make recommendations to strengthen plans to prevent or manage the effects of bullying and cyberbullying (3.w);
	• explain what a gang is and ways to help students avoid gang involvement (1.x, 2.x);
	• research and present local gang statistics related to violence (1.x);
	• use communication skills to demonstrate resistance to negative pressure for engaging in violence, gangs, weapons, alcohol, tobacco, and other drugs (3.x).
	
	Additional resources:
	Health Smart Virginia
	EVERFI

Essential Understandings	Essential Knowledge and Skills
⬜ Posture (face person you are speaking with) ⬜ Tone of voice ⬜ Volume of voice o Propose solutions or compromises. o Agree on a solution or compromise to try. o Ask an adult for help if the conflict is not addressed. Bullying and cyberbullying are serious problems. Kids who are bullied can experience negative physical, school, and mental health issues. (Effects of Bullying) • Cyberbullying is bullying that takes place over digital devices and can occur through text, apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. (What is Cyberbullying) (1.w) • Effects of cyberbullying are the same as bullying that may be done face-to-face, including depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, loss of interest in activities that used to be enjoyable, physical health complaints, decreased academic achievement (missing, skipping, or dropping out of school), and substance use. Some of these issues may persist into adulthood. A small number of bullied children might retaliate through extremely violent measures. Kids who bully others can also engage in violent and other risky behaviors into adulthood. (1.w) • Everyone can have a role in preventing and responding to bullying and cyberbullying. (2.w) o Peers can help prevent bullying and cyberbullying by understanding what it is, how to respond, how to support someone who is bullied, and how to report and get	

Essential Understandings	Essential Knowledge and Skills

help.
  o Families/parents can open lines of communication about bullying before their child is involved in bullying to make it easier for them to tell when something happens. It is also important to work with the school to help prevent bullying before it starts or share what is happening with the school if it is happening.
  o Schools can help by establishing a supportive and safe school climate where all students are accepted and knowing how to respond when bullying happens are key to making sure all students are able to learn and grow.
  o Community members can help by knowing what bullying is and how to respond.
  o Media can help prevent bullying with accurate reporting that is presented in a balanced way and that considers the effect of the reporting on the children and families involved.
• Preventing bullying should include promoting an understanding of what bullying and cyberbullying are, how to recognize it, how to respond, how to support someone who is bullied, and how to report and get help. Managing bullying should include how to respond and clear expectations and support for reporting. (3.w)
  o Reporting: When cyberbullying happens, it is important to document and report the behavior so it can be addressed.
    ▪ Do not respond to and don't forward cyberbullying messages.
    ▪ Keep evidence of cyberbullying. Record the dates, times, and descriptions of instances when cyberbullying has occurred.
    ▪ Save and print screenshots, emails, and texts. Use this evidence to report cyberbullying to online service providers.
    ▪ Block the person who is cyberbullying.
    ▪ Report to parents, online service providers, law enforcement (if it includes threats of violence or private images), and school personnel (teacher, counselor, or administrator).
• Review school-specific reporting protocols for bullying and cyberbullying.	

Essential Understandings	Essential Knowledge and Skills
Gang members generally range in age from 13 to 24 but can be as young as nine. Gangs can include all ethnic groups. Many gang members are boys, but ten percent of all gang members are girls and that number is growing.	

- A gang is a group of two or more persons, whether formal or informal, and which individually or collectively engage in activities that are illegal, destructive, disruptive, or intimidating. (1.x)
- Gang activities: All use threat, intimidation, and violence to control neighborhoods and boost their illegal money-making activities, which include robbery, drug and gun trafficking, prostitution and human trafficking, and fraud (Gangs). In a school setting, gang members may engage in threats and intimidation, physical bullying and cyberbullying, fighting, recruiting, and criminal activities such as the introduction and use of weapons, assault, sex trafficking, vandalism, and illegal drug sales (Gangs in Schools). Gangs are typically organized upon racial, ethnic, or political lines and employ common names, slogans, aliases, symbols, tattoos, style of clothing, hairstyles, hand signs or graffiti (About Violent Gangs). (1.x)
- Having friends who are involved in school and activities in the community, respect and accept one another, and help provide a sense of belonging can help prevent someone from joining a gang.
- Adult mentors: Mentoring works on the foundation that youths benefit from close, enduring, caring relationships with adults. By providing adult support and guidance through adolescence, mentoring has been found to provide benefits to both youths and mentors, including the prevention of juvenile delinquency and youth gang involvement. Mentoring is popularly used in school and after-school programs, as well as in the broader community. (Prevention Efforts) (2.x)
- Resistance is an act or instance of opposing. Resistance skills give people confidence to say, "No," to violence, gangs, weapons, alcohol, tobacco, and other drugs. (3.x)
  o Resistance skills help people assert themselves, make their voices heard, and

Essential Understandings	Essential Knowledge and Skills

express opinions. These skills can help to make the appropriate and healthy decision when faced with negative pressure to engage in activities that make the person uncomfortable, goes against values/beliefs, or are not a healthy or safe choice. Resistance skills can include:
▪ Identifying the right decision.
▪ Valuing your own opinion.
▪ Stating your views assertively.
   ▫ Use verbal and nonverbal communication skills.
   ▫ Say "No", repeatedly if needed.
   ▫ Use "I" statements.
   ▫ Walk away or avoid negative pressure situations.
▪ Clarifying and questioning.	

Strand: Community/Environmental Health

Standards:

6.1.y   Assess environmental health and safety issues in the community.

6.2.y   Explain the role of the Environmental Protection Agency (EPA) and local agencies in protecting the environment.

6.3.y   Identify careers and professions associated with environmental health.

6.1.z   Recognize that all individuals have a responsibility to protect and preserve the environment.

6.2.z   Create and monitor progress toward a personal goal, service learning, or group project to protect the environment.

6.3.z   Develop a plan to work collaboratively with peers, families, and community groups to address community environmental health and safety issues.

Essential Understandings	Essential Knowledge and Skills
Environmental health is the science and practice of preventing human injury and illness and promoting well-being by identifying and evaluating environmental sources and hazardous agents and limiting exposures to hazardous physical, chemical, and biological agents in air, water, soil, food, and other environmental media or settings that may adversely affect human health. • Environment is the conditions that surround someone or something; the conditions and influences that affect the growth, health, and progress of someone or something. • Environmental health and safety issues information can be found at EPA in Virginia, airnow.gov, and Virginia Department of Health local health districts. (1.y) • The federal Environmental Protection Agency (EPA), as well as local government agencies, work to protect human health and the environment including clean air, water, and land; enforce federal environmental laws; clean up contaminated lands and toxic sites; and ensure the safety of chemicals in the workplace for communities, individuals, businesses, and state and local governments. (2.y) • Environmental health professionals work in state, county, and city health and environmental agencies, environmental consulting companies, private	In order to meet these standards, it is expected that students will • use reliable sources to identify environmental health and safety issues in the community (school, neighborhood, county) (1.y); • identify agencies that work to protect the environment (2.y); • select an environmental health career/ profession and explain job focus/ responsibilities (3.y); • select an environmental health or safety issue to develop a plan toward a personal goal, service learning, or group project to protect the environment (2.z, 3.z).

Essential Understandings	Essential Knowledge and Skills

corporations, federal government (EPA, CDC), and international organizations. Environmental health professionals specialize in a particular area. (3.y)
   o   Reducing air, water, soil, noise, or radiation pollution.
   o   Protecting our food supply.
   o   Improving safety in schools, public areas, and the workplace.
   o   Ensuring safe living conditions in housing.
   o   Promoting public health with a focus on environmental hazards.
   o   Research, education, public policy, improved practices, new technologies.
• Individuals who succeed in this field tend to be team players with a strong interest in science, a commitment to public welfare, and an ability to see the big picture. The work enables those in the field to apply science to making the world a better place. Some public health workers inspect facilities containing hazardous substances or respond to emergency situations. Some ensure worker safety in factories and plants. Others travel to inspect facilities or work from offices. (3.y)
• Examples of career and professions include built environment specialist, environmental health advocate, environmental health practitioner, food safety specialist, occupational health and safety expert, air pollution specialist, solid waste specialist, hazardous waste specialist, emergency management specialist, industrial hygienist, occupational safety expert, emergency response specialist, epidemiologist, surface water specialists, drinking and groundwater specialists, environmental science, science and engineering, air quality technician, disease control, food and restaurant quality control and inspections, public utilities, sanitation services, and toxicologist. (3.y)
 	
Caring for the environment is everyone's responsibility. (1.z)
• There are many ways to get involved in the community to address environmental health and safety issues, such as volunteering for community and school clean-up activities. (2.z, 3.z)
	Additional resources:
	Health Smart Virginia
	EVERFI