

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**HEALTH AND SAFETY**

**5–9<sup>th</sup> grades**

**Curriculum for comprehensive schools**

## 5<sup>th</sup> grade

(35 hours, of which 4 hours are reserve hours)

Expected outcomes of students' learning and cognitive activity	Content of study materials
<b>Section 1. Human health (5 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- principles of safe life activity;</li> <li>- plan of actions in case of dangerous situation;</li> <li>- emergency telephone numbers;</li> <li>- who should I contact if I feel unwell;</li> <li>- hazards that may occur at public transport stops;</li> <li>- rules of behavior of passengers of public transport at the bus stop, during boarding, driving and unloading;</li> <li>- hazards that may threaten passengers on crowded transport;</li> <li>- safety devices in the car and public transport;</li> <li>- pedestrian safety.</li> </ul> <p><b>Activity component</b>  <i>Students:</i></p> <ul style="list-style-type: none"> <li>- give examples of safe and dangerous situations;</li> <li>- explain influence of lifestyle on health;</li> </ul> <p><i>are able to:</i></p> <ul style="list-style-type: none"> <li>- measure body temperature;</li> <li>- use techniques of how to keep calm in case of dangerous situation;</li> <li>- determine the number of lanes using road signs, road surface marking and "by eye";</li> <li>- cross a multi-lane road or road with limited visibility;</li> <li>- behave safely at a public transport stop;</li> <li>- interpret icons in the subway;</li> <li>- take safe position in case of public transport accident;</li> <li>- act correctly in case of fire in the passenger compartment;</li> <li>- follow the rules of behavior on public transport.</li> </ul>	<p><b>Human life and health</b>            Healthy lifestyle.            Safety and danger. Principles of safe life activity.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Modelling of behavior in case of feeling unwell**</li> <li>• Practicing skills of measuring body temperature*</li> <li>• Practicing plan of actions in case of dangerous situation**</li> </ul> <p><b>Road safety</b>            Pedestrian safety. Types of pedestrian crosswalks. Road surface marking. Crossing a multi-lane road.            Safety at public transport stops. Passenger safety. Rules of use of public transport. Passenger ethics. Passenger behavior in case of accident.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Practicing skills of analyzing the traffic situation, including in conditions of limited visibility**</li> <li>• Making balanced decisions of crossing the road*</li> <li>• Modeling situation of refusing offers to cross the road in dangerous place**</li> <li>• Practicing skills of behavior in transport*</li> <li>• Modeling passenger behavior in case of public transport accident.</li> </ul>
<b>Section 2. Mental and spiritual components of health (5 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- stages of active listening;</li> <li>- signs of expressing feelings;</li> </ul> <p><i>are able to:</i></p> <ul style="list-style-type: none"> <li>- make a daily routine;</li> </ul>	<p><b>Ability to learn</b>            Effective time management. Student's daily routine. Workplace accommodation.            Conditions for successful learning. Development of abilities. Creating motivation to learn.</p>

<ul style="list-style-type: none"> <li>- identify and take into account individual characteristics of perception and memory;</li> <li>- prepare for tests;</li> <li>- use different learning techniques;</li> <li>- show respect for adults and peers;</li> <li>- counteract disrespect in own environment.</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>give examples of</i> how to take rest during classes;  <i>analyze</i> the consequences of lack of organization.</p>	<p>Types of information perception. Active listening. Techniques to improve memory. Preparation for the test.</p> <p><b>Respect for yourself and others</b>  Human uniqueness. Development of self-esteem. Respect and tolerance for other people. Ability to work together.  Feelings and emotions. Expressing feelings. Ways to express feelings. Empathy and compassion.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Practicing skills of time scheduling taking into account all the rules of healthy lifestyle "My daily routine".</li> <li>• Practicing skills of successful learning in the classroom. Practicing skills of effective self-learning (library, Internet, distance learning)**</li> <li>• Performing exercises to develop self-esteem and respect for other people. Practicing skills of expressing feelings.</li> </ul>
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**Section 3. Physical component of health (5 hours)**

<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- advantages of physical culture and sports for character development;</li> <li>- safety equipment during sports;</li> <li>- rules for using the pool;</li> <li>- ways to self-rescue and rescue someone who has fallen through the ice;</li> </ul> <p><i>are able to:</i></p> <ul style="list-style-type: none"> <li>- perform exercises to form the correct posture and ocular gymnastics;</li> <li>- calculate the maximum mass of own backpack;</li> <li>- choose safety equipment when roller skating and skateboarding;</li> <li>- give first aid for falls and sports injuries;</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>analyze:</i></p> <ul style="list-style-type: none"> <li>- effects of sleep deprivation on health and learning;</li> <li>- influence of television and computers on health;</li> </ul> <p><i>follow</i> the rules for watching TV shows and working on computer.</p>	<p><b>Physical factors of health</b>  Principles and methods of cold exposure training.  Motion activity.  Prevention of postural and visual acuity disorders.  Prevention of injuries during outdoor games and sports. Rules for safe behavior in the pool and on the ice.  Rest of student. Signs of overwork. Conditions for healthy sleep.  Influence of television and computer on health.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Performing exercises to form the correct posture and ocular gymnastics.</li> <li>• Calculating the maximum weight of backpack*</li> <li>• Modeling situation of providing first aid for sports injuries**</li> <li>• Modeling situations of self-rescue and rescue someone who has fallen through the ice**</li> <li>• Drawing up a memo concerning watching TV and using computer*</li> </ul>
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## Section 4. Social component of health (16 hours)

<p><b>Knowledge component</b>  <i>Students:</i>  name the conditions for effective communication;</p> <p><b>Activity component</b>  <i>Students:</i>  give examples of:</p> <ul style="list-style-type: none"> <li>- rules of behavior at school;</li> <li>- exercise of children's rights; violations of children's rights;</li> <li>- responsibilities of students at school and at home;</li> <li>- behaviors that enhance friendship;</li> <li>- situations when you should not agree to proposal of peers;</li> </ul> <p><i>are able to:</i></p> <ul style="list-style-type: none"> <li>- confidently communicate with peers and adults, if necessary, turn to them for help;</li> <li>- counteract aggression and violence in the student environment.</li> </ul>	<p><b>Topic 1. Social well-being</b>  <b>Right to health</b>  Children's rights. Responsibilities of student and citizen.</p> <p><b>Communication and health</b>  Effective communication. Benefits of confident behavior.  Communication with adults. Respect for parents and teachers. Mutual assistance of family members.  Communication with peers. Relations between boys and girls. Counteraction to aggression and violence in the student environment.  Secure communication on the Internet</p> <p><b>Social danger of infectious diseases</b>  "Social danger of infectious diseases and prevention of discrimination against people with HIV, tuberculosis, URTI, etc."</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Children's rights and obligations (drawing up a memo)*</li> <li>• Practicing skills of effective communication**</li> <li>• Secure communication on the Internet**</li> <li>• Practicing skills of confident behavior: modeling situations of addressing to parents, teachers, and other adults.</li> <li>• Analyzing family expenses when one of the family members have URTI*</li> </ul>
<p><b>Knowledge component</b>  <i>Students name:</i></p> <ul style="list-style-type: none"> <li>- possible ways for burglars to enter home;</li> <li>- risk factors while staying outdoor without adults;</li> <li>- conditions for combustion;</li> <li>- causes of house fires;</li> <li>- outdoor places of increased danger;</li> <li>- types of natural disasters;</li> <li>- signs of safe beach, situations when you should not go swimming, dangers threatening the swimmers;</li> </ul> <p><b>Activity component</b>  <i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>- study security of own home with adults;</li> <li>- reuse plastic packaging;</li> <li>- refuse offers to play in dangerous places, to light bonfires, to damage public property;</li> <li>- extinguish small fires, including those caused by electric shock;</li> </ul>	<p><b>Topic 2. Safety in everyday life and the environment</b>  <b>Fire safety</b>  Causes and methods of extinguishing small fires. Features of extinguishing electrical appliances. Respiratory protection in case of fire.</p> <p><b>Child in an autonomous situation</b>  Safety in everyday life. Risks of domestic injury, telephone and television fraud, entering home by burglars.  Outdoor security. Places of increased danger. Extreme situations (when communicating with people) with strangers.</p> <p><b>Safe environment</b>  Impact of environmental pollution on human life and health. Ways to preserve the natural environment.  Natural disasters. Rules of behavior during strong winds, thunderstorms, and in case of flooding. Improvised rescue measures.</p>

<ul style="list-style-type: none"> <li>- evacuate safely from own home and school premises;</li> <li>- protect the respiratory system from toxic gases;</li> <li>- behave safely during strong winds, thunderstorms, and flooding;</li> <li>- make life-saving means from materials at hand;</li> <li>- help a person with signs of heat exhaustion and heatstroke;</li> <li>- give first aid for drowning;</li> </ul> <p><i>follow</i> the safety rules at home and on the street, when using the Internet, during outdoor activities.</p>	<p>Outdoor activities. Rules for swimming in bodies of water. Actions in dangerous situations on the water.</p> <p><b><i>Practical tasks that are part of the activity component</i></b></p> <ul style="list-style-type: none"> <li>• Practicing skills of evacuating from school premises. Practicing skills of protecting the respiratory system from toxic gases**</li> <li>• Studying security of own home*</li> <li>• Modeling safe behavior with people.</li> <li>• Practicing safe behavior in crowded places.</li> <li>• Practicing skills of avoiding games in dangerous places.</li> <li>• Creating DIY for reusing plastic packaging*</li> <li>• Practicing skills of safe behavior during strong winds, thunderstorms, and flooding.</li> <li>• Making life-saving means from materials at hand*</li> <li>• Modeling situation of helping a person with signs of heat exhaustion and heatstroke**</li> </ul>
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## 6<sup>th</sup> grade

(35 hours, of which 4 hours are reserve hours)

Expected outcomes of students' learning and cognitive activity	Content of study materials
<b>Section 1. Human health (4 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- health components;</li> <li>- types and risk factors for life and health;</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>are able to:</i></p> <ul style="list-style-type: none"> <li>- choose clothes and shoes in adverse weather conditions;</li> <li>- assess the risk in everyday situations;</li> <li>- behave safely when communicating with strangers;</li> <li>- avoid criminal dangers;</li> <li>- discuss with parents the measures of personal property protection;</li> </ul> <p><i>take</i> active position on saving water, electricity, participating in environmental activities, and responsible behavior in nature.  <i>demonstrate</i> the ways of self-control and plan of actions in extreme situations.</p>	<p><b>Human life and health</b>            Life safety. Health and well-being. Healthy life skills. Active longevity</p> <p><b>Risks and dangers</b>            Concept of risk. Justified and unjustified risks. Risk assessment in everyday life. Extreme and emergency situations.</p> <p><b>Environment and health</b>            Natural factors affecting human health. Environmental hazards. Influence of the man-made environment on human health. Environmental problems. Social environment and health. Protection against criminal dangers.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Modeling behavior under changing climatic conditions.</li> <li>• Choosing clothing in adverse weather conditions*</li> <li>• Practicing plan of actions in extreme situation.</li> <li>• Drawing up memos to prevent criminal dangers.</li> <li>• Drawing up memos concerning personal property protection (apartment, bike, mobile phone)*</li> </ul>
<b>Section 2. Physical component of health (6 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- components of personal hygiene;</li> <li>- components of food products and their origin;</li> <li>- features of nutrition in adolescence;</li> <li>- principles of healthy nutrition;</li> <li>- factors influencing the formation of eating habits;</li> <li>- consequences of poor nutrition;</li> <li>- causes and symptoms of food poisoning.</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>are able to:</i></p>	<p><b>Nutrition and health</b>            Importance of water and nutrition for the development and health of teenagers. Nutrients. Features of nutrition in adolescence. Eating habits. Principles of healthy nutrition: food energy and energy consumption depending on physical activity. Prevention of iodine deficiency and diabetes. Rules for purchasing, processing and storing food products. First aid for food poisoning.</p> <p><b>Personal hygiene</b>            Components of personal hygiene. Skin care. Oral hygiene. Personal hygiene during physical education and sports.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Analyzing food labeling**</li> </ul>

<ul style="list-style-type: none"> <li>- determine a balanced diet, food energy and energy consumption depending on physical activity;</li> <li>- store and consume iodized salt;</li> <li>- analyze information on food packaging;</li> <li>- prevent food poisoning;</li> <li>- give first aid for food poisoning;</li> </ul> <p><i>follow</i> the rules of healthy nutrition and rules of personal hygiene.</p>	<ul style="list-style-type: none"> <li>• Drawing up a memo "Rules of personal hygiene"*</li> <li>• Practicing plan of actions for giving aid for food poisoning.</li> <li>• Determining the diet balance.</li> </ul>
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**Section 3. Mental and spiritual components of health (6 hours)**

<p><b>Knowledge component</b> <i>Students:</i> <i>name:</i></p> <ul style="list-style-type: none"> <li>- features of mental development of teenagers;</li> <li>- factors influencing decision-making and habit formation;</li> <li>- benefits of adequate self-esteem;</li> <li>- consequences of bad habits;</li> <li>- benefits of healthy habits;</li> <li>- explain:</li> <li>- influence of self-esteem on human behavior and health;</li> <li>- influence of healthy habits on health;</li> <li>- harmful effects of psychoactive substance use on health of teenagers;</li> <li>- algorithm for making balanced decisions;</li> <li>- need to refuse offers of psychoactive substance use;</li> <li>- impact of HIV infection on human body.</li> </ul> <p><b>Activity component</b> <i>Students:</i> <i>analyze:</i></p> <ul style="list-style-type: none"> <li>- common myths about psychoactive substances;</li> <li>- content and purpose of commercial advertising;</li> <li>- are able to:</li> <li>- analyze own habits;</li> <li>- create plan for forming healthy habit;</li> <li>- critically analyze advertising messages;</li> <li>- refuse dangerous offers from strangers, friends, and counteract pressure of group of friends;</li> </ul> <p><i>show</i> tolerant attitude towards HIV-positive people</p>	<p><b>Habits and health</b> Mental development of teenager and signs of harmonious development. Human needs and their development with age. Human needs, their development with age. Skills and habits. Influence of habits on health. Healthy and bad habits. Factors of habit formation.</p> <p><b>Self-esteem and health</b> Concept of self-esteem. Types of self-esteem. Formation of adequate self-esteem.</p> <p><b>Critical thinking and decision-making skills</b> Types of decisions. Algorithm for making balanced decisions. Decisions that are important for health. Influence of advertising on a person's decision. Types of advertising. Social and commercial advertising. Psychoactive substances and health. Positive and negative influence of peers. Counteraction to pressure and manipulation. Tolerant attitude towards people living with HIV.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Self-improvement project* (selection, planning and achievement of the goal).</li> <li>• Creating a plan for forming healthy habit (or giving up a bad habit).</li> <li>• Modeling situation of making balanced decisions</li> <li>• Modeling situation of refusing dangerous offers.</li> <li>• Analyzing monetary expenses related to bad habits*</li> <li>• Analyzing social and commercial advertising*</li> </ul>
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**Section 4. Social component of health (15 hours)**

<p><b>Knowledge component</b> <i>Students:</i> <i>name:</i></p>	<p><b>Topic 1. Social well-being</b> <b>Communication and health</b></p>
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<ul style="list-style-type: none"> <li>- types of relations, methods of improving relations;</li> <li>- ways and stages of constructive conflict resolution;</li> <li>- give examples of:</li> <li>- relations in family and with peers;</li> <li>- factors of inciting conflicts</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>analyze:</i></p> <ul style="list-style-type: none"> <li>- advantages and disadvantages of different communication styles;</li> <li>- own relations with other people;</li> </ul> <p><i>are able to:</i></p> <ul style="list-style-type: none"> <li>- behave confidently in different life situations;</li> <li>- avoid misunderstandings in communication;</li> <li>- be tolerant of the tastes and views of others;</li> <li>- resolve conflicts, avoid escalation of conflicts, control emotions in conflict situations;</li> <li>- choose healthy social circle;</li> <li>- counteract aggression and violence in own environment;</li> </ul> <p><i>follow the rules of:</i></p> <ul style="list-style-type: none"> <li>- communication with classmates and family members;</li> <li>- friendly communication between girls and boys.</li> </ul>	<p>Means of communication. Communication styles. Communication skills. Importance of confident behavior for health.</p> <p>Types of relations. Relations in the family, classroom, and teenage environment.</p> <p>Secure communication on the Internet (social networks)</p> <p><b>Conflicts and health</b></p> <p>Concept of conflict. Types and methods of conflict resolution.</p> <p>Constructive conflict resolution. Prevention of conflict escalation. Self-control in conflict situations.</p> <p><b>Relations with peers</b></p> <p>Teenage groups. Signs of friendly, unfriendly, and dangerous groups. Ways to counteract aggression and violence in teenage environment.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Developing skills of confident behavior in life situations.</li> <li>• Drawing up a plan to improve interpersonal relations*</li> <li>• Modeling situation with constructive conflict resolution. Practicing self-control skills in conflict situations.</li> </ul>
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- dangerous situations that may arise at home;</li> <li>- main causes of fires;</li> <li>- advantages and disadvantages of different types of fire extinguishers;</li> <li>- signs of factory accident;</li> <li>- rules for transporting goods and performing maneuvers on bike;</li> <li>- types and phone numbers of emergency services;</li> <li>- main components of home first-aid kit and their purpose;</li> </ul> <p><i>explain:</i></p> <ul style="list-style-type: none"> <li>- meaning of the concept "fire triangle";</li> <li>- need to use bike helmet;</li> <li>- rules for storage and use of medicines and household chemicals;</li> <li>- need for first aid;</li> </ul> <p><i>analyze</i> the consequences of improper transportation of goods by bike;</p>	<p><b>Topic 2. Safety in everyday life and the environment</b></p> <p><b>Safety in everyday life</b></p> <p>Rules for using gas appliances, electrical appliances, water supply, and heating networks. Safety when using household chemicals.</p> <p><b>Fire safety of home</b></p> <p>Causes of fires. Stages of fire development. Fire department. Fire prevention. Evacuation plan for your home.</p> <p>Fire extinguishers. Respiratory protection in the fire area. Actions in case if clothing catches fire.</p> <p><b>Living in industrial area</b></p> <p>Types of hazardous industrial facilities. Actions of student in case of factory accident. Materials at hand for protection.</p> <p><b>Traffic safety for cyclists.</b> Bike structure elements affecting traffic safety. Cycling clothing. Cycling safety equipment.</p> <p>Traffic code for cyclists. Rules for transporting goods and performing maneuvers on bike.</p>



*are able to:*

- use the gas stove, turn off the water valves, turn off the electricity on distribution board;
- evacuate from premises in case of fire in an orderly manner;
- check the fire safety of own home;
- use appropriate fire extinguishing agents for different types of fires;
- protect the respiratory system, act correctly in case if clothing catches fire;
- choose appropriate plan of actions in case of civil defense siren;
- choose clothes for cycling;
- choose safe ways to maneuver on bike;
- create brief and informative messages for rescuers;
- call rescuers and provide them with all possible assistance;
- adequately assess own capabilities and give first aid to victims of electric shock, chemical burns, poisoning, and road accidents

***Activity component***

*Students:*

*recognize:*

- non-flammable, flammable substances and materials;
- household chemicals by safety level;
- fire stages and types of fire extinguishers;
- groups of industrial facilities by consequences of accidents;
- bike structure elements affecting traffic safety;
- maneuvering signals of cyclists;
- signs of electric shock, chemical burns, poisoning;

*follow the rules of:*

- use of gas appliances, electrical appliances, water supply, heating networks, and household chemicals;
- fire safety;
- traffic for pedestrians, passengers, and cyclists.

**Behavior in extreme situations**

Emergency phone numbers. Message to the rescue services. Rules for interacting with rescuers.

First aid in case of electric shock, contact of chemicals with skin, poisoning, and road accidents.

***Practical tasks that are part of the activity component***

- Practicing skills of safe storage of medicines and household chemicals. Studying the contents of home first aid kit\*
- Practicing skills of emergency evacuation from school premises and home\*\*
- Practicing skills of safe behavior in case of danger of electric shock and help in case of electric shock\*\*
- Modeling help in case of contact of household chemicals with body and in case of poisoning with them.
- Assessing hoarding of access road for special vehicles of the state emergency service.
- Modeling situation of calling rescue services\*\*

**7<sup>th</sup> grade**

*(35 hours, of which 4 hours are reserve hours)*

Expected outcomes of students' learning and cognitive activity	Content of study materials
<b>Section 1. Human health (9 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- factors affecting health;</li> <li>- rules of healthy lifestyle;</li> <li>- causes of diseases;</li> <li>- ingress of infection;</li> <li>- principles of safe life activity;</li> <li>- types and levels of risk;</li> <li>- requirements for transportation of passengers in a truck;</li> <li>- actions of witnesses of road traffic accident;</li> <li>- causes of fires;</li> <li>- types of fuel gases;</li> <li>- rules for using stove heating;</li> </ul> <p><i>give examples of:</i></p> <ul style="list-style-type: none"> <li>- infectious and non-infectious diseases;</li> <li>- measures for prevention of infectious and non-infectious diseases;</li> <li>- flammable substances;</li> <li>- situations in which you can be poisoned with carbon monoxide;</li> <li>- fire extinguishers.</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>are able to:</i></p> <ul style="list-style-type: none"> <li>- adjust to changes in lifestyle;</li> <li>- give arguments in favor of healthy lifestyle;</li> <li>- assess the level of risk in everyday situations;</li> <li>- use headrests and seat belts;</li> <li>- take protective positions in case of accident;</li> <li>- use household gas appliances;</li> <li>- evacuate from public premises;</li> <li>- use fire-extinguishing means.</li> </ul>	<p><b>Health and lifestyle</b>            Health integrity. Benefits of healthy lifestyle. Health-promoting skills. Importance of life principles for health.</p> <p><b>Disease prevention</b>            Infectious and non-infectious diseases. Defensive mechanisms in the body and barriers to infections. Measures for prevention of infectious and non-infectious diseases.</p> <p><b>Principles of safe life activity</b>            Natural, man-made and social hazards. Types and sources of risk. Risk levels.</p> <p><b>Road safety</b>            Safety of passenger of passenger car and truck. Passenger car safety features. Safety measures when traveling by truck. Dangerous goods. Types of road traffic accidents. Body positions that reduce the risk of injury during accident. Actions of witnesses of road traffic accident.</p> <p><b>Safety at home</b>            Home security. Safety rules for using household chemicals, gas appliances and stove heating</p> <p><b>Fire safety in public places</b>            Fire safety rules at school. Fire alarm system. Primary fire-extinguishing means. Plan of actions in case of fire in public place.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Creating social advertising about healthy lifestyle*</li> <li>• Assessing everyday life risks**</li> <li>• Modeling passenger behavior in case of accident.</li> <li>• Practicing plan of actions in case of fire in public place.</li> </ul>
<b>Section 2. Physical component of health (4 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- signs of adolescence;</li> <li>- factors affecting physical development and health of teenager;</li> <li>- basic skin functions;</li> <li>- common beauty problems of teenagers;</li> </ul>	<p><b>Individual development of teenagers</b>            Signs of biological, mental, social, and spiritual maturity. Indicators of physical development of teenagers. Ways to improve own fitness.</p> <p><b>Beauty problems of teenagers</b>            Factors affecting skin health and function.</p>

<p><i>give examples of:</i></p> <ul style="list-style-type: none"> <li>- physical exercises to accelerate growth;</li> <li>- beauty products for teenagers;</li> </ul> <p><i>explain:</i></p> <ul style="list-style-type: none"> <li>- appearance of beauty problems in teenagers;</li> <li>- negative effects of smoking and alcohol on skin health.</li> </ul> <p><b>Activity component</b></p> <p><i>Students:</i> <i>are able to:</i></p> <ul style="list-style-type: none"> <li>- determine skin and hair type;</li> <li>- determine body mass index, assess the level of own physical development;</li> <li>- make an appropriate menu for monitoring body weight;</li> <li>- protect skin from adverse weather conditions;</li> <li>- use beauty products;</li> <li>- seek help in case of beauty problems;</li> </ul> <p><i>show positive attitude to the changes that occur in adolescence.</i></p>	<p>Features of maintaining skin health in adolescence, taking into account the skin type. Skin and hair care.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Determining individual indicators of physical component of health.</li> <li>• Determining skin and hair type.</li> <li>• Choosing beauty products based on age and skin type (project)*</li> </ul>
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### Section 3. Mental and spiritual components of health (9 hours)

<p><b>Knowledge component</b></p> <p><i>Students:</i> <i>name:</i></p> <ul style="list-style-type: none"> <li>- signs of intellectual and emotional development of teenagers;</li> <li>- signs of psychological balance;</li> <li>- survival factors in extreme situations;</li> <li>- ways to manage stress;</li> <li>- stages of conflict development;</li> <li>- ways to resolve conflicts;</li> <li>- stages of constructive conflict resolution;</li> </ul> <p><i>recognize:</i></p> <ul style="list-style-type: none"> <li>- feelings and emotions;</li> <li>- constructive and non-constructive criticism;</li> <li>- conflicts of opinion and conflicts of interest.</li> </ul> <p><b>Activity component</b></p> <p><i>Students:</i> <i>give examples of:</i></p> <ul style="list-style-type: none"> <li>- techniques to improve memory;</li> <li>- factors of stress in extreme situations;</li> </ul> <p><i>explain:</i></p> <ul style="list-style-type: none"> <li>- role of values in human life;</li> <li>- influence of self-esteem on human behavior;</li> <li>- effect of stress maintenance;</li> <li>- impact of stress on health;</li> </ul>	<p><b>Mental and spiritual development</b></p> <p>Features of mental development of teenagers. Development of needs. Spiritual development of the individual. Life values and health.</p> <p><b>Ability to learn</b></p> <p>Conditions for successful learning. Development of perception, attention, memory, and creativity</p> <p><b>Emotional well-being</b></p> <p>Influence of emotions on health and decision-making. Culture of expressing feelings. Methods of self-control. Signs of psychological balance. Stress factors and survival in extreme situations</p> <p><b>Conflicts and health</b></p> <p>Causes and stages of conflict development. Inciting conflicts. Ways to resolve conflicts constructively.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Exercises for concentration, development of memory and imagination**</li> <li>• Practicing skills of self-control.</li> <li>• Practicing skills of time scheduling.</li> <li>• Modeling ways to resolve conflicts constructively.</li> <li>• Self-help and stress relief.</li> </ul>
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<p><i>are able to:</i></p> <ul style="list-style-type: none"> <li>- analyze own value system;</li> <li>- activate own intellectual abilities;</li> <li>- respond adequately to criticism;</li> <li>- make balanced decisions;</li> <li>- apply self-control techniques;</li> <li>- recognize signs of stress;</li> <li>- reduce the overall stress load;</li> <li>- prevent inciting conflicts;</li> <li>- resolve conflicts constructively.</li> </ul>	<ul style="list-style-type: none"> <li>• Forming positive adequate self-esteem.</li> </ul>
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#### **Section 4. Social component of health (9 hours)**

<p><b><i>Knowledge component</i></b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- signs of safe and dangerous social environment;</li> <li>- articles of the Criminal Code of Ukraine on liability for crimes related to the possession and distribution of drugs;</li> <li>- tuberculosis transmission routes;</li> <li>- signs of active tuberculosis;</li> </ul> <p><b><i>Activity component</i></b>  <i>Students:</i>  <i>analyze:</i></p> <ul style="list-style-type: none"> <li>- factors of social security of own locality;</li> <li>- opportunities to exercise own rights;</li> </ul> <p><i>are able to:</i></p> <ul style="list-style-type: none"> <li>- choose movies and TV shows promoting a valuable attitude to life and health;</li> <li>- establish partnerships with family and friends;</li> <li>- neutralize possible negative impact of advertising;</li> <li>- refuse an offer to use drugs;</li> <li>- assess the risks of HIV infection in different situations;</li> <li>- reduce the risk of tuberculosis;</li> </ul> <p><i>show:</i></p> <ul style="list-style-type: none"> <li>- negative attitude to the use of psychoactive substances;</li> <li>- negative attitude to stigma and discrimination of people living with HIV.</li> </ul>	<p><b>Social health factors</b>  Social security of the locality. State protects the rights of the child. Role of the youth movement in formation of healthy lifestyle of young people. Youth-friendly clinics. Influence of mass media on health.  The child's immediate environment. Influence of family and friends. Principles of forming interpersonal relations. Types of teenage groups. Signs of dangerous groups.</p> <p><b>Diseases of civilization</b>  Social factors for "diseases of civilization" risk. Prevention of cardiovascular diseases, cancer, diabetes, and obesity.  Influence of commercial advertising on health: Computer, video game and Internet addiction.</p> <p><b>Prevention of diseases of social significance</b>  Consequences of drug use. Provisions of criminal legislation concerning fight against drug trafficking. Counteraction to drug use.  Measures for preventing infectious diseases (HIV, tuberculosis, etc.) at the state and personal levels. Legislation of Ukraine concerning fight against HIV epidemic. Causes and consequences of stigma and discrimination.</p> <p><b><i>Practical tasks that are part of the activity component</i></b></p> <ul style="list-style-type: none"> <li>• Drawing up a list of phone numbers of medical facilities, psychological and social services for young people, and private consulting rooms*</li> <li>• Creating healthy lifestyle advertising.</li> <li>• Practicing skills of establishing partnerships with family and friends.</li> <li>• Ways to counteract negative social influence.</li> </ul>
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**8<sup>th</sup> grade**

*(35 hours, of which 4 hours are reserve hours)*

Expected outcomes of students' learning and cognitive activity	Content of study materials
<b>Section 1. Human health (6 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- components and signs of physiological, psychological and social maturity;</li> <li>- signs of emergency situations;</li> <li>- types and levels of emergencies;</li> <li>- human rights and obligations in emergency situations and during elimination of their consequences;</li> </ul> <p><i>give examples of:</i></p> <ul style="list-style-type: none"> <li>- social roles that people perform throughout their lives;</li> <li>- emergency situations of natural, man-made and social origin;</li> </ul> <p><i>recognize:</i></p> <ul style="list-style-type: none"> <li>- signs of emergency situations;</li> <li>- degrees of thermal burns;</li> <li>- situations for first aid;</li> </ul> <p><i>explain:</i></p> <ul style="list-style-type: none"> <li>- role of life skills for people's adaptation in the modern world.</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>are able to:</i></p> <ul style="list-style-type: none"> <li>- assess the risk level in emergency situations;</li> <li>- perform the simplest rescue operations;</li> <li>- use personal protective equipment and rescue equipment;</li> <li>- determine condition of the victim;</li> <li>- perform an algorithm to rescue people in fire and algorithm to give first aid to the victim;</li> </ul> <p><i>follow the rules of:</i></p> <ul style="list-style-type: none"> <li>- evacuation from danger zone;</li> <li>- personal safety during first aid.</li> </ul>	<p><b>On the threshold of adulthood</b>            Physiological, psychological and social maturity.            Social roles and life skills in the modern world.</p> <p><b>Emergency situations</b>            Classification of emergency situations. Basic principles of rescue and protection of people in emergency situations. Main provisions of the legislation of Ukraine concerning rescue and protection of people in emergency situations. Determination of condition of the victim. First aid in emergency situations. Algorithm to rescue people in case of fire.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Practicing plan of actions when receiving media reports about emergency situations**</li> <li>• Practicing skills of rescuing people in fire.</li> <li>• Practicing skills of giving first aid to the victim.</li> </ul>
<b>Section 2. Physical component of health (5 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- main components of health-improving systems;</li> <li>- causes of food poisoning;</li> </ul> <p><i>give examples of:</i></p>	<p><b>Health-improving systems</b>            Concept of health-improving systems and their components.</p> <p><b>Food safety</b>            Food choice. Traditional and modern food systems. Prevention of diseases caused by unbalanced diet. Food additives.</p>

<ul style="list-style-type: none"> <li>- traditional and modern health-improving systems;</li> <li>- dishes of their national cuisine;</li> <li>- poisonous plants and fungi of native region;</li> </ul> <p><i>recognize:</i></p> <ul style="list-style-type: none"> <li>- myths and facts about diets;</li> <li>- symptoms of food poisoning.</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>explain:</i></p> <ul style="list-style-type: none"> <li>- how eating habits are formed;</li> <li>- principles of healthy nutrition;</li> <li>- harm of the unbalanced diet;</li> <li>- need for advice on the use of food additives;</li> </ul> <p><i>are able to</i> give first aid for food poisoning and enteric infections;</p> <p><i>follow the rules of:</i></p> <ul style="list-style-type: none"> <li>- healthy nutrition;</li> <li>- processing and storage of food products.</li> </ul>	<p>Symptoms of food poisoning. Poisonous plants and fungi. Prevention of food poisoning. First aid for food poisoning and enteric infections.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Practicing skills of aid skills for food poisoning and enteric infections.</li> </ul>
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### Section 3. Mental and spiritual components of health (5 hours)

<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- stages and tasks of psychosocial development of personality;</li> <li>- components of own spiritual development;</li> <li>- structure of human needs;</li> <li>- signs of external and internal beauty;</li> <li>- factors promoting and hindering the development of intelligence;</li> </ul> <p><i>give examples of:</i></p> <ul style="list-style-type: none"> <li>- physiological, social and spiritual needs;</li> <li>- possible dangerous consequences of plastic surgery, piercings and tattoos;</li> <li>- principles of effective memory, alertness;</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>recognize</i> advertising strategies related to fashion industry;  <i>are able to:</i></p> <ul style="list-style-type: none"> <li>- use techniques of effective reading and memory;</li> <li>- make memory cards;</li> </ul> <p><i>show</i> commitment to success and perseverance in achieving goals.</p>	<p><b>Personality development</b>  Biosocial nature of the individual. Personality development. Development of self-awareness in adolescence.  Components of spiritual development of personality. Formation of system of values. Moral development of personality. Hierarchy of needs. Planning for the future.</p> <p><b>Beauty and health</b>  Ideals of beauty and health. Influence of fashion trends on health.</p> <p><b>Ability to learn</b>  Components of the ability to learn. Importance of commitment to success. Barriers to effective learning. Development of logical and imaginative thinking.  Principles of memory. Development of memory and attention.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Practicing algorithm for setting and achieving the goal.</li> <li>• Modeling techniques for effective memory and alertness.</li> <li>• Exercises for developing memory and attention.</li> </ul>
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### Section 3. Social component of health (15 hours)

<p><b>Knowledge component</b>  <i>Students:</i></p>	<p><b>Topic 1. Social well-being</b>  Social aspects of puberty.</p>
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<p><i>name</i> the ways of HIV and STDs transmission and methods of protection; <i>give examples of:</i></p> <ul style="list-style-type: none"> <li>- expressing feelings of friendship, affection, and love;</li> <li>- bacterial and viral STDs.</li> </ul> <p><b>Activity component</b> <i>Students:</i> <i>recognize</i> situations with risk of sexual violence; <i>explain:</i></p> <ul style="list-style-type: none"> <li>- impact of psychoactive substances on the development of reproductive system of teenagers;</li> <li>- reasons for abstaining from early sexual relations;</li> </ul> <p><i>know</i> how to refuse dangerous offers; <i>follow</i> the rules of equal and non-violent communication between the sexes.</p>	<p>Communication between boys and girls. Principles of equal communication. Features of effect of tobacco smoke, alcohol and drugs use on the development of reproductive system of teenagers. Psychological and social consequences of early sexual relations, teenage pregnancy. Risk of HIV infection, sexually transmitted diseases (STDs) and methods of protection. Criminal liability for sexual offences.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Practicing algorithm for refusing dangerous offers under conditions of coercion.</li> <li>• Practicing rules of equal and non-violent rights communication (drawing up a memo).</li> </ul>
<p><b>Knowledge component</b> <i>Students:</i> <i>name:</i></p> <ul style="list-style-type: none"> <li>- main groups of risk factors causing the road traffic accidents;</li> <li>- safety measures for motorcyclists and motorcycle passengers;</li> <li>- functions of law enforcement agencies of Ukraine to preserve the life and health of citizens;</li> <li>- rights, obligations and liability for offenses for different age groups;</li> </ul> <p><i>give examples of:</i></p> <ul style="list-style-type: none"> <li>- reduction of impact of risk factors causing the road traffic accident;</li> <li>- factors of man-made impact on the environment;</li> <li>- methods of treatment and additional treatment of drinking water;</li> <li>- dangerous situations related to human trafficking, involvement in destructive social groups with manifestations of terrorism.</li> </ul> <p><b>Activity component</b> <i>Students:</i> <i>recognize:</i></p> <ul style="list-style-type: none"> <li>- priorities for driving through intersections, narrow and difficult road sections by road users;</li> <li>- safe sources of drinking water;</li> <li>- actions committed within justifiable self-defense and exceeding these limits;</li> </ul> <p><i>explain:</i></p>	<p><b>Topic 2. Safety in everyday life and the environment</b> <b>Road safety</b> Traffic management. Model of safe road environment (accident triangle). Traffic code. Traffic control. Traffic priority. Motorcycle and safety. Rules for motorcyclists and motorcycle passengers. Danger of driving under the influence of alcohol. <b>Environmental safety</b> Environmental pollution and health. Drinking water and health. Danger of swimming in polluted bodies of water. Atmospheric pollution and its impact on health. Influence of transport on the environment and health. Impact of soil pollution on health. <b>Social security</b> Legal liability and laws of Ukraine. Rights, obligations and legal liability of minors. Types of offenses. Behavior of teenagers in case of detention by police. Protection from criminal dangers. Self-defense and its limits. Combating human trafficking. Child homelessness and neglect. Danger of involvement in destructive social groups. Threat of terrorism. <b>Information security</b> Influence of mass media on human health and behavior. Computer security. Security on the Internet.</p>

- model of safe road environment (accident triangle);
- impact of environmental and social information hazard factors on health;
- rules of behavior in case of threat of robbery, hostage-taking;

*are able to:*

- make responsible decisions and refuse dangerous offers related to motorcycle riding;
- use the simplest methods of self-defense; behave correctly when detained by law enforcement agencies;
- critically analyze media reports;

*follow:*

- road safety rules;
- safety rules for using computer or Internet.

***Practical tasks that are part of the activity component***

- Setting traffic priorities\*\*
- Practicing skills of refusing dangerous offers related to vehicles driving.
- Practicing the ability to avoid attacks, robberies, and involvement in destructive social groups.



**9<sup>th</sup> grade**

*(35 hours, of which 4 hours are reserve hours)*

Expected outcomes of students' learning and cognitive activity	Content of study materials
<b>Section 1. Human health (3 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- motivating factors for healthy lifestyle;</li> <li>- factors affecting health;</li> </ul> <p><i>give examples of:</i></p> <ul style="list-style-type: none"> <li>- long-term and short-term effects of different lifestyles;</li> <li>- holistic approach to health</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>recognize</i> signs of health, illness, and intermediate conditions;  <i>show</i> high level of motivation for healthy lifestyle, self-confidence, and positive attitude to their life prospects.</p>	<p>Maintaining healthy lifestyle.            Modern concept of health. Relation between physical, mental, social and spiritual components of health.            Factors affecting public health.            Spheres of human life</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Analyzing own lifestyle and personal goals.</li> <li>• Long-term planning taking into account important spheres of life.</li> </ul>
<b>Section 2. Physical component of health (6 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- indicators of physical fitness;</li> <li>- factors of physical health development;</li> </ul> <p><i>give examples of:</i></p> <ul style="list-style-type: none"> <li>- popular types of physical activity;</li> <li>- aerobic and anaerobic activity;</li> <li>- hygiene procedures.</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>are able to:</i></p> <ul style="list-style-type: none"> <li>- determine own body mass index, safely monitor own body weight;</li> <li>- rapidly assess and monitor health;</li> </ul> <p><i>follow</i> the rules of personal hygiene, balanced diet and physical activity.</p>	<p><b>Maintaining and strengthening physical component of health</b>            Interrelation of physical health components.            Types of physical activity. Influence of physical activity on physical, psychological and social well-being of a person.            Components of personal hygiene. Hygiene procedures.            Biological rhythms and health. Importance of sleep for teenagers.            Nutrition for different physical activities.            Body weight control.</p> <p><b>Health monitoring</b>            Types of monitoring physical component of health. Indicators of physical health.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Calculating diet energy according to the body energy consumption.</li> <li>• Rapid assessment of individual level of physical health.</li> </ul>
<b>Section 3. Mental and spiritual components of health (12 hours)</b>	
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- components of self-realization and self-determination;</li> </ul>	<p><b>Self-realization of the individual</b>            Self-realization in adolescence. Components of self-realization. Self-knowledge and personality formation.</p>

<ul style="list-style-type: none"> <li>- criteria for professional self-determination;</li> <li>- conditions for effective learning;</li> <li>- stages of moral development of personality;</li> </ul> <p><i>give examples of:</i></p> <ul style="list-style-type: none"> <li>- different professions;</li> <li>- factors influencing self-esteem of a person;</li> <li>- character traits by category of attitude to yourself, other people, things, and work.</li> </ul> <p><b>Activity component</b> <i>Students:</i> <i>are able to:</i></p> <ul style="list-style-type: none"> <li>- apply self-control techniques;</li> <li>- determine own learning style, apply effective learning techniques, and schedule own time efficiently;</li> <li>- analyze own life values;</li> <li>- identify life skills necessary for character improvement;</li> <li>- make plan for character improvement.</li> </ul> <p><i>recognize signs of active and passive learning.</i></p>	<p>Formation of self-esteem. Concept of self-determination. Components of self-determination. Criteria and motives for choosing a profession. Career guidance.</p> <p><b>Emotional well-being</b> Nature and types of emotions. Concept of emotional maturity. Self-control. Methods of self-control.</p> <p><b>Ability to learn</b> Conditions for effective learning. Active and passive learning. Individual features of perception and learning. Preparation for the State Final Certification. Ways to effectively learning and prepare for exams. Time schedule.</p> <p><b>Character improvement</b> Character traits. Factors determining person's character. Role of life values in character formation. Values and quality of life. Moral development of the individual. Character improvement.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Self-assessment of character. Project of self-improvement*</li> <li>• Determining individual learning style.</li> <li>• Practicing skills of rational time scheduling and preparing for the State Final Certification.</li> <li>• Identifying professional aptitudes</li> <li>• Mini-project: "Labor market analysis based on mass media materials".</li> </ul> <p>Excursion to the employment center.</p>
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**Section 3. Social component of health (10 hours)**

<p><b>Knowledge component</b> <i>Students:</i> <i>name:</i></p> <ul style="list-style-type: none"> <li>- signs of strong family;</li> <li>- risk factors for reproductive health of young people in Ukraine;</li> <li>- transmission routes of HIV, Hepatitis B and C;</li> <li>- three stages of HIV infection;</li> <li>- methods of HIV prevention at the individual and state levels, formula of individual protection;</li> <li>- main provisions of the legislation of Ukraine concerning fight against HIV/AIDS epidemic;</li> <li>- principles of HIV testing;</li> <li>- facilities providing social, psychological and medical services for young people;</li> </ul>	<p><b>Topic 1. Social well-being</b> <b>Social competence</b> Relations and communication levels. Skills of effective communication. Principles of forming interpersonal relations. Relationships with adults and peers. Value of the family. Factors of strong family. Readiness for family life.</p> <p><b>Reproductive health of young people</b> State of reproductive health of young people in Ukraine. Negative consequences of early sexual relations. Prevention of sexually transmitted diseases. Contraceptives. Impact of psychoactive substances on reproductive health.</p> <p><b>HIV/AIDS: problem of man and problem of humanity</b></p>
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<p><i>give examples of negative consequences of early sexual relations;</i></p> <p><b>Activity component</b>  <i>Students:</i>  <i>are able to:</i></p> <ul style="list-style-type: none"> <li>- communicate effectively, develop interpersonal relations;</li> <li>- assess the risks of HIV, Hepatitis B and C in life situations;</li> <li>- provide reliable information on the problem of HIV/AIDS;</li> <li>- counteract stigma and discrimination.</li> </ul>	<p>Formula of individual protection. Testing for HIV, Hepatitis B and C. Counteracting discrimination against HIV-positive people. Importance of moral values for STSs prevention. Socio-psychological and medical services of the state for young people.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Practicing techniques for effective communication with adults and peers.</li> <li>• Studying the work of facilities providing socio-psychological and medical services at the place of residence.</li> <li>• Practicing skills of obtaining reliable information about infectious and non-infectious diseases in your environment.</li> <li>• Determining the place of health in the hierarchy of own life values.</li> </ul>
<p><b>Knowledge component</b>  <i>Students:</i>  <i>name:</i></p> <ul style="list-style-type: none"> <li>- levels and types of threats and security measures at the individual, national and global levels;</li> <li>- main priorities and spheres of national security of Ukraine;</li> <li>- areas of national security;</li> <li>- global threats posed by human activity;</li> </ul> <p><i>explain:</i></p> <ul style="list-style-type: none"> <li>- role of security in the hierarchy of needs;</li> <li>- interrelation between personal, national and global security;</li> <li>- need to control the development of mankind;</li> <li>- meaning of the concept of "sustainable development" of humanity;</li> <li>- meaning of the principle: "Think globally, act locally".</li> </ul> <p><b>Activity component</b>  <i>Students:</i>  <i>recognize positive and negative consequences of technological progress;</i>  <i>are able to assess risks to human life and health at the individual and social levels;</i>  <i>show responsible attitude to the environmental problems of native region.</i></p>	<p><b>Topic 2. Modern complex of security problems</b>  Security as a human need. Types and levels of threats. Security measures. Interrelation between personal, national and global security. Concept of national security of Ukraine. Spheres of national security. Global threats posed by human activities and their impact on health. Development of environmentally friendly thinking and behavior as a component of healthy lifestyle. International environmental law. Environmental legislation of Ukraine. Concept of information society and sustainable development.</p> <p><b>Practical tasks that are part of the activity component</b></p> <ul style="list-style-type: none"> <li>• Practicing skills of risk assessment at personal level.</li> <li>• Assessing environmental hazards at the place of residence that affect the health of the community**</li> </ul>