

**Johnsonville Middle School**  
**Fifth Grade**  
**Health Scope and Sequence**

1<sup>st</sup> Nine Weeks:

Injury Prevention and Safety (I)  
Personal and Community Health (P)

2<sup>nd</sup> Nine Weeks:

Alcohol, Tobacco, and Other Drugs (D)  
Nutrition and Physical Activity (N)

3<sup>rd</sup> Nine Weeks:

Mental, Emotional, and Social Health (M)

4<sup>th</sup> Nine Weeks:

Growth, Development, and Sexual Health and Responsibility (G)

# FSD5 Health Scope and Sequence

## 5<sup>th</sup> Grade

### **1<sup>st</sup> Nine Weeks:**

#### Injury Prevention and Safety

- I-5.1.1 Examine the impact of violent and unsafe behaviors.
- I-5.1.2 Explain CPR (cardiopulmonary resuscitation) and rescue breathing.
- I-5.2.1 Discuss family, peer, and cultural influences on the way an individual deals with conflict.
- I-5.2.2 Analyze media messages on the subject of violence and risk behaviors.
- I-5.4.1 Utilize effective communication strategies (including **negotiation skills**) to resolve conflicts and promote personal safety.
- I-5.5.1 Decide when he or she needs to seek help to protect personal safety or that of others.
- I-5.5.2 Describe what to do if someone displays a weapon at home, at the school, or in the community.
- I-5.7.1 Implement safety strategies to avoid causing injury to him- or herself and to others (for example, wearing sunscreen, wearing flotation equipment, being aware of weather conditions, knowing fire safety procedures).
- I-5.7.2 Demonstrate strategies for dealing with conflict, bullying, and violence.
- I-5.7.3 Practice safety rules when he or she is home alone and with others.
- I-5.8.1 Advocate for disaster preparedness for home and school.

#### Personal and Community Health

- P-5.1.1 Discuss the barriers to a person's practicing healthy behaviors.
- P-5.1.2 Describe ways that family health history can affect a person's health (for example, heart disease, diabetes, sickle cell anemia).
- P-5.1.3 Identify ways that health care providers promote health and detect and treat problems.
- P-5.2.1 Discuss how the family, peers, school, community, and culture can influence personal health practices and behaviors.
- P-5.3.1 Locate resources from home, school, and community that provide **valid** health information.\*
- P-5.4.1 Demonstrate **refusal skills** to avoid or reduce health risks.\*
- P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal (for example, reduce stress, be physically active, get more sleep, limit the amount of sugary foods/drinks in the diet.)
- P-5.8.1 Utilize strategies to promote keeping the environment clean and safe.

## **2<sup>nd</sup> Nine Weeks:**

### Alcohol, Tobacco, and Other Drugs

- D-5.1.1 Describe the structures and function of the respiratory system (for example, lungs, bronchioles, diaphragm).
- D-5.1.2 Discuss the social, economic, and physical consequences of **ATOD** use.
- D-5.1.3 Define the terms "**ATOD** dependence," "addiction," and "withdrawal."
- D-5.1.4 Explain the link between tobacco use and diseases, including oral disease.
- D-5.1.5 Describe the link between alcohol use, injury, and disease.
- D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco.
- D-5.3.1 Demonstrate the ability to locate **valid** information and resources concerning **ATOD**.
- D-5.4.1 Demonstrate effective **refusal skills** regarding **ATOD**.
- D-5.5.1 Explain how **ATOD** can affect the way individuals make decisions and perform tasks.
- D-5.6.1 Identify ways that **ATOD** use can interfere with a person's achievement of his or her goals.
- D-5.7.1 Implement strategies for dealing with peer pressure.

### Nutrition and Physical Activity

- N-5.1.1 Examine the **six essential nutrients**, their function, and foods or food groups in which they are present.
- N-5.1.2 Identify the benefits of following the federal dietary guidelines.
- N-5.1.3 Describe methods of safe food handling and preparation.
- N-5.1.4 Discuss the benefits of moderate to vigorous physical activity.
- N-5.1.5 Explain basic precautions to help prevent injury during physical activity.
- N-5.2.1 Examine the various strategies used by the media to influence food choices and physical activity.
- N-5.3.1 Locate resources that provide information on the link between excessive sugar consumption and diseases (for example, obesity, diabetes, tooth decay).
- N-5.4.1 Discuss with family members and peers ways to make healthy food choices.
- N-5.4.2 Discuss with family members and peers ways to minimize **screen time** and be physically active.
- N-5.5.1 Select healthy foods from a fast food restaurant menu.
- N-5.5.2 Describe physical activities that promote **health-related fitness**.
- N-5.7.1 Demonstrate food choices and physical activity behaviors that reduce or help eliminate health risks, including obesity and tooth decay.
- N-5.8.1 Encourage peers, family, and others to choose healthy foods and be physically active.

## **3<sup>rd</sup> Nine Weeks:**

### Mental, Emotional, and Social Health

- M-5.1.1 Describe **coping strategies** to promote mental health (for example, engaging in physical activity, reading, playing or listening to music, writing).
- M-5.2.1 Explain ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.
- M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.
- M-5.7.1 Practice behaviors that promote healthy relationships with families and peers.
- M-5.7.2 Demonstrate positive self-management skills (for example, managing stress, controlling anger and other impulses).

## **4<sup>th</sup> Nine Weeks:**

### *Growth, Development, and Sexual Health and Responsibility*

G-5.1.1 Describe the physical, emotional, and social changes that occur in **puberty** and adolescence (for example, changes in voice, growth of body and facial hair, sensitivity to peer influence, mood swings). □

G-5.1.2 Define the term "**abstinence**." □

G-5.3.1 Locate people in the family, school or community (for example, parents, teachers, nurses, doctors, clergy) who can provide **valid** health information about the changes that occur during **puberty**. □

G-5.4.1 Discuss ways to communicate with parents, teachers, or other trustworthy adults about the stages of growth and development that take place during adolescence.

G-5.4.2 Demonstrate ways to ask for assistance in harmful situations or relationships.

G-5.5.1 Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent. □

The Curriculum Guide which follows is based upon the *Curriculum Guide for Health and Safety Education* provided by the SC Department of Education. It can be accessed in its original form at

<http://www.ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/HealthEducation.cfm>

# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 5<sup>th</sup> Grade

### 1<sup>st</sup> Nine Weeks

#### Injury Prevention and Safety

**Essential Question:** Injury Prevention and Safety

- What is the impact of viewing violence and unsafe behavior?

**Sample Performance Indicator:**

I-5.1.1 Examine the impact of violent and unsafe behaviors.

**Sample Teaching Strategy and Activity**

- Students interview younger grade students to determine the top five most popular cartoons that students watch. The students develop a numbered rating system, from one through five. The rating system is intended to measure television cartoon violence with predetermined criteria including the number of incidences of violence, types of violence (verbal or physical), and level of violence (shoving or pushing, weapons and explosive machinery). A rating of one represents low levels or the absence of violence. A rating of five represents the highest level of violence. Students complete independent scoring of videotaped segments of the cartoons.

**Sample Assessment Strategy**

- After each student has completed individual ratings for each cartoon, the rating results are compared. A final group rating score is assigned to each cartoon. The students then write a letter to the younger grade students explaining the cartoon rating system and the cartoon rating results. The lower grade level teacher reads the letter to the students and leads discussion about the implications of the results of the findings.

**Essential Questions:** Injury Prevention and Safety

- How is violence portrayed in the media?
- How are anger and stress portrayed in the media?

**Performance Indicator:**

I-5.2.1 Discuss family, peer, and cultural influences on the way an individual deals with conflict.

I-5.2.2 Analyze media messages on the subject of violence and risk behaviors.

**Sample Teaching Strategies and Activities**

- Students write a summary of the events in an episode of three of their favorite television show and identify any examples of violence in the episode.
- Students examine culturally acceptable differences in the way males and females handle stress and anger. For example: “Is it more or less culturally acceptable for girls to respond physically to anger by pushing, hitting or kicking”? Another question to ask is: “Is it okay for males to cry when they are exposed to extremely stress or disappointment”?

**Sample Assessment Strategies**

- Students properly identify violent situations in television programming.
- Students identify and report on specific examples of both culturally appropriate and culturally inappropriate ways that anger or stress are handled by male and female youth.

**Essential Question: Injury Prevention and Safety**

- How can you use effective communication strategies to resolve conflict and avoid dangerous situations?

**Performance Indicator:**

I-5.4.1 Utilize effective communication strategies (including negotiation skills) to resolve conflicts and promote personal safety.

**Sample Teaching Strategy and Activity**

- Students practice communication strategies to deal with conflict arising from peer pressure to engage in potentially dangerous behaviors.

**Essential Question: Injury Prevention and Safety**

- What are important steps to take in dealing with potentially violent or unsafe situations?

**Performance Indicator:**

I-5.5.1 Decide when he or she needs to seek help to protect personal safety or that of others.

**Sample Teaching Strategy and Activity**

- Students develop a safety plan for a disaster such as a tornado, earthquake, or hurricane.

**Sample Assessment Strategy**

- Students can assemble a step-by-step priority list of actions that need to be taken in the event of a tornado, earthquake, or hurricane.

**Essential Questions: Injury Prevention and Safety**

- What are important steps to take in dealing with potentially violent or unsafe situation?
- What safety strategies should you use to avoid causing injury to yourself or others?

**Performance Indicators:**

I-5.7.1 Implement safety strategies to avoid causing injury to him- or herself and to others (for example, wearing sunscreen, wearing flotation equipment, being aware of weather conditions, knowing fire safety procedures).

I-5.7.2 Demonstrate strategies for dealing with conflict, bullying, and violence.

I-5.7.3 Practice safety rules when he or she is home alone and with others.

**Sample Teaching Strategies and Activities**

- Students are assigned to work in one of four groups. Each group represents a type of bullying technique (verbal, physical, exclusion, and character attack). The teacher asks students to identify examples of their type of bullying and asks groups to share strategies for dealing with the specific type of bullying.
- Students identify ways to protect themselves when dealing with severe weather, going to the beach, riding a bike, or when they are riding in a car.

**Sample Assessment Strategy**

- Student groups identify constructive and helpful techniques in dealing with bullying situations.

**Essential Question:** Injury Prevention and Safety

- How can you help others to prepare for disasters at home and at school?

**Performance Indicator:**

I-5.8.1 Advocate for disaster preparedness for home and school.

**Sample Teaching Strategy and Activity**

- Students assemble a tornado and hurricane emergency kit and explain the need for each item in the kit to a younger grade level group of students.

## Personal and Community Health

**Essential Questions:** Personal and Community Health

- What are important behaviors individuals should practice to promote and maintain good health?

**Sample Performance Indicators:**

P-5.1.1 Discuss the barriers to a person's practicing healthy behaviors.

P-5.1.3 Identify ways that health care providers promote health and detect and treat problems.

**Sample Teaching Strategy and Activity**

- The teacher asks students to brainstorm reasons why they go to the doctor. Working in groups, students develop two lists of reasons. One list includes wellness and maintenance visits and the other list should include visits related to illness. Students generate questions to ask the doctor when going to the doctor's office for both wellness and sickness visits.

**Sample Assessment Strategy**

- Students can verbally explain why wellness visits to doctors are important for maintaining health. Wellness visits identified should include dental, visual, spinal, and hearing screening.

**Essential Question:** Personal and Community Health

- How can the school, family and community work together to help improve health behaviors for everyone?

**Performance Indicator:**

P-5.2.1 Discuss how the family, peers, school, community, and culture can influence personal health practices and behaviors.

**Sample Teaching Strategy and Activity**

The teacher shows students examples of community garden program and national community programs that support good health practices. Students discuss local programs in their neighborhood or community. Plans for how to start a new program are discussed as a class project.

<http://www.walktoschool.org>

<http://www.thisweeknews.com/live/content/newalbany/stories/2011/04new/04/27/fifth-grade-students-to-plant-rainpgarden.html?sid=104>

<http://wwwnationalnightout.org>

**Essential Question:** Personal and Community Health

- Where are the best places to find truthful information about health?
- 

**Performance Indicator:**

P-5.3.1 Locate resources from home, school, and community that provide valid health information.

**Sample Teaching Strategy and Activity**

- Students use the following website to examine the validity of what they see in food advertising. <http://www.pbskids.org/dontbuyit/advertisingtricks>. The interactive website allows them to design a cereal box.

**Sample Assessment Strategy**

- The teacher checks for the absence of false claims on the student cereal box designs.

**Essential Question:** Personal and Community Health

- In what ways can you refuse engaging in activities that may cause you physical or emotional harm?

**Performance Indicator:**

P-5.4.1 Demonstrate refusal skills to avoid or reduce health risks.

**Sample Teaching Strategy and Activity**

- The teacher asks student groups to select a dangerous practice that adolescents might engage in and determine strategies for either refusing to participate or participating in the practice if actions are taken to make the activity safe. The teacher gives the example of skate boarding in the city park on a paved and busy street and asks students to explain how to make the activity safer.

**Sample Assessment Strategy**

- Students can effectively determine how to make the activity safer to avoid health risks if they choose to engage in the activity. They also determine when it is appropriate to refuse to participate in the activity without options.

**Essential Question:** Personal and Community Health

- How can lifestyle habits and goals be improved through planning?

**Performance Indicator:**

P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal (for example, reduce stress, be physically active, get more sleep, limit the amount of sugary foods/drinks in the diet.)

**Sample Teaching Strategies and Activities**

- Students develop personal goals to increase non-heredity lifestyle factors in preventing the onset of chronic disease.
- Using an activity calendar, students set personal goals to improve their level of daily vigorous physical activity using individual sport guidelines from CDC Bam.

**Essential Question:** Personal and Community Health

- What are some ways to get others to work to keep the environment clean and safe?

**Performance Indicator:**

P-5.8.1 Utilize strategies to promote keeping the environment clean and safe.

**Sample Teaching Strategy and Activity**

- Students plan a project to present to their family to help them become a more environmentally friendly family. An example of a project might be to build a compost bin and a rainwater collection bucket.



# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 5<sup>th</sup> Grade

### 2<sup>nd</sup> Nine Weeks

#### Alcohol, Tobacco, and Other Drugs

**Essential Questions:** Alcohol, Tobacco, and other Drugs

- What are the long and short term effects of smoking or using drugs such as alcohol?
- What is the difference between dependence, addiction and drug withdrawal?

**Sample Performance Indicators:**

- D-5.1.1 Describe the structures and function of the respiratory system (for example, lungs, Bronchioles and diaphragm).  
D-5.1.3 Define the terms ATOD, dependence, addiction, and withdrawal.  
D-5.1.5 Describe the link between alcohol use, injury, and disease.

**Sample Teaching Strategies and Activities**

- The teacher identifies the type of medical conditions and illness that can result from damage done to the respiratory system caused by smoking. To demonstrate the effects of emphysema, students jump up and down, breathing only through a straw for about fifteen seconds. Discussion includes how smoking affects the ability to be physically active or to play sports.
- Students define the meaning of dependence, withdrawal, and addiction. Students give examples of non-drug related addictions.
- Students research and write a report about the types of diseases that are associated with alcohol use.

**Essential Question:** Alcohol, Tobacco, and Other Drugs

- In what ways can the media influence the use of tobacco products?

**Performance Indicator:**

- D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco.

**Sample Teaching Strategy and Activity**

- Students review different strategies and themes that advertising companies use (wealth, friends, social fun, and beauty) to try to persuade the reader or viewer to purchase tobacco products. Students cut out advertisements from magazines and create a collage that portrays one of the identified themes.

**Sample Assessment Strategy**

- Using a rubric scoring system with set criteria, tobacco advertisement collages are judged for the accuracy of grouping by advertising theme.

**Essential Question:** Alcohol, Tobacco, and Other Drugs

- Where can you find accurate information about ATOD?

**Performance Indicator:**

D-5.3.1 Demonstrate the ability to locate valid information and resources concerning ATOD.

**Sample Teaching Strategies and Activities**

- The teacher brings in recent copies of a convenient store or liquor store flyer. Students determine the weekly and monthly costs of smoking for a person who smokes one pack of cigarettes a day. Students make a list of family necessity items that the money used for cigarettes could have bought including groceries, utility bills, and clothing.
- Students contrast advertised costs for tobacco and alcohol products.

**Essential Question:** Alcohol, Tobacco, and Other Drugs

- What are the best ways to refuse ATOD?

**Performance Indicator:**

D-5.4.1 Demonstrate effective refusal skills regarding ATOD.

**Sample Teaching Strategy and Activity**

- Students brainstorm naming examples of unhealthy ATOD behaviors that friends might pressure them to do. After several ideas have been generated, students demonstrate a role play of refusal skill using one of their identified peer pressure situations.

**Essential Question:** Alcohol, Tobacco, and Other Drugs

- How can alcohol and drug use affect decisions made in performing daily tasks?

**Performance Indicator:**

D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks.

**Sample Teaching Strategy and Activity**

- Using plastic highway road cones the teacher sets up a weaving path of cones in a large space such as the gym or on pavement on the school grounds. A student volunteer is timed with a stop watch to determine the amount of time it takes to ride a bicycle between the cones from a start to finish line without touching or knocking down the cones. The road course is timed again with the student volunteer wearing sun glasses that are smeared with oil or butter. The oiled sunglasses represent visual impairment that can occur with drug use.

**Sample Assessment Strategy**

- Students compare the riding time and riding error rate of the volunteer student with and without the visual impairment. Students can explain why there are laws against operating a vehicle while under the influence of a drug such as alcohol.

**Essential Question:** Alcohol, Tobacco, and Other Drugs

- How can use of ATOD negatively affect future goals?

**Performance Indicator:**

D-5.6.1 Identify ways that ATOD use can interfere with a person's achievement of his or her goals.

**Sample Teaching Strategy and Activity**

- Using the list below, student work in four assigned "career" groups to determine which three long and three short term effects of smoking will hamper their assigned career of choice. The career choices are a dancer, model, dentist, construction worker, and stay at home dad.

- o Bad Skin: pale, wrinkles--smoking restricts blood vessels, prevents oxygen and nutrients from getting to the skin (long-term, both)
- o Bad Breath/yellow teeth: halitosis--persistent bad breath (both)
- o Bad Smelling clothes and hair: stale smoke smell lingers and is hard to remove (both)
- o Reduced Athletic Performance: smoking can increase heart beat, decrease circulation, give you shortness of breath (long-term, both)
- o Increase risk of injury and slower healing time: smoking affects body's ability to produce collagen- so common sports injuries such as damaged tendons and ligaments heal more slowly (both)
- o Increase risk of illness: smokers get more colds, flu, bronchitis, and pneumonia than nonsmokers (short-term, both)
- o Causes throat, lung, stomach, bladder cancer (long-term)
- o Higher risk for osteoporosis: decreased bone density (long-term)
- o Can cause fertility problems (long-term)
- o Causes emphysema, heart disease, stroke (long-term)

### Sample Assessment Strategy

- Students can identify at least three, short and long term effects of smoking on career choices.

### Essential Question: Alcohol, Tobacco, and Other Drugs

- What are good examples of dealing with peer pressure in healthy ways?

### Performance Indicator:

D-5.7.1 Implement strategies for dealing with peer pressure.

### Sample Teaching Strategy and Activity

- The teacher gives student groups examples of ATOD peer pressure problems to solve. Student groups are asked to identify multiple possible solutions to the problem. An example of a peer pressure problem is a student who wants to go to a party at a friend's house this week. The friend has secretly revealed that he or she plans to have alcohol at the party because there will be no adult supervision at the party.

### Sample Assessment Strategy

- Student groups can identify at least three healthy and constructive solutions to the peer pressure scenario.

## Nutrition and Physical Activity

### Essential Questions: Nutrition, and Physical Activity

- What are the benefits of moderate and vigorous physical activity?
- What are the benefits of following federal dietary guidelines?

### Sample Performance Indicators:

- N-5.1.1 Examine the six essential nutrients, their function, and foods or food groups in which they are present.
- N-5.1.2 Identify the benefits of following the federal dietary guidelines.
- N-5.1.4 Discuss the benefits of moderate to vigorous physical activity.
- N-5.1.5 Explain basic precautions to help prevent injury during physical activity.

### Sample Teaching Strategies and Activities

- The teacher explains the appropriate way to warm up and cool down when exercising to reduce injury. Students check their heart rate and explain the importance of exercise for the heart.
- Using the Wisconsin Milk Marketing Nutrient puzzle (MilkMoreMustacheLesson), students select a puzzle piece from a bowl or bag. Students circulate around the room to find their nutrient and matching nutrient benefit.

### Sample Assessment Strategy

- Students select healthy food items with the best nutrient value.

**Essential Question:** Nutrition, and Physical Activity

- In what ways do restaurant advertisements for food affect the type of foods we eat?

**Performance Indicator:**

N-5.2.1 Examine the various strategies used by the media to influence food choices and physical activity.

**Sample Teaching Strategy and Activity**

- Students examine the amount of fat found in hamburgers at fast food restaurants using sites such as <http://www.can-do.com/uci/lessons98/Nutrition.html>. They determine fast foods with the highest percentages of fat. The teacher asks students to give examples of fast food restaurant healthy food advertising campaigns. McDonald's examples include: McDonald's oatmeal, fruit smoothies, and apple slice substitutions in happy meals. The calorie, sugar and fat content of the new foods is examined and compared to traditional fast foods menu items.

**Essential Question:** Nutrition, and Physical Activity

- Where are the best places to find information to help you limit your fat, sugar and salt intake?

**Performance Indicator:**

N-5.3.1 Locate resources that provide information on the link between excessive sugar consumption and diseases (for example, obesity, diabetes, tooth decay).

**Sample Teaching Strategies and Activities**

- The teacher assembles a display of clean, empty, equal sized bottles of fruit juice, soda, sport drinks, and chocolate milk. Clear plastic cups are arranged in random order in front of each bottle containing four, eight, twelve, and sixteen teaspoons of sugar. The teacher invites a student to come to the table and challenges the student to place the cups of sugar in front of the bottle that contains the most amount of sugar. Group discussion follows, allowing for adjustments in placement of the sugar cups to the matching bottles. The proper order from high to low amounts of sugar is; juice, soda, sport drink, and chocolate milk. The teacher explains that high amounts of empty calorie sugars in the diet contribute to overweight and type-two diabetes.
- Students keep a three day log of their healthy habits including brushing their teeth, eating fruits and vegetables, and daily exercise. At the same time students keep a log of the amount of time they spend watching TV, playing video games, and their time spent on the computer. Students compare screen time to time spent exercising.

**Sample Assessment Strategy**

- Students understand the multiple dangers of a diet that has too much refined sugars.

**Essential Question:** Nutrition, and Physical Activity

- How can family and peers help increase physical activity and reduce screen time?

**Sample Performance Indicator:**

N-5.4.2 Discuss with family members and peers ways to minimize screen time and be physically active.

**Sample Teaching Strategy and Activity**

- Working in groups, students identify as many different types and locations of electronic screens that people use daily. Students prepare a personal screen use time log sheet and record the amount of time they spent at each screen. Telephone text screen should be included on the list. At the same time, students examine the screen behavior habits of their peers and family members.

**Sample Assessment Strategy**

- Students write a summary about the type of screen time they engage in independently and the type of screen time they engage in with groups. In their report they should outline a plan to reduce both their personal and social group screen time usage.

**Essential Question: Nutrition, and Physical Activity**

- How can you choose foods that are healthy to eat when eating out?

**Sample Performance Indicator:**

N-5.5.1 Select healthy foods from a fast food restaurant menu.

**Sample Teaching Strategies and Activities**

- Students analyze the label of their favorite fast food and determine if it meets the federal dietary guideline.
- The teacher provides students with a list of a variety of fast food restaurant nutrition labels. Students group foods in the appropriate categories of the federal dietary guidelines and determine the nutritional value the foods provide. The teacher demonstrates portion sizes using fast food empty french-fry containers.

**Essential Question: Nutrition, and Physical Activity**

- What types of food choices can help to reduce health risks and problems?

**Performance Indicator:**

N-5.7.1 Demonstrate food choices and physical activity behaviors that reduce or help eliminate health risks, including obesity and tooth decay.

**Sample Teaching Strategy and Activity**

- Students select a “super” healthy food from the list provided by the teacher. They research the special health benefits of their super food and present the information in poster format to the class. The foods include but are not limited to:
  - Walnuts
  - Avocado
  - Vinegar
  - Almonds
  - Tomatoes
  - Potatoes
  - Dark Fish (tuna, salmon)
  - Broccoli
  - Soy and other beans
  - Olive Oil

**Essential Question: Nutrition, and Physical Activity**

- What can you do to help friends and family eat healthy and exercise more?

**Performance Indicator:**

N-5.8.1 Encourage peers, family, and others to choose healthy foods and be physically active.

**Sample Teaching Strategies and Activities**

- Students examine their list of super foods that were reviewed in a previous lesson. They then conduct a simple survey of family and friend food preferences (Mexican, Italian, American or Chinese). For each ethnic food group selected, students highlight and promote the super food found in that ethnic grouping. Examples are olive oil in Italian meals, tomato salsa in Mexican foods and broccoli in Chinese dishes.
- Students examine ingredients in McDonalds, Sonic and Baskin Robbins smoothie drinks. Students come up with plans to make healthier smoothies versions at home. They must explain to the class why their smoothie is healthier.

# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 5<sup>th</sup> Grade

### 3<sup>rd</sup> Nine Weeks

#### Mental, Emotional, and Social Health

**Essential Question:** Mental, Emotional, and Social Health

- What are effective ways to manage stress and control anger?

**Performance Indicator:**

M-5.1.1 Describe coping strategies to promote mental health (for example, engaging in physical activity, reading, playing or listening to music, writing).

**Sample Teaching Strategies and Activities**

- Students keep a journal, recording their feelings and how they coped with any unpleasant feelings or situations.

**Sample Assessment Strategy**

- Students write a short report, reflecting how they used one or more coping strategies to effectively deal with each stressful situation in their journal.

**Essential Question:** Mental, Emotional, and Social Health

- In what ways can the media influence an individual's feelings of self-concept?

**Performance Indicator:**

M-5.2.1 Explain ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.

**Sample Teaching Strategy and Activity**

- Working in groups, students analyze magazine, television, and Internet advertisements depicting pre-puberty and early puberty youth. The students identify the type of activity the youth are engaging in, and list the activity in categories of either healthy or unhealthy behaviors.

**Sample Assessment Strategy**

- Student groups compare and contrast their findings from their analysis of pre-puberty and early puberty youth activities.

**Essential Question:** Mental, Emotional and Social Health

- Who can help an individual succeed with a personal plan to improve and maintain good health?

**Performance Indicator:**

M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.

**Sample Teaching Strategy and Activity**

- Students examine stories of dream team winners struggles with self-esteem at Dove's Campaign for Real Beauty, [www.campaignforrealbeauty.com](http://www.campaignforrealbeauty.com). All of the winners overcame low self-esteem by having positive role models. Students are asked to write about their own personal role model and how that person has helped them to plan for the future to achieve their goals.

## Sample Assessment Strategy

- Students name at least one short-term five year goal, and one long term fifteen year goal that they hope to achieve. They identify individuals who can help them achieve their goals.

### Essential Questions: Mental, Emotional, and Social Health

- How can you practice behaviors that improve relationships with friends and family?
- How do you practice managing emotions and controlling anger?

### Performance Indicator:

M-5.7.1 Practice behaviors that promote healthy relationships with families and peers.

M-5.7.2 Demonstrate positive self-management skills (for example, managing stress, controlling anger and other impulses).

## Sample Teaching Strategies and Activities

- Through guided practice, rehearsal and feedback, students demonstrate how to be a good friend and how to settle conflicts peacefully.
- Student groups are assigned to one of the situations that generate anger that are identified in <http://pbskids.org/itsmylife/emotions/anger/article2.html>. They identify three positive healthy responses to the situation and three unhealthy negative responses and share their findings with the class.

## Sample Assessment Strategies

- Student groups identify at least two constructive methods of dealing with conflict and bullying.
- Students self-reflect to determine which self-management skill used in dealing with stress or anger was most effective.

# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 5<sup>th</sup> Grade

### 4<sup>th</sup> Nine Weeks

#### Growth, Development, and Sexual Health and Responsibility

**Essential Questions:** Growth and Development

- What are the changes that a young person goes through physically, mentally, and emotionally when he or she goes through puberty?
- Why is it important to abstain from risky behaviors?

**Performance Indicators:**

G-5.1.1 Describe the physical, emotional, and social changes that occur in puberty and adolescence (for example, changes in voice, growth of body and facial hair, sensitivity to peer influence, mood swings).

G-5.1.2 Define the term abstinence.

**Sample Teaching Strategies and Activities**

- The teacher writes a description of changes youth experience when going through puberty on individual index cards. Each student blindly selects an index card from a pile in a box or bag. The teacher places three signs around the room. The signs are labeled male, female and both. Students stand at the sign that designates if the change listed on the index card occurs in males, females, or in both genders. The teacher explains that the rate of going through puberty is determined by heredity, exercise, and diet.
- The teacher discusses the broad definition of the term abstinence and choosing to abstain. The teacher asks students to brainstorm and identify numerous behaviors that children their age should abstain from including driving a car, smoking, drinking, and sexual activity.

**Sample Assessment Strategies**

- Students correctly identify the male, female, or both genders affected by the puberty body change presented on index cards. It is important to note that most changes are experienced by both sexes and more students should be standing at the both sign.
- Students can list at least three potentially harmful physical and three potentially harmful emotional consequences of participating in behaviors that are inappropriate for their age group.

**Essential Question:** Growth and Development

- What are the best strategies for obtaining information about puberty from health care professionals?

**Performance Indicator:**

G-5.3.1 Locate people in the family, school or community (for example, parents, teachers, nurses, doctors, clergy) who can provide valid health information about the changes that occur during puberty.

**Sample Teaching Strategy and Activity**

- The teacher places an anonymous question box in the classroom and asks students to write a question about puberty or abstinence and place it in the box. The teacher identifies four groups of people on the board (peers, parents, clergy, and health care professionals). Questions are read and the students identify which of the four groups the questions should be addressed to.

**Sample Assessment Strategy**

- Students can justify why certain questions about adolescents need to be answered by peers, parents, clergy members, or health professionals.



**Essential Question: Growth and Development**

- How can adults help in communicating experiences related to the stages of growth and development that takes place during adolescence?

**Performance Indicator:**

G-5.4.1 Discuss ways to communicate with parents, teachers, or other trustworthy adults about the stages of growth and development that take place during adolescence.

**Sample Teaching Strategies and Activities**

- Working in small groups, students create a list of questions that they wish to ask a trusted adult about the adult's personal experience with puberty. Examples of topics for questions are: examples of embarrassing experiences of puberty, age of onset of puberty, and parental or peer support in dealing with issues surrounding puberty. Students agree on a list of questions and then take the questions home to gather survey responses from a trusted adult.

**Sample Assessment Strategy**

- After completing their trusted adult survey, students write a summary of their thoughts about how attitudes toward puberty have and have not changed among generations.
- 

**Essential Question: Growth and Development**

- Why is abstinence the best choice for students?

**Performance Indicator:**

G-5.5.1 Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent.

**Sample Teaching Strategy and Activity**

- The teacher reviews the process of decision making regarding the benefits of postponing sexual activity until marriage. Working in groups, students examine the detrimental consequences of premarital sexual activity that are listed below. They then give examples of different types of short and long term outcomes that can occur as a result of each consequence.
  - Sexually transmitted diseases
  - Unwanted pregnancy
  - Infant medical problems
  - Negative psychological, social, economic, and physical consequences
  - Negative legal consequences
  - Negative effect on self-esteem.

# Resources

## ATOD

<http://school.discoveryeducation.com/lessonplans/programs/smoking/>  
[http://www.educationworld.com/a\\_lesson/lesson/lesson034.shtml](http://www.educationworld.com/a_lesson/lesson/lesson034.shtml)  
<http://www.tobaccofreeutah.org/Funsheet%20Grade%205.pdf>

## Growth and Development

[http://kidshealth.org/parent/growth/growing/understanding\\_puberty.html#](http://kidshealth.org/parent/growth/growing/understanding_puberty.html#)  
[http://www.bam.gov/sub\\_physicalactivity/physicalactivity\\_activitycards.html](http://www.bam.gov/sub_physicalactivity/physicalactivity_activitycards.html)

## Injury Prevention & Safety

[www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov) ,  
<http://web.extension.illinois.edu/disaster/teacher/dispre.html>  
[http://www.epa.gov/sunwise/educator\\_resources.html](http://www.epa.gov/sunwise/educator_resources.html)  
<http://www.cdc.gov/violenceprevention/pdf/EA-brief-a.pdf>

## Mental Emotional & Social Health

[http://depts.washington.edu/waaction/tools/docs/powerful\\_choices/prelesson/ScreenTimeTrackingForm.pdf](http://depts.washington.edu/waaction/tools/docs/powerful_choices/prelesson/ScreenTimeTrackingForm.pdf)  
[www.kid'shealth.com](http://www.kid'shealth.com)  
[www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov) ,  
[http://www.media-awareness.ca/english/resources/educational/lessons/elementary/television\\_radio/taking\\_charge\\_tv\\_violence.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/elementary/television_radio/taking_charge_tv_violence.cfm)  
<http://pbskids.org/itsmylife/emotions/anger/article2.html>  
[www.campaignforrealbeauty.com](http://www.campaignforrealbeauty.com).

## Personal and Community Health

[http://www.cdc.gov/excite/ScienceAmbassador/ambassador\\_pgm/lessonplans/Hardtke%20Family%20History%20Lesson%20Plan.pdf](http://www.cdc.gov/excite/ScienceAmbassador/ambassador_pgm/lessonplans/Hardtke%20Family%20History%20Lesson%20Plan.pdf)  
[http://www.bam.gov/sub\\_yourbody/yourbody\\_smile\\_microscope.html](http://www.bam.gov/sub_yourbody/yourbody_smile_microscope.html)  
<http://www.thisweeknews.com/live/content/newalbany/stories/2011/04/27/fifth-grade-students-to-plant-rain-garden.html?sid=104> ,  
<http://www.walktoschool.org/>  
<http://www.nationalnightout.org/nno/>

## Nutrition and Physical Activity

[www.coosemyplate.gov](http://www.coosemyplate.gov)  
<http://www.kidshealth.com>  
[http://www.impactchildhoodobesity.org/images/docs/K-12\\_Nutrition\\_Lesson\\_Plans.pdf](http://www.impactchildhoodobesity.org/images/docs/K-12_Nutrition_Lesson_Plans.pdf)  
<http://www.wmmb.com/SchoolResources/SchoolFoodservice/LunchLadyLessons/MilkMoreMustacheLesson.pdf>  
<http://www.energybalance101.com/>  
[http://www.bam.gov/sub\\_physicalactivity/physicalactivity\\_activitycards.html](http://www.bam.gov/sub_physicalactivity/physicalactivity_activitycards.html)  
<http://pbskids.org/dontbuyit/advertisingtricks>.  
<http://www.nourishinteractive.com/kids/en/label-game/label-game>