

# **Health Curriculum Guide**

**PreK-8**

**Revised Guidelines**

**Department of Catholic Schools**

**Diocese of Tucson**

**June 2007**

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## **Acknowledgement**

**The Department of Catholic Schools deeply appreciates the work of the committee who worked to make the health curriculum a guide of action for teachers at the preschool through eighth grade level. Presenting suggested activities and assessments for each objective will assist regular classroom teachers in instructing students to make the learning relevant. We realize that you used much of your time, energy, and expertise in writing the guide and we are sincerely thankful.**

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## Introduction

The committee who worked on this health curriculum guide wishes to thank the members of the previous Health Committee of 2001. That particular curriculum was so well-written and all-encompassing, that revising it seemed at times, an enormous job. After all, what more could one add...with the exception of updating information during the six year period.

The contents of this guide are simply re-arranged by grade level, with objectives delineated as learning objectives. Suggested activities, assessments, and assignments are offered for the regular classroom teacher whose knowledge of some of the content may not be that of a health educator. Our desire was to make this a very user-friendly document.

We strongly encourage the teachers of health to continue to access the 2001 Health Curriculum for ideas on lesson planning and other possible resources to use with students. It has been our privilege to delve into this document and note the expertise with which it was written. We advise that when teaching the “Family Life and Sexuality” unit, that trained Catholic educators and/or health care professionals, counselors, religious, clergy be enlisted to participate in the discussion and teaching of content to ensure that our Catholic values are expressed openly and clearly.

The Diocese of Tucson Health Curriculum Guide is based on state health standards and is composed of six content areas. The Preschool Curriculum is based on Arizona Early Learning Standards.

The six content areas are:

- Disease Prevention
- Family Life and Sexuality
- Mental and Emotional Health
- Nutrition
- Safety
- Substance Abuse

The curriculum guide exemplifies the mission of our Catholic Schools to educate the whole child and includes the expectation that students are responsible for maintaining good individual health and for promoting the health of the community.

## PRE-SCHOOL HEALTH

### Based on the State of Arizona Early Learning Standards

#### Standard 1: Hygiene and Health Practices

Child demonstrates knowledge of personal health practices and routines. Children will begin at young age to learn skills that will assist them in making age-appropriate health choices.

Date	Objective: Students will	Activity/Assessment/Experiment
P.1.1	Demonstrate personal hygiene	Learn procedure of wiping nose; tissue to wipe nose when needed and throws the tissue away
P.1.2	Understand the importance of following health instructions	Washes and dries hands after using the toilet, after sneezing/coughing, and before eating
P.1.3	Demonstrate good health habits	Covers mouth/nose when coughing/sneezing
P.1.4	Understand the importance of physical activity	Provide regular opportunities for physical activities indoors and/or outdoors
P.1.5	Demonstrate concern and care for ill family members and/or friends	Prayer for ill individual and make a special card
P.1.6	Recognize health helpers in the community	Present and describe the roles of parents, teachers, doctors, nurse, dentist, and emergency helpers

#### Standard 2: Family Life and Social Interactions with Others

Child demonstrates knowledge of family life routines. Positive social relationships between adults and children develop in an environment where children feel safe and secure.

Date	Objective: Students will	Activity/Assessment/Experiment
P.2.1	Identify love, trust, and caring	Discussion about how God made everyone special
P.2.2	Identify a healthy and happy family	God made all families different and special Not all families are alike
P.2.3	Identify a family that looks out for each other	Describe the importance of rules in a family and how the keep everyone safe, happy, and healthy
P.2.4	Discuss and identify the members of your family	Allow the children to discuss the members of their family
P.2.5	Discuss and identify the individuals in our community	Allow the children to discuss individuals they know in the community and how we can help them
P.2.6	Interacts with others when a family member is nearby	Child will continue to play after acknowledging a family member's arrival

	P.2.7	Separates from family members without undue stress	Child doesn't cry when dropped off at school
	P.2.8	Seeks comfort and security from a familiar teacher(s)	Child occasionally seeks hugs from her teacher
	P.2.9	Responds when teacher(s) or other children initiate interactions	Child says, "I want to play outside when asked, "What do you want to do now?"
	P.2.10	Initiates and sustains positive interactions with teachers and friends	Child says, "Let's build a road for our cars." Children work together to build a road
	P.2.11	Demonstrates positive ways to resolve conflict	Child agrees to share blocks with him/her friend who wants to play with them

### Standard 3: Social Emotional Health

Child demonstrates an awareness of his or her self. Recognizes and expresses feelings of self and others. Child follows and understands rules and routines in various environments. Acknowledges the rights and property of self and others.

Date		Objective: Students will	Activity/Assessment/Experiment
	P.3.1	Demonstrate good manners	Making good choices, kindness to family/friends, and show care/concern for family/friends Discuss how Jesus want you to act toward others
	P.3.2	Identify emotions	Describe and model emotions (happy, sad, excited, worried, etc.)
	P.3.3	Identifies and describes feelings in self and others	Child says, "I am happy" Child approaches teacher and says, "Jamal is sad, He is crying"
	P.3.4	Demonstrates self-confidence	Child tells his/her friends, "I don't like that."
	P.3.5	Makes personal preferences know to others	When asked to name a favorite color, child says, "red"
	P.3.6	Demonstrates knowledge of self-identity	While looking in the mirror, child says, "I have glasses."
	P.3.7	Shows an awareness of similarities and differences between self and others	Child says, "I am bigger than you."
	P.3.8	Demonstrates refusal skills by saying, "No" to/in harmful situations	Child says, "No, I won't jump off the slide"
	P.3.9	Expresses empathy for others	When seeing a friend fall down, child asks, "Are you OK?"
	P.3.10	Manages transitions, daily routines, and expected events	When it is time for a story, child puts away the blocks and goes to circle time

	P.3.11	Understands and follows rules in the learning environment	Child puts his/her puzzle away when “Clean Up Time” is announced
	P.3.12	Accepts the consequences of actions positive or negative	Child gets a sponge to wipe up his milk, after spilling it on the table
	P.3.13	Adjusts behaviors for alternate activities and in different settings of the learning environment	Child uses a quiet voice when visiting the library
	P.3.14	Asks permission before using items that belong to others	Child asks, “May I ride the bike next?”
	P.3.15	Defends own rights and the rights of others	Child says, “Elizabeth and Joe had the bike first.”

#### **Standard 4: Nutrition**

Child will learn that good nutrition; exercise and rest are necessary for their young bodies.

Date		Objective: Students will	Activity/Assessment/Experiment
	P.4.1	Understand the importance of healthy food choices	Discuss and present healthy foods and non-healthy foods (Food Pyramid)
	P.4.2	Recognize the importance of rest and relaxation	Discuss the importance of rest, relaxation, and sleep time

#### **Standard 5: Safety**

Child demonstrates awareness and understanding of personal and environmental safety rules and how to keep themselves safe.

Date		Objective: Students will	Activity/Assessment/Experiment
	P.5.1	Demonstrate sun safety	Discuss the importance of wearing a hat, sunglasses, and sun screen when in the sun Drink water when in the sun
	P.5.2	Understand animal and plant safety	Describe the importance of asking an adult before touching or petting an animal Discuss the importance of not eating or touch a plant without asking an adult
	P.5.3	Understand the importance of fire safety	Demonstrate what to do during a fire, where to go during a fire, and stop, drop, and roll Firefighter visit your school
	P.5.4	Recognize what guns do	Describe that guns hurt and that guns are tools
	P.5.5	Identify playground safety	Discuss the rules of the playground and demonstrate how to follow these rules
	P.5.6	Understand tool safety	Discuss the importance of tool safety (scissor and goggles) Discuss what tools are how we use them
	P.5.7	Understand street safety	Discuss and demonstrate looking both ways before crossing the street, don't run in the street, and wait for adult to cross the street

	P.5.8	Understand car safety	Discuss the important of wearing a seat belt, sitting in a car seat when in the car Don't be in a car alone
	P.5.9	Understand 'good/bad' touching	Discuss touches that make you feel happy/sad. Discuss personal space
	P.5.10	Understand stranger danger	Discuss leaving with someone you do not know or without a parent/teacher letting you know
	P.5.11	Identify emergency safety practices	Practice and demonstrate calling 911 and how this is only used in an emergency

## KINDERGARTEN HEALTH

### DISEASE PREVENTION / HYGIENE

#### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity / Assessment
	K.I.1.1	Compare/Contrast feeling well and feeling ill.	Group pictures of children doing various activities or in different situations of illness as “well” or “ill”. Draw pictures of themselves when they were sick and when they were well.
	K.I.1.2	Understand germs; where they are found; how they can cause illness; how to keep out bad germs.	Complete work sheets that illustrate several “dirty” behaviors and several “clean” behaviors. They should circle the dirty ones and explain why they circled them and what should have been done, e.g., dirty – eating with dirty hands; clean – washing hands. Make posters showing ways to prevent the spread of germs. Draw pictures of places where germs are found.

#### Standard 2: Students will demonstrate the ability to access accurate health information and health promoting products and services.

Date		Objective: Students will	Activity / Assessment
	K.I.2.1	Recognize health helpers and what they do: parents, teachers, doctor, nurse, dentist, emergency helpers.	Discuss Health helpers and what they do. Identify health helpers that they can go to for information or help using different situations described by the teacher. Draw a picture of an unhealthy situation and which health helper is dealing with it, e.g., child with earache being examined by the doctor.

**Standard 3: Students will demonstrate the ability to practice health –enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity / Assessment
	K.I.3.1	Demonstrate good health habits; hand washing; bathing; teeth-brushing, wearing clean clothes; eating nutritious foods; getting enough sleep; getting enough exercise; using sunscreen before going into the sun.	Draw pictures showing the proper steps of hand-washing: wet hands, apply soap and work into a lather, rinse off soap, dry hands.
	K.I.3.2	Identify various ways of treating illness.	Draw pictures of three ways to treat illness. e.g., taking medicine, getting a shot, staying in bed, having surgery.
	K.I.3.3	Understand the importance of following health instructions.	Role play in pairs what it might happen if health instructions are not followed.

**Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.**

Date		Objective: Students will	Activity / Assessment
	K.I.4.1	Understand how illness is treated in different families of different countries.	Ask their parents and grandparents about how they were taken care of when they were ill during their childhoods. Ask them also if they came from a different country. Share with class the story of how their parents and grandparents were cared for when they were ill.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity / Assessment
	K.I.5.1	Demonstrate how to show care for ill people.	Group pictures of sick people as either “helpful” or “not helpful”, e.g., a sick person in bed with a nearby child beating on a drum; someone in a hospital bed with a visitor bringing flowers Make a card for a sick person.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision – making skills to enhance health.**

Date		Objective: Students will	Activity / Assessment
	K.I.6.1	Demonstrate goal setting for good health	Decide on 2-3 chosen helpful behaviors to work k on, e.g., regular tooth-brushing, eating more vegetables, frequent hand-watching, using sunscreen, etc.
	K.I.6.2	Demonstrate decision-making for good health.	Take home a teacher-prepared “Health Chart” for one week on which they record the times they performed their chosen healthful activities; they will return it to the teacher for evaluation and class discussion.

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity / Assessment
	K.I.7.1	Demonstrate refusal skills to avoid potential illness, e.g., not taking someone else’s medicine when offered, not eating from someone else’s food or drink when offered, not picking up “strange items” off the ground when a friend tells you to.	Role-play ways to say “NO” or to avoid unhealthy situations.
	K.I.7.2	Demonstrate healthful choices.	Make two class posters; one showing healthy activities and one showing unhealthy activities using cut-out pictures supplied by the teacher.

## NUTRITION

### Standard 1: Students will comprehend concepts related to health promotion and disease prevention

Date		Objective: Students will	Activity / Assessment
	K.II.1.1	Describe the difference between living and non-living things. Describe the food living things eat.	Make a class poster to compare and contrast how living things are the same and different.
	K.II.1.2	Understand healthy and non-healthy food choices and how they make you feel.	Draw a picture of their family eating healthy food. Have the children take it home to have parents discuss with them how often they should eat healthy food. Return the picture signed.
	K.II.1.3	Recognize which foods come from plants and which foods come from animals.	View teacher-prepared pictures of different foods. Half of the class will be animals and half will be plants. The animal half of the class will stand if a food comes from an animal and the plant half will stand if it comes from a plant.
	K.II.1.4	Understand the path of the food we eat e.g., <b>teeth</b> mash food, the <b>food tube</b> with special muscles to push the food down into the <b>stomach</b> which mashes the food even more to the <b>intestines</b> , and finally into the blood which carries food energy to every part of the body.	Complete a teacher-made activity sheet of a person with a mouth, food tube, stomach, intestines, and a brain (where the food flows) placed in a different order. Students will cut out the different sections and place them in the correct order.

**Standard 2: Students will demonstrate the ability to access accurate health information and health promoting products and services.**

Date		Objective: Students will	Activity / Assessment
	K.II.2.1	Understand that parents, relatives and friends can be good resources for healthy food choices.	Sort teacher-prepared pictures of healthy foods and non-healthy foods into groups labeled “Healthful Food” and “on-Healthful Food”. Ask (interview) at least two different relatives to write down their healthy food choices. Share their research with the class. Discuss their information and how their own family was a good resource.

**Standard 3: Students will demonstrate the ability to practice health –enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity / Assessment
	K.II.3.1	Discuss germs and how they spread.	<p>Make a mobile (i.e. wash hands, wash food, wash plates, now I am eating safely, cover nose when you sneeze). Teacher may want to cut out shapes ahead of time. Understand routines for handling food at home and in restaurants. Discuss rules for handling food at home. Discuss germs and how they spread. (Teacher put oil or Pam on her hand and sprinkle cinnamon on them so they can “see” the (germs) transferred. Wash hands and show how germs disappear.) Understand how germs are transferred if they don’t wash their hands when they play with toys in the dirt, sneeze, or after they go to the bathroom).Role-play various situations where germs are transferred because they didn’t wash their hands or the food, used a dirty plate or sneezed on the food</p> <p>Role-play stories about individuals that do not follow rules and those that do. With parents, go on a safe food hunt and report to class what foods are discarded. Draw a picture at home each day for three days of food choices and discuss outcome of the graph – healthy versus unhealthy foods</p>

**Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.**

Date		Objective: Students will	Activity / Assessment
	K.II.4.1	Discuss favorite healthy foods different families enjoy.	Bring in nutritious, familial and/or cultural food for tasting. Look smell and taste the different foods. (Native American – flat bread, Asian – rice, fish, Hispanic/Latino – beans, wheat low fat tortillas, American – buckwheat pancakes, eggs, French – bread, cheese, fruit).

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity / Assessment
	K.II.5.1	Understand eating healthy meals is a good habit.	Have taped on each of them a teacher-prepared picture of healthful food (fruit, dairy, fish, eggs, whole grains, nuts) and unhealthful food (candy, sodas, chips, French fries, cake, cookies, etc.) Form a large circle and walk to music. Each time the music stops the teacher calls out the name of the food. – If it is healthful the child moves into the circle, if it is not, the child continues to circle to the music. Discuss at the end if all the healthful food items are inside the circle and if the unhealthful food items are not in the center of the circle. Divide into groups of three and look at a teacher-prepared display of foods on paper towels: apple, carrot, tomato, butter, French fries, and cookie. Decide in small groups which foods do not have fat in them and which foods do. Discuss that foods with a lot of fat in them should be eaten occasionally. Draw a picture of a healthy meal, report when it will be eaten and if there is a variety of foods.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision –making skills to enhance health.**

Date		Objective: Students will	Activity / Assessment
	K.II.6.1	Review healthful foods, vitamins, minerals and other nutrients that the body needs to grow and are healthy.	Choose from a teacher-prepared basket of healthy and unhealthy foods (actual foods, pictures, empty containers) examples of healthy foods to be eaten throughout the day. Share choices with the class.
	K.II.6.2	Recognize healthy (nutritious) foods can be enjoyed in many different or variety of ways – apple: raw apples, applesauce, apple butter, apple juice, dried apples, and baked apples.	Complete a “goal” worksheet for one day with the help Mom or Dad. Date the sheet, list any healthy foods eaten, and times of regular meals. Share your “goal” work sheets with the class.
	K.II.6.3	Create a meal plan using a particular food in a variety of ways, e.g., <b>Apples</b> – <u>Breakfast</u> : cereal, milk, whole grain toast with <b>apple butter</b> ; <u>Lunch</u> ; sandwich, carrots, and applesauce; <u>Snack</u> : apple; <u>Dinner</u> : fish, rice, spinach, bread, apple juice.	Complete a teacher-prepared worksheet: worksheet is divided into four equal parts and each section is pre-labeled: breakfast, snack, lunch, dinner. Draw healthful foods (filled with nutrients) for each meal reflected their own cultural preferences .Two meals should have one food but eaten in two different forms.

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity / Assessment
	K.II.7.1	Understand that fruits and vegetables are very healthful and should be eaten five times a day.	Look at teacher prepared display of vegetables and fruits (actual or pictures). Divide paper into four sections and pre-label: breakfast, snack, lunch and dinner in the appropriate section being sure to use a total of five fruits and vegetables. Discuss and display pictures. Brainstorm a list of fruits and brainstorm a list of vegetables students like.

## MENTAL AND EMOTIONAL HEALTH

### Standard 1: Students will comprehend concepts related to health promotion and disease prevention

Date		Objective: Students will	Activity / Assessment
	K.III.1.1	Listen to the story of creation – God saw that it was good.	Draw a picture of themselves and a friend in the Garden of Eden and then write, “God saw that it was good”.
	K.III.1.2	Listen and discuss everyday manners.	Practice and display “good” manners in a class room setting.
	K.III.1.3	Use a wheelchair or crutches for a short period of time to experience limitation.	Write and perform a skit about someone in a wheelchair or on crutches.

**Standard 2 is not introduced at this grade level.**

### Standard 3: Students will demonstrate the ability to practice health –enhancing behaviors and reduce health risks.

Date		Objective: Students will	Activity / Assessment
	K.III.3.1	Listen to and observe some manifestations of anxiety, stress, feelings, and emotions.	Draw faces of people with various emotions. Share with the class. Talk about how emotions can make our bodies feel. Talk about good and bad feelings. Listen to and read stories about dealing with feelings such as fear, anxiety and stress.
	K.III.3.2	Explore family structure and relationships.	Role-play family members, e.g., three children getting ready for school and another student playing “mom” trying to get ready to leave for school. With the help of an adult, make a list of how to get ready for school.
	K.III.3.3	Listen to stories about friends and discuss qualities of friends	Make up games in which everyone can play. Interview another student about what they like to do and report to class.
	K.III.3.4	Discuss good and bad strangers. Explore saying “NO”.	Role-play meeting various strangers, e.g., someone offering them candy at the mall.

**Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.**

Date		Objective: Students will	Activity / Assessment
	K.III.4.1	View teacher prepared video of commercials for toys or cereal e.g., during Saturday morning cartoons. Discuss how the children behave in the commercials they view.	Draw pictures of an item being sold and draw how they should feel if they buy this product. Share with the class how they feel and how they feel if someone else has the product and they do not.
	K.III.4.2	Play with a video game either hand held or on the computer.	Keep a short journal of the video game experience e.g., who they played with, who or what did they pay most attention to, how did they feel during and after, how much time they felt they spent on this activity.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity / Assessment
	K.III.5.1	Listen and discuss the need for family and friends and the concept of sharing.	Divide a sheet of paper into six parts and draw three pictures of activities with others and three that they do by themselves. Share a treat with part of the class. Bring a bag of cookies to school and place each student's name in a hat. Draw only half of the student's names from the hat and share only with those students. Ask how the other children feel and discuss solutions to include everyone. (Make certain to include all children in the cookies after the exercise). Share an adult-prepared snack or treat in which there is not enough for everyone to have and demonstrate how to make certain that everyone is included and served.
	K.III.5.2	Discuss how healthy people have individual and social time, caring and respecting one another.	Plan a party by dividing into committees and then bringing all the information together; include aspects of inviting, declining, cleaning up, hospitality, setting the time frame and date, place, etc. This could be a classroom party e.g., Christmas, Valentines, etc.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision –making skills to enhance health.**

Date		Objective: Students will	Activity / Assessment
	K.III.6.1	Make a list by writing or drawing indicating what activities they accomplish during the week, e.g., sleeping, hygiene, meals, homework, chores, outside activities, church, time with friends.	Fill in a calendar prepared by the teacher with their activities and discuss how they decided what to include. Describe an activity and then estimate how long it will take. Then do the activity and time it. Assess if you met your goal or if you have to revise and rethink.

	K.III.6.2	Observe another student with a timer and write down how long it took them to accomplish a task. Reverse with another student.	Plan and perform an activity to make a particular part of the body work, e.g., jump rope to increase the blood flow, run to make legs and lungs stronger. Plan the time for it.
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**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity / Assessment
	K.III.7.1	Discuss how we are made in God's image and therefore have inherent dignity and are due respect.	Make up their own story about how children are animators for change. Describe a scary story or violent (not too violent) and share how they felt.
	K.III.7.2	Learn about politics and what it means to serve the community, e.g., the President of the United States helps to make laws that keep people safe, the Mayor of the City of Tucson helps to form policies that help our communities, like park development, etc.	As a class write a letter to a local official or media contact and ask for better programming for children to watch. Sign the letter and send it.

**SAFETY**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention**

Date		Objective: Students will	Activity / Assessment
	K.IV.1.1.	Demonstrate the right way to wash their hands.	Wash their hands in a make believe sink, using make-believe water and soap, and dry with a make believe towel. Teacher will do this activity. Then practice with real water, sink, etc.

	K.IV.1.2	Understand why they must not touch the body fluids of other people.	Make a “germ” using a made up creature with eyes attach it to a Popsicle stick (“germ puppets”) Also make a “Do Not Touch” sign. The teachers will role play different scenarios i.e., sneezing, coughing, and having a bloody nose (say, “Oh! I have a bloody nose” or “I cut my finger and I am bleeding”). Students will hold up their germ puppets and say, “There are germs everywhere!’ for the germ scenarios and hold up their “Do Not Touch” signs for the blood scenarios. Explain that sneezes and coughs should be covered with their hands and hands should be washed. Stress that <u>no one</u> is allowed to touch other people’s blood.
	K.IV.1.3	Identify where germs are found.	Make a hand washing poster using cut outs of all their hands with their names on them and name the poster “Wash Your Hands”. Display in the classroom.

**Standard 2: Students will demonstrate the ability to access accurate health information and health promoting products and services.**

Date		Objective: Students will	Activity / Assessment
	K.IV.2.1.	Demonstrate what to do in the event of a fire or smoke.	Gather in an area where they can move around freely. Teacher will call out one of three messages: 1: Fire! 2: Smoke! 3: You are on Fire! When the children hear FIRE they should line up for a Fire Drill. When the children hear SMOKE they should start crawling on their knees and loudly call out “Help! Help! Help!” When the children hear “You Are on FIRE” they should “stop, drop and roll”. Participate in a school fire drill. Watch a demonstration by the teacher indicating what a smoke alarm sounds like.

	K.IV.2.2	Identify situations when calling 911 is appropriate. Demonstrate how to call 911.	<p>Role-play. Give each student a picture of the face of a touch tone phone. Teacher will present different scenarios. Students will dial 911 on their paper phones for emergencies and explain calmly what the situation is. For non-emergencies, students will explain how to handle the situation.</p> <p>Scenario 1 sample: Mommy slipped in the shower, her head is bleeding and she is “sleeping”. Scenario 2 sample: Little brother just spilled a gallon of milk on the floor.</p> <p>Tell the teacher their address and phone number. Invite a fireman to class to talk about fire safety.</p>
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**Standard 3: Students will demonstrate the ability to practice health –enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity / Assessment
	K.IV.3.1	Identify classroom hazards.	<p>Make a pretend “spy glass” out of a donut shaped piece of cardstock glued to a Popsicle stick. Play the “spy game”. Have students look around the classroom for potential dangers using their spy glasses, i.e. crayons on the floor that someone could slip on, sharp scissors in the wrong place, clothes on the floor etc.</p> <p>Make pencil holders for each table. Students can decorate a box for pencils to be used at each table in the classroom. Teacher will explain “pencils only talk to paper, not to faces, fingers, legs, ears, etc.”</p>
	K.IV.3.2	Recognize how to use pencils and scissors safely.	<p>Make scissors holders out of upside down egg cartons. Students can decorate the cartons for storing scissors. Scissors are placed in the “egg hill” only with the handle up. Teacher will explain that scissors only talk to paper, not to fingers, clothes or hair.</p>

	K.IV.3.3	Understand that there are rules for pool safety.	Observe pool safety. Bring in a baby pool and fill water. Bring plastic dolls that can get wet. Get a lifeguard poster and go over each point of the poster insisting on being supervised at all times when in or near the pool. Model safe pool play with the dolls. When the students can verbalize “pool rules” they can be given pool safety certificates.
	K.IV.3.4	Understand the “buddy system” and when to use it.	Review the importance of always having a buddy when going anywhere on campus, in a store, to a public restroom, etc. Each student will be given two connected paper dolls to demonstrate the buddy system. Or have the students draw themselves with a buddy.
	K.IV.3.5	Understand the difference between careful and careless behavior.	Practice careful behavior. On the classroom, have a large plastic jar marked with the words “careful” and “careless”. When the children demonstrate a careful behavior, put a piece of candy or small toy or treat into the jar. When the children demonstrate a careless behavior that could be a potential danger, take a treat out. When the jar is full or contains as many items as there are children, then have a careful celebration. The full jar signifies careful behavior.
	K.IV.3.6	Demonstrate the proper way to use the equipment.	Go to the playground equipment. Have each student demonstrate the proper use of the equipment, one by one.

**Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.**

Date		Objective: Students will	Activity / Assessment
	K.IV.4.1	Recognize gun safety.	Recite the rules of gun safety – “STOP! Don’t touch. . Leave the area, Tell an Adult”. View the firearms safety video “Eddie Eagle” (resources-National Rifle Association). Discuss the meaning of the video.

	K.IV.4.2	Discuss what violence is and be able to identify it in T.V. programs and video games.	Review with the teacher how video games and T.V. programs with fighting and shooting are violent and can be dangerous if tried in real life.
	K.IV.4.3	Identify what large electrical tools are and how they are never to operate them.	Discuss tools that Dad or Mom might have at home i.e., chainsaw, electric knives, blenders, microwave ovens, stoves etc. and have students verbalize who is to operate them and who is not.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity / Assessment
	K.IV.5.1	Demonstrate ways to avoid conflict.	Role play teacher prepared scenarios of disagreements and show ways to avoid conflict. Understand the dangers of hitting, biting, and hurting. (Explain to the students that bruises, cuts, bumps and scratches are all signs that the body is hurt. Explain that sometimes anger can have arms, hands, feet and teeth that can hurt others. Stress that anger is okay to have, but it is not okay for anger to become a hurtful monster.)
	K.IV.5.2	Begin to understand their feelings of anger toward another person or situation.	Draw an “anger monster”. Give them time to explain who their monster is and ways to avoid letting it out. Have a small cage in the classroom with an “anger monster” in it to symbolize that the students need to “cage” their hurtful monster behavior.
	K.IV.5.3	Differentiate between good touch and bad touch	Review good hugging. Bring a large teddy bear to class. Pass the teddy bear around for each student to demonstrate a hug. (Bring in a large doll and point out to the students the private areas on the doll. Explain to the students that these are private areas that may not be touched on other people. Explain to the students that people touch your shoulder or pat your back and that’s okay. But let them know that hugs don’t last for a long time. (They are usually quick.) See Personal Safety Curriculum.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision –making skills to enhance health.**

Date		Objective: Students will	Activity / Assessment
	K.IV.6.1	Recognize school safety practices and understand that safety must become part of their daily living.	Place a star next to their name on a teacher prepared chart titled “I DID EVERYTHING SAFELY TODAY” when they can verbalize a safety practice then they performed for the teacher e.g., “I went with a buddy to the office”, “ I went down the slide the right way”, “ I opened the door going outside very slowly”. The goal is to be safe, encourage constant safety, and allow the students to see their progress with stars.

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity / Assessment
	K.IV.7.1	Recognize the elements of community.	Describe the elements of community.
	K.IV.7.2	Identify a safe practice in the home or the community.	Draw a picture of them doing something safe in the community e.g. picking up a pencil in the classroom, telling an adult that there is a broken glass in the park. Teacher will write a description explaining the picture. Pictures can then be displayed.
	K.IV.7.3	Participate in American Red Cross, Longfellow’s Whales Tales Program. (Available through the Red Cross.)	Verbalize concepts learned from the Whales Tales Program.

**SUBSTANCE ABUSE AND PREVENTION**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention**

Date		Objective: Students will	Activity / Assessment
	K.V.1.1	Understand that drugs are substances other than food that causes changes in the way the body and mind work.	Complete a worksheet showing different substances which students need to classify as drugs, medicines or poisons.

	K.V.1.2	Understand that medicines are drugs that prevent, treat or cure health problems.	In small groups, share experiences with medicines when they get sick (effects). Show how medicines can be harmful when not taken properly. Enumerate rules for taking medicines.
	K.V.1.3	Understand that poisons are substances that can cause illness or death when eaten, drunk or absorbed even in small quantities. They should be avoided.	Classify substances as drugs or not drugs given a set of pictures or actual samples (empty medicine containers of aspirin, cough syrup, vitamin pills, beer cans, cigarettes, tobacco, orange soda, etc.) Draw pictures illustrating harmful effects of taking medicines not meant for them. Examine displays of empty medicine bottles (headache, pills, vitamins, cough syrup, etc.) and state how each can help people to feel better.

**Standard 2: Students will demonstrate the ability to access accurate health information and health promoting products and services.**

Date		Objective: Students will	Activity / Assessment
	K.V.2.1	Obtain information about drug safety rules from parents, teachers, nurses, doctors and paramedics.	Interview adults about drug safety rules and report what they have learned. Draw pictures showing drug safety rules.
	K.V.2.2	Understand the importance of identifying reliable adults who can help find solutions to their problems.	Discuss the importance of finding someone to help when one has a problem. Play a game of “WHO AM I?” Describe and identify pictures of trusted people (nurse, doctor, and dentist.
	K.V.2.3	Identify reliable adults who can help when they see or have problems.	Role play situations showing an adult giving advice on how to deal with a problem.

**Standard 3: Students will demonstrate the ability to practice health –enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity / Assessment
	K.V.3.1	Describe ways to keep their bodies healthy.	Draw a picture showing ways of making their bodies healthy. Look at pictures and identify healthful choices and choices that are less healthful.

	K.V.3.2	Realize that every person is special and has unique qualities to be appreciated.	In pairs, explain how each person is unique and point out special qualities they like about people. Imagine that everyone looked exactly alike and liked exactly the same things. Discuss what might happen. Role-play situations illustrating the effects of this.
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**Standard 4 and 5 are not introduced at this grade level**

**Standard 6: Students will demonstrate the ability to use goal-setting and decision –making skills to enhance health.**

Date		Objective: Students will	Activity / Assessment
	K.V.6.1	Realize the importance of having the ability to say “NO” and walk away from dangerous situations.	Create posters or a collage of pictures showing people who avoid danger. Display them and discuss each. Analyze teacher-created situations to show understanding of consequences when you act dangerously.
	K.V.6.2	Identify and use refusal skills to say “NO”.	Role play to practice refusal skills with pictures <ol style="list-style-type: none"> <li>1. Say “NO” and tell why.</li> <li>2. Think of the bad consequences that can happen.</li> <li>3. Suggest other better activities to do.</li> <li>4. Repeat saying “NO” and walk away.</li> </ol>

**Standard 7 is not introduced at this grade level.**

## FIRST GRADE HEALTH

### DISEASE PREVENTION/HYGIENE

#### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	1.I.1.1	Describe some symptoms of illness.	Make a list of symptoms of different illnesses, complete a multiple-choice exercise in which students circle the activities they can do to stay healthy, and draw a poster of healthy/unhealthy practices.
	1.I.1.2	Describe things students can do to care for themselves in order to prevent illness.	Make a list of symptoms of different illnesses, complete a multiple-choice exercise in which students circle the activities they can do to stay healthy, and draw a poster of healthy/unhealthy practices.

#### **Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	1.I.2.1	Describe what health helpers do to help with health problems or questions.	Complete a matching exercise on paper; draw a line matching an unhealthy situation to an appropriate health helper and complete an exercise in which the students identify on paper which health helper would be able to answer one of a series of questions, e.g., "How do you fix a broken arm?"-doctor.

**Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	1.I.3.1	Understand germs and how to prevent their spread.	Discuss in class good germs, bad germs, where germs are found, and how they are spread. Apply tiny paper “germs” to pictures of everyday life where they could pick up someone else’s germs. Draw a picture showing what might happen if: -you don’t brush your teeth very often, -you get cut by a rusty can and don’t wash it or tell anyone about it, -you finish your brother’s can of soda and he has Strep throat, -you have the flu and you cough and sneeze on your baby sister.
	1.I.3.2	Explain what might happen if they don’t practice good hygiene.	Complete a matching exercise in which they match a part of the body with its correct protective feature, e.g., nose - mucus; mouth - saliva, etc.
	1.I.3.3.	Describe how our bodies help keep us well.	Write a sentence describing how our bodies keep us well.
	1.I.3.4	Understand the importance of following directions.	Write a sentence explaining why it’s important to follow directions; use the following situations: taking medicine; fire drill; lock downs; and bike-riding in the street.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Activity/Assessment
	1.I.4.1	Understand how media can influence health choices.	Make a list of breakfast cereals they have at home. While watching weekend programs, make a list of all the cereals that are advertised on TV. Compare what they have at home to the TV list. Ask parents why they bought those particular brands of cereal. Write 2-3 sentences explaining whether the TV commercials had any influence over the type or brand of cereal bought by their parents. Tell if the TV commercial had any influence over what kind of cereal they asked their parents for.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	1.I.5.1	Describe ways to help those who are ill and to understand their suffering.	Write two sentences describing how they felt one time when they were very sick. Write one or two sentences telling what made them feel better. Draw a picture and explain how they show empathy for: - a relative in the hospital, - mom at home with a bad headache, - big brother or sister sick in bed with the flu, - a neighbor with cancer who has lost their hair and is very thin and frail.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	1.I.6.1	Demonstrate goal-setting for good health.	Decide on 2-3 chosen healthful behaviors to work on, e.g., regular tooth-brushing, eating more vegetables, frequent hand-washing, using sunscreen, etc.
	1.I.6.2	Demonstrate decision-making for good health.	Take home a teacher-prepared "Health Chart" for one week on which they record the times they performed their chosen healthful activities; return for evaluation and class discussion.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Activity/Assessment
	1.I.7.1	Describe some community hygiene rules and tell why they are important.	Explain the importance of some community hygiene rules given by the teacher, e.g., dog leash laws, restaurant cleanliness, trash disposal, etc. Give examples of some of the public places they go to frequently and some possible community hygiene rules they may have. Write 2-3 sentences telling how they follow community hygiene rules.

**NUTRITION**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	1.II.1.1	Define food (things we eat), fuel (something that makes energy), energy (the Power to move, learn and think).	Complete a teacher-made activity sheet of a person with a mouth, food tube, stomach, intestines, and a brain (where the blood flows) placed in a different order. Students will cut out the different sections and place them in the correct order.
	1.II.1.2	Describe digestion by watching teacher “digest” a piece of fruit in water using a blender.	Complete a teacher-made activity sheet of a person with a mouth, food tube, stomach, intestines, and a brain (where the blood flows) placed in a different order. Students will cut out the different sections and place them in the correct order.
	1.II.1.3	Understand the path of the food. The process of digestion has then taken place.	Role-play how food is digested having children assume roles of digestive tract and tear up a piece of paper (food) into tinier and tinier pieces until it is small enough to enter the bloodstream. Students who are playing the hands, brains and legs should jump up and down when the blood with the food energy reaches them.
	1.II.1.4	Understand healthy food choices make you feel good about yourself.	Role-play how food is digested.
	1.II.1.5	Recognize which foods come from plants and which foods come from animals.	Divide into groups of three and make group “T Charts” that display pictures of foods from animals and foods from plants.

	1.II.1.6	Understand the dietary food groups.	Cut out pictures of foods from each food group.
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**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	1.II.2.1	Understand parents, relatives, and friends can be good resources for healthy food choices.	Write a class “Big Book” answering the question “Why We Eat Healthful Food”. Read the completed book. Watch two favorite television programs with a parent. Write down healthy and unhealthy foods advertised. Share their research with the class. Discuss their information and how their own families were good resources.

**Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	1.II.3.1	Understand how germs are transferred if they don't wash their hands when they play with toys, in the dirt, sneeze, or after they go to the bathroom.	Create a class poem about rules for eating safely: hand washing, wash food, wash plates, cover nose when sneezing or coughing. Demonstrate rules for safe food handling.
	1.II.3.2	Demonstrate rules for safe food handling: wash hands, food, and plates.	Role-play digestive process. Use name tags for body parts, parts of the digestive system, unhealthy foods, spoiled foods, unwashed foods, germs on dirty hands, sneezing germs. Move around the circle. Notice when the germs reach other parts of the body. The brain or the heart should say, “Stop, you're hurting me”. The hands or legs move slowly.
	1.II.3.3	Recognize unsafe foods, e.g., bulging cans, sour smell; expired dates on cans, green mold-never eat or taste.	With parents, go on a safe food hunt and report to the class what foods were discarded.

	1.II.3.5	Recognize their bodies need a variety of foods to make a balanced diet.	Divide into groups, sort teacher provided stacks of pictures of healthy and unhealthy foods. Report to the class, explaining their choices and where they fit on the Food Pyramid. Create a picture of a balanced diet meal by cutting out pictures, paste them on a paper plate and explain to the class why the food was selected and where it belongs on the Food Pyramid.
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**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Activity/Assessment
	1.II.4.1	Review the food groups and how many servings are needed from each group.	Make a chart of the dietary food groups.
	1.II.4.2	Describe meals from various countries and determine where each food fits in the dietary guidelines.	Choose a particular country and create a mobile of a healthy family meal. List with their parents at home their families' favorite foods and the countries from which the foods come.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	1.II.5.1	Review that healthful food means the food has vitamins, minerals and many of the things the body needs called nutrients.	Create a healthy meal by cutting out pictures of a healthy meal representing all the food groups. Paste them on a paper plate, report when they will be eaten and display all of the meals on a bulletin board. Discuss if there is a variety of food.
	1.II.5.2	Review that food is less healthful when it has too much sugar, fat, or salt, give examples. Predict what would happen if our bodies didn't have food and water.	Divide into groups and look at a teacher prepared display of foods placed on paper towels. Decide in small groups which foods do not have fat in them and which foods do. Discuss that foods with a lot of fat in them should be eaten occasionally and can cause health problems as they get older.
	1.II.5.3	Define the term meal as foods eaten at regular times-breakfast, lunch, and dinner.	Create a healthful meal by using teacher prepared pictures.

	1.II.5.4	Brainstorm a list of healthful foods for each meal-using the food groups.	Divide into groups and look at a teacher prepared display of foods placed on paper towels.
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**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	1.II.6.1	Recognize the difference between appetite and feelings.	Discuss with a partner an example of when they had a good appetite and when they did not and when their feelings or hunger caused them to make an unhealthy food choice. Share examples with the class.
	1.II.6.2	Compare and contrast healthful and less healthful foods on a teacher-prepared chart.	Complete a teacher-prepared worksheet.
	1.II.6.3	Review the word habit. Give examples of good habits and bad habits	Discuss with a partner an example of when they had a good appetite and when they did not and when their feelings or hunger caused them to make an unhealthy food choice. Share examples with the class.
	1.II.6.4	Discuss different goals. Understand eating healthy is a goal.	Define the word GOAL. Write a sentence using the word GOAL.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Activity/Assessment
	1.II.7.1	Review that fruits and vegetables are very healthful and should be eaten five times a day.	Brainstorm a list of favorite fruits and vegetables. Work with a partner and create a meal plan for one day-a breakfast, lunch, dinner. Share meals plans with the other class. Draw pictures of a balanced breakfast, lunch, and dinner.
	1.II.7.2	Understand variety means eating several different foods at each meal.	Work with a partner and create a meal plan for one day-a breakfast, lunch, dinner. Share meals plans with the other class. Draw pictures of a balanced breakfast, lunch, and dinner.

## MENTAL AND EMOTIONAL HEALTH

### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity/Assessment
	1.III.1.1	Explore what is meant by a talent and identify their talents.	Draw a four-panel page that shows four different things that they are good at doing.

### Standard 2: Standard 2 is not introduced at this grade level.

### Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.

Date		Objective: Students will	Activity/Assessment
	1.III.3.1	Practice good manners, e.g., please, thank you, you are welcome, standing when greeting someone.	With the help of the teacher, students will find pictures and make a collage in teams to show things for which they are thankful for and share with another class.
	1.III.3.2	Learn about some effects and signs of stress: shallow breathing, pounding chest, and feeling sick.	Role-play some signs of stress and then show how to combat them with deep breathing or exercise. Learn and practice deep breathing techniques.

### Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.

Date		Objective: Students will	Activity/Assessment
	1.III.4.1	With the help of a parent, record a commercial of something they own or use to own, e.g., Barbie, Power Rangers, breakfast cereal, etc. Bring both the video and the item to class. The teacher will show the video and help the students evaluate the video in terms of how the people on the commercial feel.	Draw a picture of an item that is sold commercially and draw a second picture of an activity helping someone else. With a partner share how each makes them feel. Share how the commercial “says” that you should feel. Share with the class.

	1.III.4.2	With the help of an adult, find and cut out two pictures for pharmaceutical products. Describe what is going on in the picture and what this product is supposed to accomplish.	In small groups, write a short commercial. Have some groups sell a product and have some groups sell an idea. Perform for the class and then discuss.
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**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	1.III.5.1	Listen to short stories about children displaying manners and then practice manners.	With a set of guidelines set by the teacher, create and perform a short play about the Two Kingdoms of Manners. In one kingdom there are no manners and things are very rude. The other kingdom displays respect by using good manners. Share with another class. With paper plates and plastic flatware, pictures of foods, flowers, and napkins set a table for a pretend banquet. Prepare the banquet by setting the table and inviting people to attend. Then role-play at the pretend banquet using manners and hospitality.
	1.III.5.3	Compare good and slang speech.	Create a game that continually includes others, e.g., spider (Appendix)
	1.III.5.4	Listen to stories of being new to a group and discuss their own experiences of being new to a group.	Create a game that continually includes others, e.g., spider

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	1.III.6.1	Role-play getting up late for school. Discuss how this makes them feel.	Role-play getting up late for a birthday party. In one scenario, they prepared their clothes, gift, and other necessary items the night before. In another scenario, they still have to do all the things to get ready even though they are late. Discuss how they feel and what they miss. Which scenario makes them feel better about going to the party?
	1.III.6.3	Look at a simple calendar and list either by picture, or words, or both, what happens in particular months. Point out that stores will have the “necessary things for these events as well.	With a partner, take one holiday in the calendar and plan what they need to do to get ready to celebrate this holiday. Estimate a simple time line.
	1.III.6.4	With pictures of clocks on one side of a paper, draw or write four things they must do before going to bed. Estimate on the clock how long these things may take.	Using the pictures with clocks and night time activities, with a partner use a timer to observe how long it took to do these activities. Decide if it takes a longer or shorter time to do the things and discuss strategies to get things done in a timely way.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Activity/Assessment
	1.III.7.1	Share some experiences of hearing a scary story and how they felt.	Plan an activity for the whole family to enjoy together.
	1.III.7.2	Draw a picture of two different things they like to do with their family.	With the help of the teacher, compose a letter to the local paper and ask them to include “good news” for and about children. Sign the letter and send it.

## SAFETY

### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity/Assessment
	1.IV.1.1	Recognize the times when it is important to wash hands.	Create collage posters of important times to wash their hands.
	1.IV.1.2	Understand Universal Precautions and how this relates to disease prevention.	Discuss with the teacher why health care workers wear gloves to protect themselves against diseases. Then the teacher can illustrate this concept with the “Disease Bowl Demonstration”. Put a mixture of cornstarch, water, and red dye into a clear bowl. Add to this several containers of liquid labeled “germs”, “viruses”, and “colds”. Put on gloves, place hands into bowl. Take hands out and gloves off to demonstrate that the gloves protect against diseases.
	1.IV.1.3	Recognize how immunizations prevent certain diseases.	Discuss immunizations all students get as babies and before entering school. List diseases on the board that students will not get if they have immunizations. Watch an immunization prevention demonstration. Fill a large punchbowl with water. Students will watch as teacher pours black pepper into the bowl from a bottle labeled “diseases”. Use a caulking tube as a large hypodermic needle. Place hypodermic needle tip into soap and then into the bowl with the pepper. The pepper “disease” will run away from the needle just like diseases in our bodies.

**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	1.IV.2.1	Identify the people who can help in an emergency (at school, at home, in the community).	Listen to a teacher prepared crisis scenario and be able to identify who the safety helper will be in different crisis. Write thank you notes to safety helpers to show appreciation for keeping them safe.
	1.IV.2.2	Demonstrate when and how to activate emergency services.	The teacher will give examples of emergency situations and individual students can role-play calling 911 and explain the emergency situation to the dispatcher.
	1.IV.2.3	Identify non-crisis activities that law enforcement officers do in the community.	Visit with or bring a law enforcement officer into the classroom to explain what non-crisis activities that do to keep people safe.

**Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	1.IV.3.1	Identify the need for protective equipment when playing sports.	Discuss as a class what sport injury might happen if safety gear was not put on before participating in sports.
	1.IV.3.2	Demonstrate the correct way to wear protective equipment.	Have the opportunity to try on various safety gear.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Activity/Assessment
	1.IV.4.1	Review firearm safety.	Demonstrate gun safety. In groups, walk up to a cutout of a gun in the classroom and play out the rules of gun safety.
	1.IV.4.2	Discuss violent T.V. programs. (What makes them violent?)	Engage in a teacher led discussion that people in violent T.V. programs are all actors and when someone gets shot in a T.V. program, it's different than real life. In real life death is forever.

	1.IV.4.3	Recognize the video game ratings.	Identify the ratings of video game boxes brought in by the teacher.
	1.IV.4.4	Identify the danger of old, non-working refrigerators with doors in place, and empty chests or containers that can be closed.	Discuss with the teacher what will happen to them if they were to get into a discarded refrigerator with the door attached, or into an empty chest or container that would close tightly.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	1.IV.5.1	Understand what an opinion is.	Differentiate in a class discussion the difference between a fact and an opinion stated by the teacher.
	1.IV.5.2	Recognize that people have different opinions than theirs.	Participate in a teacher-led discussion that people can have different opinions.
	1.IV.5.3	Identify the basic make-up of a verbal argument and a physical fight.	View a puppet demonstration by the teacher. Two hand puppets with the labels “Opinion #1” and “Opinion #2” role-play an argument with puppets starting a verbal argument that escalates into a physical fight. Discuss why the two puppets got into a fight.
	1.IV.5.4	Identify strategies to avoid or resolve conflict.	Verbalize suggestions on how to avoid conflict.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	1.IV.6.1	Understand how to use a crosswalk without crosswalk signals.	Cross a pretend street in the classroom demonstrating the “Stop, Look, and Listen” technique.
	1.IV.6.2	Understand how to use an intersection with crosswalk signals.	Verbalize to the teacher the two crosswalk signals for “stop” and “go”.

	1.IV.6.3	Recognize what car blinkers are for.	Discuss with the teacher that blinkers are used when drivers want to turn left or right and that special attention must be paid when cars are making turns. Teachers stress the fact that just because the crosswalk signal indicates that you go, it's not always safe if a car is turning into a crosswalk.
	1.IV.6.4	Understand the proper use of seatbelts.	Discuss with the teacher the importance of wearing a seatbelt emphasizing that this is the first step for safe practices for riding in a car.
	1.IV.6.5	Identify safe practices for riding in a car.	Discuss as a class the rules for riding in a car. Play the car safety game.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Activity/Assessment
	1.IV.7.1	Demonstrate how to promote seatbelt safety.	Put seatbelt safe posters up at school.
	1.IV.7.2	Understand community awareness needs for safety.	Discuss the importance of and the need for community awareness concerning safety issues.

## SUBSTANCE ABUSE PREVENTION

### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity/Assessment
	1.V.1.1	Define drugs and medicines.	Name medicines, either by type or brand name that they have seen at home or in a store. Discuss what each is used for. Act out different situations and decide if medicines should be taken. Share times when a responsible adult gave them medicines. Mention specific adult practices for handling medicine safely. Make safe medicines posters.
	1.V.1.2	Identify common drugs (alcohol, nicotine, caffeine) and how these can harm the body.	Name medicines, either by type or brand name that they have seen at home or in a store. Discuss what each is used for. Act out different situations and decide if medicines should be taken. Share times when a responsible adult gave them medicines. Mention specific adult practices for handling medicine safely. Make safe medicines posters. Name drugs that are legal for adults and be illegal for children. Role play a situation when someone tells you that everything that is legal is good for people. Name foods and drinks that contain caffeine. Draw pictures showing harmful effects of caffeine. Cut cigarette ads from newspaper. Share T.V. commercials about tobacco use.
	1.V.1.4	Understand that medicines are drugs that help people stay healthy if used safely.	Act out different situations and decide if medicines should be taken. Share times when a responsible adult gave them medicines.
	1.V.1.5	Realize that even safe medicines can be dangerous if they are used improperly.	Mention specific adult practices for handling medicine safely.
	1.V.1.6	Recognize that some drugs are legal for adults but are unsafe for children and unhealthy for everyone.	Mention specific adult practices for handling medicine safely. Make safe medicines posters. Name activities that are legal for adults but not for children.

**Standards 2, 3 and 4 are not included at this grade level.**

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	1.V.5.1	Understand that human beings react to situations in different ways.	Make posters showing different feelings or emotions. Role- play experiences when they expressed feelings that where positive and/or negative.
	1.V.5.2	Realize that feelings and needs should be expressed in appropriate and positive ways.	Make posters showing different feelings or emotions. Role- play experiences when they expressed feelings that where positive and/or negative.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	1.V.6.1	State in their own words the household rules about dangerous household substances.	Explain the consequences of not obeying rules to prevent drug abuse.
	1.V.6.2	Understand the importance of obeying rules for preventing drug abuse and promoting healthy living.	Listen to an invited speaker or community resource person and ask questions about staying away from drugs.
	1.V.6.3	Demonstrate techniques for refusing and avoiding drugs.	Create refusal songs, verses, or rap to present to the class. Tell stories showing how they can apply steps to follow when they need to refuse drugs.
	1.V.6.4	Apply refusal skills to say “NO” to unsafe use of medicines and drugs.	Listen to an invited speaker or community resource person and ask questions about staying away from drugs.

**Standard 7 is not included at this level.**

## SECOND GRADE HEALTH

### DISEASE PREVENTION/HYGIENE

#### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity/Assessment
	2.I.1.1	Define germs	Chart: what germs are, what they do, where they are found
	2.I.1.2	Define disease	Write a sentence in their journal.
	2.I.1.3	Identify communicable and non-communicable diseases	Chart
	2.I.1.4	Identify signs of illness in our bodies	List
	2.I.1.5	Describe different ways of treating illness	Journal entry
	2.I.1.6	Identify heart health	Complete activities from the American Heart Association Heart Power Schoolsite program
	2.I.1.7	Identify the value of preventing disease	Journal: save time, misery, money

#### Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Students will	Activity/Assessment
	2.I.2.1	Describe what medicines are and what they do	Journal entry: Define medicine and tell what they do.
	2.I.2.2	Identify the roles of health-care providers	Make a list of health care providers that they know about. Invite guest speakers..

#### Standard 3: Students will demonstrate ability to practice health-enhancing behavior and reduce health risks.

Date		Objective: Students will	Activity/Assessment
	2.I.3.1	Identify health hazards found in the home, school, community	List possible hazard that can be found at home, at school, etc.
	2.I.3.2	Identify things to do/not do when sick	List in two columns
	2.I.3.3	Identify ways to avoid or reduce health threats	Role play

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Students will	Activity/Assessment
	2.I.4.1	Identify how media can influence health choices	Pictures from magazines, newspapers, advertisements on TV – list the promises made
	2.I.4.2	Identify home remedies for dealing with health problems	Interview parents, grandparents, elders

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	2.I.5.1	Describe ways to communicate care and concern for the health of oneself and others	Journal entry; i.e. Your friend has strep throat and wants to offer a drink of milk to your little brother.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	2.I.6.1	Review germ-prevention methods	Make a poster demonstrating one way to prevent spread of germs
	2.I.6.2	Select a personal health goal to work on	A Check-Chart to demonstrate progress toward its achievement

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity/Assessment
	2.I.7.1	Identify responsibilities of the community in protecting health	e.g. garbage pick-up, EMT's, public health department, animal control
	2.I.7.2	Identify rules and laws for protecting public health	e.g., school – student immunizations, animals – rabies shots, restaurants – food-storage rules
	2.I.7.3	Identify workers that help protect health	List worker and what they do.

## NUTRITION

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	2.II.1.1	Identify the role of food as fuel for the body	KWL chart (Appendix)
	2.II.1.2	Name foods that the body needs	Construct a poster of the Dietary Guidelines.
	2.II.1.3	Identify the nutrients found in junk foods	List the ingredients on the label and compare them to a healthy diet.

### **Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	2.II.2.1	Brainstorm healthy foods for a snack	Make a collage
	2.II.2.2	Log individual snacks for five days	Categorize snacks under healthy and unhealthy
	2.II.2.3	Identify the benefits of healthy snacks and the consequences of unhealthy snacks	Role play a student who chooses to eat
	2.II.2.4	Analyze media promotion of snacks	Select a favorite TV program and record food items – classify the food items as healthy or unhealthy

### **Standard 3: Students will demonstrate ability to practice health-enhancing behavior and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	2.II.3.1	Identify rules for handling food at home	List, create a song
	2.II.3.2	Relate how germs are transferred if hands are not washed after playing, sneezing, using the restroom	Journal entry
	2.II.3.3	Identify unsafe foods, e.g., bulging cans, sour smell, rotten meat, expired dates, mold	KWL chart (Appendix)
	2.II.3.4	Identify ways to keep food safe to eat	List

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Students will	Activity/Assessment
	2.II.4.1	Evaluate the relationship of eating healthy and feeling good about self	Journal entry
	2.II.4.2	Identify the benefits of eating breakfast	List/Graph a Breakfast on the Food Pyramid
	2.II.4.3	Identify breakfast foods from various cultures	Research on the internet, e.g. Japan: rice, fish, seaweed Africa: mashed yams Mexico: beans and tortillas Early Americans: popcorn with milk
	2.II.4.4	Review the Food Groups.	Play concentration with food group names and food names

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	2.II.5.1	Identify that healthful foods have vitamins, minerals and many things the body needs.	Read a label on a food item Compare and graph two labels
	2.II.5.2	Predict what would happen if our bodies didn't have food and water	Journal entry
	2.II.5.3	Prepare a healthy meal	Fill in a blank copy of the Food Pyramid
	2.II.5.4	Identify less healthful foods, e.g. too much sugar, fat, salt	Read a food label and give a report

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	2.II.6.1	Identify eating healthy as a goal	Keep a three-day food journal
	2.II.6.2	Define appetite and feelings	Compare
	2.II.6.3	Identify reasons for unhealthy food choices	List

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health**

Date		Objective: Students will	Activity/Assessment
	2.II.7.1	Describe a balanced meal	Draw a picture and label
	2.II.7.2	Identify healthful foods can be made less healthful by adding sugar ,fat and salt	Graph
	2.II.7.3	Evaluate class after school snacks	Log snacks for one week, share results and graph

**MENTAL AND EMOTIONAL HEALTH**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	2.III.1.1	Identify vocabulary for emotions	List: mind, thoughts, empathy, personal space
	2.III.1.2	Explore more mature ways to handle emotions	Role play situations of anger, frustration, winning, sadness, tiredness
	2.III.1.3	Identify negative changes in a family, school, social life and how to handle the change	Journal entry
	2.III.1.4	Identify and use good manners as signs of respect	Role play, practice, keep a log
	2.III.1.5	Describe healthy personal decisions regarding food choices, rest, recreation	KWL chart (appendix)

**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	2.III.2.1	Identify where health information can be accessed	KWL chart (Appendix) using speakers, library, internet
	2.III.2.2	Identify health issues	Guest Speakers, list and explain issues that effect them

**Standard 3: Students will demonstrate ability to practice health-enhancing behavior and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	2.III.3.1	Identify the need to forgive	Read stories about people forgiving others
	2.III.3.2	Describe times when one needs to say “yes” to suffering	Role play – a new baby in the house and mom and baby are sick, help is needed with meals, cleaning
	2.III.3.3	Identify times when it is appropriate to say “no.”	List and discuss, practice how to say “no”.

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Students will	Activity/Assessment
	2.III.4.1	Identify humor that is funny and not funny	Role play, teacher prepared video, discussion
	2.III.4.2	Identify humor use in media	Cut out cartoons from the newspaper and analyze, Journal
	2.III.4.3	Distinguish between “acting” and real-life	A group of students act out a fiction story and other group acts out a non-fiction story. Use a Venn Diagram to discuss
	2.III.4.4	Identify an unbalanced life of play, work, lack of rest, unhealthy eating	Use puppets to show effects of excesses: anger, sickness, depression
	2.III.4.5	Identify a balanced lifestyle	Make a collage

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	2.III.5.1	Identify gifts and talents	Read Matthew 25 from the Gospel and discuss how talent is money, ability and aptitude. Journal
	2.III.5.2	Explore the meaning of the word “honest”	Categorize examples of honest and dishonest
	2.III.5.3	Identify Student Learning Expectations	List and write a poem or a song
	2.III.5.4	Identify positive qualities of others	Make a list of qualities of each person in the class and give the list to them as an affirmation.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	2.III.6.1	Evaluate sleep patterns and personal disposition	Chart going to bed and wake up times for one week. Each day record if child felt tired, crabby, rested, happy.
	2.III.6.2	Identify sources of anger	Make a list of things that make you angry.
	2.III.6.3	Identify personal goals to deal with anger	Discuss from the above list. How did they react to things that made them angry. Write three "I" statements that will help them diffuse the anger and help them to express the emotion in a positive way.

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity/Assessment
	2.III.7.1	Identify violence in video games, cartoons, movies	Think of movies, games, etc. and make a list, discuss.
	2.III.7.2	Describe personal feelings when viewing violence	Journal entry
	2.III.7.3	Identify good news in the media	Cut out good news articles from the newspaper and internet
	2.III.7.4	Identify toys or games that are objectionable	Write a letter to the manufacturer/producer about what is objectionable about the product, have the class sign it and then send.

**SAFETY**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	2.IV.1.1	Identify that bacteria and viruses can invade the body	Define and list ways bacteria and germs are let in e.g. mouth, nose, eyes, open cuts in skin
	2.IV.1.2	Identify that skin is a body defense against bacteria and virus invasion	List healthy practices to minimize germs Demonstrate how to wash hands
	2.IV.1.3	Identify proper health practices when a person has a cold.	List ways to not spread germs Demonstrate

**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	2.IV.2.1	Identify the services available to the public through an Animal Control Center	Role Play: stray dogs in their yard, abused animals; Guest Speaker
	2.IV.2.2	Identify the services available to the public through the Poison Control Center	Role Play: baby sister swallowed liquid laundry soap; Guest Speaker
	2.IV.2.3	Identify hazards that would warrant the contacting of the Animal Control Center and the Poison Control Center	List reasons e.g. stray animals, animal bite, swallowing a poisonous substance or a large amount of a vitamins or other medicine

**Standard 3: Students will demonstrate ability to practice health-enhancing behavior and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	2.IV.3.1	Describe why a cut bleeds and how to stop a cut from bleeding	Color a diagram of a human body with blood vessels, label the capillaries
	2.IV.3.2	Identify different ways people can burn themselves and how to treat a simple burn	List and practice
	2.IV.3.3	Describe what causes a bruise and how to treat it	Demonstrate: PIE ( <b>P</b> ressure, <b>I</b> ce, <b>E</b> levate).
	2.IV.3.4	Identify the harmful effects of sun on skin and ways to avoid the sun	List
	2.IV.3.5	Identify Basic First Aid	Demonstrate and practice
	2.IV.3.6	Participate in sun safety program	Verbalize concepts learned in the sun safety program - Appendix

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Students will	Activity/Assessment
	2.IV.4.1	Identify basic rules concerning Internet safety	List Internet Safety Rules.
	2.IV.4.2	Identify benefits and dangers of the Internet	List

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	2.IV.5.1	Recognize dangers of some animals	Guest Speaker from the Humane Society
	2.IV.5.2	Identify the safety rules concerning animals	Make a poster
	2.IV.5.3	Describe how to act around certain animals	Demonstrate, role-play

**Standard 6: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	2.IV.6.1	Recognize the importance of having an escape plan in case of a home fire	Draw a diagram, demonstrate an escape route, and meeting place for the family
	2.IV.6.2	Recognize good decision making in the event of a home fire	Guest Speaker from the Fire Department

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health**

Date		Objective: Students will	Activity/Assessment
	2.IV.7.1	Identify a home fire drill plan	Practice with the family
	2.IV.7.2	Explain the importance of working smoke alarms in the home and how to maintain them	Guest speaker from the Fire Department
	2.IV.7.3	Increase awareness of the importance of smoke alarms in homes, home fire-drills, and home fire escape plans	Posters about Fire Safety

**SUBSTANCE ABUSE PREVENTION****Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	2.V.1.1	Distinguish between medicines and other drugs	List facts about medicines and drugs
	2.V.1.2	Describe how caffeine affects the body	Cut out pictures of foods and drinks that contain caffeine and alcohol

	2.V.1.3	Recognize how alcohol can be harmful when absorbed by vital organs (liver, kidneys, pancreas, brain)	Using a human diagram, mark vital organs affected by alcohol. Journal the damaging effects on these organs
	2.V.1.4	Describe the harmful effects of tobacco products	Cut out pictures of products that contain nicotine
	2.V.1.5	Identify the harmful effects of caffeine, alcohol, nicotine	Write a sentence for each substance

**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services**

Date		Objective: Students will	Activity/Assessment
	2.V.2.1	Identify available resources to help in understanding the harmful effects of drugs on one's body	Presentation by health professionals Websites
	2.V.2.2	Identify harmful drugs	Guest speaker: law officer to talk about harmful drugs

**Standard 3: Students will demonstrate ability to practice health-enhancing behavior and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	2.V.3.1	Explain how medicines can be used safely	Examine samples of medicines reading instructions for taking them, the correct dosage, warnings and side effects and share information with the class
	2.V.3.2	Identify rules for taking medicine safely	List

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Students will	Activity/Assessment
	2.V.4.1	Identify that fulfilling social or cultural traditions is one of the reasons for drinking alcohol	Draw pictures showing family events, Church service, or cultural practices where alcohol is present
	2.V.4.2	Identify that commercials on TV and ads in magazines and newspapers make drinking and alcohol look like fun, acceptable and a healthy thing to do	Journal how media influences people's choice about alcohol

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	2.V.5.1	Identify the refusal skills	List the refusal skills - See Appendix
	2.V.5.2	Identify that children and adults have the freedom and right to choose healthy, no-drug ways	Role-play drug situations showing assertive behavior and refusal skills
	2.V.5.3	Identify alternatives to alcohol and nicotine use to make a person feel good and happy	Make a list Journal and illustrate

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	2.V.6.1	Describe a healthy life-style that does not abuse drugs	Write a pledge of substance abuse prevention

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity/Assessment
	2.V.7.1	Identify situations when quality health is at risk	Write a letter listing observations and concerns

## THIRD GRADE HEALTH

### DISEASE PREVENTION/HYGIENE

#### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Suggested Activity/Assessment
	3.I.1.1	Explain methods of germ transmission.	Complete a teacher-prepared matching exercise identifying the route of transmission of various illnesses/diseases.
	3.I.1.2	Understand how vaccines help to keep us healthy.	Consult with parents to make a list of vaccines that a child has received and what diseases they help prevent.
	3.I.1.3	Understand activities that do not spread the Aides virus.	Make group posters illustrating common activities that do not transmit the AIDS virus.
	3.I.1.4	Understand how the body fights disease, e.g., body defenses, white blood cells; antibodies.	Complete a fill-in-the-blank exercise showing the human body; student should describe the body's particular defense mechanism for the specific body system, e.g. skin-keeps germs out of blood stream; nose-mucus-saliva; stomach-gastric acid; etc.
	3.I.15	Understand the importance of early treatment of illness.	Create group posters illustrating what might happen if illness is not treated early. Groups will each be assigned an illness to consider. They should then list benefits of treating the illness early.

#### Standard 2: Student will demonstrate the ability to access accurate health information and health-promoting products and services.

Date		Objective: Students will	Suggested Activity/Assessment
	3.I.2.1	Understand various kinds of drugs and medicines (OTC, Rx).	Work in small groups to compile a list of five OTC and five Rx medicines and explain what they are used for. The group should also draw a picture showing different forms of medicines, e.g., pills, drops, liquids, inhalers, shots, etc.

	3.I.2.2	Understand proper and improper uses of Medicines.	Copy and explain the label information from medicine (OTC, Rx) at home with help from parents; they should have parents explain what the medicine is for and the proper dosage. Students will each present their information to the class. Write a paragraph explaining what can happen when common medicines are used improperly (abused).
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**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.I.3.1	Describe types of diseases and their causes.	Work in small groups to compile a list of many communicable and non communicable diseases, e.g., colds, heart disease, cancers (skin, lung), diabetes, strep throat, food poisoning, etc.; indicate the causes of the diseases.
	3.I.3.2	Identify responsible behaviors to prevent or reduce risk of disease.	List risky or unhealthy behaviors that may contribute to getting diseases. List ways to prevent diseases.
	3.I.3.3	Identify risky or unhealthy behaviors.	Individually complete a written activity in which they identify from a teacher-prepared list of behaviors which ones are healthy (H) or risky (R).

**Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.I.4.1	Understand how the various types of media can influence health behavior.	Work in small groups to compile a list of types of media, e.g., TV, radio, newspapers, magazines, internet, etc. and give an example of each, either local or national. Keep a TV journal for one week in which they record instances of behavior that could affect a person's health; ads that can influence healthful or unhealthful choices; news items related in any way to personal or community health. They should add their own personal opinions or comments

			<p>on each of the journal entries.</p> <p>Create individual posters incorporating pictures from magazines, newspapers, catalogs, junk mail, etc. to illustrate a particular point regarding media influence on health choices-either good or bad.</p>
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**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.I.5.1	Understand more about the effects of illness.	Present information gained from interviewing (with their permission) a friend or relative who has been ill. The interview should cover: 1) how the person became ill; 2) how the person felt while ill; 3) how the treatment or medicine made them feel; 4) what people did to make them feel better or might have done to make them feel better.
	3.I.5.2	Describe ways to help those who are ill.	Compile a list of things that they can do to help a person that is ill. This should be based on what they learn from all the student reports.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.I.6.1	Understand the relationship between today's health choices and future health.	Produce group posters for one of the following topics: <ul style="list-style-type: none"> <li>- Requirements for a Healthy Heart (exercise, good diet, normal weight, no smoking)</li> <li>- Requirements for Healthy Lungs (no smoking, no inhaling dangerous substances, exercise)</li> <li>- Requirements for General Good Health (good diet, exercise, enough sleep, good hygiene, avoiding over exposure to sun, avoiding harmful drugs/substances.)</li> </ul>

	3.I.6.2	Understand healthful activities.	Individually select a healthy life-style goal to work on, e.g., eating more healthful snacks; eating fewer fatty foods; getting more exercise; drinking more water; wearing sunscreen everyday, etc.
	3.I.6.3	Demonstrate goal-setting for good health.	Make a plan of action. Then, use a teacher-prepared chart to keep track of personal progress for one week. At end of week, write a summary of the activity (success/failure; ease/difficulty; personal thoughts about it. Parent involvement will be requested in a letter prior to the activity.)

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.I.7.1	Identify resources for accurate health information, e.g., family doctor, school nurse, American Cancer Society, American Heart Association, etc.	Write a few sentences telling where to get accurate information about specific health problems described by the teacher, e.g., a grandparent who had a heart attack, a classmate who has cancer; a cousin with diabetes. Work in small groups to select a health topic of interest to the whole school and gather information about it, e.g., skin cancer, flu, asthma, allergies.
	3.I.7.2	Demonstrate ways of conveying accurate health information.	Decide on a methods of conveying the group information to the rest of the school, e.g., posters, P.A. announcements, skit, flyers to be distributed; then, produce the message in the form the group has chosen. Ask the principal to convey the information in the chosen format.

## NUTRITION

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.II.1.1	Understand the digestion process	Divide into small groups and create a song, role play, poster or story to illustrate how digestion of different nutrients enter and affect the various body parts.
	3.II.1.2	Define and name the important nutrients: protein, carbohydrates, vitamins, minerals, water, and fat.	Cut out pictures from magazines of the important nutrients and bring into class. Share pictures with the class.
	3.II.1.3	Understand a food can contain several nutrients but is classified according to the main nutrient e.g., macaroni and cheese: <ul style="list-style-type: none"> <li>• Carbohydrate – noodles</li> <li>• Protein – cheese and milk</li> <li>• Fat – cheese and milk</li> <li>• Minerals – milk and cheese.</li> </ul>	With a parent, complete a teacher-prepared chart that has the following headings: Name of food, Carbohydrate, Protein, Fat, Mineral, and Vitamin. List the foods eaten in one day and check the main nutrients in the food. Share with the class which foods had the most nutrients and provided the most energy.
	3.II.1.4	Understand how different nutrients help the body.	On a teacher-prepared worksheet, draw a line connecting the nutrient to the body part that it helps. Discuss in class.

### **Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.II.2.1	Review that foods from the food groups are nutrient loaded.	Complete a teacher-prepared chart that lists ten different carbohydrate foods (grains, starches, sugar, vegetable, and fruits). The other three columns should be labeled Calorie Loaded, Nutrient Loaded, and Unsure. Check the correct column/s for each food listed.
	3.II.2.2	Review that foods with too much fat can keep the blood from flowing properly and too much salt can force the heart to work harder to do its job.	Make a list of five foods that have too much fat and five foods that have too much salt. Circle the foods that the family has eaten recently at home.

	3.II.2.3	Define calorie and understand that foods with many calories are calorie loaded and supply a lot of energy.	Match foods that one would eat before different activities. Choose activities and foods from a teacher-prepared list.
	3.II.2.4	Give examples of calorie and nutrient loaded foods.	Brainstorm in small groups and share with class.
	3.II.2.5	Understand that healthful foods are nutrient led and some healthful foods are also calorie loaded. Less healthful foods are calorie loaded and nutrient poor.	Select a favorite TV program and record the food items advertised. Write next to each food item recorded if the food is calorie loaded, nutrient loaded, or unsure. Discuss research in class.
	3.II.2.6	Understand healthy eating practices, e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals for energy and growth.	Choose a partner and have each one prepare a healthy snack at home and bring their snacks to share with one another.

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.II.3.1	Find and read information contained on food package labels (main types of information: Ingredient list, Nutrition facts and Special Handling Warnings usually on meat, poultry, and fish). Understand other terms for sugar, e.g., molasses, honey, fructose, corn syrup. Understand other words used for fat, e.g., lard, shortening, oil.	Compare several different kinds of cereal for carbohydrates, fiber, protein, fat, sodium and sugar. Decide which sugar is more healthful.
	3.II.3.2	Recognize unsafe foods: bulging cans, sour smell, rotten meat, expired dates on cans and packages, green mold – never eat or taste so to not get sick with food poisoning	With parents go on a safe food hunt in the home refrigerator and report to the class what foods were discarded and why.

	3.II.3.3	Understand the basic rules for touching food are: WASH your hands before eating, WASH your hands before preparing food, WASH your hands if you touch meat, WASH cutting boards, counters, knives, or anything else that touches meat.	Divide into small groups and create a song, poem or rap, dance or skit to demonstrate respect for laws of proper food labeling and handling.
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**Standard 4: Students will analyze the influence of culture, media, and technology.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.II.4.1	Review the food groups and which foods are healthy. Variety is important in diet. Understand that different cultures have different ways of serving the same food groups. Brainstorm different cultural foods made from grains, pastas, vegetables, fruits, meats, milk and cheese, etc.	Prepare a multicultural buffet. Have children group in numbers of 4-6 according to one common ancestry. With the help of their parents, have each one bring in a dish that is common to that ancestry. Eat samples of the buffet and discuss the variety of foods. Classify the foods of the feast into the food groups. Provide music that represents different cultures for the feast.
	3.II.4.2	Understand and examine how advertisements are written.	Divide into groups of two or three. Select a TV, Magazine or internet advertisement and answer the questions: What is the main message? Who is the message designed to influence? What advertising tricks are used?

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.II.5.1	Review that healthful foods means the food has vitamins, minerals and many other things that the body needs. Give examples of healthful foods observe where on the Dietary Foods these foods are.	Group pictures according to Proteins, Carbohydrates, Vitamins and Minerals. Re-group pictures according to the food groups.
	3.II.5.2	Review that food is less healthful when it has too much sugar, fat, or salt.	Draw a picture of a healthy breakfast, lunch, and dinner. Identify the food groups represented in each meal. Name any missing food groups. Watch a demonstration by a

			teacher who measures out how many teaspoons of sugar are in a piece of pie and a scoop of ice cream (20t). Get into groups to measure for themselves the number of teaspoons of sugar in one chocolate chip cookie (2t), cup of yogurt (6-9t), and a can of soda (9).
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**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.II.6.1	Review Decision Making Skills. Divide into groups: select two different kinds of cereals and use Decision Making Skills to determine which cereal is the most healthful. (Choose from cereals provided by the teacher or by the students asked to bring in samples.) Review the meaning of a goal is something you want and must work towards – like making a promise to one self. Understand that eating healthy is a goal.	Set a goal to eat healthy at the same meal for three days. Complete a three day food journal recording one meal a day choosing the same meal each day – breakfast, lunch, or dinner. Write your food selections and the reasons why. Work at home with parents to complete the journal for three days. Return the completed sheet, discuss food decisions and if they met their three goal for three days.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.II.7.1	Understand habits influence food choices. A healthful habit is something that is done over and over.	Choose a healthful habit to work on for one week. Share with the class if they were able to develop a new healthful habit.
	3.II.7.2	Describe how the school, through the help of community organizations, has helped the hungry to get proper nutrition.	Locate several helping agencies by dividing into groups and using the internet and telephone books.

## MENTAL AND EMOTIONAL HEALTH

### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Suggested Activity/Assessment
	3.III.1.1	Listen to a presentation by a teacher, health professional or other ‘authority’ about the endocrine system: adrenal, thyroid, pancreas etc. They will discuss hormones and how they affect our body. The teacher or presenter may wish to bring in a blood pressure cuff and stethoscope and talk about blood pressure. They will also talk about how our emotions can have a physical effect on our minds and bodies.	Demonstrate some of the effects of anger on the body. By using a bicycle or balloon pump, a student will act out being very angry over something as he blows up the balloon until it bursts. Discuss how this affects the heart and circulatory system and can affect the digestive system as well. In small groups of 4 or 5 have one student run in place or outside if possible. When he returns to the group, have the group take his pulse, check his respiration and if there is a blood pressure cuff available, take his blood pressure (a digital cuff will be easier to read.) Record the findings. On a teacher prepared chart for each group, present their findings to the class. Then discuss how long the body can remain in this state.
	3.III.1.2	Teacher will present some relaxation techniques such as deep breathing, sitting quietly, visualization, or quiet music. Practice this several times each week especially after recess or an exciting experience.	After the above activity, have the individual practice a deep relaxation technique and then record the difference in breathing, blood pressure, etc.
	3.III.1.3	Write on a board different, human faults and feelings. These need not be personal and should not be directed at any other person. Discuss with the teacher how everyone can see these faults and failings. Then take an eraser and erase the board. Ask someone to read what was on the board.	Write a poem about forgiving a classmate who has hurt them in some way. Keep personal information out. Share with the class or post on a ‘forgiveness’ bulletin board.

**Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.**

	3.III.2.1	Listen to invited speaker on mental health speak about their work and clientele in general. Cover the differences between a psychologist, counselor, priest (minister), doctor or nurse.	Write and perform a short skit about not feeling good about being the best soccer player or, that they always seem to be getting into trouble, or have problems in school. Role-play their approach to a teacher or parent and the ‘adult’ can help them see a mental health professional.
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**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.III.3.1	Discuss why someone would be willing to take on hard and/or unpleasant activities.	Create and perform a rap about the benefits of self-control and delayed gratification. Listen to the story about a prominent figure such as a sports figure that is very accomplished in what they do. Then discuss what it takes to achieve these things. Make a T chart and on one side list the things that this person needs to do that are fun or easy and on the other side list the things that are hard or unpleasant.
	3.III.3.2	Cut out pictures of ‘perfect’ people from old magazines. Share with the class why they think they are perfect. Discuss with the class how a perfect person would react to some blemish on the perfection i.e., broken nail, chipped tooth, broken arm, etc. Discuss healthy and unhealthy attitudes.	In small groups of five or six pretend that they live in “Barbie and Ken Land” or “G I Joe Land”. They will role-play a “perfect Barbie, Ken, or G I Joe Day”. Then they will role-play what happens when Ken spills a soda in Barbie’s new convertible, or she has gained too much weight to fit into her beautiful gowns, or G I Joe leaves with out all his equipment. Draw a picture of what they do to ‘pick themselves up’ when things don’t go their way, such as a bad grade, someone ‘cut’ them in line, etc. Share with the teacher how this affects their attitude and how it makes them feel.

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date	Objective: Students will	Suggested Activity/Assessment
3.III.4.1	Read stories or watch a video of a story that portrays different ways of handling illness, limitations and health. Discuss that some cultures treat people at home with natural remedies and some utilize only health care professionals and/or and institution. Some believe in the power of prayer, some don't.	Make a small booklet showing different ways that people care for someone who is sick or living with limitations. Show a caregiver at home, an institution and the sick or disabled person in a social situation. Write a few sentences about each picture and what is happening.
3.III.4.2	Discuss with the teacher scenarios of loss and sadness such as losing a beloved pet, or a grandparent or other significant person. What happened with them, what happened with the family? Were some people crying or angry? Did some people want to be alone or talk about it with others? Make a list of some of the emotions the people felt. Bring out that there are different responses. Discuss the length of time for grieving.	Create a dance to slow, 'sad' or somber music about grief and manifest non-verbally about this grief. For three days make a journal entry about a loss and how they felt and the duration of the sadness. Write some ways to remember that person or pet.
3.III.5.1	Divide into groups designed by the teacher, such as those with blue eyes, those with brown eyes, those with glasses, braces, etc. From the beginning of the school day through lunch, this is to be their "group". They will not associate with others from outside their group. With the teacher's approval they may even sit together during class. After lunch they have a discussion with the teacher's direction about how this made them feel. Discuss how this happens because of personal choices we make.	Create a game in which everyone can participate, even if the number grows after the game begins. Discuss why it is important to find a place for everyone in the game. Example: the game "Spider". Create a skit about being in a clique and how they will find a way to admit others.

	3.III.5.2	Take an object that can have several uses or descriptions. Write down what this object does and manes for it, e.g., a ball: it can be called a sphere, a ball, a round thing; it can be used to play doge ball, for bouncing, for exercise, a rocket in a pool, etc. Take one aspect of the object and, with another student, present a case for why this should be limited to one use or name. Explain that this is the basis for some debates and that opposing ideas are not personal attacks.	Choose game that the students play at recess or during physical education class. In small groups of three, have some of the groups make a list of reasons why they think that it is a good game to play and the other groups make a list of reasons why it is not a good game to play. Place the groups that are writing the good list on one side of the classroom and the groups that are writing the not good list on the other side. Have a representative from each group come up to present the groups' list and general opinion.
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**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

	3.III.5.3	Read or listen to a story about a good friendship. With help of the teacher write on the board what qualities and events made the character's friends.	Write on an index card write one thing that they will do to make better relationships. Examples: "I will greet everyone I meet with a smile," or "I will be the first one to help someone else." Keep add to a tally every time they accomplish this goal. At the end of the week total them and write two sentences about this experience and how they felt.
	3.III.5.4	Become familiar with communication skills that promote responsible, assertive behavior when dealing with "bullying" behavior.	Complete teacher-prepared "I" statements such as: "I want..... "I feel..... "I need..... etc.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.III.6.1	Draw two pictures: one picture of a night where they did not get enough sleep and the second picture of how they felt the next day. Include the physical and emotional effects. Have some of them share their pictures with the class and tell what was going on the pictures.	Fill out a teacher prepared sheet showing the necessary time for rest, sleep and exercise. Write what activities they can substitute, drop or adjust to work the necessary time allotments for proper rest and exercise, e.g., brush teeth 15 minutes before bed, set a timer for a set amount of exercise, etc.
	3.III.6.2	Pretend to be very sleepy or tired and unable to pay attention in class. Take them outside if possible and have them run laps or jog in place in the classroom. Discuss how different they feel after exercise.	Keep a short journal for three days and record their bedtime and what time they arose n the morning. Note if they took a nap and the duration. What exercise they did either playing (what kind) or formal such as PE or dance, etc. and how much time they spent at this activity. At the end of the period, add up the time for rest and the time for exercise

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.III.7.1	Look through newspapers and magazines to find articles about children. Cut them out and put them in one of two boxes designated “Kids dong good things” or “Kids in trouble”. At the end of a week or two weeks take the articles out of the boxes and count how many articles are in each box. “Kids in trouble” will probably have more articles. Discuss with the class whether this gives a balanced picture of kids.	Write a letter to the local paper to include more articles on “Kids doing good things”. Everyone signs and send.

## SAFETY

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.IV.1.1	Recognize the simple, general concept of the body's immune system.	Observe a demonstration on the concept of the body's immune system.
	3.IV.1.2	Realize the body's first defense in the fight against diseases is the skin. Realize the importance of hand washing in the fight against disease.	Make a "hand washing shield" from construction paper. Write "hand washing" on the shield and glue to a large tongue depressor so the student can hold onto it. The teacher can walk around the room using flash cards or puppets to depict a cold virus, a flu virus, dirty hands, etc. and the student would have to hold up the "hand washing shield" for protection against the communicable disease.

### **Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.IV.2.1	Realize the need for a crisis team at school.	List crisis situations that could occur at school and at home and brainstorm a list of problems that might develop.
	3.IV.2.2	Listen to a presentation from a school crisis team member teaching them how to act and what to do in the event of a crisis at school and at home. Listen to a school counselor talk about the affects of a crisis and the need to talk things over after a crisis.	Fill in a boxed diagramed flow chart prepared by the teacher.

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

Date	Objective: Students will	Suggested Activity/Assessment
	3.IV.3.1 Identify risky behaviors in sports, school recess, and recreational play that can lead to injury or trauma. Discuss the rules of safe play.	Pick a sport or recreational activity. Teacher can prepare sheets of folded paper naming different sports and recreational activities and place them in a baseball, bike or football helmet for the students to draw. Student will create a poster of “The Rules Of Safe Play” for that activity. The teacher can bring in a pool safety poster provided by the Red Cross.
	3.IV.3.2 Identify specific injuries that occur due to risky behaviors.	Exchange posters and identify what injuries can occur if these “Rules of Safe Play” are not followed e.g. head injuries, fractured bones, broken teeth, sprains, etc.
	3.IV.3.3 Identify ways to prevent sport or recreational play injuries.	Name all the necessary safety equipment related to a sport that the teacher announces, e.g. “skate boards”. Students: “helmet”, knee pads, wrist guards, elbow pads”.

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date	Objective: Students will	Suggested Activity/Assessment
	3.IV.4.1 Recognize risky behavior portrayed in some television programs. View and have a discussion about a teacher prepared video of clips from programs such as World Wrestling Federation, car chase scenes, etc. depicting risky behavior.	Brainstorm and role play peer pressure situations of risky behavior. Example: horseplay on the playground or not wearing safety equipment. How can this risky behavior problem or situation be resolved?
	3.IV.4.2 Review Internet Safety. Invite the school’s computer teacher to discuss rules of internet safety.	List rules of Internet Safety. Complete a teacher prepared matching quiz on Internet Rules. Create their own contract to follow Internet rules and sign this commitment.
	3.IV.4.3 Recognize how peer pressure can jeopardize their safety. Recognize what peer pressure is and understand, following discussion, how the fear of looking funny stops some people from wearing protective gear during dangerous activities.	Decorate their bicycle helmets or other protective gear with stickers, puff paint etc. provided by the teacher. Note: this will encourage the students to wear their helmets because they have personally designed them. They are “cool”. This can also be done with sun hats for sun protection.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.IV.5.1	Identify strategies for dealing with peer pressure. Brainstorm with the teacher certain qualities and strengths needed to deal with peer pressure.	Create for themselves a “power bracelet”. Make a color chart indicating what each color stands for.
	3.IV.5.2	Observe teacher demonstration of being assertive, being a leader, and making safe choices.	With the ” power bracelets” on, role play teacher created scenarios of peer pressure showing assertiveness, leadership skills, and making safe choices. Decide which color represents each role–play situation.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.IV.6.1	Realize the importance of having a prepared plan and making safe choices when faced with a crisis or the challenges of peer pressure.	Discuss the steps in making a decision.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.IV.7.1	Identify choices they can make to keep themselves safe.	Make a list of five choices they can make to keep safe e.g., always wearing a bike helmet. Take list home to family.
	3.IV.7.2	Announce their personal commitment to safe choices to the school community and to their family.	Pick a safe choice and write it on teacher prepared construction or hard stock paper which could be in the shape of a key. Place these on a teacher prepared bulletin board outside of the classroom where it is visible to the school community.

## SUBSTANCE ABUSE PREVENTION

### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Suggested Activity/Assessment
	3.V.1.1	Differentiate between OTC medicines and prescription medicines.	Keep a record of how many OTC medicines and prescription medicines are used by family members for one week. Share with the class what these OTC and prescription medicines are for. (Information is given with parent's permission to avoid issues of privacy). Bring results to class to be tallied with the rest of the class. Illustrate total class results in a chart or a graph.
	3.V.1.2	List the dangerous physical effects of using inhalants, marijuana or cocaine.	Name by listing, household products that can give off dangerous fumes (bleach, glue, cleaning products, varnish, and nail polish). Make safety posters illustrating ways to use household products safely. Refer to a classroom human body chart and talk about which body parts are most likely to be affected by the side effects of inhalants and illegal drugs.
	3.V.1.3	Identify products containing caffeine, alcohol, and nicotine.	Brainstorm with the class the harmful effects of caffeine, alcohol and nicotine on specific organs and on behavior.

### Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Students will	Suggested Activity/Assessment
	3.V.2.1	Realize that there are people, government agencies, and organizations which can provide information alcohol and tobacco use and abuse.	Watch videos from these organizations and share information learned.
	3.V.2.2	Make a list, with the teacher's help, of local agencies, organizations or associations that provide information (American Cancer Society, etc.).	Write these organizations and ask for information to be sent to the school.

**Standard 3: Students will demonstrate the ability to practice health-enhancing behavior and reduce health risks.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.V.3.1	Realize that alcohol is dangerous to health and safety. It affects friends and family.	Research the internet and go to the library to obtain statistics about drinking and fatal car accidents, the effects of alcohol on a person's performance on the job, at home and in school.
	3.V.3.2	Practicing saying NO to alcohol.	Roll -play ways to say NO to alcohol. "That's against the law!" "It will make me sick." "I want to have fun, not hurt my body."

**Standard 4: Students will analyze the influence of culture, media technology and other factors on health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.V.4.1	Realize that social attitudes, personal and family values greatly influence people's choices about drug use.	Give examples of TV commercials, magazine and billboard ads about alcohol and nicotine and state their messages (make people popular, desirable, make life move easier, more fun).
	3.V.4.2	Understand how religious beliefs affect people's decisions about drug uses (Jewish, Mormon, Indian).	Research on beliefs about alcohol and tobacco use.
	3.V.4.3	Explain how the media greatly influences their attitudes about drug use ("cool", "mature").	Create ads showing negative effects of alcohol and nicotine use.

**Standard 5 is not discussed at this grade level.**

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.V.6.1	Identify and explain safety practices regarding medicines, environmental smoke, tobacco and alcohol	List safety medicine rules on a poster board. Make other posters illustrating the bad effects of not following safety rules when taking medicine. Role play situation of being in

			a room of second-hand smoke...what would they say? Design buttons or pins that reflect saying “no” or anti-drug slogans. Cut out magazine pictures showing enjoyable activities not involving alcohol or tobacco.
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**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Suggested Activity/Assessment
	3.V.7.1	Recognize good choices and decision making	Letter writing campaign to community leaders regarding drunk driving laws, anti-smoking campaigns; etc.

## FOURTH GRADE HEALTH

### DISEASE PREVENTION/HYGIENE

#### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity/Assessment
	4.I.1.1	Identify, define and differentiate types of pathogens and their characteristics (sizes, shapes, method of action in the body, growth environment, etc.)	Complete a teacher-prepared activity categorizing various characteristics, methods of growth, or diseases as: Viruses (V), Bacteria (B), or Either (E) plus, group work on epidemics, how they spread and prevention.
	4.I.1.2	Describe how pathogens are spread, e.g., food, water, air, contact, animals, etc.; how epidemics occur; and universal precautions for blood-borne pathogens.	List all the ways diseases could be spread throughout family members. List ten good hygiene behaviors and items that can be used to avoid spreading pathogens to family members.
	4.I.1.3	Understand the AIDS virus and how children can become infected with it.	Name three ways that children can get the AIDS virus; write two to three sentences explaining universal precautions.
	4.I.1.4	Describe how good hygiene can reduce or prevent the spread of some pathogens.	Label the body defenses on a diagram of the upper body including the mouth, airway, lungs, stomach and skin. Then write a sentence for each defense telling how it helps fight disease.
	4.I.1.5	Explain how the immune system functions.	Write a paragraph explaining: 1. How white blood cells and antibodies work as part of the immune system, and, 2. How immunity develops.

**Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.**

Date		Objective: Student will	Activity/Assessment
	4.I.2.1	Understand how/where to get accurate information on various non-infectious diseases. Examples: library, doctor, school nurse, or organizations devoted to a particular disease, e.g., American Diabetic Association (ADA), American Cancer Society (ACS), American Heart Association (AHA), American Lung Association (ALA), and Food Allergy Network (FAN).	Choose a non-infectious disease and report on it. This report should include symptoms, how the disease affects a person's life and current treatment plans available. Posters, pictures from the internet or drawings can be included.

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risk.**

Date		Objective: Student will	Activity/Assessment
	4.I.3.1	Identify components of a healthful lifestyle (exercise, rest, nutritious food, regular checkups, using sunscreen before going out into the sun, vaccinations, managing stress, good hygiene, abstinence from tobacco products and alcohol.	Write a paragraph explaining how a healthful lifestyle helps the body build resistance to illness and how a healthy body also leads to a healthy mind and spirit.
	4.I.3.2	Identify risky or harmful behaviors.	List three reasons why people choose to use tobacco products or alcohol. List four reasons each on why abstinence from tobacco products and alcohol is a good choice.

**Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.**

Date		Objective: Student will	Activity/Assessment
	4.I.4.1	Understand how family traditions and habits can influence health.	Write one or two sentences for each of the following explaining how it's done in their family: <ul style="list-style-type: none"> <li>• Mealtime, favorite family foods</li> <li>• Illness – how it is handled</li> <li>• Activities/exercise, what the family enjoys doing</li> <li>• Smoking/tobacco use</li> <li>• Alcohol use</li> </ul>
	4.I.4.2	Understand how the media and technology influence one's health.	Discuss in small or large groups the different types of media and technology and how they influence (appropriately or inappropriately) our health.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Student will	Activity/Assessment
	4.I.5.1	Understand different ways of communicating about illness, e.g., crying, change of facial expression, explaining the problem, becoming unusually quiet, exaggerating, sleeping too much, complaining, etc.	Write some ways each of the following people might communicate that they're ill: <ul style="list-style-type: none"> <li>• A baby (crying, squirming, being too quiet, not eating)</li> <li>• An eight-year-old child (crying, telling someone, wanting to sleep too much)</li> <li>• A teenager who has minor allergies but wants a day off from school (exaggerating about symptoms, pretending to be ill)</li> <li>• Someone who is deaf and can't speak (sign language, gestures, facial expression)</li> <li>• An old person (troubled appearance, telling someone, not eating)</li> </ul>

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Student will	Activity/Assessment
	4.I.6.1	<p>Understand how to make good health decisions using the steps for decision-making by participating in one of the following activities:</p> <ul style="list-style-type: none"> <li>• Choosing toothpaste. Working as a group, the students should go to a store and check various brands of toothpaste. They should look for the ADA seal; check the prices, sizes, flavors, ingredients, and any other features they think are important.</li> <li>• Choosing sunscreen. The group of students should go to a store and check various brands of sunscreen. They should note the sizes prices, ingredients (which ingredient(s) must be in the sunscreen to be effective), SPF strength, and any other features they think are important.</li> <li>• Choosing breakfast cereals. The group should go to the store and check various brands of cereals, including cooked and ready-to-eat cereals. They should note the sizes, prices, ingredients, levels of important nutrients, and any other features they think are important.</li> </ul>	<p>Make a poster (group activity) showing the results of their research and explain how they decided which item to buy, using the steps of decision-making.</p>

**Standard 7: The students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Student will	Activity/Assessment
	4.I.7.1	Identify the roles and responsibilities of community workers who protect public health.	Name three workers who help keep a community clean and write a sentence about each telling how their job helps protect public health, e.g., hospital cleaning people-help keep dangerous germs from spreading; trash collectors – keep dangerous trash from piling up; water treatment people – help keep our drinking water safe.
	4.I.7.2	Know the importance of cleanliness within school lunchrooms, restaurants and any other public eating facilities and how this cleanliness is important to the community.	Draw a poster showing what we can all do to help promote community cleanliness and good health.

**NUTRITION**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Student will	Activity/Assessment
	4.II.1.1	Understand the digestion process.	Divide into groups and make a T-Chart poster listing the body parts and the job each part does.
	4.II.1.2	Classify what foods and behaviors help and hinder the Digestive System. (Foods and behaviors that help: broccoli, oatmeal, water, lettuce, apple, rice, wheat bread, pasta, cabbage exercise, relaxation, low fat milk. Foods and behaviors that hinder: candy bar, too much fat, lack of exercise, alcohol, sugar, chewy candy, stress, too much salt.)	Compare and contrast the foods/activities that help the digestive system and the foods/activities that hinder the Digestive System.

	4.II.1.3	Name the important nutrients and their role in a healthy diet: protein carbohydrates, vitamins, minerals, water, and fat.	With a parent, complete a prepared chart that has the following headings: Name of Food, Carbohydrate, Protein, Fat, Mineral, and Vitamin. List the foods eaten in one day and check the main nutrients in the food. Rank and explain to the class which foods had the most nutrients and provided the most energy.
	4.II.1.4	Divide into groups and design a skit, poster, or song to convince other students of the value of eating foods that are known to help prevent disease.	Share the groups' 'prevent disease' skit, song, or poster with the class.

**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Student will	Activity/Assessment
	4.II.2.1	Define dietitian.	Give examples of where a dietitian might work and why.
	4.II.2.2	Review the definition of calorie and that food with many calories are "calorie loaded" and supply a lot of energy. Less healthful foods are "calorie" loaded and "nutrient poor" (junk food).	List foods that are "calorie loaded" and supply a lot of energy; who might eat this type of food and why/when; list the less healthful foods that are "calorie loaded" with little or no nutritional value and the results of eating this type of food.
	4.II.2.3	Recognize that different people have different requirements for nutrient/calorie input (baby, teenager, parent, grandparents). Growth and the amount of exercise affect requirements.	Discuss, in small groups, what and how much food intake would be required for each category (baby, teenager etc.) Share findings with the class.
	4.II.2.4	Understand the relationship between calorie intake and energy. When calorie/nutrient input is more than the amount of exercise, a person can become overweight which can lead to stroke and heart disease.	List examples of out comes in both scenarios of calorie intake/output; with or without exercise.
	4.II.2.5	Identify influences that affect eating patterns such as friends, family, advertisements, looks and taste.	List diseases that can arise from eating patterns that is not healthy.

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

Date		Objective: Student will	Activity/Assessment
	4.II.3.1	<p>Find and read Nutrition Facts on food labels (serving size, calories per serving – not more than 30% of total calories from fat, breakdown of nutrients).</p> <ul style="list-style-type: none"> <li>• Understand the ingredient list describes exactly what is in the food (the first ingredient contributes the highest percentage. Preservatives and additives give the food color or taste and keep the food fresh for a longer period of time.)</li> <li>• Recognize unsafe foods: bulging cans, sour smell, rotten meat, expired dates on cans, mold – never eat or taste so don't get ill with food poisoning.</li> <li>• Understand other terms for sugar, e.g. molasses, honey, fructose, corn syrup and other words used for fat, e.g. lard, shortening, and oil.</li> <li>• Identify the expiration date.</li> <li>• Review the basics rules for touching food: WASH your hands before eating, WASH your hands before preparing food, and WASH your hands if you touch meat, WASH cutting board, counters, knives, or anything that touches the meat.</li> </ul>	<p>Divide into small groups and study a particular product ingredient list. Determine the product's nutritional level, expiration date and how it is marketed. Role-play a "mini" commercial depiction the product being studied. Have a different product for each small group in the class.</p>

**Standard 4: Students will analyze the influence of culture, media, and technology.**

Date	Objective: Student will	Activity/Assessment
4.II.4.1	Review the food groups and which foods are healthy. Variety is important in diet.	Assess the number of advertisements on TV designed to influence food or drink choices. Watch cartoons or other programming for children for one hour and record the number of advertisements for fat, sugar foods, and soda.
4.II.4.2	Review and examine how advertisements are written: What is the main message?	In groups, create an ad that includes a jungle for a healthful food that should be used to replace one of the ads for a less healthful good on one of the TV programs.
4.II.4.3	Understand different cultures have different ways of serving the same food groups. Brainstorm different cultural foods made from grains, pastas, vegetables, fruits, meats, milk and cheese.	Create, with the help of a parent, an ethnic fast food item that is nutritious. Student and parent could look at samples of ethnic cookbooks for ideas.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date	Objective: Student well	Activity/Assessment
4.II.5.1	Review healthy and unhealthy food choices and activities (food from the food pyramid, exercise, relaxation candy, sugar, chewy candy, lack of exercise, stress, too much salt, fat, and alcohol).	Divide into pairs and make two sets of food/activity cards: <ul style="list-style-type: none"> <li>• Ten healthy and unhealthy food choices</li> <li>• Ten healthy and unhealthy activity choices</li> </ul> Rank them from most important to least important. Be able to explain to the class your rationale (reasons) for how the food and activity cards are ranked.
4.II.5.2	Understand healthful foods and activities prevent problems (cancer, cavities, , constipation, stress).	Plan a meal with a parent that will help your teeth, bones, and muscles. Share meal plan with the class.
4.II.5.3	Recognize bones, muscles, and teeth are affected by the foods we eat such as milk products which has calcium for bones and teeth; protein which is necessary for muscles; fruits and vegetables which have vitamins and minerals needed for teeth, bones and muscles. Understand healthy dental practices.	Create a riddle that describes a healthful food.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills.**

Date		Objective: Student will	Activity/Assessment
	4.II.6.1	Review Decision Makings Skills.	Divide into groups and design a demonstration to teach others the value of reading food labels on food products and to make appropriate food choices.
	4.II.6.2	Read and interpret ingredient lists on food labels: sugar (molasses, corn syrup, honey, brown sugar, and [“ose”] words), fat (hydrogenated, and partially hydrogenated, oil), sodium (salt, baking soda), and chemicals that preserve or stabilize (gums, color, and other unpronounceable). Look at several food labels and circle all the sugars, underline all the fats, and box the chemicals including sodium.	Decide which food is more nutritional from teacher-prepared situation. Choose between: milkshake, soda, low fat milk: white bread or wheat bread; ice cream bar, frozen yogurt, juice pops; low fat milk, skim milk, whole milk; sugared cereals or plain breakfast cereals.

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Student will	Activity/Assessment
	4.II.7.1	Understand that habits influence food choices.	Evaluate personal nutrition. Keep a record for four days of foods eaten and activities for each day. Determine if you are balanced between nutrient/calorie input and energy output.
	4.II.7.2	Brainstorm community resources that help people with eating disorders.	Use several resources: telephone book, school nurse, parents to locate agencies that address eating disorders.
	4.II.7.3	Recognize bulimia is a misuse and abuse of food. Listen to a speaker on eating disorders.	Write three pieces of information learned from the speaker on eating disorders.

## MENTAL AND EMOTIONAL HEALTH

### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Student will	Activity/Assessment
	4.III.1.1	Look for stories and articles about children doing responsible things and irresponsible things. Share these stories with the class. These may be fiction or non-fiction. On a T-chart, list responsible behaviors and irresponsible behaviors. Discuss the consequences for the individual and for others in the story.	Write a short story about forgetting their homework or lunch. Write two endings and share with the class what lessons they learned from each ending. Scenario one, the parents bring the forgotten homework or lunch; scenario two, the parents do not bring the forgotten items. Discuss why learning to accept the consequences will help serve them better in life.
	4.III.1.2	Discuss and recognize “bully” behavior within their peers and/or themselves.	Role-play a “bully” scenario. Using the same scenario and students, role play again switching roles.
	4.III.1.3	Bring in some magazines that are aimed at their age group. Look at models, read the stories and look at the advertisements. Discuss how students their age are being used to influence them to buy or do things.	In small groups, role-play peer influences. In one group have an “adult” sell a ‘cool’ toy or item, then have a first grader sell the same thing, and then have a “peer” sell the same thing. In another group, an adult tells them they need to do their homework and then a peer tells them the same. In another group, a kindergartner tells them to clean out their backpack, an adult tells them to do the same, and a peer tells them the same. On prepared survey forms for each scenario, rate how effective each person was in convincing them to perform the requested activity. On the survey indicate which person convinced them the most and why. This would make a great class discussion.
	4.III.1.4	On one side of a paper write a story about their best friend. On the reverse side, make a list of qualities that they consider important in that friend. Post these qualities on posters or large sheets of paper in the classroom.	Using the list of qualities, make a Venn diagram with three fields entitled: friends, acquaintances, family. Then list the qualities in the various fields. Discuss that these are important qualities in any person you associate with or the person you want to be.

**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date	Objective: Student will	Activity/Assessment
4.III.2.1	Cut out pictures of beautiful, 'perfect', people, homes, and cars. Discuss in class why they are 'perfect.' Discuss who determines the standard for 'perfection.'	Bring in photographs from home of various 'real' people and compare them with the 'perfect' people they found in magazines. Discuss what is 'perfect' about the people we actually know and live with and what qualities are important that aren't physical in nature.
4.III.2.2	Listen to a teacher procured 'expert' on photography or advertising. Hear how there are many techniques used to make things appear as they are not. Discuss how there are models for 27+ different body parts, e.g., feet models, hand models, hair, skin, teeth etc. Discuss how many images that are viewed can be a compilation of several people.	If available, utilize a photography program on a Personal Computer and manipulate a photo of them. Compare the finished product with the 'reality' photo. Discuss how they are similar and how they are different. Make a journal entry as to why they would change certain features. Discuss that they can 'make peace' with their perceived imperfections and discuss that it is more important to 'be' than to 'appear.'
4.III.2.3	Listen to a presentation given by a pediatrician who will discuss what are healthy expectations and variances in body types. Also discuss what kinds of things you can discuss with your doctor. If possible, connect this presentation to the height/weight charts.	Using a bathroom scale and tape measure (at home) have students measure and weight themselves. Compare their findings to the height/weight charts. Find some statistics on models and compare those statistics to the charts. Discuss how realistic height and weight need to be in order to be healthy.

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

Date	Objective: Student will	Activity/Assessment
4.III.3.1	With a timer, list on a sheet of paper as many emotions as they can name in five minutes. Share this with the class and compile a class list. Discuss how these emotions are good and/or bad. Discuss some of the consequences of displaying these emotions.	In small groups act out two different scenarios of the same emotion with different results, e.g., anger and happiness. Anger can be used to change something that is wrong or can be way out of proportion of the situation. Happiness can be used to celebrate good things like birthdays or other events, but can keep us distracted if carried on for a prolonged period of time.

	4.III.3.2	Define and discuss what “bully” behavior looks like and why it is used. Learn how to “empower” themselves against a bully. What can be done to defuse the bully?	Engage the Principal to start a bully-proofing program. Instruct the teachers and get the students involved in the development of the program.
	4.III.3.3	Write a letter to someone with whom they have had a disagreement and are still angry. Seal it in an envelope and place their name on the envelope. Then place this in a box provided by the teacher and, after a few days, the teacher will return the letters to the students who wrote them who will then privately read them. Without a lot of personal information discuss how they feel about the situation now and what, if anything, happened between the writing of the letter and the re-reading of the letter.	For three days keep a journal of emotions. List the emotion, a few facts about what happened and how they dealt with it, e.g., did they talk about it with someone or just write about it; did they stew about it or let it pass. Was there a resolution?
	4.III.3.4	Review some steps for stress reduction and calming down. Examples: running a few laps or exercise, deep breathing soft music, etc.	Pick a time each day (maybe after lunch/recess) and put on meditation music and practice the breathing techniques individually and on their own (quietly). Keep the meditation or “quiet” time at the same time everyday.
	4.III.3.5	Bring in an item that can be modified easily to work and not work very well, e.g., a working pen and a non-working pen. Try each way. On a prepared scale, they will rate the level of frustration over the inability to use the item. Discuss what emotions they feel, e.g., anger, discouragement, etc.	Discuss from a prepared list, how they would deal with events or things that they can control or not control. Examples: if they received a new bicycle but it had to be assembled and there are a few pieces missing. How do they feel about the situation and how much can they control the event? Or they have planned an outdoor swim party and after the guests arrive there is a terrific thunderstorm that blows out the electricity.

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Student will	Activity/Assessment
	4.III.4.1	Research in books and magazines various cultures and what they consider beautiful and attractive. Bring in pictures of examples.	Make a graph of traits and characteristics of three different cultures and what they find attractive, e.g., use of makeup or body painting, long skinny legs, big eyes, short hair, etc. Discuss how things that are portrayed to us are not the only measure of beauty. Along with physical characteristics, list personal qualities as well, e.g., honesty, loyalty, etc.
	4.III.4.2	View great reproductions of ‘art’ from various periods, such as Egyptian, Greco/Roman, Renaissance, Victorian, 1920’s, etc., depicting people and discuss what the components are that make it beautiful.	Make a time line and make a short list of how the idea of beauty changed in art over time, e.g., compare ancient Egyptian makeup to Roman and Greek models to Elizabethan times to the 1900’s.
	4.III.4.3	View a teacher prepared video of some commercials for shampoo, acne gel, cosmetics, etc. Discuss how the use of this product or service is intended to make the consumer happy.	Role-play the ‘other side’ of commercials demonstrating what one’s life would be like if they <i>didn’t</i> purchase and use advertised products, e.g., not using mouthwash and people around you faint because of bad breath, or not using a certain shampoo and your friends at school won’t associate with you.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Student will	Activity/Assessment
	4.III.5.1	Make a list of slang and jargon words, give them definitions and compile into a “dictionary.” Write a short story in jargon or slang and exchange the story with a neighbor who then must translate it. Compare to see if jargon and slang accurately conveyed the information.	Demonstrate by role-playing two different methods of communication. In one scene, use slang, jargon, and a lot of ‘you knows’ and lots of meaningless gestures and extraneous information. In the other scene use carefully thought out vocabulary to describe a situation or event with more precision and clarity. Discuss as a class from which scene they received the better information and understanding. Present the same demonstration to another class.

**Standard 6: Students will demonstrate the ability to use goal-setting decision making skills to enhance health.**

Date	Objective: Student will	Activity/Assessment
4.III.6.1	Make a list of personal care products that are necessary for good hygiene. Take the list home and inventory what products they have at home to help them, e.g., soap: body wash, bubble bath, dish sop, fragrance soap, include brand names. In class, discuss if having ‘Zest’ or ‘Dial’ makes your life better or has no real impact.	Bring three advertisements from a magazine for the same type product, e.g., soap. Display these ads to the class and state what things about the advertisement would make them want to purchase one brand over another.
4.III.6.2	Product comparison. Using a list of a few items, accompany an adult to the store; write down the prices and sizes of a product. Compare a product price, size, and ingredients with those of house brand versus a name brand product.	In small groups write a “news report” on an item they researched at the store and report on the product. To enhance the student’s creativity, have them write a short commercial bout the same product and present it.

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date	Objective: Student will	Activity/Assessment
4.III.7.1	Make two charts. One chart shows the things and behavior that they like about their class and the other shows the things that they do not like about their class and its’ behavior (class dynamics).	In small groups draw up some behavior guidelines for the class and each group will present these ideas to the class.
4.III.7.2	Write a short paragraph about two of the things they like from the list and two of the things they don’t like and why. Include reasons because it makes others feel bad or makes them feel bad. Share from teacher selected writings.	As a class design their own guidelines for class behavior towards classmates, other students, visitors and adults. Post this in the classroom and then design a commitment form. Sign the commitment form as their promise to uphold the class standards.

## SAFETY

### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Student will	Activity/Assessment
	4.IV.1.1	Realize the importance of using soap and friction when washing their hands (not just pouring water over their hands); Recognize the fact that hand washing is a safety issue protection their body form disease.	Enroll in the 4 <sup>th</sup> grade SAFE club. (Soap And Friction Experts) Members must: <ul style="list-style-type: none"> <li>• Recite the SAFE oath- “I will always use soap and friction to wash my hands—soap lifts off and friction rubs away disease causing germs.”</li> <li>• Demonstrate the secret SAFE greeting (hands with palms facing fellow SAFE member, clap once, rub together three times).</li> <li>• Sign a SAFE membership card (laminated cards with the SAFE oath printed on them).</li> </ul>

### Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Student will	Activity/Assessment
	4.IV.2.1	Recognize the services provided by the American Red Cross concerning safety. Research the services pertaining to safety available through the American Red Cross via the Internet, brochures telephone interviews, etc.	As a class, write a letter to the American Red Cross asking for free safety posters (pool safety, Heimlich maneuver, CPR, AED) and discuss what they contain; encourage students to take a class in CPR.
	4.IV.2.2	Understand the concepts of CPR, Heimlich maneuver, and AED.	Write a one-page report on “What the American Red Cross does for my safety?”

### Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Date		Objective: Student will	Activity/Assessment
	4.IV.3.1	Look up and write the dictionary definition of choking, suffocation, and strangulation.	Make a list of choking, suffocation, and strangulation risks, e.g. hot dogs, marbles, grapes, balloons, jump ropes, discarded refrigerators, necklaces, etc.

	4.IV.3.2	Identify situations that could cause choking, suffocation, and strangulation	Class discussion.
	4.IV.3.3	Identify ways to prevent choking, suffocation, and /or strangulation.	Choose one item from the list of choking, suffocation, and strangulation risks and write how this can be prevented. Examples: cut hot dogs into small pieces for your children, remove drawstrings from sweatshirts, never wrap a jump rope around their own or someone else's neck.

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Student will	Activity/Assessment
	4.IV.4.1	Recognize the dangers of talking on cell phones while driving.	Make a simple steering wheel from the outer edges of a paper plate. Cut out and make a "cell phone" from the inside part and pretend to drive and talk at the same time.
	4.IV.4.2	Identify rules to follow to insure safety while home alone	List rules for staying home alone.
	4.IV.4.3	Realize the responsibilities that are involved with babysitting a younger sibling or relative in keeping them safe; Discuss with the teacher baby sitting responsibilities.	Make a list of responsibilities when babysitting. (Don't forget to include the responsibility of calling 911 in an emergence as one of the responsibilities.)
	4.IV.4.4	Discuss with parents and teacher appropriate times when they might be left home alone and what rules are needed to be safe.	Make a "Home Alone Rules" poster (8x10 sheets to be posted on the refrigerator at home.) Examples: When answering the phone never say that your parents are not home. Do not answer the door for anyone you do not know. Do not use the stove or microwave.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Student will	Activity/Assessment
	4.IV.5.1	Recognize sexual and physical abuse, that it is wrong, and needs to be reported to an adult whom they trust; Identify the times when it is unsafe to keep secrets with adults; Realize their right to say “no” to an adult.	As a class, sit on the floor in a circle. Pick a slip from a container in the middle of the circle labeled “SECRETS.” Papers contain examples of secrets such as “We’re having a surprise birthday party for Uncle Mark, don’t tell him about it” or “Don’t tell Mommy that I took you to the park today.” Should this secret be kept or not? Explain your answer.
	4.IV.5.2	Realize their need to be assertive to help keep them safe; listen to a police officer talk about sexual and physical abuse issues. Police or sheriff departments frequently have special officers who come to schools to talk to students. Note: Having a police officer talk tends to emphasize the fact that this abuse is a criminal act and is against the law.	Continue to sit in a circle and replace the “SECRETS” container with the “NO” container and pick a paper out of it. Papers contain examples of different situations when they might or might not need to be assertive and say “NO” to an adult. Examples: “You need to clean your room right now!” Or “Mommy and Daddy aren’t here so let’s sit on the bed and eat candy” or a stranger offers them a ride. When should you say “NO”? Explain your answer.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Student will	Activity/Assessment
	4.IV.6.1	Recognize their individual goal of being prepared in an emergency at home and feeling secure about their safety decisions.	Each student will create their own Home Emergency Box. Home Emergency Box can be a shoebox decorated with a red cross containing items like a flashlight, phone numbers of neighbors and relatives, the home escape plan in case of fire, Band-Aids, etc. Students will decide what is necessary and where to put the completed box.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date	Objective: Student will	Activity/Assessment
4.IV.7.1	Become advocates for prevention of choking, suffocation and strangulation for students in Grades K – 3. (American Red Cross BAT program. Basic Aid Training for 4 <sup>th</sup> graders.)	With the help of the teacher, design a choking, suffocation, and strangulation prevention program for Grades K – 3. Class can be divided into small groups – one group for each class to be taught. Make a tri-fold board or poster board display or diagram of choking, suffocation, and strangulation risks. Teacher will help plan how students will teach their assigned grade and arrange the teaching schedule with principals and other teachers.

**SUBSTANCE ABUSE PREVENTION**

**Standard 1: Students will comprehend concepts related to health and disease prevention.**

Date	Objective: Student will	Activity/Assessment
4.V.1.1	Review that medicines are drugs that help the body.	Share their personal experiences regarding medicines they were given and how these medicines affected their bodies or conditions. Teacher writes the names and effects of these medicines on the board.
4.V.1.2	Review the difference between prescriptions and over-the-counter medicines.	Teacher shows students samples of labels on OTC medicines and prescription medicines. Students will point out important pieces of information on the labels. They will explain why it is important to know this information. List similarities and differences between prescription and OTC medicines on their own paper or on the board with the teacher's help.
4.V.1.3	List medicine safety rules.	Make a chart showing a medicine safety checklist.

**Standard 2: Students will demonstrate the ability to access health information and health promoting products and services.**

Date		Objective: Student will	Activity/Assessment
	4.V.2.1	Identify warning signs of drug use problem or addiction. Note that some of the signs do not necessarily indicate drug use (emotional problems or depression).	Listen to an invited speaker qualified to explain or describe warning signs of drug abuse. Ask questions and write 3 to 5 sentences about warning signs of drug abuse. Make a list of people in their families, school and community who can help someone with a drug problem.
	4.V.2.2	Identify people and organizations that can help with drug recovery.	Find names of organizations their names and addresses, by going to the library or using computer technology.

**Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Student will	Activity/Assessment
	4.V.3.1	Explain why some young people begin to smoke.	Interview people they know who smoke and ask when and how they started smoking. Interview people who quit smoking and ask why they decided to quit. Ask them to describe the process and difficulties they experienced. Share with their classmates. List reasons given.
	4.V.3.2	Explain the reasons why some people use or abuse alcohol.	Invite a recovering alcoholic who is willing to share his story about how he started drinking and how he decided to ask for help. Teacher will make the necessary arrangements.
	4.V.3.3	Realize how difficult it is to break bad habits (smoking and drinking.)	Research on health statistics related to tobacco use and deaths or accidents related to alcohol use.
	4.V.3.4	Realize the importance of refusing to use alcohol or nicotine leading to dependence or addiction.	Write an essay on why it is smart not to start smoking or drinking. Include harmful effects on their bodies, future, families and society in general.
	4.V.3.5	Describe the dangerous effects of marijuana and cocaine.	Make a chart showing the harmful effects of marijuana and cocaine.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date	Objective: Student will	Activity/Assessment
4.V.4.1	Recognize truths behind misleading tobacco and alcohol advertising.	Take a stand on whether or not tobacco companies should be held liable for smoking related illnesses or death (debate); research on when and why liquor ads were taken off the air.
4.V.4.2	Evaluate messages which ads for alcohol and tobacco aim to promote.	Write an essay developing this topic: Tobacco and alcohol advertisers show these as glamorous, fun and healthful. Is this true? Why or why not?
4.V.4.3	Identify unfavorable truths not portrayed in ads.	Create an honest billboard ad for an alcohol or tobacco product. Using pictures or words to show or tell what really happens to people who use these products.
4.V.4.4.	Realize that religious, cultural or family traditions affect attitudes regarding alcohol.	Share personal knowledge of family, cultural or religious practices and attitudes regarding alcohol.

**Standard 5 is not discussed at this grade level.**

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date	Objective: Student will	Activity/Assessment
4.V.6.1	Demonstrate strategies for refusing the use of alcohol and tobacco.	Role-play situations about being persuaded to smoke or drink alcoholic beverages and refusing. Give reasons for refusing.
4.V.6.2	Understand the meaning of peer pressure.	Suggest ways of refusing (different ways of saying NO in specific statements).
4.V.6.3	Identify ways of avoiding peer pressure.	Check the price of cigarettes in their area and calculate how much money a smoker can save daily, weekly, monthly, yearly (1 pack per day) by stopping this habit completely.
4.V.6.4	Realize that they have the right to do what they think is best for their health and safety.	Write, sign and decorate pledge cards stating their intentions regarding alcohol and tobacco. For example, "I pledge to be alcohol and tobacco free" or "I pledge never to use tobacco products or to use alcohol."

**Standard 7 is not discussed at this grade level.**

## FIFTH GRADE HEALTH

### DISEASE PREVENTION/HYGIENE

#### Standard 1: Students will comprehend concepts related to health promotions and disease prevention.

Date		Objective: Students will	Activity/Assessment
	5.I.1.1	Identify some causes of disease and some of the resulting diseases.	List different causes of disease and an example of a disease caused by each.
	5.I.1.2	Identify common types of pathogens, infectious diseases, and how these diseases are transmitted.	List four main types of pathogens and give two examples of each.
	5.I.1.3	Describe the body's defense mechanisms and the immune system.	List five of the body's main defenses against pathogens.
	5.I.1.4	Describe types of treatments for diseases, and how doctors treat them.	List some infectious diseases; explain the most common way they are transmitted to children.

#### Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Students will	Activity/Assessment
	5.I.2.1	Research and prepare a class presentation on Heart diseases.	Chart the causes of the disease, symptoms of the disease, and the effects of the disease on the body, and possible preventions and treatments.
	5.I.2.2	Diabetes	Chart the causes of the disease, symptoms of the disease, and the effects of the disease on the body, and possible preventions and treatments.
	5.I.2.3	Alcoholism	Chart the causes of the disease, symptoms of the disease, and the effects of the disease on the body, and possible preventions and treatments.
	5.I.2.4	Osteoporosis	Chart the causes of the disease, symptoms of the disease, and the effects of the disease on the body, and possible preventions and treatments.
	5.I.2.5	Skin Cancer	Chart the causes of the disease, symptoms of the disease, and the effects of the disease on the body, and possible preventions and treatments.

**Standard 3: Students will demonstrate the ability to practice health-enhancing behavior and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	5.I.3.1	Describe hygiene issues during adolescence (e.g. skin care, body odor, etc.).	List: responsibilities for maintaining personal hygiene. Discuss the need for frequent bathing, the use of deodorant, hair washing, and dental care.
	5.I.3.2	Describe the importance of making healthful choices.	Chart: the negative effects of tobacco use, the diseases it causes (e.g. cancer, heart disease, lung disease).

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Students will	Activity/Assessment
	5.I.4.1	Understand how advertising strategies can influence health choices.	In a small group, have students go through magazine and newspaper articles and determine how the media chooses these pictures to lure adolescents into trying their products.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	5.I.5.1	Identify the negative effects of tobacco use and the diseases that come from its use.	Write or perform a small skit in which the student uses prior knowledge of the negative effects of tobacco use. Students should use refusal skills.
	5.I.5.2	Demonstrate refusal skill to avoid peer pressure to use tobacco.	List numerous ways of saying <b>NO</b> to peer pressure.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	5.I.6.1	Demonstrate good decision-making skills to enhance health	Create their own public awareness posters indicating the negative effects of smoking, not eating a proper breakfast, ignoring health-causing issues.

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity/Assessment
	5.I.7.1	Demonstrate various ways of presenting health information by either oral or written form, posters, media, skits, song, video, or guest speakers.	Select a method of presentation (e.g. media, song, oral etc. to present health information topics).

**NUTRITION**

**Standard 1: Students will comprehend concepts related to health promotions and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	5.II.1.1	Classify the foods in the Dietary Guidelines according to carbohydrates, protein and fats.	Divide students into six groups according to the food groups. Assign a food group. Have students name different ways to preparing the food.
	5.II.1.2	Understand basic caloric information.	Compare and contrast a protein and a carbohydrate. List the types of nutrients provided in daily servings.
	5.II.1.3	Describe the consequences of an unhealthy diet.	Have students write down the foods they ate for breakfast, lunch and dinner the day before. Have students compare their intake and the daily-required intake. Have students come up with a healthy menu to insure good health.
	5.II.1.4	Discuss how the body and the relationship of a balanced diet and essential nutrients to maintain appropriate weight, appearance and wellness utilize basic nutrients.	Identify the basic nutrients and identify their uses in the body. Apply this knowledge of nutrients and balanced diets to your weight, appearance and wellness.

**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	5.II.2.1	Research the dietary guidelines in the school cafeteria.	Compare the guidelines to that of the food groups. Determine if the daily values are being met in the cafeteria.
	5.II.2.2	Discuss how nutritional needs vary with age, gender, and geographic location.	Plan a diet that is appropriate for them now and one that will be appropriate ten years from now.

	5.II.2.3	Obtain and utilize accurate health resources from home, school and community.	List several agencies that provide essential nutritional information that is accessible to the community free of charge.
	5.II.2.4	Describe how media influences the selection of health information and products.	List names of products that are chosen due to media influence. Compare and contrast the products effectiveness.
	5.II.2.5	Compare the cost and effectiveness of health products.	Demonstrate and compare the cost of specific health products (e.g. shampoo, soap, toothpaste etc.).

**Standard 3: Students will demonstrate the ability to practice health-enhancing behavior and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	5.II.3.1	Understand allergic reactions to certain foods and bacteria that can cause illness.	List foods that may cause allergic reactions and their effects on people's health. (e.g. peanuts, strawberries, seafood as well as bacteria such as Salmonella, Hepatitis etc).
	5.II.3.2	Discuss the job of a health professional and others who help to insure that restaurants maintain safety food practices.	Invite a health inspector to talk about the importance of their job and how they help keep us healthy.
	5.II.3.3	Identify health professionals who provide medical help when people get sick.	List medical health professions and their role when we seek their assistance.
	5.II.3.4	Understand ways in which to protect foods from becoming contaminated at home.	List food protection guidelines (e.g. hand washing, washing plates, utensils and cooking foods properly).

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Students will	Activity/Assessment
	5.II.4.1	Compare how different cultures regard health.	List how foods are prepared and served in different cultures.
	5.II.4.2	Recognize how the local grocery store contributes to good nutrition in its community.	Visit your local grocery store. List ways in which the store is promoting variety of healthy choices for consumers.
	5.II.4.3	Brainstorm different ethnic foods. (Italian, Mexican, Indian and Chinese).	Compare and contrast the nutritional contributions of each group.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	5.II.5.1	Review healthy and unhealthy food choices and activities.	Graph the results of the nutrition survey.
	5.II.5.2	Discuss how healthful foods and activities prevent certain health problems.	Students will list health problems that arise due to lack of healthy eating habits and exercise (e.g. cancer, cavities, stress, constipation, etc.).
	5.II.5.3	Discuss the benefits of a healthy meal.	Prepare a healthy meal. Discuss its benefits.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	5.II.6.1	Review several food labels.	List the nutritional benefits of the product.
	5.II.6.2	Determine what constitutes a healthy snack.	Prepare the healthy snack. List the ingredients used.
	5.II.6.3	Determine which labels need to improve their ingredients to provide a healthier product.	Re-write the label using the improvements necessary to insure a healthier product.

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity/Assessment
	5.II.7.1	Understand the responsibilities that families, communities, and nations have in better educating people on nutrition.	List some of the responsibilities that should be enforced by each group.
	5.II.7.2	Identify healthy and unhealthy influences on food by peers, family and advertisements.	Students will list ways in which family, peers, and advertisement have influenced in the selection of healthy and unhealthy choices.
	5.II.7.3	Recognize how Bulimia and Anorexia are food related disorders.	List and discuss the symptoms and effects of these eating disorders to a person's health.

## MENTAL AND EMOTIONAL HEALTH

### Standard 1: Students will comprehend concepts related to health promotions and disease prevention.

Date		Objective: Students will	Activity/Assessment
	5.III.1.1	Describe the interrelationship of mental, emotional, social and physical health during adolescence.	Draw how thoughts, feelings, being with people and being healthy are all related.
	5.III.1.2	Describe how expectations, accountability, self-awareness, discipline and maturity are important factors in becoming a good citizen.	Present a skit, which presents necessary responsibilities to complete a task. Emphasize how this task cannot be completed when a member does not complete his/her part.

### Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Students will	Activity/Assessment
	5.III.2.1	Listen to a guest speaker such as a counselor, priest, psychologist explain various aspects of mental health and mental illness.	List various local agencies that provide mental health care. Share with peers. Make a chart of different ways and people who may be able to help a person who needs attention e.g. talk to parents, teachers, school nurse, priest, doctor etc.

### Standard 3: Students will demonstrate the ability to practice health-enhancing behavior and reduce health risks.

Date		Objective: Students will	Activity/Assessment
	5.III.3.1	Keep a daily journal or diary to keep a record of daily events, progress, or situations that occurred.	List several ways certain situations may have been handled in a more positive manner. Show acknowledgement and encouragement for successes.
	5.III.3.2	Listen to a health professional about recognizing the symptoms of depression and stress related emotions.	List events that might contribute to depression and stress. Offer suggestions to help deal with these events in a healthy manner.
	5.III.3.3	Discuss why young people decide to dress in an immodest manner and how this perception affects them in a negative manner.	Collect pictures from magazines that show people dressed in a modest and immodest fashion. Describe how negative perception of others will create a negative attitude in people.

	5.III.3.4	Discuss how aspects of chemical abuse and chemical imbalance, diet, exercise and rest affect ones mental health.	Perform a skit in which these themes are played out and the consequences that come about due to lack of good judgment.
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**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Students will	Activity/Assessment
	5.III.4.1	Identify material things, money, and success.	Students will list things that they are grateful for. Mark the things that were acquired by the influence of advertisements or media. List things that may not be purchased (e.g. love happiness, comfort, guidance, peace). Write to a loved one thanking them for being a positive influence in your life.
	5.III.4.2	Identify humor that is funny and humor that is harmful or demeaning to others.	List television shows that use humor to hurt, degrade belittle or make fun of others. What negative effects would this cause to you or a person you love and care for?
	5.III.4.3	Distinguish between real life and life in the media.	Write about the negative effects in which the media changes the values and morals given to us by our parents, family, community and loved ones.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	5.III.5.1	Discuss and define failure, hardship, disappointment, anger, frustration, teasing, taunting, cliques, ostracizing, and exclusion.	Develop ways, in which to deal with a situation in which confronted with one of these emotions.
	5.III.5.2	Read a story in which someone dealt with hardship and overwhelming obstacles and what they did to overcome them.	Review some of the emotions that were dealt with in that particular situation. Write about some ways these situations can be handled.
	5.III.5.3	Describe situations in the classroom or on the playground in which some of these emotions arise.	Develop as a group ways in which to deal with these situations and establish boundaries. Implement a plan of action in which peace will be used to deal with the conflict. Choose mediators to assure equality for both sides.

	5.III.5.4	Discuss the importance of being accepting of others.	Perform a skit about ways of fighting cliques and ways in which we are accepting of others.
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**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	5.III.6.1	Discuss the need for healthy choices in many areas to sustain a healthy body and mind.	Develop a chart with necessary times for physical activities as well as a time for leisure.
	5.III.6.2	Research the importance of sleep to maintain a healthy body.	Chart the amount of time spent doing physical activities during the week. Compare to the time spent on rest and sleep.

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity/Assessment
	5.III.7.1	Describe personal feeling when viewing violence.	List ways in which this situation may have been avoided. Discuss emotions felt when violence is used.
	5.III.7.2	Describe violence in movies, video games, and songs.	List ways in which violence in movies, games, and songs affects us morally and spiritually. What effects do these means of entertainment have on our emotions? Do they cause us to be more accepting of violence?
	5.III.7.3	Identify good media.	Cut out articles in magazines or newspapers that have positive points of view.
	5.III.7.4	Identify games, movies and songs that are objectionable.	Write a letter to the manufacturer or producer. Voice your objection to the product and its negative effects on adolescents.

## SAFETY

### **Standard 1: Students will comprehend concepts related to health promotions and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	5.IV.1.1	Discuss and recognize communicable diseases, its safeguards and control.	List various communicable diseases and ways to control the spreading of such diseases (e.g. hand washing, use of gloves, etc.).
	5.IV.1.2	Recognize the methods of disease transmission	List ways in which diseases can be transmitted from one person to another.
	5.IV.1.3	Identify blood- borne pathogens.	Define blood-borne pathogens and how to reduce the risk of contracting diseases. ( e.g. discharges, secretions, feces, blood, saliva etc.).

### **Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	5.IV.2.1	Recognize the safety services that the County Health Department provides.	List safety services provided in your community.
	5.IV.2.2	Recognize safety hazards.	List safety hazards that are dangerous to our health (e.g. lack of bathroom facilities, rodent and pest infestation, lack of fire alarms, and smoke detectors, etc.).
	5.IV.2.3	Recognize the need for standards and licensing of facilities in regards to public safety.	Review an inspection report and list the safety hazards the department looks for.

### **Standard 3: Students will demonstrate the ability to practice health-enhancing behavior and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	5.IV.3.1	Recognize body changes and growth spurts.	List exercises that will help in your body's growth.
	5.IV.3.2	Discuss the importance of physical activity to enhance health.	List diseases that arise due to lack of physical activity (e.g. obesity, high cholesterol, poor circulation, high blood pressure, depression, etc.).

	5.IV.3.3	Discuss basic First Aid.	Demonstrate basic First Aid for burns, cuts, sprains etc.
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**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Students will	Activity/Assessment
	5.IV.4.1	Identify unsafe food preparation- leaving meat, poultry, fish, and chicken out.	List symptoms of food poisoning.
	5.IV.4.2	Identify two bacteria that cause food poisoning. (E-coli, Salmonella).	List ways to prevent food poisoning.
	5.IV.4.3	Identify basic rules concerning internet safety.	List internet etiquette rules.
	5.IV.4.4	Identify the benefits and dangers of the internet.	List pros and cons on internet use.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	5.IV.5.1	Recognize unsafe situations that can lead to violence.	Write about an experience in which violence occurred.
	5.IV.5.2	Identify ways to avoid violence.	Brainstorm about ways to avoid and prevent violent conflicts.
	5.IV.5.3	Listen to a professional that can provide ways to avoid violent conflicts.	Role-play different scenarios in which conflicts arise and how to resolve them.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	5.IV.6.1	Recognize and understand the importance of avoiding violence.	Construct anti- violence, gang free plan.
	5.IV.6.2	Declare their goals for staying gang and violence free.	Sign an official document, which states their declaration to be gang and violence free.
	5.IV.6.3	Identify decisions they will need to meet to reach this lifetime goal.	List these goals.

	5.IV.6.4	Discuss community involvement to steer free of violence.	List organizations that are involved in the prevention of violence. (Boys and Girls Club, Jr. ROTC, Law Enforcement agencies etc.).
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**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity/Assessment
	5.IV.7.1	Demonstrate anti-gang and violence within their school environment.	Make anti-gang ant-violence posters. Display around campus.
	5.IV.7.2	Invite guest speakers to discuss violence prevention.	Write a declaration for anti- violence in your school and community.
	5.IV.7.3	Recognize gang dress, sign and graffiti.	Get involved in community groups that deter violence.

**SUBSTANCE ABUSE PREVENTION**

**Standard 1: Students will comprehend concepts related to health promotions and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	5.V.1.1	Review that medicines are drugs that cause helpful changes in the body only when taken correctly.	List "Over-the-Counter medications. (Tylenol, Pepto-Bismol, cough medicines etc.).
	5.V.1.2	Explain how the use of illegal drugs can harm the body.	List effects of drugs on the body.
	5.V.1.3	Describe the effects of tobacco use on specific parts of the body.	Define Lung Cancer, Throat Cancer, etc.
	5.V.1.4	Describe Alcohol Abuse.	List warning signs of problems stemming from alcohol abuse.

**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	5.V.2.1	Interpret information on how to use medicine appropriately.	Review a label from a prescription bottle. Look for vital information (e.g. directions, expiration date, warning signs, and cautions).
	5.V.2.2	Discuss how and where to get help for drug abuse	Contact different organizations that provide services for drug abuse.
	5.V.2.3	Identify harmful drugs.	Presentation by health professional.

**Standard 3: Students will demonstrate the ability to practice health-enhancing behavior and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	5.V.3.1	Discuss how to use medicines safely.	Write examples of medicine misuse.
	5.V.3.2	Identify rules for proper medicine intake.	List authorized persons who can adequately administer medication.

**Standard 4: Students will analyze the influence of culture, media, and technology on health.**

Date		Objective: Students will	Activity/Assessment
	5.V.4.1	Analyze advertisement for alcohol and tobacco products.	List messages, truths and gimmicks used to persuade or mislead people into buying their products.
	5.V.4.2	Discuss why some religious beliefs and family values forbid the use of alcohol.	Share views and opinions.
	5.V.4.3	Recognize misleading and persuasive information.	Cut out ads and pictures of alcohol or tobacco products that show misleading or persuasive gimmicks to encourage the purchase of the product.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	5.V.5.1	Discuss several refusal skills.	List the refusal skills.

	5.V.5.2	Discuss alternative methods of making a person feel good and happy.	List several ways in which people may have fun without resorting to alcohol or tobacco use.
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**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	5.V.6.1	Describe how drug and alcohol abuse interfere with personal goals.	List goals that have been set for the future. Write how the use of drugs and alcohol would interfere with these goals.
	5.V.6.2	Identify specific ways of refusing drugs.	Plan effective responses to refuse drugs. (No, thanks. I need my brain cells, etc.).
	5.V.6.3	Identify strategies for dealing with peer pressure.	Role-play scenarios of refusing drugs and alcohol when pressured by peers.

**Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.**

Date		Objective: Students will	Activity/Assessment
	5.V.7.1	Promote anti-gang and anti- violence behavior within their school community.	Make anti- violence posters to put around school campus.
	5.V.7.2	Recognize gang dress, gang signs, graffiti, gang colors and symbols.	Increase school awareness of the importance of staying gang and violence free.
	5.V.7.3	Invite a police officer to talk about issues regarding gang violence.	Institute a gang and violence free motto for your school.

## SIXTH GRADE HEALTH

### DISEASE PREVENTION/HYGIENE

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Activity/ Assessment
	6.I.1.1	Explain personal hygiene and how it relates to disease prevention.	Debates, campaign ads, posters and guest speakers.
	6.I.1.2	Identify different viruses and how they work in the body.	T-Chart, and do a mini report to present to the class.
	6.I.1.3	Describe how infectious diseases develop.	Cooperative group project.
	6.I.1.4	Explain how pathogens are spread.	Create a poster of bulletin board.
	6.I.1.5	Identify the four ways the AIDS Virus is transmitted.	Teacher Prepared Tests, mini reports, and guest speaker.
	6.I.1.6	Explain abnormal cells.	Field Trip to Cancer Hospital, guest speaker, and involvement with St. Jude's

**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/ Assessment
	6.I.2.1	Demonstrate how advertising uses questionable information to sell products that aren't really needed.	Research project and guest speaker.

**Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity/ Assessment
	6.I.3.1	Identify health behaviors and focus on their responsibilities for good health care.	Nutritionist, Nurse, guest speakers, round table discussion, and DARE program.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Activity/ Assessment
	6.I.4.1	Describe health behaviors, identify health services and explain possible factors influencing health behaviors and services found in different cultures.	Nutritionist, Nurse, guest speakers, round table discussion, DARE.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/ Assessment
	6.I.5.1	Identify personal feelings about person with disabling, disfiguring, or deadly illness	Role play, guest speakers, possible pen pals with victims.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/ Assessment
	6.I.6.1	Identify several negative/risky health behaviors and possible consequences for self and others. Include legal, emotional, financial, lifestyle, physical and social consequences.	Pick a situation and analyze all the consequences, write a report, and do an ad campaign.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Activity/ Assessment
	6.I.7.1	Identify ways of influencing others for positive choices.	Role play, write and explain positive choices.

## NUTRITION

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	6.II.1.1	Understand eating healthy is to follow the Seven Dietary Guidelines.	Define nutrients and list six main categories of nutrients. Compare/contrast the dietary needs of younger/older family members.
	6.II.1.2	Describe unhealthy eating habits.	Make a poster comparing good and bad eating habits. Include in the drawing the view of a person's internal parts as well as their teeth, hairs, nails, etc.
	6.II.1.3	Understand basic caloric information.	Make a poster, create a jingle or a rap, or have a round table discussion on caloric needs.

### **Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	6.II.2.1	Investigate and evaluate the local grocery store.	Invite local grocer to speak, role play, write a letter to grocery store manager about promoting good nutrition.
	6.II.2.2	Research following agencies: FDA, USDA and the United Nations.	Write letter to agencies about good nutrition, predict the consequences of the agency.
	6.II.2.3	Understand the terminology "late," "low fat," and "healthy."	Keep a record of everything they eat for a week. Take note of the serving sizes.
	6.II.2.4	Estimate serving sizes using hand measurements of various foods.	Keep a record of everything they eat for a week. Take note of the serving sizes.
	6.II.2.5	Determine unit price of several foods.	Find ads from two different stores and compare prices. Write a paragraph on why they think the prices are different.

**Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	6.II.3.1	Review several ingredients on food labels including sugar, preservatives, additives and fats.	Role play and show ability to read and interpret a label or do food web.
	6.II.3.2	Describe and review illnesses associated with food handling.	Research report on Salmonella, Trichinosis, Hepatitis A and B. Guest speaker from the local health department.
	6.II.3.3	Identify correct practices and rules for food storage.	Make a poster or a jingle.
	6.II.3.4	Visit local health department.	Guest speaker-Epidemiologist, Nutritionists, and/or Dietitian.
	6.II.3.5	Understand ways to keep their foods safe at home from becoming contaminated with bacteria.	Make own set of rules for safe food handling.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Activity/Assessment
	6.II.4.1	Review food groups from the new food pyramid and name the main nutrients in each group.	Redesign existing food labels, administer Teacher Prepared Test, and make a poster of the food pyramid.
	6.II.4.2	Understand marketing techniques for food label.	Create catchy food labels with health claims and nutrition information.
	6.II.4.3	Understand different cultures have different ways of serving the same food groups.	Redesign existing food labels, administer Teacher Prepared Test, make a poster of the food pyramid, or create a low-fat, low-sugar multicultural dinner.
	6.II.4.4	Recognize local grocery stores who contribute to good nutrition of community by providing varieties of foods that promote choices that are healthy and meet the needs of diets.	Design a food comparison chart, redesign existing food labels, administer Teacher Prepared Test, make a poster of the food pyramid, create catchy food labels with health claims and nutrition information. View grocery store flyers.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	6.II.5.1	Review and summarize the Seven Dietary Guidelines.	Round table discussion and Teacher Prepared Test.
	6.II.5.2	Review how healthy foods and activities can prevent problems.	Paper on illnesses due to unhealthy eating habits and Teacher Prepared Test.
	6.II.5.3	Understand elements have the food labels.	Create an acrostic for healthy foods and activities; compare food labels of unhealthy and healthy foods.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	6.II.6.1	Identify and apply goal-setting steps for good nutrition.	Set a goal to achieve a healthy, energy balanced diet that meets their activity level.
	6.II.6.2	Understand the balance between calorie intake and energy output.	Set a goal to achieve a healthy, energy balanced diet that meets their activity level.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Activity/Assessment
	6.II.7.1	Brainstorm and identify healthy and unhealthy reasons for eating.	Evaluate personal nutrition.
	6.II.7.2	Recognize bulimia, anorexia, and compulsive overeating as a misuse/abuse of foods.	Research paper on eating disorders, guest speaker, and Teacher Prepared Test.
	6.II.7.3	Understand stress and low self-concepts are common reasons for eating disorders.	Round table discussion.
	6.II.7.4	Brainstorm community resources that help people with eating disorders.	Guest speakers from the Health Department.
	6.II.7.5	Identify common Eating Disorders.	Write letter to local Health Department.

## MENTAL AND EMOTIONAL HEALTH

### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity/Assessment
	6.III.1.1	Explain what makes up a healthy, good friendship and what your expectations are.	Acrostics with the word friendship and relationship.
	6.III.1.2	Interview other people on what friendship means to them.	Venn diagram / friendship web, commercial about friends.
	6.III.1.3	Compile a list of qualities that make a good friend.	Venn diagram / friendship web, commercial about friends, report and read Bible. (Ecclesiastes 6:14-17)
	6.III.1.4	Discuss how many friends one can have, the meaning of acquaintances and the relationship of family members.	Venn diagram / friendship web, commercial about friends, report and read Bible.
	6.III.1.5	Read Bible stories of David and Jonathan, Jacob and Esau, Joseph, and his brothers, Cain and Able, Ruth and Naomi.	Round table discussion ob the qualities of friendship and the relationships of family members, Venn diagram, Teacher Prepared test.

### Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Students will	Activity/Assessment
	6.III.2.1	Write a short paper on the topic of “depression”.	Panel discussion, radio commercial, guest speakers.
	6.III.2.2	Visit Long Term Care Facility.	Make cards, Christmas carol, write research paper, read stories, pen pals.
	6.III.2.3	Discuss the healthcare professional things they observe at facilities and engage in discussion on how life-changes can effect emotions, outlooks and attitude.	Round table discussion, flow chart, and resource guide.

	6.III.2.4	Learn how people are helped through religion.	Invite priest /layperson to share experiences of people who have been helped through religion especially through the Sacrament of Reconciliation.
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**Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	6.III.3.1	Identify qualities that constitute a good friend. Review John 15:14-15.	Role play using skits which deal with friendships.
	6.III.3.2	Discuss how qualities are non-gender and life long qualities.	Use SLE's as discussion which deals with friendships.
	6.III.3.3	Write definition of going steady, boyfriend/girlfriend, engagement, marriage, meaning in life and authority.	Guest speakers. Make a list of life goals.
	6.III.3.4	Invite "Family Life" specialist in for a discussion.	Round table discussion and general examination of conscience to use for Reconciliation.
	6.III.3.5	Make a list of goals with aged headings.	Revise the life goals.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Activity/Assessment
	6.III.4.1	Discuss authority by viewing prepared videos of popular programs/commercials.	Role play as real life and role play according to popular television and videos. Discuss outcome.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	6.III.5.1	Share stories with class about times they were the “new student” in various situations.	3-minute social conversation with small group and role play.
	6.III.5.2	Practice etiquette in introductions.	Practice handshakes, eye contact, observe personal space, and compose new etiquette book.
	6.III.5.3	Research and report on written etiquette.	Write thank you notes and letters.
	6.III.5.4	Discuss what it means to be nice, kind, thoughtful, loyal, confidential and respectful.	Play the game “gossip” or “telephone.” Memorize the “Golden Rule.”

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	6.III.6.1	Play talent Bingo.	Write a song, poem or rap about cliques.
	6.III.6.2	List all classmates and write something positive about them.	Prepare a commercial. Write a song, poem or rap about cliques, and find Bible passages about good qualities.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Activity/Assessment
	6.III.7.1	Research the “Golden Rule” and find different ways that are expressed in different cultures, literature or religious beliefs.	Role play different situations and review classroom etiquette booklet. Share with Student Council.

## SAFETY

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	6.IV.1.1	Review the importance of hand washing.	List the importance of hand washing
	6.IV.1.2	Promote good hand washing throughout the campuses.	Declare one week as Hand-Washing Safety or Hand-Washing Awareness Week, make posters, write jingles. Have contests between the classes.

### **Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	6.IV.2.1	Recognize the multitude of safety resources available in the community.	Write report explaining organizations that promote safety and bring in guest speakers.

### **Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	6.IV.3.1	Recognize severe allergic reactions and anaphylactic shock.	Discuss what causes it, symptoms, and first aid. Know when to call 911.
	6.IV.3.2	Recognize what causes electric shock/electrocution.	Discuss causes, first aid, enroll in a first aid class, and look at a medical alert bracelet. Know when to call for medical assistance.
	6.IV.3.5	Realize the need to seek emergency medical assistance.	List three emergencies that would require immediate medical assistance.
	6.IV.3.6	Identify safety precautions and preventive measures.	Discuss first aid, enroll in a first aid class, and look at a medical alert bracelet, design an alert bracelet. Know when to call for medical assistance. Guest speaker.
	6.IV.3.7	Learn about electrical safety.	Invite the local Fire Department as guest speaker.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Activity/Assessment
	6.IV.4.1	Analyze the influence advanced technology has had on the safety of the world population.	Research paper on technology and safety issues and create posters.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	6.IV.5.1	Identify and recognize the need for self-esteem.	Invite the School Counselor to discuss the definition (sense of value, competency, sense of belonging). Make posters.
	6.IV.5.2	Identify the dangers of low self-esteem.	Guest speakers, School Counselor. Discuss joining a gang, abuse (sexual and physical), angry behavior, etc. Make posters.
	6.IV.5.3	Identify strategies to increase self-esteem.	Make a self-esteem book or folder. Pass the book around the class with each student writing three positive statements about each student in the self-esteem book.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	6.IV.6.1	Realize the harmful affects the sun has on the skin and the eyes.	Speak with Cancer Society, write jingle, make posters, and compare sun screens.
	6.IV.6.2	Understand that prevention is available.	Create a personal plan to stay sunburn-free.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Activity/Assessment
	6.IV.7.1	Promote sun protection awareness in school.	Contact Cancer Society, make posters, give presentations to other classes, and remind peers and family members about sun protection.

**SUBSTANCE ABUSE PREVENTION**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Activity/Assessment
	6.V.1.1	Explain the importance of using medicines safely.	Advertising campaign, guest speaker, Drug Rep. Counselor, or make a poster.
	6.V.1.2	Distinguish between prescription medicines and over-the-counter medicines.	Guest speaker, Pharmacist, write prescription for patients, and make a list of common over-the-counter drugs using a T-Chart.
	6.V.1.3	Explain the meaning of blood alcohol level and its relation to the amount of alcohol a person drinks.	Guest speaker, Police Officer, Nurse, ER Doctor, MADD, or make a poster campaign.
	6.V.1.4	Describe the dangerous consequences of drug abuse.	Design a poster, slogan, song, etc. that describes consequences of drug abuse. Speak to the DARE officer.
	6.V.1.5	Describe the effects of alcohol and powerful stimulants.	List the effects in chart form.
	6.V.1.6	Describe the effects of depressants including tranquilizers and sedatives.	Write a song explaining the effects of depressants.
	6.V.1.7	Describe the dangers of using cannabis, macrobiotics, inhalants, hallucinogens, and steroids.	Guest speaker, Police Officer, Nurse, ER Doctor, MADD, Paramedics, DARE Officer, and make a poster campaign, and make a chart of drugs/effects on the body.

**Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.**

Date		Objective: Students will	Activity/Assessment
	6.V.2.1	Realize that there are many available resources in the community for people who need help with drugs.	Round table discussion, listen to song "HELP," write song, and refer to list of resources and recovery programs. Describe recovery programs.

**Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Activity/Assessment
	6.V.3.1.	Describe the dangers of misusing and using medicines and drugs.	Write medicine safety guidelines. Draw pictures or posters of drug abuse.
	6.V.3.2	List the risk of using tobacco and alcohol.	Visit Cancer Hospital and/or guest speaker a former smoker.
	6.V.3.3	Realize how difficult it is for an addicted person to stop using tobacco.	Visit Cancer Hospital and/or guest speaker a former smoker.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Activity/Assessment
	6.V.4.1	List reasons people give for using drugs.	Perform skit about people's excuses for using drugs.
	6.V.4.2	Explain why reasons sound good, even though they are based on myths.	Write a paragraph explaining how entertainment/advertising media contributes to alcohol and tobacco use.
	6.V.4.3	Analyze the real motives behind alcohol and tobacco ads.	Write rhymes, songs, or rap lyrics to warn about alcohol and tobacco usage.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	6.V.5.1	Define positive and negative pressure.	Give examples of positive and negative pressure.
	6.V.5.2	Define the effects of pressure.	Do skit on pressures and have round table discussion.
	6.V.5.3	Explain how peer pressure contributes to alcohol and tobacco use.	Prepare a skit to show how strong peer pressure can be. Show how it can lead to tobacco and alcohol use.
	6.V.5.4	Show how one can resist pressure through effective communication skills.	Give examples of positive and negative pressure, do skit on pressures and have round table discussion.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Activity/Assessment
	6.V.6.1	Plan ahead to know how to effectively refuse offers of alcohol, tobacco, and/or other drugs.	Role plays, make slogans and/or posters which say “MY CHOICE, DRUG FREE.”
	6.V.6.2	Use refusal skills to stay DRUG FREE.	Brainstorm a list of enjoyable activities.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Activity/Assessment
	6.V.7.1	Identify conditions and situations that may lead to drug use and abuse.	Discussion and cooperative group work.
	6.V.7.2	Review the definition of environmental tobacco smoke.	Explain the meaning of environmental tobacco smoke and passive smoking. Watch a demonstration to show how tobacco smoke can spread to a room much like food coloring spreads through water.
	6.V.7.3	Explain how environmental tobacco smoke can be harmful to non-smokers.	List some ways environmental tobacco smoke can harm non-smokers.
	6.V.7.4	Realize that people have the right to request non-smoking accommodations in public places.	Write a paragraph to develop this topic: “Why Smoking is Restricted or Prohibited in Many Public Places”.

## SEVENTH GRADE HEALTH

### DISEASE PREVENTION/HYGIENE

#### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Suggested Activity/ Assessment
	7.I.1.1	Recognize symptoms of common illnesses.	Complete a teacher-prepared test and Match diseases with the correct symptoms.
	7.I.1.2	Review immune system action.	Indicate which health screening or lab tests are done for a given list of conditions.
	7.I.1.3	Review definition of HIV/AIDS; stages and symptoms of HIV infection, testing for HIV; how HIV attacks immune systems.	List four ways HIV is transmitted Describe how HIV attacks the body's immune system.
	7.I.1.4	Describe various types of health screening and lab tests.	Complete a teacher-prepared test.
	7.I.1.5	Identify STDs, their symptoms, & effects on the body.	List five common STDs besides HIV. Give their symptoms and the effects on the body.
	7.I.1.6	Review Over the Counter and Prescription medications; illegal drugs; importance of taking medications prescribed by a doctor; overdose; abuse.	Explain how prescription medication can become harmful to a person.

#### Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.

Date		Objective: Students will	Suggested Activity/ Assessment
	7.I.2.1	Review previous information about medication and drugs.	Complete a teacher-prepared test.

	7.I.2.2	List various sources of accurate, reliable information about medication (labels, library, pharmacist, doctor, school nurse, National Institute on Drug Abuse (NIDA)).	In small groups prepare a poster display on a medication: Sudafed, Prozac, Oxy-Contin, insulin, Tylenol, penicillin, etc., and answer the following questions Is it prescription or over the counter? What type of medication is it? How does it get in the body? What is it used for? What are its side effects? How does it work on the body? What can happen if an overdose is taken? What can happen if too little is taken? How can it be abused?
	7.I.2.3	Review responsible use of medications.	Present the poster information to class.

**Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.I.3.1	Identify risks and consequences and how to analyze an activity before taking a chance on it.	Analyze the following situations: drinking a couple of beers every weekend with a friend, a 12 year old dating a 16 year old, having unmarried sex at an early age, trying a drug to see what people are talking about, picking up a syringe/needle you find in the school yard and bringing it to the teacher or principal, deciding to postpone having sex until you are older and married, talking about sex or drugs with a parent or adult you trust. Classify the degree of risk of each of the above situations as: Unhealthy risk (not worth taking a chance) or Could be risky (may or may not be worth taking a chance) or Healthy risk (worth taking a chance).

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.I.4.1	Recognize how advertising influences our choices.	In small groups create a scrapbook of current examples of each common advertising method. Magazines, newspapers, billboards, junk mail, TV, and radio ads can be used. If the ad is from TV, radio, or billboard write a description of it. Present and display the scrapbooks for the rest of the class and discuss.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.I.5.1	Identify types of communication.	Practice saying “No” through role-playing, using all the types of communication discussed in class.
	7.I.5.2	Recognize levels of pressure.	Voluntarily present or observe two role-playing situations.
	7.I.5.3	Identify ways to resist pressure.	Participate in discussion of questions following each role-play.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.I.6.1	Recognize good bad consequences for self and others of various behaviors that can affect health and well-being.	In small groups complete a chart that compares the consequences (positive and negative), affects on self and others, levels of risk, alternate choices and final decision, for different activities such as body piercing done by friends, smoking, and taking diet pills.
	7.I.6.2	Review the decision-making process, related to health.	Complete a teacher-prepared test.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.I.7.1	Identify various ways to present health information to younger children.	In groups, select a health topic to present to younger children in the school (head lice, hand-washing, good dental care, using sunscreen, etc.). Produce and present their group health topic to a class, using posters, skits, songs, or other appropriate methods.

**NUTRITION**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.II.1.1	Review the six main classifications for 50 identified nutrients: carbohydrates, fats, protein vitamins, minerals and water.	Share report of research on proteins, carbohydrates and fats with class.
	7.II.1.2	Research carbohydrates, simple and complex.	List all the simple and complex carbohydrates eaten in 24 hours. Compare the lists and make a summary statement about intake of carbohydrates.
	7.II.1.3	Research protein and the difference between complete and incomplete protein.	Determine the amount of protein needed by their bodies each day. This is done by age and ideal body weight. (Ages 11-14, multiply 0.45 times their ideal body weight measured in pounds. Ages 15-18, multiply by 0.39).
	7.II.1.4	Explain saturated fats, unsaturated fats, and polyunsaturated fats.	Survey three adults to see what brand of margarine or oil they use and why. Graph the class results.
	7.II.1.5	Understand hidden fat is in many foods (fat marbled through meat, sauces, gravies, cream soups, egg yolks, hard cheese, whole grain cereal, nuts, seeds, ice cream, chocolate).	In partners collect labels from several factory prepared products like baked goods, processed meats, instant meals, whipped toppings, and granolas. Rank the fats from highest to lowest.

	7.II.1.6	Explore recommended percentage of caloric intake of carbohydrates, fats and protein per day.	Compare charts as a class.
	7.II.1.7	Understand that you must use up to an extra 3500 calories to lose one pound of fat.	Determine if someone has to lose five pounds in a month, how many extra calories do they need to burn per day? This is a very realistic and reasonable goal.

**Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.II.2.1	Research and describe water soluble and fat soluble vitamins and the need for them.	Select a packaged food they would like; record the information from the food label. Compare as a class. Discuss why or why packaged food isn't good for a healthier diet.
	7.II.2.2	Research minerals and the need for them.	Share research on vitamins, minerals, and fiber.
	7.II.2.3	Understand the effect on the body of too much salt (need 3-8g per day, 1tsp = 5g).	Compile salt reports based on information they get from visits to the supermarket. Students will keep a record of all the times the word sodium or salt appears on ingredient labels. Share with class.
	7.II.2.4	Understand what foods provide micronutrients like iron and vitamins A, B1, B2, and C which are frequently low in teenage diets.	Create a poster of foods high in vitamins and minerals and micronutrients to improve the teenage diet.
	7.II.2.5	Research the importance of water in the diet (body = 90% water and it is needed for digestion eliminating waste, cooling the body, chemical reactions in cells, and transporting nutrients).	Drink eight glasses of water for one day and discuss with the class how they felt.
	7.II.2.6	Define the effects of caffeine on the body (anxiety, insomnia, irritability, increased urination, increased pulse rate, irregular heartbeat, nausea, tremors, addictive) identify where caffeine is found, (coffee, tea, cola, etc.).	Make lists as a class.

	7.II.2.7	Research the need for fiber by the body and the sources of fiber, both soluble and insoluble.	Check the nutritional labels on their breakfast cereal to see how much fiber is in one serving. Then determine how many servings they would have to eat to get the daily fiber requirement. How much fat and sugar would they get if they ate that much cereal?
	7.II.2.8	In groups research the need for vitamins supplements pro and con.	Class debates pros and cons of vitamin supplements. Write their own conclusion for the need of supplements and share it with a partner and their family. Share research on fiber.

**Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.II.3.1	Review food groups and servings	Create a food chart using foods you eat.
	7.II.3.2	Compare various food labels for the percentage of the U. S. RDA that product provides.	In groups, create a balanced meal plan for one day (breakfast, lunch & dinner) totals 100% of the RDA. Use food groups and RDA percentages to make food choices.
	7.II.3.3	Review and describe illnesses associated with food handling (salmonella, trichinosis, Hepatitis A). Causes and infection.	Interview health inspector about proper food handling.
	7.II.3.4	Understand various foods cause allergies (milk, lactose, wheat, peanuts, tree nuts, shellfish).	Research and report to the class on one of the kinds of food allergies.
	7.II.3.5	Invite a doctor who treats food allergies or other knowledgeable person to speak to class.	Write a one page paper summarizing the guest speaker's information on food allergies.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.II.4.1	Name the five food groups.	Teacher created test.
	7.II.4.2	Understand that 62% of total advertisement on television is spent on desserts, snacks and soft drinks. Discuss ads they have seen on TV.	In pairs, create an advertisement for a nutritious food. Share with the class.

	7.II.4.3	Describe seven influences on eating habits: family customs, ethnic background, economics, geography and climate, availability, convenience and personal preferences (taste, color, smell)	Divide into seven groups. Choose one of the factors that influence eating habits and each group will create a poster or role-play on how the assigned factor might influence good nutrition.
	7.II.4.4	Understand society's obsession with thinness. (Mixed message is that sugar and snacks are advertised heavily yet we value thinness in our society.)	Create a jingle using the servings teens should have of the food groups. Perform or illustrate jingle with a poster to present to class.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.II.5.1	Understand the U. S. Dietary Goals for the United States.	Keep a list of everything eaten in 24 hours. Make a chart based on the RDA recommended servings and evaluate their diet.
	7.II.5.2	Understand unit pricing and open dating.	In pairs, select a food item and go to the store and do unit pricing for different sizes of the same product. Determine which is the better buy. Note: if there is a date on the product and explain what the date means. Is the larger size the best buy? What if you don't use it all?
	7.II.5.3	Review that healthful foods and activities prevent problems (cancer, cavities, cirrhosis, constipation, stress, unhealthy hair and nails).	Select a recent meal eaten at a restaurant and compare he serving size example give by the food pyramid or hand size serving with the serving the student had at the restaurant. Share with class.
	7.II.5.4	In groups compare food labels for the amounts of protein, carbohydrates, fat, sugar, salt, additives.	Share with class.
	7.II.5.5	Define the U. S. RDA (provides a guide for nutrients needed daily) and how it is used on food labels.	Complete teacher prepared quiz.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date	Objective: Students will	Suggested Activity/ Assessment
7.II.6.1	Understand the balance between calorie intake and energy output.	As a class discuss the caloric needs of people with different activity levels.
7.II.6.2	Understand a variety of well-balanced meals are especially important for adolescents.	Plan and prepare a meal for family.
7.II.6.3	Determine guidelines to maintain weight, lose weight and to gain weight. (body weight times 15 calories to maintain weight, subtract 500 calories to lose one pound per week, increase calories with complex carbs to gain weight).	Decide if they need to maintain, lose, or gain some weight. Set a goal to address their weight needs eating a balanced diet that meets their activity level from the food groups and recommendations of the 7 dietary guidelines. (2,500 calories are recommended a day.)

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date	Objective: Students will	Suggested Activity/ Assessment
7.II.7.1	Research the causes and consequences of bulimia and anorexia. How are the related to stress and low self concept and esteem are tied to eating disorders.	Share reports on eating disorders with class.
7.II.7.2	Brainstorm community resources to help people with eating disorders. (family, doctors, counselors, clergy, hot lines.)	Keep a three day eating journal. Record day/time, feelings, place eaten, time it took to eat, immediate effects, later effects. Draw conclusions about their eating habits from the data they collected.
7.II.7.3	Listen to a guest speaker on eating disorders.	Write a paragraph about what they learned from the speaker.

**MENTAL AND EMOTIONAL HEALTH**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention**

Date	Objective: Students will	Suggested Activity/ Assessment
7.III.1.1	Define healthy relationships and what is needed to have healthy relationships.	Make a T chart listing healthy relationship enhancing behaviors and destructive relationship behaviors.

	7.III.1.2	Define destructive relationships, what behaviors are harmful to relationships, and those that impede healthy relationships.	Invite and listen to a family therapist outline and describe healthy relationships focusing on what human beings need to be healthy. Discuss information and questions with the therapist. (What are the impediments to healthy relationships?).
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**Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.III.2.1	Invite a mental health professional(s) who will describe what they do with patients and the kinds of illnesses they treat.	Compile a list of health professionals who deal with mental and emotional illnesses in your county. Include types of practitioners, agencies (private and government) and facilities such as clinics and hospitals.
	7.III.2.2	In small groups or individually research and report on conditions such as depression, stress, exhaustion, bulimia, anorexia, drug, alcohol or substance abuse. Create a chart about some of the symptoms of each condition.	Make a Venn diagram with two or three of the conditions studied and list symptoms which occur in common with each other and those which are particular to a specific condition. Discuss how some conditions may look similar. Discuss how a student may display some observable symptoms and how it is important to not judge them or label them. Only a physician can diagnose.

**Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.III.3.1	Complete a schedule of things that students do in a week's time. Discuss as a class how they keep their lives in balance and allow time for everything. Place stars next to the things they think they have in balance. Poll class to see if most students feel that they are living a life in balance or out of balance.	Create an ideal schedule with time for family, solitude and reflection/day dreaming, homework and school related projects, recreation, exercise, rest and meals. Compare and contrast this with the draft of their actual schedule. Write out four or five steps to help better balance their time.

	7.III.3.2	Make a list of qualities about themselves that may need improvement (have more patience, not judge others, be kinder to others, etc.), share some of these with the class.	Write an age appropriate “terrific human being” exam. Share with the class. As a class create a self exam and use this as an examination of conscience. (Every mature person performs an evaluation of his performance as a decent member of the human family.).
	7.III.3.3	During a quiet period, write a letter of encouragement to a close friend and highlight some of their good qualities. Share some parts with class.	Write a letter of encouragement and affirmation to themselves.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.III.4.1	Use a popular magazine (not directed at their age group) such as TIME, People, Good Housekeeping, TV Guide, etc. and count how many advertisements are contained in the magazine. Break down the numbers according to age groups (5-11, 12-18, 19-30, 31-50, 51-65, and 65+). Compile a chart for the class. Discuss findings regarding target audience.	Write a two page paper on why advertisers heavily direct advertisements to their specific age groups.
	7.III.4.2	Research and report on consumerism and materialism. Discuss in class.	Cut out an advertisement of something they would really like and describe why they want to own it and what components of the advertisement drew their attention. (Color, shape of the model, lighting, promises or claims, etc.) Discuss in class. Write and perform commercial advertising virtues (honesty, loyalty, confidentiality, generosity, etc.) Discuss why these are harder to sell than greed, power, success, and beauty.

	7.III.4.3	In teen-oriented magazines or teen directed TV programs, determine how many different body types there are in advertising and content. Use descriptive terms like tall, short, thin, average, or heavy. In small groups, take one magazine and count how many photos feature thin models, average models, and heavy models. Discuss if the models are representative of a realistic 7 <sup>th</sup> grade classroom.	Make a large poster-size collage about body size using one portion for photos of thin people, average people, and heavy people. Share with the class and discuss which pictures, if any, were more difficult to find and why.
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**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.III.5.1	Develop an understanding of the Golden Rule.	Share with the class.
	7.III.5.2	Research and report on how other religious faiths have a rule that mirrors this but in their own vocabulary.	Invite a member of another religious tradition to share what the Golden Rule is in their culture and how it is lived among its members.
	7.III.5.3	Complete the ending to a story, like the Prodigal Son, the Unforgiving Debtor, or other story which needs a conclusion involving a wrong.	Share in small groups.
	7.III.5.4	Write a story about a time that they thought that they wouldn't be forgiven and when a punishment was not administered when it was fair in coming.	Write and perform some of the stories needing a conclusion regarding a wrong. Appoint an interviewer to interview those involved. Ask the offender what he/she expected and why. Ask the offended why they chose the course of action they did.

	7.III.5.5	Write what they tell themselves when they fail at something or make a mistake. (miss a game winning goal in soccer, failed a test they didn't study for, failed a test they studied for, missed an important assignment, etc.) Mark true statements with a star. (Save for Assessment).	Review the self talk paper and re-write realistic helpful sentences. Changing negative self talk to helpful. Take this information and apply it to others who failed at something or make a mistake.
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**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.III.6.1	Discuss the following concepts of respect, priority, and "golden rule".	Take index cards and write the strategies for living the golden rule on them. One per card. Place the card in a box and each morning draw a card and with the class. Everyone (including teacher) tries to live that concept all day. Before dismissal, discuss and examine how you each did. Keep tally chart to of how often you were successful.
	7.III.6.2	List things that have to be done during the week and things they like to do. Number the list beginning with the number 1 in the order of things they are most likely to do to the least. Highlight yellow those things with short term gains. Highlight blue things with long term gains. Highlight pink those things that have to be done (big consequences attached). Reorganize the list by color on a chart and list the respective number underneath. The lower the number, the higher the priority; the higher the number, the lower the priority. Discuss the results with the class.	Create a "TO DO" list and number the most important/pressing things for the Day. At the end of the day, share the list with a buddy so you can celebrate together the accomplishments from the list. At the end of the list, write a short note to themselves about how they felt about accomplishing the five most important things. Share with the class.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date	Objective: Students will	Suggested Activity/ Assessment
7.III.7.1	Design guidelines for welcoming new people Into the school community. Include aspects of how the class will greet a guest, practice greeting them, eye contact, good manners. Make a new student packet of information and Pictures with classmates names, map of school, Teachers' names, room numbers, class schedule, staff, procedures, and rules.	Develop a plan to include new students at lunch and for all activities and invite them to participate in other school activities. Include a new student biography page for them to fill out with information about themselves that Can be shared with the class. Develop and implement a plan to buddy the new student up with someone to introduce them to staff, teachers and other students in the school.

**SAFETY**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention**

Date	Objective: Students will	Suggested Activity/ Assessment
7.IV.1.1	Understand what SUDS means (Simple Understanding of Disease Spreadability).	Observe and participate in a SUDS demonstration showing how bacteria and germs move from person to person or object.
7.IV.1.2	Review the importance of hand washing and visualize disease transmission.	Test students on the definition of SUDS.

**Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.**

Date	Objective: Students will	Suggested Activity/ Assessment
7.IV.2.1	Enter a classroom partially blocked by caution tape.	Record how the students reacted. Discuss caution and warning labels and signs.
7.IV.2.2	Identify warning labels on prescription medications	Make a poster or collage of warning signs or labels.
7.IV.2.3	Identify road warning signs	Make a poster or collage of warning signs or labels.
7.IV.2.4	Identify hazardous waste signs and labels.	Make a poster or collage of warning signs or labels.

	7.IV.2.5	Identify general product warning labels. Discuss how effective they are toward safety. Do people ignore them? What can happen if they do?	Make list on board as a class.
	7.IV.2.6	Identify poison labels	Make a poster or collage of warning signs or labels.
	7.IV.2.7	Recognize that some dangerous products do not have warning signs of labels.	Make a poster or list of items that could use a warning sign or label. (grapes, balloons, hot dogs, bicycles, etc.) and in groups create one to share with the class.
	7.IV.2.8	Realize the importance of warning labels.	Class discussion.

**Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.IV.3.1	Identify outdoor hazards associated with camping and other outdoor activities.	Each student makes a list of hazards associated with camping and outdoor activities and share them with the class. Create a master class list.
	7.IV.3.2	Identify prevention and treatment of outdoor hazards.	Take home a teacher-compiled list of outdoor hazards and research preventions and treatments that are required.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.IV.4.1	Identify recreational sports that involve high speed (include simulated sports in video and computer games).	List all the high speed recreational sports they can think of and bring the list to class to share.
	7.IV.4.2	Identify the safety concerns of high speed recreational sports and injury prevention.	Write a paragraph on how high speed recreational sports and high speed video games affect public safety or create a poster, rap, or poem about the need for speed.
	7.IV.4.3	Take a survey at a local arcade, at home, and at the local video store of how many video games are available involving high speed racing. How many non-racing video games are available?	Compile the statistics on their survey and make a chart. Present to class.

	7.IV.4.4	Develop an awareness of injury preventions related to high speed recreational sports.	Students can make a speed limit sign for the classroom. The sign should look like a real sign and read: KNOW YOUR LIMIT. This is a reminder of speed safety and knowing when you are going too fast.
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**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.IV.5.1	Recognize the dangers of peer pressure at parties and other social gatherings.	In small groups discuss what things that are likely applied peer pressures. Talk about how to walk away from the pressure. List dangers.
	7.IV.5.2	Recognize the safety aspects of curfews, chaperones, and group dating as opposed to couples. Include the use of the buddy system.	Class discussion.
	7.IV.5.3	Define the term "intuition".	Write a personal experience of intuition and their response
	7.IV.5.4	Listen to a presentation by a law enforcement officer or other qualified person on peer pressure in relation to drugs, alcohol, and other dangers that can occur at parties and other social gatherings.	Write about what you learned and share with a classmate.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.IV.6.1	Recognize that loneliness, seclusion from others can lead to depression, violence, gang activity, and suicide.	Class discussion.
	7.IV.6.2	Recognizing that setting the lifelong goal of being involved in activities such as sports and clubs and making good friend choices can increase self-love, self-esteem and can prevent depression, violent behavior, and suicide.	Create a personal goal of what they need to do to improve friendships with others, self hatred, having low self-esteem and determine whether any have been met.

	7.IV.6.3	Identify the qualities of a good friend.	Make a list of qualities they look for in a friend and share them with the class.
	7.IV.6.4	List all the activities they can think of in school, at church, at home and discuss with class what is involved with these activities. (discipline, practice, working with others, social interaction, giving, working with others, social interaction, giving, increase self esteem.)	Participate in an involvement-awareness exercise. Demonstrating how fuller, better more colorful their lives are, the more active they are. They also feel better and have better self-esteem.
	7.IV.6.5	Brainstorm qualities of a good friend.	List them on the board.
	7.IV.6.6	Read Bible Passage on friends (Ecc. 6:14-17).	Write a paragraph on how the reading from the Bible applies to his or her own life with regard to friendships.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.IV.7.1	Recognize the value of babysitting training as it applies to future employment training and help in family life.	Participate in the American Red Cross Babysitting Class (contact local Red Cross).
	7.IV.7.2	Recognize how valuable this training is for future parenting.	Write an essay about why parents should know these practices.
	7.IV.7.3	Understand babysitting responsibilities.	Complete a teacher-created test.

**SUBSTANCE ABUSE PREVENTION**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.V.1.1	Realize that medicines are available in a variety of forms to prevent diseases, fight infection and relieve pain.	List the medicines they or family members have taken during the past six months and classify them under the following headings: prevents disease fights germs, relieves pain. (parent approval needed).

	7.V.1.2	Understand that medicine's effect depends on several factors (type and amount of medicine persons age and body type are a few).	Write a research paper on a scientist who discovered an important medicine (Alexander Fleming, Edward Jenner, Jonas Salk etc.).
	7.V.1.3	Identify some side effects or reactions to medicine. (undesirable)	Write an essay on how it would be if there were no drugstores or pharmacies to get prescriptions and over the counter medicines. What alternative treatments would people use?
	7.V.1.4	Realize that certain medicines, when used over a long period of time, can cause a person to develop a tolerance.	What other things could people do? Create a class list.
	7.V.1.5	Describe the short and long term effects of alcohol on the body.	Define alcoholism. In small groups debate these questions: 1) Is Alcoholism a disease or a personality weakness? 2) Are certain types of people more likely to be alcoholics than others? (Use research in debate). Distinguish between short and long term effects of alcohol. In groups create posters describing the short and long term effects of alcohol on a person's organs. (stomach, heart, brain, liver, kidneys) Present to class.
	7.V.1.6	Describe the three stages of the development of alcoholism.	In groups, write a scene that shows the development of alcoholism in 3 stages.
	7.V.1.7	Identify the different forms in which tobacco is sold and used.	Make collages showing how different forms of tobacco are sold and consumed. Who are the target audiences?
	7.V.1.8	Identify three main substances present in tobacco smoke and explain how each harms the body.	Explain how nicotine, tar and carbon monoxide (all found in tobacco) are harmful, damage the body and may cause death.
	7.V.1.9	Listen to a guest speaker from the American Lung Association or the American Cancer Society who will talk about effects of cigarette smoking on the body.	Write a summary on the presentation. In pairs, draw cartoons, with captions, that illustrate the effects of smoking on personal appearance. (smelly hair and clothes, stained fingers and teeth, inflamed gums).

**Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.V.2.1	Explain the role of the FDA in regulating the use of drugs and medicines.	Discuss why it takes a long time (sometimes years) for the FDA to approve a new drug, food or cosmetic and what information must be provided by the manufacturers.
	7.V.2.2	List the facts to be stated by a drug manufacturer to make sure medicines are safe.	Class Discussion.
	7.V.2.3	Discuss how the FDA tests and approves medicines.	Draw a diagram of the steps or process new medicines must go through to be approved for use.
	7.V.2.4	Explain the three general steps included in the recovery process for alcoholics.	Gather information for the list of places in the community where alcoholics and their families can get help of support. The list should include addresses, the phone numbers and services rendered. Keep the list. Check the telephone directory for toll free hotlines available for people who have questions about alcohol abuse.
	7.V.2.5	Listen to a counselor explain the recovery process, so as to develop an understanding of that process.	Then use the information to create a chart of the process or a role play scene.

**Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.V.3.1	Realize that taking two or more medicines at the same time can be dangerous.	Write an essay explaining the possible negative effects or reaction when two or more medicines are taken at the same time.
	7.V.3.2	List three possible dangerous side effects of mixing medications.	Class compares their lists and makes a master list.

	7.V.3.3	Realize that tobacco smoke hurts smokers and non-smokers.	Define the following terms: second hand smoke, passive smoker, mainstream smoke, side stream smoke. Discuss how cigarette and cigar smoke also threatens the health of non-smokers. Create a poster showing the dangers of being exposed to side stream smoke.
	7.V.3.4	Discuss why some teens start to use tobacco (false crutch, false independence, media images looking “cool”, family member who smokes).	Role play a scene showing teens talking about why they think smoking is “cool”. Show another scene where sensible teens are saying smoking is not a smart thing to do. In groups, write a skit showing two people persuading a third person to quit smoking. Write another skit showing someone persuading another to use tobacco.
	7.V.3.5	Realize that there are ways to break the tobacco habit (cold turkey, products like nicotine gum and patches, support groups).	Pretend they were smokers who were successful in giving up smoking and were invited to speak about how they were able to kick the bad habit. What would they say? Why should people listen to them? List the benefits of a smoke free life style. (health benefits, saving money, etc.).

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date	Objective: Students will	Suggested Activity/ Assessment
7.V.4.1	Realize that studies by the US Surgeon General show a direct link between tobacco ads and teen smoking.	Do research on the studies by the US Surgeon General showing a direct link between tobacco ads and teens smoking. When were they done? Has research been done with other age groups?
7.V.4.2	Explain how alcohol ads and promotional campaigns influence young people’s behavior and attitude toward drinking alcohol.	Make note of the use of alcohol in the movies or TV shows watched for two weeks. Describe characters and situations. Analyze or evaluate if the show glamorizes drinking. Report your analysis to the class. (Group activity).

	7.V.4.3	Realize the importance of evaluating media images and advertisements and how truthful they are. Focus on reality. (Do you see the negative consequences of smoking and drinking?).	Make a poster showing contrasting images: a media image of a smoker (healthy, athletic, rebellious, mature attractive) and a reality image of a smoker (sickly, short of breath, prematurely aged, oxygen tank, cancer).
	7.V.4.4	Discover how personal and cultural beliefs influence attitudes about alcohol.	Research on personal and cultural beliefs that influence attitudes toward alcohol. Create a survey or questionnaire. Write a report and share with the class.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.V.5.1	Discuss ways of supporting and encouraging someone who wants to quit smoking, drinking or doing drugs.	Make a chart showing two columns: “What to do” and “What not to do”. List specific things to do or say to someone with a drinking problem. Role-play a scene showing a friend or family member supporting or encouraging someone to quit and addictive behavior through effective communication skills. Supporter must assume a caring, patient and nonjudgmental role.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	7.V.6.1	Explain the factors influencing alcohol’s effect on a person. (speed, quantity, food, weight, gender, mood, other drugs mixed with it).	List the factors influencing the effect of alcohol on a person and state how each specifically affects the body.
	7.V.6.2	Understand that blood alcohol concentration (BAC) limits vary from state to state. Define BAC and explain when a person is considered.	Give examples to determine legal intoxication limits. Solve teacher prepared math problems involving blood alcohol concentration.
	7.V.6.3	Role-play effective ways to say no to alcohol.	Practice as a class. Write a paragraph about why some work better than others in different situations.

	7.V.6.4	Identify the reasons teens give for choosing not to drink (illegal, not fun, obstacle to goals, not smart, guilty feelings, harms health).	Class discussion.
	7.V.6.5	Explain the steps involved in the alcohol recovery process.	Class discussion.
	7.V.6.6	Explain nicotine's effect on the brain and describe the nicotine's addictive cycle.	Class discussion.
	7.V.6.7	Compare and contrast physiological and psychological dependence caused by nicotine.	Make a Venn diagram as a class.
	7.V.6.8	Describe withdrawal symptoms from nicotine.	Class discussion.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date	Objective: Students will	Suggested Activity/ Assessment
7.V.7.1	Analyze and judge substance use and abuse in the context of personal responsibility for health and life.	Role Play two situations: one showing responsible behavior and the other showing irresponsible behavior dealing with drug use or abuse. Write an essay on how personal values and responsibility play a major role in avoiding substance abuse.
7.V.7.2	Recognize negative effects of drug abuse on family relationships.	List negative effects of substance abuse on family relationships. Give examples of specific family problems such a divorce, medical problems domestic violence, child abuse. Gather statistics to support your answers.

## EIGHTH GRADE HEALTH

### DISEASE PREVENTION AND HYGIENE

#### Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Suggested Activity/ Assessment
	8.I.1.1	Recognize symptoms and warning signs for heart disease/stroke, cancer, diabetes, HIV, and depression.	Complete a teacher prepared test doing the following: 1) Match symptoms/warning signs with the correct disease. 2) Explain BSE and TSE and their purpose. 3) List 3 other types of self monitoring they can do for health. 4) List the controllable and non-controllable risk factors for cardiovascular disease. 5) Briefly explain how to prevent/reduce the risk factors for cardiovascular disease, some cancers, Type II diabetes, and infectious diseases including HIV and STDs.
	8.I.1.2	Describe ways of reducing controllable risk factors for above diseases.	Make class list.
	8.I.1.3	Describe various self-exams and self-monitoring procedures.	Class discussion.

#### Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.

Date		Objective: Students will	Suggested Activity/ Assessment
	8.I.2.1	Review previous information about STDs, cardiovascular disease, cancer, diabetes, depression.	In groups prepare a formal poster presentation on one of the following: an STD (Chlamydia, HIV, Human Papilloma Virus (HPV), herpes, gonorrhea), cardiovascular disease, diabetes, cancer, or depression.

	8.I.2.2	Identify various sources of accurate, reliable information about disease (library, family doctor, school nurse, county health department, internet websites for specific diseases). Use them as sources on your report.	The presentation should include the following information: disease description is it communicable or non-communicable, causes of the disease, signs or symptoms of the disease, how the disease is treated, possible harmful effects if not treated early, whether or not the disease is curable.
	8.I.2.3	Understand the importance of seeking medical care if there are warning signs or symptoms of disease.	Present poster to the class.

**Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.I.3.1	Identify family risk factors for disease.	Write a personal health report that includes the following activities: 1) Ask your parents and grandparents about the family health history, specifically which diseases or risk factors the family has a history of (high blood pressure, strokes, cancer, etc.) Find out how they dealt with or are dealing with those risk factors. 2) Examine your own risk factors for disease and analyze how your health behaviors either increase or decrease these risk factors. 3) List all the ways you can personally minimize the controllable risk factors for the disease in your family history. 4) Suggest actions you can take to implement the ideas you've listed. (Adopted children may not have this information. They can cover the risk factors of their adoptive family.).
	8.I.3.3	Identify ways to reduce controllable risk for those diseases.	Make a class list.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.I.4.1	Identify how advertising influences our choices.	Add to your personal health report an analysis of how advertising may have had an influence, either positive or negative, of any health behaviors that contribute to the family's risk for disease. For example: if your family has a history of heart disease but you eat fast food several times a week, does TV advertising influence your choice of fast foods to increase or decrease your risk factors? (Do you choose salads or double cheese burgers?)

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.I.5.1	Examine attitudes about weight and body image.	Class discussion.
	8.I.5.2	Recognize the dangers of dieting, activity levels, and healthy eating.	Complete a food diary for two weekdays and one weekend day. Discuss food choices.
	8.I.5.3	Explain how to be helpful and caring to friends with eating disorders.	Discuss anorexia and bulimia. Discuss ways to be helpful and caring to a friend with one of these eating disorders.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.I.6.1	Develop a realistic plan to work on attaining their health goal(s).	<p>Select one or more personal health goal(s) that would reduce one of their health risks.</p> <p>Include a timetable for levels of achievement and indicate any incentives or rewards to be given for the achievement.</p> <p>Write the goal and plan as a report, “Personal Health Goals” with a chart they can easily fill in. At the end of the month, evaluate their progress toward their goal. If they have failed to meet their milestones, analyze and write a report about why this happened. If they met their milestones, discuss in the report any difficulties they may have had.</p>

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.I.7.1	Determine various ways to present health information on several topics to the whole school.	<p>Work in small groups to gather as much literature/information as possible about: Heart disease, Cancer, Stroke, Personal Hygiene (hand washing, dental care, bathing, head lice), Good nutrition, Safety (fire, swimming, bicycle, gun, automobile, pedestrian, home playground).</p> <p>Contact public and private organizations for free posters, handouts, videos, etc. Consider having demonstrations of heart healthy activities like jumping rope or showing examples of healthy snacks.</p> <p>Plan and present a mini Health Fair for the school.</p> <p>Follow up with an evaluation of the health fair.</p>

## NUTRITION

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.II.1.1	Define and research the role of the 6 main classifications of nutrients.	Divide into six groups, each group presents research on their nutrient.
	8.II.1.2	Understand eating healthy is to follow the Seven Dietary Guidelines.	Debate the effect of a healthy diet on self-confidence, poise, emotion and sense of humor.
	8.II.1.3	Define overweight and obesity and their impact on overall health.	Collect different weight loss ads and headlines. Discuss why there are so many different programs.
	8.II.1.4	Understand 3 ways to measure body fat: hydrostatic weighing calipers pinch test.	Do the pinch test at home and determine if you have too much fat, just enough or small amount.
	8.II.1.5	Define the BMI and measure it at home.	Discuss as a class.
	8.II.1.6	Understand the meaning and consequences of “fad diets”.	Bring well known diets to class and analyze and compare them. Rate them by how well they use the food guidelines and exercise.
	8.II.1.7	Review the recommended percentages of caloric intake of carbs, fats, and protein per day.	Discuss as a class.

### **Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.II.2.1	Research and describe the need for vitamins and minerals.	Research vitamins and minerals and debate the need for them and if there is a need to supplement them.
	8.II.2.2	Define the U. S. RDA and how it is used on food labels.	Quiz.
	8.II.2.3	Review what foods provide micronutrients like iron and vitamins A, B1, B2, and C, which are frequently low in teenage diets as well as the nutrient calcium.	Discuss as class how to put more into diet.

	8.II.2.4	Understand that weight is a balance between the intake of calories and the level of activity.	List all the activities you do in a day and the amount of time you do them Then use a calorie chart to determine how many calories are burned with these activities.
	8.II.2.5	Understand that exercise helps control weight; it helps tone the body, replaces fat with increased lean muscle mass. A little extra physical activity can make a difference in maintaining weight.	Record in a journal ways they can increase their physical activity for 5 days.

**Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.II.3.1	Research the use, purpose and hazards of one food additive.	Report on one food additive.
	8.II.3.2	Research various foods that cause food allergies.	Present food allergy information.
	8.II.3.3	Invite a doctor who treats food allergies to speak to the class.	Write a one page summary about the information learned from the guest speaker.
	8.II.3.4	Review food storage and handling procedures.	Create a poster of safe food handling rules.
	8.II.3.5	Understand the foods that are the least processed are the more healthful.	Make a list of all the foods eaten in one day. Examine the food labels for any additives and write a conclusion using the statement: The food additives I consume are... (Share with class)
	8.II.3.6	Listen to a speaker to understand the purpose of the Epi Pen (an auto injector for epinephrine to treat anaphylaxis).	Write a one page summary about the information learned from the guest speaker.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date	Objective: Students will	Suggested Activity/ Assessment
8.II.4.1	Review the five food groups.	Teacher created test.
8.II.4.2	Review that 62% of total television commercial time is spent on desserts, snacks and soft drinks.	Select a processed food they like that can be made fresh. Examine the label of the processed food for additives. Compare the cost of making the food compared to buying it. Write a report about the cost and benefits of both.
8.II.4.3	In groups research three magazines or newspaper advertisements that claim quick weight loss or an easy way to a beautiful body. Investigate them for accuracy.	Make an ad for a weight loss program that follows the two basic principles of losing weight. Share with class.
8.II.4.4	Understand the two basic methods for losing weight: 1) change your activity habits, 2) change your eating habits.	Contact a fitness center in your area and ask about the kinds of programs they offer in body building and weight loss. What education is involved in the program? What health professionals are on staff?

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date	Objective: Students will	Suggested Activity/ Assessment
8.II.5.1	Understand how food is related to common adolescent health concerns: acne, cavities, weight control.	Class discussion.
8.II.5.2	Recall the Seven Dietary Guidelines, the Dietary Goals for the US, the six types of nutrients and the number of servings should be appropriate servings should be appropriate for activity level.	Keep a three day journal on the number of high nutritionally dense foods eaten.
8.II.5.3	Understand that fast foods contain too many calories, too much fat and sugar, too little fiber and too few vitamins.	In groups make a fast food meal healthier. Consider calories. Make sure it is well balanced and that the food groups are presented.
8.II.5.4	Review the importance of a good breakfast. Discuss how to vary foods at breakfast.	In groups create a presentation on the benefits of eating a good breakfast. Share with the lower grades.

	8.II.5.5	Understand that snacking can be an important supplement to meals for energy but should never be used to substitute for meals.	Survey 10 students, do they eat breakfast, what? Do they eat snack, What? Draw a conclusion about the nutritional value of snacks.
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**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date	Objective: Students will	Suggested Activity/ Assessment
8.II.6.1	Review the balance between calorie-intake and energy-output to control weight and promote fitness. Discuss that different people have different caloric needs due to activity level, age, gender and climate.	Chart your findings as a class.
8.II.6.2	Use the weight control tests at home to determine weight/obesity.	With parent supervision, decide if you need to lose weight, maintain, or gain weight. Set goals for two weeks. Keep track of how you do and make a meal plan for each day.
8.II.6.3	Review the guidelines to maintain weight, to lose weight and to gain weight.	List the seven Dietary Guidelines in the order that they need to work on them. Post them in their room.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date	Objective: Students will	Suggested Activity/ Assessment
8.II.7.1	Review the causes of bulimia, anorexia nervosa (pressure to achieve, poor self image, need for attention or control) and that compulsive over eating is a misuse or abuse of food. These conditions are not fad diets but potentially life-threatening.	Write letters in groups requesting more information about the 3 eating disorders. Report to the class.
8.II.7.2	Research community resources that help people with eating disorders.	Discuss what a person might do to help a friend who is suspected of having an eating disorder.
8.II.7.3	Listen to a speaker on eating disorders.	Write a paragraph about what they learned from the eating disorder speaker.

	8.II.7.4	Understand the athlete needs to follow a well-balanced diet, making sure to get enough calories since the athlete is using more calories.	Plan a menu for a well balanced meal before an athletic event. Evaluate their personal nutrition by keeping a record for four days of all they eat and the activity they get. Determine if the intake is correct for the output.
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### MENTAL AND EMOTIONAL HEALTH

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.III.1.1	Read and discuss an Arizona Driver's Manual regarding the laws for being a licensed driver of a vehicle. Choose one law and write a short paragraph about why it was passed.	Participate in a mock trial. Prepare exhibits and witness testimony. After, write an opinion paper of the need for laws for everyone to follow.
	8.III.1.2	Play a game with a set series of rules that all know and understand. Have 2-3 people purposely disregard the rules during the game.	Hold a class discussion after the game. How did each group feel? Was it hard to play when some didn't follow the rules? Why? Relate this to society.
	8.III.1.3	Review the fable of the ant and the grasshopper. Discuss the aspect of delaying gratification.	Create a parody of the ant and the grasshopper. Use puppets and present to class. Share the play and what you learned with another class and discuss what they learned.

**Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.III.2.1	Invite and listen to a staff member of a trauma or crisis center about emotional traumas.	Compile a list of agencies that help young people and what they offer. (Include the church)
	8.III.2.2	Contact Special Olympics; invite coaches and athletes to talk to the class about various capabilities and gifts people have. What are disabilities and what are their causes?	Write letters to some agencies and request literature about their services.

**Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.III.3.1	Research and report on initiation rites for new members of gangs, fraternities, etc. What are the requirements to belong? What are some consequences to submitting to these requirements?	Role play your response to an initiation situation. How would you respond? Why? Positive and negative consequences? How does wanting to belong to a group affect decision making?
	8.III.3.2	Invite and listen to members of the local police Gang Taskforce.	List 10 things you learned from the guest speaker that you didn't know before. Discuss attitudes of gang members, worldview, goals and life styles of gangs.
	8.III.3.3	Review refusal techniques.	Draw up dating guidelines: people you would date, circumstances for dating activities, what you would and would not do on a date and why, ask for family support and help. Dating is designed to lead to wise decision making and marriage partners for your life.
	8.III.3.4	Investigate and observe body language. Discuss appropriate forms of affection in different situations.	Create a flow chart of physical intimacy. (looking, hand holding, etc.) How do they lead from one to the other? Can they lead to risky situations you can't control? Make a Venn diagram with infatuation and love on either side. List the components of each. How are they different? Discuss in class.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.III.4.1	Understand that media, popular culture, technology does form our attitude and opinions.	Discuss in small groups: Would they share their music with their parents, why? Share it with younger children, why?

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date	Objective: Students will	Suggested Activity/ Assessment
8.III.5.1	Write a short dialogue between two people who have had a misunderstanding or hurt one another's feelings and need to forgive each other. What was the problem? What resistance was there to making amends? (between friends, parent/child, student/teacher, parents).	Role play forgiveness scenes and use the phrases the students wrote. Did they seem real and genuine in their forgiveness?
8.III.5.2	Create a list of phrases and responses for asking for and offering forgiveness. Practice these phrases with a partner.	Demonstrate your best ones to the class.
8.III.5.3	Select a few students to become disabled for a day or part of a day. (deaf, blind, unable to move arm or leg, speak other language) What is it like to be disabled or disadvantaged? What extra help do they need? Did it take longer; was it harder to do certain activities? (eat, wash hands, get dressed, etc.).	Create cards and visit a health care facility. Write about your experience and from being in that facility.
8.III.5.4	Invite and listen to a person with a disability share what it is like to live with one.	Write a one page paper about what you learned.
8.III.5.5	Invite people from the deaf community to come and share. What is ASL (American Sign Language) and how does it work? Carry on a conversation with no verbal words. What does it feel like to not know if you are being understood or to understand those around you?	Write a one page reaction paper to this activity and share with the class.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date	Objective: Students will	Suggested Activity/ Assessment
8.III.6.1	Make a list of things that need to be done and a timeline to successfully prepare themselves for High School. Make a list of things to aid in adjusting to high school.	Maintain their high school check list.
8.III.6.2	Write an epitaph, short eulogy and obituary about themselves. What qualities do they want people to remember about them. Mark the qualities they already have and highlight those they hope to have in the future. How do or will they practice these qualities?	Share with class.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date	Objective: Students will	Suggested Activity/ Assessment
8.III.7.1	Develop, write and create a book of manners and etiquette for younger children in coloring book format.	Share your manners book with lower grades and practice with them.
8.III.I7.2	Using some of the guidelines developed for dating and friendships, write a short article about healthier relationships.	Write a letter to the editor of the local paper and ask for more coverage of young people doing good.
8.III.7.3	Draft music guidelines and indicate what they find objectionable and what they like about a particular song or artist.	As a class write a letter to a recording company and request that they produce more music that encourages young people to live better lives and offer hope.

## SAFETY

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.IV.1.1	Identify high germ traffic places in the school setting.	In Petri dishes, with growth medium, collect germs from desk tops, doors, light switches, faucets, etc. let the germs grow for several days and observe. Write the results.
	8.IV.1.2	Review the importance of good hand washing.	Create their own rap, song or poem about the importance of good hand washing.

### **Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.IV.2.1	Obtain pamphlet from Catholic Social Services and read what services are available to help in a crisis.	Share what they learned about crisis hotlines with the class.
	8.IV.2.2	Research and investigate what a crisis hot-line	Compile a master list of crisis intervention resources available in the community.
	8.IV.2.3	Research and investigate what crisis intervention resources are available in the community.	Write a three-paragraph paper about the importance of intervention in a crisis.

### **Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.IV.3.1	Understand basic life support techniques including CPR, Heimlich maneuver, and AED (Automated Emergency Defibrillation).	Complete a CPR, Heimlich maneuver and AED training.
	8.IV.3.2	Review the good Samaritan Law.	Luke: 10, 25-37, and state in their own words the connection between the Bible story and the Good Samaritan Law.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.IV.4.1	Identify the media’s portrayal of safe sex and how this is a myth that threatens their safety. Brainstorm the lure of the media in regard to risky behavior that is advertised as safe. Pre-marital “safe sex” is risky behavior. Is there a condom for spiritual and emotional protection?	In groups create a commercial or pamphlet advertising abstinence as being 100% safe for the whole person, physically, emotionally, economically and spiritually. Share with class.
	8.IV.4.2	Recognize that abstinence is 100% safe.	Class discussion.

**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.IV.5.1	Identify and realize the importance of an open and trusting relationship with parents. As a class brainstorm the importance of a good relationship of trust with parents. How do you build trust?	Write a list of things that need to be worked on to build a trusting and loving relationship with parents. How can you do this?
	8.IV.5.2	Recognize that with increased independence from parents comes increased responsibility and an increased opportunity for risky, unsafe behavior.	Participate in a class discussion on the positives and negatives of increased freedom and make a class list.
	8.IV.5.3	Realize the devastation that occurs when driving under the influence of alcohol and/or drugs.	Make a collage of articles from the paper of accidents related to drugs or alcohol.
	8.IV.5.4	Invite a member of MADD to talk to the class about the devastation of drunk driving. (Mothers Against Drunk Driving)	Write a page about the MADD presentation.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.IV.6.1	Brainstorm ways to reach the goal of a safe future for themselves. What choices and decisions must be made? Does having a plan help? How does a good relationship and good communication with parents help achieve this goal?	Journal ways to achieve their goal of a safe future. Write a letter to their parents stating their personal goal for a safe future they plan to reach it and the decisions they will face. Include peer pressure how drugs, drinking and driving, pre-marital sex, etc. Teacher will review letters and mail to parents. Role play being the parent of a teenager.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.IV.7.1	Publicly advocate safety.	Design and create a book on safety to be shared with the younger grades. (fire, water, gun, bicycle, internet, germs, etc.)

**SUBSTANCE ABUSE PREVENTION**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.V.1.1	Explain the difference between drug misuse and drug abuse.	In a class discussion create a list of the forms or examples of drug abuse and misuse
	8.V.1.2	Describe the effects of stimulants on the body.	Research the other names for amphetamines, cocaine and crack (stimulants). Describe how they are taken and their dangerous effect on the body.
	8.V.1.3	Describe the effects of depressants on the body.	Name the three main kinds of depressants (tranquilizers, barbiturates, and hypnotics) What are other names for these, how are they taken and how do they effect the body. Written mastery test.

	8.V.1.4	Recognize the effects of narcotics on the central nervous system.	Research sleeping pills, their drug content, effects, addiction, and ways to get sleep without drugs. Write and share a report.
	8.V.1.5	List side effects and associated with use of narcotics.	Write two facts about narcotics in general and two facts about heroin specifically What are their harmful effects.
	8.V.1.6	List specific effect and risks of using marijuana.	List the most common names for marijuana What is the main mind altering component in marijuana? Explain what hashish is.
	8.V.1.7	Describe the dangers of PCP, LSD and other hallucinogens.	Role play a bad experience with hallucinogens. List Symptoms and results of addiction. Create a chart comparing PCP and LSD. Include common names, forms how they are taken and harmful effects.
	8.V.1.8	Explain how inhalants harm the body.	List common inhalants found in their homes and explain their harmful effects on the body.
	8.V.1.9	Define designer drugs.	Complete teacher prepared test on vocabulary.
	8.V.1.10	Explain why ecstasy, one of the most popular designer drugs, is very dangers.	Submit a written report on designer drugs, particularly Ecstasy.

**Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.**

Date	Objective: Students will	Suggested Activity/ Assessment
	8.V.2.1 Realize that drug abusers cannot easily recover from addiction on their own.	Role play a situation demonstrating a drug abuser trying to get help by speaking to a parent, teacher, counselor, drug hotline, etc.
	8.V.2.2 Gather information for a list of places in their community where drug abusers can go for help.	Make a list of places in the community where drug abusers can go for help. Include addresses, phone numbers and services rendered.
	8.V.2.3 Name and describe specific programs available at drug treatment centers.	Make a chart showing types of programs in treatment centers. (detox units, in-patient/outpatient treatment, halfway houses, etc.)

**Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.V.3.1	Realize that avoiding drugs is the right decision to make for their health and well being.	List reasons for choosing to be drug free. Compile a class list.
	8.V.3.2	Realize that there are many alternatives to using drugs if one is lonely, depressed or bored or needs help solving personal problems.	Make posters, flyers, public service announcements advertising positive healthy alternatives to drug use.
	8.V.3.3	Realize that the use of anabolic steroids by some athletes to improve their performance is unhealthy and risky.	Make a list of local centers and organizations, recreation centers, youth groups, volunteer opportunities in the community.
	8.V.3.4	Understand the truth about anabolic steroids.	Research rules of different sports organizations concerning drug use by athletes. Emphasize anabolic steroids and their effects. Cite examples.

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.V.4.1	Realize that mass media and popular music are powerful influences on individual beliefs, values and behaviors.	Collect statistics on the money spent to advertise and promote alcohol use Where do you see these advertisements, who sees them, what is your opinion about where they are found.
	8.V.4.2	Realize that research suggests that repeated exposure to positive media portrayals foster positive feelings toward the use of alcohol, tobacco and illicit drugs.	Watch prime time TV for one week and keep track of the frequency of drinking and smoking acts. Create a class tally list.
	8.V.4.3	Recognize the government's effort to regulate media advertising of tobacco, alcohol and other drugs.	Research restrictions imposed on tobacco advertising. Gather information from the U.S. and Mental Health Services Admin. about a study done on alcohol, tobacco and

			illicit drugs present in popular movies. Use the computer and report to the class what you find and your reaction to the study.
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**Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.V.5.1	Realize how substance abuse places a tremendous psychological, emotional and financial burden on families.	Interview a marriage counselor and write a report on the connection between family problems, like divorce, and drug abuse.
	8.V.5.2	List the negative effects of substance abuse on family relationships and raising children.	Listen to a presentation by the police or CPS on how drug abuse is related to domestic violence, and child abuse and neglect. Write a reaction paper to this presentation.
	8.V.5.3	Communicate with family members about their beliefs, values and personal problems.	Role play a troubled family situation where there is drug abuse. Show the effects on each family member especially children.

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.V.6.1	Realize the importance of setting personal goals and how drug use can interfere with or keep a person from achieving their goals.	Write an essay on their personal goals and how drug use can keep them from achieving these goals.
	8.V.6.2	Realize that accepting personal responsibility for their health involves dealing with pressure to use drugs.	Role play situations showing behaviors or responses they could use to say NO to drugs.
	8.V.6.3	Practice refusal skills through words and actions when pressured to use drugs.	List effective ways of avoiding drugs through actions and words.

**Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.**

Date		Objective: Students will	Suggested Activity/ Assessment
	8.V.7.1	Realize the link between drug use and crime.	Research the impact drug offenders have on the nation's justice system (prisons and courts) and economics. Write the US Dept. of Justice, Bureau of Justice Statistics in Washington DC. In groups, write an interpretation of the data gathered and display it as bar graphs.
	8.V.7.2	Realize that substance abuse can create hazards or injuries in the work place, school and social gatherings. It can also reduce work productivity.	Research drug testing programs mandated in work establishments. Write an essay on the consequences of drug use in certain occupations and industries (construction workers, truck drivers, doctors, pilots, etc.).

# APPENDIX

## **SUBSTANCE ABUSE PREVENTION SKILLS**

### **DECISION MAKING:**

A six step process for making up one's mind or resolving a problem.

1. State the situation.
2. List the options
3. Weigh the possible outcomes.
4. Consider your values.
5. Make a decision and act.
6. Evaluate the decision.

### **REFUSAL SKILLS:**

Effective ways of saying NO.

1. Say NO.
2. State reasons for saying NO
3. Suggest something else to do.
4. Repeat NO and walk away.

### **SUBSTANCE ABUSE PREVENTION MEDICINE SAFETY GUIDELINES**

1. Do not decide on your own to take a medicine.
2. Always follow directions that come with a medicine. Take proper dosage.
3. Do not use another person's prescription medicine.
4. Report side effects or allergic reactions.
5. Do not take two or more medications at the same time without doctor's approval.
6. Observe expiration dates.
7. Keep all medicines in a safe place out of the reach of young children.

### **REACTIONS TO MIXING MEDICINES**

1. Each medicine may have a stronger effect than if taken alone.
2. The medicines may combine to give unexpected results.
3. The medicines may cancel out each other's expected effects.

### **FOOD AND DRUG ADMINISTRATION**

FDA requires drug manufacturers to state the following facts:

1. Chemicals in the medicine.
2. Medical use of the medicine.
3. Effects of the medicine, as well as any possible side effects.

## **NUTRITION INSTRUCTIONAL APPENDIX THINKING SKILLS**

### **COMPARE AND CONTRAST – GRADES 1 – 3**

- Describe what makes things similar.
- How are they different?
- What have I learned? (conclusion)

### **COMPARE AND CONTRAST – GRADES 4 – 6**

- Describe what makes things similar
- How are they different?
- What similarities and differences seem important?
- What is the conclusion I can make?

### **DECISION-MAKING GUIDELINES – GRADES 1 – 3**

- Name the decision that has to be made.
- Decide what are the choices.
- What could happen (consequences) because of each choice?
- Decide which is the best choice.

### **DECISION-MAKING GUIDELINES – GRADES 1 – 4**

- Name the decision that has to be made.
- Decide what are the choices.
- Recognize the pros and cons for each choice.
- Evaluate how important the consequences are of each choice.
- Decide which is the best choice.

### **GOAL SETTING STEPS**

- Where do I want to be?
- Where am I now?
- How do I get from here to there?
- Where do I begin?
- How am I doing?

### **PREDICTING CONSEQUENCES – GRADES 1 – 3**

- Think about what **might** happen.
- Are there **real clues** that tell me what might happen?
- Based on the clues, is my decision likely?

### **PREDICTING CONSEQUENCES – GRADES 4 – 6**

- Think about what might happen.
- Ask what information is needed to predict what might happen.
- What information is available?
- Based on the information, is the prediction likely, unlikely, or uncertain?

**SAFETY**  
**WOULD YOU LIKE A PIECE OF PIE???**

Teacher: Explain to students that the way to stop a cut that is bleeding is to apply Pressure until the bleeding stops. Explain that sometimes the bleeding is under the skin causing the skin to turn purple. Ice helps the swelling go down after this happens and should be placed on the swollen area. Explain that a cut or a bruise should always be Examined after a while to make sure it is not getting worse or looking different. An easy way to remember this simple first aid is using the acronym:

Pressure

Ice

Examine

Tell students “If you ever cut yourself ask yourself, ‘Would you like a piece of PIE?’ and you will remember what you have to do to help yourself!”

**Note:** Because students know they have to wash their hands before they eat, explain to them that the cut needs to be washed before they can have a piece of the PIE.

**SAFETY**  
**INTERNET SAFETY RULES**

1. Never arrange a face-to-face meeting with someone they met on-line.
2. Never upload (post) pictures of themselves onto the Internet or on-line service to people they do not personally know.
3. Never give out identifying information such as their name, home address, school name, or telephone number.
4. Never download pictures from an unknown source, as there is a good chance there could be sexually explicit images.
5. Never respond to messages or bulletin board postings that are suggestive, obscene, belligerent, or harassing.
6. Whatever they are told on-line may or may not be true.

Source: A Parent's Guide to Internet Safety  
U.S. Department of Justice  
Federal Bureau of Investigation  
Office of Crimes Against Children  
935 Pennsylvania Avenue, NW  
Washington, D.C. 20535  
(202) 324-3666

National Center for Missing and Exploited Children  
Cyber Tipline  
[www.missingkids.com/cybertip](http://www.missingkids.com/cybertip)  
1-800-843-5678

**SAFETY  
STEPS FOR DECISION MAKING**

**Sample I:**

1. Identify the problem.
2. Identify the different choices that can be made.
3. Imagine the possible result of each choice.
4. Make what seems to be the best choice.
5. Evaluate the results.

**Sample II:**

1. What is the problem? (recognizing the problem)
2. Every problem has more than one solution.
3. What are some of the solutions? (list all possible solutions)
4. What are the results of each solution? (list all possible solutions)
5. What are the risks of each solution?
6. What would be the best solution?
7. Act.
8. Later – Evaluate. Was your solution (decision) a good one? Were the consequences good?

### **STEPS FOR SETTING GOALS**

1. Set a goal.
2. List and plan steps to meet that goal.
3. Check your progress toward the goal.
4. Evaluate the goal.

### **REFUSAL SKILLS**

1. Say “no” and say why not.
2. State your reasons for saying “no.”
3. Suggest something else to do.
4. Repeat “no;” walk away.

### **STEPS IN CONFLICT RESOLUTION**

1. Use I-messages to tell how you feel.
2. Listen to each other.
3. Think of the other person’s point of view.
4. Decide what to do.

**DISEASE PREVENTION/HYGIENE  
LEVELS OF PRESSURE AND WAYS TO RESIST PRESSURE**

<b>Levels of Pressure</b>	<b>Examples</b>
Friendly: A simple offer.	“Would you like a beer?”
Teasing: People make fun of you and call you names if you say no.	“Are you children? Are you a mama’s boy/girl?”
Threats: People use physical or psychological threats.	“If you don’t take this drink, I’m going to beat you up.”
Indirect: People are pressuring you even though they are not making a direct offer.	“Hey, come to my party. There’s going to be some sexy guys/girls there. We’ll have fun!”

<b>Ways to Resist Pressure</b>	<b>Examples</b>
No, thanks	“Thank you, but no.”
Cold Shoulder	Ignore the person.
Broken Record	Repeat the same phrase over and over. “Would you like a beer?” “No, thanks.” “Oh, have one.” “No, thanks.” “Just try a sip.” “No, thanks.”
Avoiding the Situation	Don’t go with peers if you think you might be pressured or if you feel uncomfortable about the situation.
Walking Away	“Would you like to go to my house? No one is home.” Say: ““No, thanks,” and walk away while you say it.
Giving a Reason or Excuse	“Just let me kiss you.” Say: “I don’t want to. It just doesn’t feel right for me.”
Changing the Subject	Start talking about something else.

Reversing the Pressure	“If we’re such good friends, why won’t you smoke a joint with me?” Say: “If you were my friend, you wouldn’t ask.”
Proposing an Alternative	“Bring some beer to the party.” Say: “I’ll bring some soda. I don’t feel it’s right for me to bring beer.”

**DISEASE PREVENTION/HYGIENE  
COMMUNICATING EFFECTIVELY**

- Understand your audience.
- Listen.
- Give a clear message.
- Gather feedback.

**COMPONENTS OF COMMUNICATION**

- Facial expressions
- Body position
- Tone of voice
- Gestures
- Eye contact
- Quality and strength of voice

**TYPES OF COMMUNICATION**

- Passive – Conveys a weak message; may appear to not care, to be unsure, or fearful.
- Assertive – Conveys a strong message; appears sure and confident.
- Aggressive – Conveys a threatening message; appears angry and hostile; maybe defensive

## **ASSERTIVE COMMUNICATION**

- Standing up for what you believe in.
- Telling others what you think.
- Telling others how you feel and what you want.
- Make eye contact, have good posture, speak clearly and with confidence.

## **DISEASE PREVENTION/HYGIENE PROBLEM-SOLVING/DECISION-MAKING**

When you make decisions, you think about a group of choices and decide on the best thing to do in order to avoid risky situations or health risks. Here are the steps:

1. Clearly identify the situation or problem.
2. Identify all the possible choices you could make.
3. Consider and evaluate the results (consequences) of each choice.
4. Make what seems to be the best choice and act on it.
5. Think about (evaluate) the results of your choice.

## **SETTING GOALS**

When you set goals, you must decide on a change you want to make, and then take action to make that change happen.

### **Steps for Setting Goals**

1. Decide on a goal, i.e., something you really want to accomplish.
2. List what you will do to reach your goal.
3. Give yourself an identified period of time to reach your goal.
4. State a reward for yourself for achieving your goal.
5. At the end of the time period, evaluate your goal: Did you achieve it? If not, why not?

## **DISEASE PREVENTION/HYGIENE REFUSAL SKILLS**

Knowing what to say before you are asked to do something you don't want to do can keep you moving toward good health. It's also important to use effective communication skills to convey the message. (See "COMMUNICATING EFFECTIVELY.")

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. Say no and say why not.       | 2. State your reasons for saying no. |
| 3. Suggest something else to do. | 4. Repeat no and walk away.          |

### **Some Examples of Other Ways to Say No**

- Use humor to make your point.
- Say that the drug doesn't taste good, or that the activity suggested is no fun.
- Say that it's against the law.
- Say that you don't want to become ill or get injured.
- Say it is against your family rules.

## **RESOLVING CONFLICTS**

To resolve conflicts, you must choose and use strategies to communicate effectively and compromise in order to find solutions to problems or to avoid violence.

### **Steps for Resolving Conflicts**

1. Use I-messages to tell how you feel; for example: “I don’t like it when you hog the basketball.”
2. Listen to each other without interrupting.
3. Think of the other person’s point of view.
4. Decide together what to do to end the conflict.

### **Other Ways to Handle Conflicts**

- *Ask for a mediator*, i.e., someone who can work with you to help settle the conflict.
- *Use humor*, i.e., think of a playful or joking way to settle the conflict.
- *Walk away*, i.e., avoid a fight if the other person becomes angry or aggressive.

## **MENTAL AND EMOTIONAL HEALTH**

### **THE ANT AND THE GRASSHOPPER FABLE**

*The ant like the bee, has long been held up as a paradigm of industriousness. As Proverbs 6:6-8 in the Bible says, "Go to the ant, thou sluggard; consider her ways and be wise; which having no guide, overseer, or ruler, provideth her meat in thy summer and gathereth her food in the harvest."*

One fine day in winter some ants were busy drying their store of corn, which had got rather damp during a long spell of rain. Presently up came a grasshopper and begged them to spare her a few grains. "For," she said, "I'm simply starving." The ants stopped work for a moment, though this was against their principles. "May we ask," said they, "what you were doing with yourself all last summer? Why didn't you collect a store of food for the winter?" "The fact is," said the grasshopper, "I was so busy singing that I hadn't the time." "If you spent the summer singing," replied the ants, "you can't do better than spend the winter dancing." And they chuckled and went on with their work.

### **CAR WASH**

The students make two parallel lines and one student passes between the two lines and as they progress through the line each student in the line says a positive thing or names a talent or gift they see in the student progressing through the line. The first student then takes his place at the end of the line and the next student proceeds.

### **DEEP BREATHING TECHNIQUES**

Quietly sit up straight on the floor with crossed legs or on a chair with hands in lap, or lay down on back with hands by sides. Close eyes and focus on breathing. With mouth closed breathe in through nose counting to five down to the belly button. Breathe out slowly on count of ten through small hole in the lips. Repeat for five or more minutes.

## **EXAMINATION OF CONSCIENCE**

### **Example**

1. Have I been careful in my use of language? Have I tried to speak clearly and carefully?
2. Have I been a good friend? Did I share information (gossip) about anyone that was unnecessary or private?
3. Have I put forth my best effort in my activities? My homework? My class work?
4. Do I blame others for things I should do? Do I make a lot of excuses?
5. Have I tried to be aware of other's ideas or use other's things without permission?
6. Do I play by the rules and play fair?
7. Do I take credit for other's ideas or use other's things without permission?
8. I am truly respectful of those in authority over me, my parents, my teachers, other adults? Or do I just 'put up' with them?
9. Is there something I have done or said that hurt someone else? Have I asked for forgiveness? Have I withheld forgiveness?
10. Do I make fun of others who are not like me or others I don't like?

## I-MESSAGES

### OBJECTIVE

Students will learn and practice a way to effectively communicate with someone who has done something that bothers them.

### MATERIALS

“I-Messages” worksheet

Poster or overhead of I-Messages format

### ACTIVITY

Have two volunteers role play the following: one is getting a drink and the other cuts in front of him/her. Ask the class what the first person should do. Ask if they would like to learn a way to handle this and any other situation in which someone does something that bothers them.

The purpose of an I-Message is to clearly communicate how you feel about someone’s behavior.

I-Message

I feel \_\_\_\_\_  
*(feeling)*

When you \_\_\_\_\_  
*(behavior)*

Because I \_\_\_\_\_  
*(want)*

Example: I feel angry  
when you cut in front of me  
because I want to get a drink when it’s my turn.

Contrast an I-Message with a “You-message.” For example: “You always cut in front of people because you’re such a jerk!”

You Message

- blames
- attacks
- creates defensiveness

I-Message

- owns the problem
- states a feeling
- invites a more open response

# " I " – Messages

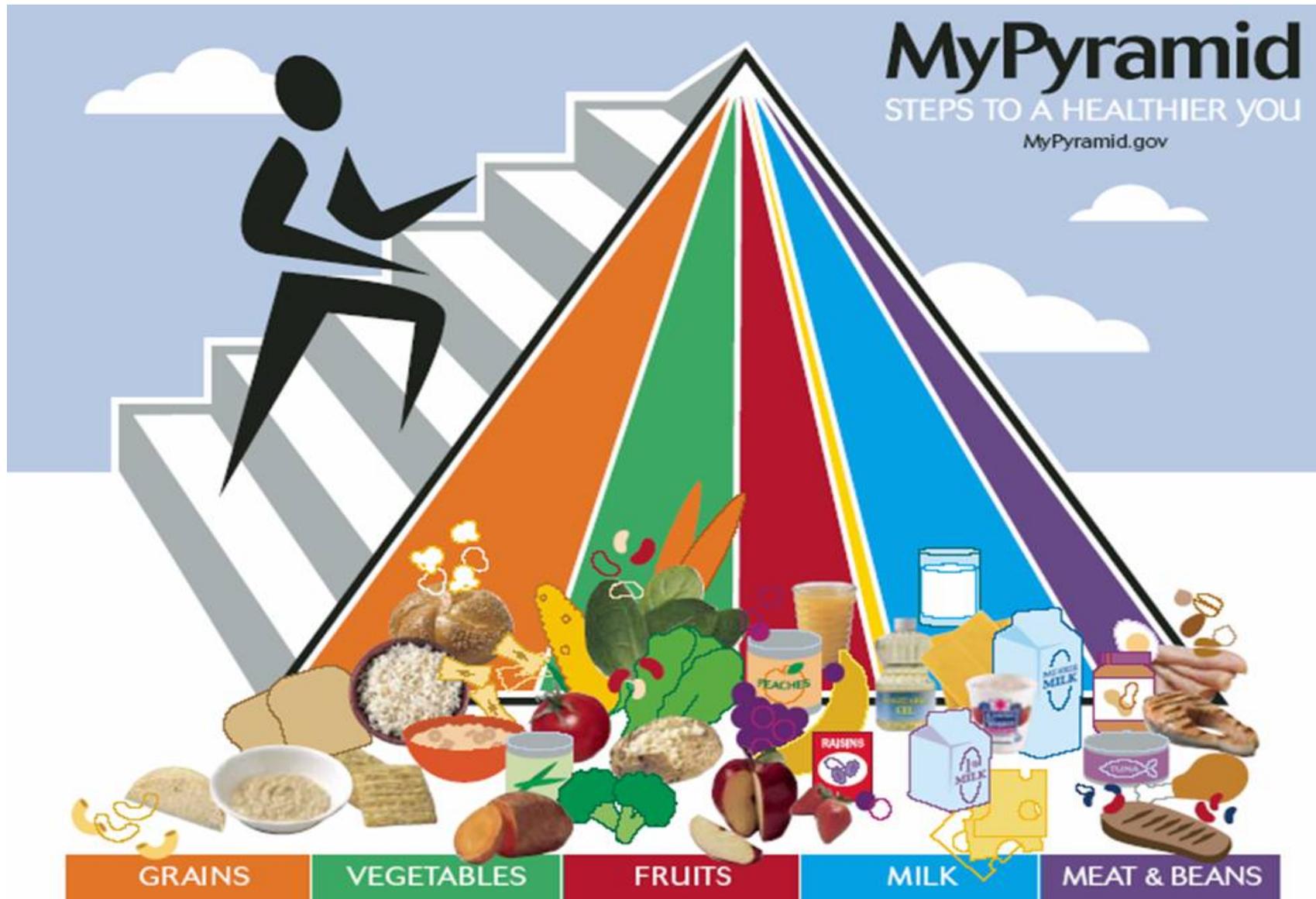
I feel \_\_\_\_\_  
(feel i ng)

When you \_\_\_\_\_  
(behavi or)

Because I \_\_\_\_\_  
(want/need)

## KWL CHART

<b>K</b>	<b>W</b>	<b>L</b>
<b>“What I Know”</b>	<b>“What I Want to Know”</b>	<b>“What I Learned”</b>



# Resources

## Selected Substance Abuse – Related Web Sites

Centers for Disease Control and Prevention (CDC)

[www.cdc.gov](http://www.cdc.gov)

Center for Substance Abuse Research (CESAR)

[www.cesar.umd.edu](http://www.cesar.umd.edu)

Drug Strategies

[www.drugstrategies.org](http://www.drugstrategies.org)

The Gallup Organization

[www.gallup.com](http://www.gallup.com)

ImpacTeen

[www.impacteen.org](http://www.impacteen.org)

Join Together

[www.jointogether.org](http://www.jointogether.org)

Mothers against Drunk Driving (MADD)

[www.madd.org](http://www.madd.org)

Students Against Drunk Driving

<http://www.saddonline.com>

National Center on Addiction and Substance abuse at Columbia University (CASA)

[www.casacolumbia.org](http://www.casacolumbia.org)

National Institute on Alcohol Abuse and Alcoholism (NIAAA)

[www.niaaa.nih.gov](http://www.niaaa.nih.gov)

National Institute on Drug Abuse (NIDA)

[www.nida.nih.gov](http://www.nida.nih.gov)

Office of National Drug Control Policy (ONDCP)

[www.whitehousedrugpolicy.gov](http://www.whitehousedrugpolicy.gov)

Partnership for a Drug-Free America (PDFA)

[www.drugfreeamerica.org](http://www.drugfreeamerica.org)

The Robert Wood Johnson Foundation Substance Abuse Policy Research Program

[www.rwjf.org](http://www.rwjf.org)

The Smoker's Quitline

[www.quitnet.org](http://www.quitnet.org)

Substance Abuse and Mental Health Services Administration (SAMHSA)

[www.samhsa.gov](http://www.samhsa.gov)

## Safety Resources

Red Cross of Southern Arizona Chapter  
5301 East Broadway Blvd.  
Tucson, AZ 85711  
(520) 318-6740  
1-800-341-6943  
[www.redcrossarizona.org](http://www.redcrossarizona.org)

National Safety Council  
[www.nsc.org](http://www.nsc.org)

National Rifle Association  
[www.nra.org](http://www.nra.org)

Eddie Eagle GunSafe Programs  
[eddie@nrahq.org](mailto:eddie@nrahq.org)

National Center for Missing and Exploited Children  
[www.missingkids.com/cybertip](http://www.missingkids.com/cybertip)

Federal Bureau of Investigation – Cyber Division  
Innocent Images National Initiative  
11700 Beltsville Drive  
Calverton, MD 20705  
[www.fbi.gov/publications/pguide/pguidee.htm](http://www.fbi.gov/publications/pguide/pguidee.htm)

Federal Emergency Management Association  
[www.fema.gov/kids/](http://www.fema.gov/kids/)

## Nutrition Resources

[www.nutritionexplorations.org](http://www.nutritionexplorations.org)

[www.nationaldairycouncil.org](http://www.nationaldairycouncil.org)

[www.fitbones.org](http://www.fitbones.org)

[www.bonebuilders.org](http://www.bonebuilders.org)

[www.americanheart.org](http://www.americanheart.org)

[www.dole5aday.com/](http://www.dole5aday.com/) Lower Elementary

[www.mypyramid.gov](http://www.mypyramid.gov)

## Health Resources

<http://familydoctor.org/children>  
[www.kidshealth.org](http://www.kidshealth.org)

National Library of Medicine – National Institute of Health – Medline Plus  
[www.nlm.nih.gov/medlineplus/childsafety](http://www.nlm.nih.gov/medlineplus/childsafety)

National Catholic Education Association  
[www.ncea.org](http://www.ncea.org)

## Disease Prevention / Hygiene Resources

AZ Dept. of Health Services

[www.azdhs.gov](http://www.azdhs.gov)

[www.diabetes.org](http://www.diabetes.org)

[www.foodallergy.org](http://www.foodallergy.org)

[www.cancer.org](http://www.cancer.org)

HeartPower! Schoolsite Program

[www.amhrt.org](http://www.amhrt.org)

Eating Disorders and MORE

[www.mirror-mirror.org](http://www.mirror-mirror.org)

[www.usda.gov](http://www.usda.gov)

[www.foodsafety.gov](http://www.foodsafety.gov)

California Project Learn

[www.californiaprojectlearn.org](http://www.californiaprojectlearn.org)

[www.kidshealth.org/kid/](http://www.kidshealth.org/kid/)

Oral Health

[www.colgatebsbf.com](http://www.colgatebsbf.com)

Dental Care

[www.sparkle-city.com/index-flash.html](http://www.sparkle-city.com/index-flash.html)

## General Health Resources

Boys and Girls Town of America

[www.boysandgirlstown.org](http://www.boysandgirlstown.org)

Education World @ The Educator's Best Friend

[www.education-world.com](http://www.education-world.com)

Health Lesson Plans that cover all areas of health at all grade levels

[www.healthteacher.com/lessonguides/default.asp](http://www.healthteacher.com/lessonguides/default.asp)

Glencoe Health Lesson Plans

[www.glencoe.com/sec/health/teachers/lessonplans.shtml](http://www.glencoe.com/sec/health/teachers/lessonplans.shtml)

Health and Physical Education

[www.teachnet.com/lesson/health/index.html](http://www.teachnet.com/lesson/health/index.html)

Kathy Schrocks Guide for Educator's Health and Physical Education

<http://school.discovery.com/schrockguide/health/fitness.html>

MarcoPolo

[www.marcopolo-education.org/index.aspx](http://www.marcopolo-education.org/index.aspx)

The National Health Museum

[www.accessexcellence.org/](http://www.accessexcellence.org/)