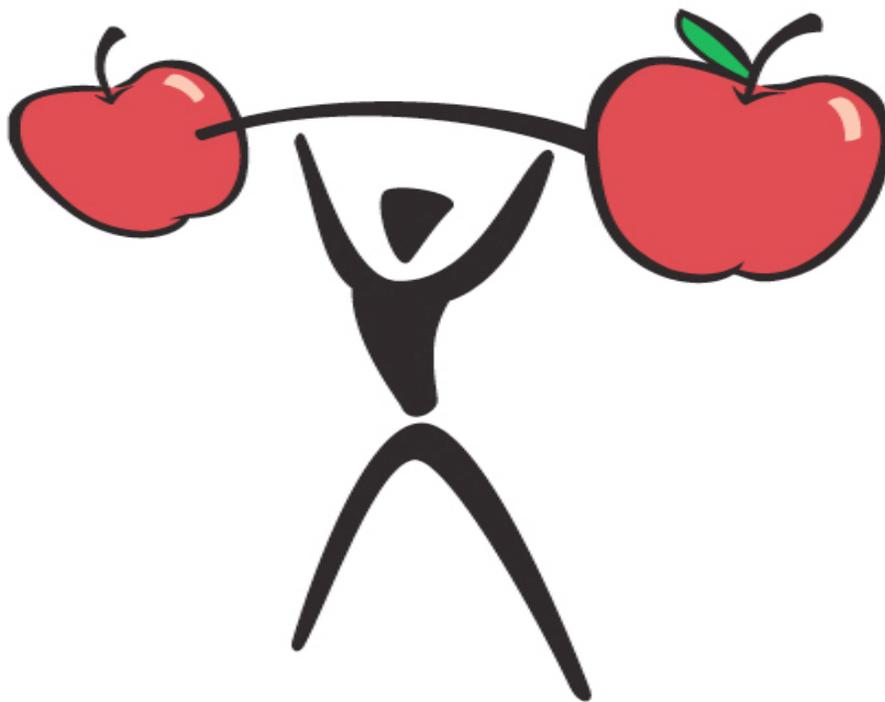


Grade Third, Fourth, and Fifth Grade Personal Health Education and Wellness Curriculum

Scope and Sequence, Instructional Map, Resources



Shelby County Schools

2014 - 2015

THIRD GRADE FIFTH GRADE HEALTH EDUCATION OVERVIEW

Course Description

The primary goal for students 3rd-5th grade is to focus on the effective implementation of comprehensive health education as one of the eight components of Coordinated School Health. This curriculum is carefully designed to support schools, educators, families, and other stakeholders in helping students meet the National Health Education Standards' primary goal of health education: for students to adopt and maintain healthy behaviors.

TN State Standards

1. Decision Making/ Goal Setting
2. Personal Hygiene
3. Body Systems
4. Physical Activity/ Rest /Healthy Living
5. Nutrition
6. Family Life
7. Human Growth
8. Emotional, Social, and Mental Health
9. Preventing Controlling Disease
10. Injury Prevention
11. Emergency Procedures
12. Safety Prevention
13. Inappropriate uses of Chemical Substances
14. Positive Self- Concept/ Interpersonal Relationships

Assessments

- Teacher observation
- Teacher checklist
- Peer assessment
- Authentic/assessment
- Rubric

Effective Components of an Elementary Physical Education Curriculum:

1. The National Health Education Standards established "health literacy" as the primary outcome of a comprehensive K-12 Health Education program.
2. The product of a successful health education program is not just a person who knows a lot about health topics, but a person who is: a critical thinker and problem solver who can apply decision-making and goal-setting skills within the context of health
3. A responsible, productive citizen who avoids behaviors that place his/her health or that of others at risk;
4. A lifelong learner who continues to grow in knowledge by gathering, analyzing, and applying accurate health information as his/her needs change throughout life.

Essential Learnings:

1. The students will be able to demonstrate and/or explain basic hygiene and care of the body.
2. The students will be able to demonstrate and/or explain positive role models and friends
3. The students will be able to demonstrate and/or explain positive role models and friends
4. The students will be able to demonstrate and/or explain procedures for three keys to passenger safety.
5. The students will be able to demonstrate and/or explain the importance of healthy eating
6. The students will be able to demonstrate and/or explain the negative effects of chemical substances
7. The student will be able to demonstrate and/or explain the importance's of listening, assertive communication, decision-making and problem-solving skills

Shelby County Schools TN State Content Standards for Health Education 3rd -5th

Standard 1.0: Decision Making/ Goal Setting

The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.

Essential Learning

- 1.1 define “choices” and “consequences”;
- 1.2 identify trusted adult(s) to consult before making a choice;
- 1.3 identify questions to ask during the process of making a choice (e.g. Is it healthful? Is it safe? Is it legal? Do I show respect for myself and others? Do I follow family rules? Do I show good character?);
- 1.4 identify personal goals and standards for healthy living;
- 1.5 explain how media influences thoughts, feelings, and behaviors related to personal health and community;
- 1.6 evaluate the influence of media on the decision-making process related to healthy living.

Standard 2.0: Personal Hygiene

The student will understand the importance of personal hygiene practices as related to healthy living.

Essential Learning

- 2.1 demonstrate essential personal hygiene practices;
- 2.2 identify the importance of good versus poor personal hygiene practices;
- 2.3 explain the importance of not sharing personal hygiene items (toothbrush, combs, brushes);
- 2.4 describe physical/emotional/social health implications of personal hygiene.

Standard 3.0: Body Systems

The student will understand the role of body systems as related to healthy living.

Essential Learning

- 3.1 identify the basic body structure;
- 3.2 identify the functions of the human body systems;
- 3.3 explain the importance of the basic body systems.

Standard 4.0: Physical Activity/ Rest /Healthy Living

The student will understand the relationship of physical activity and rest to healthy living.

Essential Learning

- 4.1 describe the importance of participating in the recommended one hour of daily physical activity;
- 4.2 identify physical activities used in daily life that promote healthy living.

The student will understand the relationship of nutrition to healthy living.

Essential Learning

- 5.1 identify the basic food groups and foods;
- 5.2 identify food as a source of energy and growth;
- 5.3 describe the importance of healthy meals and snacks

Standard 6: Family Life

The student will understand the contributions of family relationships to healthy living.

Learning Expectations:

The student will:

- 6.1 describe the various types of family structures;
- 6.2 explain that family structures vary and can change;
- 6.3 identify common goals and values found in family structures; 6.4 identify ways children can contribute to healthy family life;
- 6.5 identify how changes in the family can influence emotions; 6.6 understand that cultural differences exist and influence family customs.

Standard 7.0: Human Growth

The student will understand the stages of human growth and development.

Essential Learning

- 7.1 identify human growth and development stages throughout the life cycle;
- 7.2 describe the important differences in the stages of human growth and development.

Standard 8.0: Emotional, Social, and Mental Health

The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

Essential Learning

- 8.1 explain that feelings can be expressed in different ways;
- 8.2 name and describe qualities and characteristics that make all individuals unique;
- 8.3 identify the importance of developing and maintaining healthy relationships.

Standard 9.0: Preventing Controlling Disease

The student will understand attitudes and behaviors for preventing and controlling disease.

Essential Learning

- 9.1 identify and define common germs pathogens;
- 9.2 identify how germs are spread;
- 9.3 identify habits that will promote disease prevention;
- 9.4 identify chronic health problems.

Standard 10.0: Injury Prevention

The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

Essential Learning:

- 10.1 list the eight most common injury risks for children (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);
- 10.2 identify ways to reduce the risk of injuries and deaths from injury;
- 10.3 discuss the importance of safety rules;
- 10.4 demonstrate the appropriate choices related to reducing unintentional injuries.

Standard 11.0: Emergency Procedures

The student will understand appropriate care for injuries and sudden illness.

Essential Learning

- 11.1 report when someone is injured or ill to a responsible caregiver;
- 11.2 demonstrate basic first aid techniques (“Check, Call, Care”; refer to American Red Cross first aid procedures).

Standard 12.0: Safety Procedures

The student will understand the appropriate action to take when personal safety is threatened.

Essential Learning

- 12.1 identify situations that should be reported to a trusted adult;
- 12.2 demonstrate self-protection skills and identify appropriate resources for help.

Standard 14.0: Positive Self- Concept/ Interpersonal Relationships

The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.

Essential Learning

Standard 13.0: Inappropriate uses of Chemical Substances

The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.

- 14.1 describe different types of pollution and it's environmental affects;
- 14.2 identify the importance of "reduce, reuse, recycle" practices;
- 14.3 identify ways the environment affects a person's emotional, social and physical health;
- 14.4 identify community health workers and the activities and programs they provide;
- 14.5 describe the importance of community organizations to healthy living;
- 14.6 identify resources and facilities in the community that promote healthy living.
- 13.1 describe the role of drugs and medicines in keeping people healthy;
- 13.2 describe inappropriate use of drugs and medicines;
- 13.3 identify the consequences of using tobacco products, alcohol, and drugs;
- 13.4 practice refusal skills to avoid harmful substances;
- 13.5 recognize the proper use of common household products (e.g. over the counter medicines, cleaners, gasoline, markers)

Essential Learning

Physical Education Personal Health and Wellness

3rd Grade

First Quarter		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>
Basic Hygiene	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons, developed throughout the year
Care of the Body	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Hand washing	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Planning for Good Hygiene	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Positive role models and friends	5.a, 5.b, 5.c, 5.d, 5.e,	1- lessons, developed throughout the year
Making and keeping friends	5.a, 5.b, 5.c,	1- lessons, developed throughout the year
Everyone has special talents	5.d, 5.e,	1- lessons, developed throughout the year
Respecting differences	5.a, 5.b, 5.c, 5.d, 5.e,	1- lessons, developed throughout the year
Helping others by protecting them from bullies	5.a, 5.b, 5.c, 5.d, 5.e,	1- lessons, developed throughout the year

Expressing thanks and appreciation Expressing annoyance respectfully	5.a, 5.b, 5.c, 5.d, 5.e	1- lessons, developed throughout the year
Helping others and getting help	5.a, 5.b, 5.c, 5.d, 5.e,	1- lessons, developed throughout the year

<u>Second Quarter</u>		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>
Three keys to passenger safety: safety belts, booster seats, back seat	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Safety belt smarts	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Identifying and responding to unsafe situations	5.a, 5.b, 5.c, 5.d, 5.e,	1-2lesson, developed throughout the year
Street smarts: internet, personal, safety, weapons	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Safety Drills	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, reviewed throughout the year

<u>Third Quarter</u>		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>
Magic Numbers: 5 and 60 (5 Food Groups-60 minutes of Exercise)	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year

Food advertising and impact on eating.	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Three types of physical activity	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Developing a plan to be physically active	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Advocate for healthy eating and daily activity	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

<u>Fourth Quarter</u>		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>
Medicines and poisons	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Negative effects of tobacco use	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Tobacco and media	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Alcohol and alcoholism	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Positive influences	5.a, 5.b, 5.c, 5.d, 5.e,	1 -2 lesson throughout the year

Physical Education Personal Health and Wellness
4th Grade

<u>First Quarter</u>		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>

Managing strong feelings, including I-messages	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons, developed throughout the year
Positive self-talk	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Effects of teasing and bullying and what to do to protect self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Decision-making and problem-solving skills	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Non-violent conflict resolution skills.	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year

<u>Second Quarter</u>		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>
Managing strong feelings, including I-messages	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons, developed throughout the year
Positive self-talk	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Effects of teasing and bullying and what to do to protect self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Decision-making and problem-solving skills	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Non-violent conflict resolution skills.	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Define HIV and AIDS	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How HIV isn't transmitted	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year

How HIV is transmitted: blood-to-blood contact and touching used needles or syringes	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How to protect self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Importance of being compassionate when others are ill	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year

Third Quarter		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>
Food groups and their benefits	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Daily amounts to eat from each food group and how to estimate amounts	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons
"Fill Your Plate" visual	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Influence of food and beverage advertising	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Daily recommended amounts of physical activity and sleep	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Personal assessment and goal setting to get adequate sleep, rest, and physical activity	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

Fourth Quarter		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>

Dangers of secondhand smoke and ways to avoid or reduce exposure	5.a, 5.b, 5.c, 5.d, 5.e	1 lessons, developed throughout the year
Reasons individuals choose	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons
" To drink or not To drink	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Decisions about alcohol and other drug use impact family and friends	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Family and friends influence alcohol and other drug use decisions	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Influence of advertising	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Refusal skills	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

Physical Education Personal Health and Wellness
5th Grade

First Quarter		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>
Importance of and rationale for keeping the body clean	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons, developed throughout the year
Hygiene concerns and solutions	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Influence of media, including advertisements on products purchased and on body image	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Analyze advertisements for information	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Identifying feelings of different intensities in self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Managing strong feelings, including I-messages and positive self-talk	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Effects of teasing and bullying and what to do to protect self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year

Assertive communication	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Listening skills	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Identifying situations that could lead to trouble	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Decision-making and problem-solving skills	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Importance of telling adults if self or others are in dangerous situations	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Non-violent conflict resolution skills	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Goal setting	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Advocate for a healthy school environment	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year

Second Quarter		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>
Safety hazards around water and ice and how to prevent injuries	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons, developed throughout the year
Sun safety	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Home alone safety strategies	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How to make emergency phone call	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Safety strategies when in public places, including when alone in public places	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year

Child sexual abuse and abduction prevention	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Define HIV and AIDS	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How HIV isn't transmitted	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How HIV is transmitted: sharing used needles or syringes, having sex with infected person, infected mother to child	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How to protect self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Importance of being compassionate when others are ill	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year

<u>Third Quarter</u>		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>
Six nutrients and their benefits	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Using food labels to determine information about a food	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons
Water as a preferred beverage	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Use of Dietary Guidelines when choosing foods	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Fill Your Plate" visual	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

Analyze a favorite meal	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Evaluate a peer's meal and make recommendations for improvement	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

Fourth Quarter		
<u>Content/Skill/Topic</u>	<u>SPIs</u>	<u>Suggested Timeline</u>
Dangers of inhalant use and how to avoid exposure	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Influence of family and peers on drug use	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons
Rules for safety around dangerous or unknown products	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Effects of smoking tobacco, secondhand smoke, and use of spit tobacco	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Advocate for someone to avoid tobacco use or quit using	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Analyze tobacco advertisements	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

Refusal skills	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Effects of alcohol, especially on driving a vehicle	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Ways to avoid riding with a driver who has been drinking and what to do if it can't be avoided	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Dangers of secondhand smoke and ways to avoid or reduce exposure	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

Personal Health and Wellness Education 3rd -5th Guided Questions for Essential Understandings

First & Second Quarter

1. Why should students will be able to demonstrate and/or explain basic hygiene and care of the body?
2. How can students demonstrate and/or explain hand washing and planning for good hygiene?
3. Identify and/or interpret steps to practicing personal hygiene?
4. Identify and/or interpret proper hand washing technique and the practice of oral hygiene?
5. Why is it important for students demonstrate and/or explain a desired ability to respond positively to teasing and bullying in a way that promotes safe environment?
6. Why is it important for students to be able to indentify and/or understand the impact of having positive role models and friends?
7. How can students analyze and/or understand ways to respect the differences of other feelings?
8. How can students will be able to indentify and to positively respond to teasing and bullying?

9. Why is it important for students share and/or reflect the importance of positive role models and friends?
10. Why is it important for students to share and/or reflect important ways to handle others feelings?

Third & Fourth Quarter

1. Explain or demonstrate, procedures for three keys to passenger safety?
2. Explain or demonstrate core concepts related to injury prevention safety?
3. Why is it important for students to be able demonstrate and/or explain core concepts related to injury prevention safety?
4. The students will be able to demonstrate and/or define the myths surrounding how HIV/AIDS and how it can be transmitted ?
5. The students will be able to demonstrate and/or explain the magic numbers 5 and 60?
6. Why water is a important component to a healthy lifestyle?
7. Demonstrate and/or explain the different food groups and its benefits?
8. Demonstrate and/or explain the negative effects of tobacco and alcohol usage?
9. What are the dangers of secondhand smoke, ways to avoid it, and how to reduce exposure?
10. Why is it important to listen, assertive communication, decision-making and problem-solving skills?

Health Education Vocabulary Terms

Many of these terms share multiple meanings. The definitions given in the following pages are how the terms/concepts are used in a Physical Education environment.

Vocabulary Term	Definition
Abuse	To put to a wrong use, to misuse, to misapply, to put to a bad use. to use for a wrong purpose.
Advocate	One who pleads the cause of another, one who defend, vindicates, to plead in favor of. To defends by argument.
AID	AIDS is a medical condition. A person is diagnosed with AIDS when their immune system is too weak to fight off infections.
Alcohol	The fluid essence or pure sprint by distillation.
Alcoholism	A disease rather than a weakness of character or chosen pattern of bad behavior. It's a dependence or addiction.

Anorexia Nervosa	An eating disorder, marked by an extreme fear of becoming overweight, that leads to excessive dieting to the point of serious ill-health and sometimes even death.
Benefits	Something advantageous or good; an advantage: benefits - a payment or gift, or to bring to the aid of someone.
Beverage	Any potable liquid, especially one other than water, as tea, coffee, beer, or milk: Any one of various liquids for drinking, usually excluding water.
Body Compensation	Body composition refers to the amount of relative fat to muscle you have in your body .
Bulimia	An eating disorder where the main feature is binge eating followed by unhealthy behaviors to compensate for such binge
Bully	A person who is cruel or overbearing, especially to smaller or weaker people.
Caring	Feeling and exhibiting concern and empathy for others: "showing concern: compassionate or showing concern for others
Communication	Exchange of information: the exchange of information between people, e.g. by means of speaking, writing, or using a common system of signs or behavior
Compassion	Is the feeling of empathy for others. Compassion is the emotion that we feel in response to the suffering of others that motivates a desire to help.
Conflict	Struggle or clash between opposing forces; battle: 2. a state of opposition between ideas, interests, etc; disagreement or controversy
Cooperate	Working together: the act of working or acting together to achieve a common goal, the action of cooperating/:common effort / association of persons for common benefit
Danger	Danger , hazard, peril, jeopardy imply harm that one may encounter. Danger is the general word for liability to all kinds of injury or evil consequences
Decision making	Can be regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities.
Diet	Healthy well balance meals. eaten from all the food groups Diet may refer to: Contents 1 Food 2 Political bodies 3 Other uses 4 See also Food Diet (nutrition), the sum of the food consumed by an organism or group Dieting,
Ethnicity	A particular ethnic affiliation or group <students of diverse ethnicities>relating to large groups of people classed according to common racial, national, tribal, religious,
Exposure	The fact or condition of being exposed : as a : the condition of being presented to view or made known

Family	A basic social unit consisting of parents and their children, considered as a group, whether dwelling together... group of individuals living under one roof and usually under one head : household: a group of persons of common ancestry
feeling	The sensation involving perception by touch. b. A sensation experienced through touch. c. A physical sensation. Having the ability to react or feel emotionally.
Friend	A person known well to another, and loyalty; an acquaintance or associate. Someone you love and who loves you, someone you respect and who respects you, someone whom you trust and who trusts you.
Gender	Social and behavioral norms that are generally considered appropriate by a particular society for either a man or a woman. The behavioral, cultural, or psychological traits typically associated with one sex .
Health	Is the level of functional or metabolic efficiency of a living organism. In humans, it is the general condition of a person's mind and body,
HIV	Human Immunodeficiency Virus , transmission, research (vaccine), statistics
Hygiene	The science concerned with the maintenance of health: 2. clean or healthy practices or thinking: personal hygiene. Caring for the body.
Influence	An effect of one person or thing on another, the power of a person or thing to have such an effect: the power of or sway resulting
Media	The means of communication that reach large numbers of people, such as television, newspapers, and radio
Medicine	Is the field of applied science related to the art of healing by diagnosis, treatment, and prevention of disease.
Negative	To refuse assent to, to reject by or as if by a vote, to demonstrate the falsity of. To deny the truth.
Nutrient	Nourishing; providing nourishment or nutriment, containing or conveying nutriment, as solutions or vessels of the body, nutrient substance.
Protect	To defend from trouble, harm, attack, economics to assist
Poison	Any substance that can impair function, cause structural damage, or otherwise injure the body Related: toxic:
Positive	Explicitly stated, stipulated, or expressed: a positive acceptance of the agreement. Admitting with no question: positive proof, stated; expression
Respect	Respect is a positive feeling of esteem or deference for a person or other entity (such as a nation or a religion), and also specific actions and conduct thoughtfulness:

	consideration or thoughtfulness.
Responsibility	accountability: the state, fact, or position of being accountable to somebody or for something, somebody or something for which a person or organization is responsible
Rules	a principle or regulation governing conduct, action, procedure, arrangement, etc.: the rules of chess. 2. the code of regulations observed by a religious
Role Model	A person who serves as an example of the values, attitudes, and behaviors associated with a role . For example, a father is a role model
Safety	The state of being "safe" the condition of being protected against physical, social, spiritual, financial, political, emotional.
Self-esteem	To reflect a person 's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self.
Tobacco	What are the street names/slang terms? Chew, Dip, Fags, Smoke. Tobacco is an agricultural crop. What does it look like? Brown cut up leaves.
Violence	"The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community,
Wellness	Is merely a balance physical health, exercise or nutrition. It is the full integration of states of physical, mental, and spiritual well-being .
Weight	the amount or quantity of heaviness or mass; amount a thing weighs, a measure of the heaviness of an object; the amount anything weighs