

# **Columbus City Schools Elementary Health Education Curriculum Guide**



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## Introduction

The purpose of this curriculum guide is to provide teachers and administrators with age appropriate guidelines and rubrics to assess student achievement and document student progress in Health Education. The following eight standards are the driving force of this document and should be evident in a teacher's planning and daily lessons. The grade level indicators have been written with specific goals in mind but allow teachers the flexibility to plan lessons accordingly to meet the needs of their students.

### Health Standards

The National Health Education Standards (NHES) are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

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

**Standard 2** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3** Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health.

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

**Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8** Students will demonstrate the ability to advocate for personal, family, and community health.

Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.

# **Grades K-2 Curriculum Guide**

## Health Education K-2

Standard	Learning Targets	Assessment	Legislated Requirements Met
<p>Standard 1 — Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1. Identify that healthy behaviors impact personal health with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will explain what a healthy behavior is.</li> <li>b. Students will explain what personal health is.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> healthy behaviors that impact personal health.            3 = The student <b>Frequently identifies</b> healthy behaviors that impact personal health.            2 = The student <b>Inconsistently identifies</b> healthy behaviors that impact personal health.            1 = The student <b>Unsuccessfully identifies</b> healthy behaviors that impact personal health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Recognize that there are multiple dimensions of health with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will recognize the difference between physical health and emotional health.</li> <li>b. Students will identify ways to become and maintain a physically and emotionally healthy lifestyle.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently recognizes</b> that there are multiple dimensions of health.            3 = The student <b>Frequently recognizes</b> that there are multiple dimensions of health.            2 = The student <b>Inconsistently recognizes</b> that there are multiple dimensions of health.            1 = The student <b>Unsuccessfully recognizes</b> that there are multiple dimensions of health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>3. Describe ways to prevent communicable diseases with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will recognize and explain what a communicable disease is.</li> <li>b. Students will identify communicable diseases in childhood.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently describes</b> ways to prevent communicable diseases.            3 = The student <b>Frequently describes</b> ways to prevent communicable diseases.            2 = The student <b>Inconsistently describes</b> ways to prevent communicable diseases.            1 = The student <b>Unsuccessfully describes</b> ways to prevent communicable diseases.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

**Health Education K-2**

<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Legislated Requirements Met</b>
	<p>4. List ways to prevent common childhood injuries with a score of 3 or above on the rubric.</p> <p>a. Students will identify some common childhood injuries.</p> <p>b. Students will explain ways to prevent common childhood injuries at school and at home.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently lists</b> ways to prevent common childhood injuries.            3 = The student <b>Frequently lists</b> ways to prevent common childhood injuries.            2 = The student <b>Inconsistently lists</b> ways to prevent common childhood injuries.            1 = The student <b>Unsuccessfully lists</b> ways to prevent common childhood injuries.</p>	<ul style="list-style-type: none"> <li>● Personal Safety and Assault Prevention</li> <li>● Opioid Abuse Prevention</li> <li>● Organ and Tissue Donation</li> </ul>
	<p>5. Describe why it is important to seek health care with a score of 3 or above on the rubric.</p> <p>a. Students will identify signs and symptoms that might require health care.</p> <p>b. Students will describe the procedures for obtaining health care when needed</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently describes</b> why it is important to seek health care.            3 = The student <b>Frequently describes</b> why it is important to seek health care.            2 = The student <b>Inconsistently describes</b> why it is important to seek health care.            1 = The student <b>Unsuccessfully describes</b> why it is important to seek health care.</p>	<ul style="list-style-type: none"> <li>● Nutritive Value of Foods</li> <li>● Alcohol, Tobacco, and Other Drugs</li> <li>● Personal Safety and Assault Prevention</li> <li>● Opioid Abuse Prevention</li> <li>● Organ and Tissue Donation</li> </ul>

### Health Education K-2

Standard	Learning Targets	Assessment	Legislated Requirements Met
<p>Standard 2 — Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>1. Identify how the family influences personal health practices and behaviors with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will identify family behaviors that effect their personal health.</li> <li>b. Student will explain ways to change family behaviors to promote positive personal health.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> how the family influences personal health practices and behaviors.            3 = The student <b>Frequently identifies</b> how the family influences personal health practices and behaviors.            2 = The student <b>Inconsistently identifies</b> how the family influences personal health practices and behaviors.            1 = The student <b>Unsuccessfully identifies</b> how the family influences personal health practices and behaviors.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Identify what the school can do to support personal health practices and behaviors with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will identify school staff that can offer support in promoting positive personal health.</li> <li>b. Students will explain ways to maintain personal health while at school.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> what the school can do to support personal health practices and behaviors.            3 = The student <b>Frequently identifies</b> what the school can do to support personal health practices and behaviors.            2 = The student <b>Inconsistently identifies</b> what the school can do to support personal health practices and behaviors.            1 = The student <b>Unsuccessfully identifies</b> what the school can do to support personal health practices and behaviors.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

	<p>3. Describe how the media can influence health behaviors with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will identify types of media that could influence their health choices</li> <li>b. Students will explain the positive and negative effects the media has on personal health choices and decisions.</li> </ol>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently describes</b> how the media can influence health behaviors.  3 = The student <b>Frequently describes</b> how the media can influence health behaviors.  2 = The student <b>Inconsistently describes</b> how the media can influence health behaviors.  1 = The student <b>Unsuccessfully describes</b> how the media can influence health behaviors.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
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**Health Education K-2**

<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Legislated Requirements Met</b>
<p>Standard 3 — Students will demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>1. Identify trusted adults and professionals who can help promote health with a score of 3 or above on the rubric.</p> <ul style="list-style-type: none"> <li>a. Students will identify community resources and health helpers.</li> <li>b. Students will explain how to get help from the community resources and health helpers.</li> </ul>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> trusted adults and professional who can help promote health.            3 = The student <b>Frequently identifies</b> trusted adults and professional who can help promote health.            2 = The student <b>Inconsistently identifies</b> trusted adults and professional who can help promote health.            1 = The student <b>Unsuccessfully identifies</b> trusted adults and professional who can help promote health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

	<p>2. Identify ways to locate school and community health helpers with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will identify adults who can help them at school with their personal health.</li> <li>b. Students will identify other adults in the community who can help them with their personal health choices.</li> </ol>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently identifies</b> ways to locate school and community health helpers.</p> <p>3 = The student <b>Frequently identifies</b> ways to locate school and community health helpers.</p> <p>2 = The student <b>Inconsistently identifies</b> ways to locate school and community health helpers.</p> <p>1 = The student <b>Unsuccessfully identifies</b> ways to locate school and community health helpers.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
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Health Education K-2

Standard	Learning Targets	Assessment	Legislated Requirements Met
<p>Standard 4— Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>1. Demonstrate healthy ways to express needs, wants and feelings with a score of 3 or above on the rubric.</p> <p>a. Students will compare and characterize a need, a want and a feeling.</p> <p>b. Student will explain one way to express a need, a want or a feeling.</p>	<p><u>Rubric Example</u>                      4 = The student <b>Consistently demonstrates</b> healthy ways to express needs, wants and feelings.                      3 = The student <b>Frequently demonstrates</b> healthy ways to express needs, wants and feelings.                      2 = The student <b>Inconsistently demonstrates</b> healthy ways to express needs, wants and feelings.                      1 = The student <b>Unsuccessfully demonstrates</b> healthy ways to express needs, wants and feelings.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Demonstrate listening skills to enhance health with a score of 3 or above on the rubric.</p> <p>a. Students will role play health situations of listening and non-listening and the effects of each.</p> <p>b. Students will identify and explain the characteristics of a “good” listener.</p>	<p><u>Rubric Example</u>                      4 = The student <b>Consistently demonstrates</b> listening skills to enhance health.                      3 = The student <b>Frequently demonstrates</b> listening skills to enhance health.                      2 = The student <b>Inconsistently demonstrates</b> listening skills to enhance health.                      1 = The student <b>Unsuccessfully demonstrates</b> listening skills to enhance health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation with a score of 3 or above on the rubric.</p> <p>a. Students will categorize an unwanted, a threatening or a</p>	<p><u>Rubric Example</u>                      4 = The student <b>Consistently demonstrates</b> ways to respond when in an unwanted, threatening or dangerous situation.                      3 = The student <b>Frequently demonstrates</b> ways to respond when in an unwanted, threatening or dangerous</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> </ul>

	<p>dangerous situation based on examples given.</p> <p>b. Students will role play situations and responses based on situational examples given in a group.</p>	<p>situation</p> <p>2 = The student <b>Inconsistently demonstrates</b> ways to respond when in an unwanted, threatening or dangerous situation</p> <p>1 = The student <b>Unsuccessfully demonstrates</b> ways to respond when in an unwanted, threatening or dangerous situation</p>	<ul style="list-style-type: none"> <li>• Organ and Tissue Donation</li> </ul>
	<p>4. Demonstrate ways to tell a trusted adult if threatened or harmed with a score of 3 or above on the rubric.</p> <p>a. Students will identify and list trusted adults they can go to for help at home, at school, in the community, other places.</p> <p>b. Students will identify through role play ways to ask for help from trusted adults when faced with a harmful, unwanted or dangerous situation.</p>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently demonstrates</b> ways to tell a trusted adult if threatened or harmed.</p> <p>3 = The student <b>Frequently demonstrates</b> ways to tell a trusted adult if threatened or harmed.</p> <p>2 = The student <b>Inconsistently demonstrates</b> ways to tell a trusted adult if threatened or harmed.</p> <p>1 = The student <b>Unsuccessfully demonstrates</b> ways to tell a trusted adult if threatened or harmed.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

**Health Education K-2**

<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Legislated Requirements Met</b>
<p>Standard 5— Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>1. Identify situations when a health-related decision is needed with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will list situations that require a health-related decision to be made.</li> <li>b. Students will explain and discuss through role play how to make decisions in health related situations.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> situations when a health related decision is needed.            3 = The student <b>Frequently identifies</b> situations when a health related decision is needed.            2 = The student <b>Inconsistently identifies</b> situations when a health related decision is needed.            1 = The student <b>Unsuccessfully identifies</b> situations when a health related decision is needed.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will list possible health situations.</li> <li>b. Students will categorize those situations as decisions to be made individually or assistance is needed.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently differentiates</b> between situations when a health related decision can be made individually or when assistance is needed.            3 = The student <b>Frequently differentiates</b> between situations when a health related decision can be made individually or when assistance is needed.            2 = The student <b>Inconsistently differentiates</b> between situations when a health related decision can be made individually or when assistance is needed.            1 = The student <b>Unsuccessfully differentiates</b> between situations when a health related decision can be made individually or when assistance is needed.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

**Health Education K-2**

<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Legislated Requirements Met</b>
<p>Standard 6— Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>1. Identify a short- term personal health goal and take action toward achieving the goal with a score of 3 or above on the rubric.</p> <p>a. Students will list short term health goals that are related to personal health (given examples).</p> <p>b. Student will choose a goal and discuss a plan of action and list 3 steps to take to achieve the personal health goal.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> a short term personal health goal and takes action toward achieving the goal.            3 = The student <b>Frequently identifies</b> a short term personal health goal and takes action toward achieving the goal            2 = The student <b>Inconsistently identifies</b> a short term personal health goal and takes action toward achieving the goal            1 = The student <b>Unsuccessfully identifies</b> a short term personal health goal and takes action toward achieving the goal</p>	<ul style="list-style-type: none"> <li>● Nutritive Value of Foods</li> <li>● Alcohol, Tobacco, and Other Drugs</li> <li>● Personal Safety and Assault Prevention</li> <li>● Opioid Abuse Prevention</li> <li>● Organ and Tissue Donation</li> </ul>
	<p>2. Identify who can help when assistance is needed to achieve a personal health goal with a score of 3 or above on the rubric.</p> <p>a. Students will list 5 general personal health goals.</p> <p>b. Students will categorize and discuss who could provide assistance with achieving each goal listed.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> who can help when assistance is needed to achieve a personal health goal.            3 = The student <b>Frequently identifies</b> who can help when assistance is needed to achieve a personal health goal.            2 = The student <b>Inconsistently identifies</b> who can help when assistance is needed to achieve a personal health goal.            1 = The student <b>Unsuccessfully identifies</b> who can help when assistance is needed to achieve a personal health goal.</p>	<ul style="list-style-type: none"> <li>● Nutritive Value of Foods</li> <li>● Alcohol, Tobacco, and Other Drugs</li> <li>● Personal Safety and Assault Prevention</li> <li>● Opioid Abuse Prevention</li> <li>● Organ and Tissue Donation</li> </ul>

**Health Education K-2**

<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Legislated Requirements Met</b>
<p>Standard 7— Students will demonstrate the ability to practice health-enhancing behaviors, avoid or reduce risks.</p>	<p>1. Demonstrate healthy practices and behaviors to maintain or improve personal health with a score of 3 or above on the rubric.</p> <p>a. Students will categorize healthy and unhealthy behaviors related to personal health.</p> <p>b. Students will explain how healthy practices effect personal health compared to unhealthy practices.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently demonstrates</b> healthy practices and behaviors to maintain or improve personal health.            3 = The student <b>Frequently demonstrates</b> healthy practices and behaviors to maintain or improve personal health.            2 = The student <b>Inconsistently demonstrates</b> healthy practices and behaviors to maintain or improve personal health.            1 = The student <b>Unsuccessfully demonstrates</b> healthy practices and behaviors to maintain or improve personal health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Demonstrate behaviors to avoid or reduce health risks with a score of 3 or above on the rubric.</p> <p>a. Students will role play behaviors that could effect your health using a previously created list.</p> <p>b. Students will choose one healthy behavior to follow to reduce their health risk.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently demonstrates</b> behaviors to avoid or reduce health risks.            3 = The student <b>Frequently demonstrates</b> behaviors to avoid or reduce health risks.            2 = The student <b>Inconsistently demonstrates</b> behaviors to avoid or reduce health risks.            1 = The student <b>Unsuccessfully demonstrates</b> behaviors to avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

	<p>3. Make requests and encourage peers to make positive health choices to promote personal health with a score of 3 or above on the rubric.</p> <p>a. Students will make a list of requests that promote personal health at school.</p> <p>b. Students will explain the reason for the requests and discuss with interested school staff and peers.</p>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently requests and encourages</b> peers to make positive health choices to promote personal health.</p> <p>3 = The student <b>Frequently requests and encourages</b> peers to make positive health choices to promote personal health.</p> <p>2 = The student <b>Inconsistently requests and encourages</b> peers to make positive health choices to promote personal health.</p> <p>1 = The student <b>Unsuccessfully requests and encourages</b> peers to make positive health choices to promote personal health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
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Standard	Learning Targets	Assessment	Legislated Requirements Met
<p><b>Standard 8</b></p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>1. Express information and opinions about health issues accurately with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> <li>Students will be able to list and discuss the four skills needed to be a health literate person.</li> <li>Students will list and describe six ways to be a health advocate for the environment.</li> </ol>	<p><u>Rubric Example</u>  4 = The student <b>Consistently expresses</b> information and opinions about health issues accurately.  3 = The student <b>Frequently expresses</b> information and opinions about health issues accurately.  2 = The student <b>Inconsistently expresses</b> information and opinions about health issues accurately.  1 = The student <b>Unsuccessfully expresses</b> information and opinions about health issues accurately.</p>	<ul style="list-style-type: none"> <li>● Nutritive Value of Foods</li> <li>● Alcohol, Tobacco, and Other Drugs</li> <li>● Personal Safety and Assault Prevention</li> <li>● Opioid Abuse Prevention</li> <li>● Organ and Tissue Donation</li> </ul>
	<p>2. Demonstrate the ability to influence and support others in making positive health choices with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> <li>Students will list and discuss ways to be drug-free.</li> <li>Students will demonstrate and implement the strategies for a formal intervention.</li> </ol>	<p><u>Rubric Example</u>  4 = The student <b>Consistently demonstrates</b> the ability to influence and support others in making positive health choices.  3 = The student <b>Frequently demonstrates</b> the ability to influence and support others in making positive health choices.  2 = The student <b>Inconsistently demonstrates</b> the ability to influence and support others in making positive health choices.  1 = The student <b>Unsuccessfully demonstrates</b> the ability to influence and support others in making positive health choices.</p>	<ul style="list-style-type: none"> <li>● Nutritive Value of Foods</li> <li>● Alcohol, Tobacco, and Other Drugs</li> <li>● Personal Safety and Assault Prevention</li> <li>● Opioid Abuse Prevention</li> <li>● Organ and Tissue Donation</li> <li>●</li> </ul>

# **Grades 3-5 Curriculum Guide**

### Health Education 3-5

Standard	Learning Targets	Assessment	Legislated Requirements Met
<p>Standard 1 — Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1. Describe the relationship between healthy behaviors and personal health with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will identify behaviors that lead to a healthy lifestyle.</li> <li>b. Students will explain how healthy behaviors impact personal health.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently describes</b> the relationship between healthy behaviors and personal health.            3 = The student <b>Frequently describes</b> the relationship between healthy behaviors and personal health.            2 = The student <b>Inconsistently describes</b> the relationship between healthy behaviors and personal health.            1 = The student <b>Unsuccessfully describes</b> the relationship between healthy behaviors and personal health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Identify examples of emotional, intellectual, physical, and social health with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will recognize and explain the relationship between emotional, intellectual, physical and social health.</li> <li>b. Students will identify lifestyle choices that maintain emotional, physical, intellectual and social health.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> examples of emotional, intellectual and social health.            3 = The student <b>Frequently identifies</b> examples of emotional, intellectual and social health.            2 = The student <b>Inconsistently identifies</b> examples of emotional, intellectual and social health.            1 = The student <b>Unsuccessfully identifies</b> examples of emotional, intellectual and social health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>3. Describe ways in which a safe and healthy school and community environment can promote personal health with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will identify ways to promote personal health at school.</li> <li>b. Students will identify ways to promote personal health within the community environment.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently describes</b> ways in which a safe and healthy school and community environment can promote person health.            3 = The student <b>Frequently describes</b> ways in which a safe and healthy school and community environment can promote person health.            2 = The student <b>Inconsistently</b></p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

		<p><b>describes</b> ways in which a safe and healthy school and community environment can promote person health.</p> <p>1 = The student <b>Unsuccessfully describes</b> ways in which a safe and healthy school and community environment can promote person health.</p>	
	<p>4. Describe ways to prevent common childhood injuries and health problems.</p> <p>a. Students will identify common childhood injuries and health problems.</p> <p>b. Students will explain and list ways to prevent common childhood injuries and health problems.</p>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently describes</b> ways to prevent common childhood injuries and health problems.</p> <p>3 = The student <b>Frequently describes</b> ways to prevent common childhood injuries and health problems.</p> <p>2 = The student <b>Inconsistently describes</b> ways to prevent common childhood injuries and health problems.</p> <p>1 = The student <b>Unsuccessfully describes</b> ways to prevent common childhood injuries and health problems.</p>	<ul style="list-style-type: none"> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>5. Describe when it is important to seek health care with a score of 3 or above on the rubric.</p> <p>a. Students will identify signs and symptoms that might require healthcare.</p> <p>b. Students will discuss and explain why it is important to seek health care in given situations.</p>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently describes</b> when it is important to seek health care.</p> <p>3 = The student <b>Frequently describes</b> when it is important to seek health care.</p> <p>2 = The student <b>Inconsistently describes</b> when it is important to seek health care.</p> <p>1 = The student <b>Unsuccessfully describes</b> when it is important to seek health care.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

**Health Education 3-5**

<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Legislated Requirements Met</b>
<p>Standard 2 — Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>1. Describe how family influences personal health practices and behaviors with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will identify family behaviors that effect personal health.</li> <li>b. Students will explain and discuss ways to change family behaviors to promote positive personal health.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently describes</b> how family influences personal health practices and behaviors.            3 = The student <b>Frequently describes</b> how family influences personal health practices and behaviors.            2 = The student <b>Inconsistently describes</b> how family influences personal health practices and behaviors.            1 = The student <b>Unsuccessfully describes</b> how family influences personal health practices and behaviors.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Identify the influence of culture on health practices and behaviors with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will identify current trends and behaviors within their culture that effect personal health.</li> <li>b. Students will explain and discuss ways to promote positive health practices and ways to exhibit healthy behaviors within their own cultures.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> the influences of culture on health practices and behaviors.            3 = The student <b>Frequently identifies</b> the influences of culture on health practices and behaviors.            2 = The student <b>Inconsistently identifies</b> the influences of culture on health practices and behaviors.            1 = The student <b>Unsuccessfully identifies</b> the influences of culture on health practices and behaviors.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>3. Identify how peers can influence healthy and unhealthy behaviors with a score of 3 or above on the rubric.</p> <ol style="list-style-type: none"> <li>a. Students will identify healthy and unhealthy behaviors of their peers.</li> <li>b. Students will explain ways to avoid unhealthy behaviors and promote healthy behaviors due to</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> how peers can influence healthy and unhealthy behaviors.            3 = The student <b>Frequently identifies</b> how peers can influence healthy and unhealthy behaviors.            2 = The student <b>Inconsistently identifies</b> how peers can influence</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue</li> </ul>

	peer pressure.	healthy and unhealthy behaviors. 1 = The student <b>Unsuccessfully identifies</b> how peers can influence healthy and unhealthy behaviors.	Donation
	<p>4. Describe how the school and community can support personal health practices and behaviors with a score of 3 or above on the rubric.</p> <p>a. Students will identify school and community staff who can offer support for positive personal health.</p> <p>b. Students will explain and discuss ways the school and community currently promote positive personal health.</p>	<p><u>Rubric Example</u> 4 = The student <b>Consistently describes</b> how the school and community can support personal health practices and behaviors. 3 = The student <b>Frequently describes</b> how the school and community can support personal health practices and behaviors. 2 = The student <b>Inconsistently describes</b> how the school and community can support personal health practices and behaviors. 1 = The student <b>Unsuccessfully describes</b> how the school and community can support personal health practices and behaviors.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>5. Explain how media and technology influences thoughts, feelings, and health behaviors with a score of 3 or above on the rubric.</p> <p>a. Students will identify types of media and technology that influence health choices.</p> <p>b. Students will explain and discuss the positive and negative effects the media and technology have on personal health choices.</p>	<p><u>Rubric Example</u> 4 = The student <b>Consistently explains</b> how media and technology influences thoughts, feelings and health behaviors. 3 = The student <b>Frequently explains</b> how media and technology influences thoughts, feelings and health behaviors. 2 = The student <b>Inconsistently explains</b> how media and technology influences thoughts, feelings and health behaviors. 1 = The student <b>Unsuccessfully explains</b> how media and technology influences thoughts, feelings and health behaviors.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

**Health Education 3-5**

<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Legislated Requirements Met</b>
<p>Standard 3 — Students will demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>1. Identify characteristics of valid health information, products and services with a score of 3 or above on the rubric.</p> <p>a. Students will identify examples of valid health information, products and services.</p> <p>b. Students will explain and discuss the importance of utilizing valid health information, products and services.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> characteristics of valid health information, products and services.            3 = The student <b>Frequently identifies</b> characteristics of valid health information, products and services.            2 = The student <b>Inconsistently identifies</b> characteristics of valid health information, products and services.            1 = The student <b>Unsuccessfully identifies</b> characteristics of valid health information, products and services.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Locate resources from home, school and community that provide valid health information with a score of 3 or above on the rubric.</p> <p>a. Students will explain ways to locate valid health information and recourses in the home, school and community.</p> <p>b. Students will demonstrate how to use resources from home, school and the community that provide valid health information.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently locates</b> resources from home, school and community that provide valid health information.            3 = The student <b>Frequently locates</b> resources from home, school and community that provide valid health information.            2 = The student <b>Inconsistently locates</b> resources from home, school and community that provide valid health information.            1 = The student <b>Unsuccessfully locates</b> resources from home, school and community that provide valid health information.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

**Health Education 3-5**

<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Legislated Requirements Met</b>
<p>Standard 4— Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>1. Demonstrate effective verbal and non-verbal communication skills to enhance health and avoid or reduce health risks with a score of 3 or above on the rubric.</p> <p>a. Students will identify effective verbal and nonverbal communication skills which can be used to enhance health or avoid health risks.</p> <p>b. Students will demonstrate ways to use communication skills to enhance health and avoid health risks.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently demonstrates</b> effective verbal and non-verbal communication skills to enhance health and avoid or reduce health risks.            3 = The student <b>Frequently demonstrates</b> effective verbal and non-verbal communication skills to enhance health and avoid or reduce health risks.            2 = The student <b>Inconsistently demonstrates</b> effective verbal and non-verbal communication skills to enhance health and avoid or reduce health risks.            1 = The student <b>Unsuccessfully demonstrates</b> effective verbal and non-verbal communication skills to enhance health and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Demonstrate non- violent strategies to manage or resolve conflict with a score of 3 or above on the rubric.</p> <p>a. Students will identify non-violent strategies which can help resolve or manage conflict.</p> <p>b. Students will role play the use of non violent strategies which help manage or resolve conflict.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently demonstrates</b> non-violent strategies to manage or resolve conflict.            3 = The student <b>Frequently demonstrates</b> non-violent strategies to manage or resolve conflict.            2 = The student <b>Inconsistently demonstrates</b> non-violent strategies to manage or resolve conflict.            1 = The student <b>Unsuccessfully demonstrates</b> non-violent strategies to manage or resolve conflict.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>3. Demonstrate how to ask for assistance to enhance personal health with a score of 3 or above on the rubric.</p> <p>a. Students will list ways to ask for assistance to enhance personal health.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently demonstrates</b> how to ask for assistance to enhance personal health.            3 = The student <b>Frequently demonstrates</b> how to ask for assistance to enhance personal health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> </ul>

	<p>b. Students will role play how to ask for assistance to enhance personal health.</p>	<p>2 = The student <b>Inconsistently demonstrates</b> how to ask for assistance to enhance personal health.  1 = The student <b>Unsuccessfully demonstrates</b> how to ask for assistance to enhance personal health.</p>	<ul style="list-style-type: none"> <li>• Organ and Tissue Donation</li> </ul>
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### Health Education 3-5

Standard	Learning Targets	Assessment	Legislated Requirements Met
<p>Standard 5— Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>1. Identify health- related situations that might require a thoughtful decision or further assistance with a score of 3 or above on the rubric.</p> <p>a. Students will list health related situations which may require a thoughtful decision or further assistance.</p> <p>b. Students will explain and discuss how to make decisions in health related situations.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> health related situations that might require a thoughtful decision or further assistance.            3 = The student <b>Frequently identifies</b> health related situations that might require a thoughtful decision or further assistance.            2 = The student <b>Inconsistently identifies</b> health related situations that might require a thoughtful decision or further assistance.            1 = The student <b>Unsuccessfully identifies</b> health related situations that might require a thoughtful decision or further assistance.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. List healthy options to health-related issues or problems with a score of 3 or above on the rubric.</p> <p>a. Students will identify three health related issues and list a healthy option for each.</p> <p>b. Students will explain and discuss how leading a healthy lifestyle can enhance personal health.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently lists</b> options to health related issues or problems.            3 = The student <b>Frequently lists</b> options to health related issues or problems.            2 = The student <b>Inconsistently lists</b> options to health related issues or problems.            1 = The student <b>Unsuccessfully lists</b> options to health related issues or problems.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>3. Predict the potential outcomes of each option when making a health-related decision with a score of 3 or above on the rubric.</p> <p>a. Students will list three possible health related options</p> <p>b. Students will explain and discuss</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently predicts</b> the potential outcomes of each option when making a health related decision.            3 = The student <b>Frequently predicts</b> the potential outcomes of each option when making a health related decision.            2 = The student <b>Inconsistently</b></p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> </ul>

	the consequences and outcomes of each health related option.	<p><b>predicts</b> the potential outcomes of each option when making a health related decision.</p> <p>1 = The student <b>Unsuccessfully predicts</b> the potential outcomes of each option when making a health related decision.</p>	<ul style="list-style-type: none"> <li>• Organ and Tissue Donation</li> </ul>
	<p>4. Choose a healthy option when making a decision and describe its outcome on personal health with a score of 3 or above on the rubric.</p> <p>a. Students will categorize healthy and unhealthy options in personal health.</p> <p>b. Students will list outcomes of choosing healthy options.</p>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently chooses</b> a healthy option when making a decision and describes its outcome on personal health.</p> <p>3 = The student <b>Frequently chooses</b> healthy option when making a decision and describes its outcome on personal health.</p> <p>2 = The student <b>Inconsistently chooses</b> healthy option when making a decision and describes its outcome on personal health.</p> <p>1 = The student <b>Unsuccessfully chooses</b> healthy option when making a decision and describes its outcome on personal health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>5. Set a personal health goal, identify resources and track progress toward its achievement with a score of 3 or above on the rubric.</p> <p>a. Students will identify a personal health goal.</p> <p>b. Students will track their progress and decisions in a daily health journal based on their personal health goal</p>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently identifies</b> a personal health goal, identifies resources and tracks progress toward its achievement.</p> <p>3 = The student <b>Frequently identifies</b> a personal health goal, identifies resources and tracks progress toward its achievement.</p> <p>2 = The student <b>Inconsistently identifies</b> a personal health goal, identifies resources and tracks progress toward its achievement.</p> <p>1 = The student <b>Unsuccessfully identifies</b> a personal health goal, identifies resources and tracks progress toward its achievement.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

### Health Education 3-5

Standard	Learning Targets	Assessment	Legislated Requirements Met
<p>Standard 6— Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>1. Choose a healthy option when making a decision and describe its outcome on personal health with a score of 3 or above on the rubric.</p> <ul style="list-style-type: none"> <li>a. Students will categorize healthy and unhealthy options in personal health.</li> <li>b. Students will list outcomes of choosing healthy options.</li> </ul>	<p><u>Rubric Example</u>            4 = The student <b>Consistently chooses</b> a healthy option when making a decision and describes its outcome on personal health.            3 = The student <b>Frequently chooses</b> healthy option when making a decision and describes its outcome on personal health.            2 = The student <b>Inconsistently chooses</b> healthy option when making a decision and describes its outcome on personal health.            1 = The student <b>Unsuccessfully chooses</b> healthy option when making a decision and describes its outcome on personal health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Set a personal health goal, identify resources and track progress toward its achievement with a score of 3 or above on the rubric.</p> <ul style="list-style-type: none"> <li>a. Students will identify a personal health goal.</li> <li>b. Students will track their progress and decisions in a daily health journal based on their personal health goal</li> </ul>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> a personal health goal, identifies resources and tracks progress toward its achievement.            3 = The student <b>Frequently identifies</b> a personal health goal, identifies resources and tracks progress toward its achievement.            2 = The student <b>Inconsistently identifies</b> a personal health goal, identifies resources and tracks progress toward its achievement.            1 = The student <b>Unsuccessfully identifies</b> a personal health goal, identifies resources and tracks progress toward its achievement.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

**Health Education 3-5**

<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Legislated Requirements Met</b>
<p>Standard 7— Students will demonstrate the ability to practice health-enhancing behaviors, avoid or reduce health risks.</p>	<p>1. Identify responsible personal health behaviors with a score of 3 or above on the rubric.</p> <p>a. Students will identify behaviors that enhance personal health.</p> <p>b. Students will explain and discuss how positive behaviors can lead to a healthy lifestyle.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently identifies</b> responsible personal health behaviors.            3 = The student <b>Frequently identifies</b> responsible personal health behaviors.            2 = The student <b>Inconsistently identifies</b> responsible personal health behaviors.            1 = The student <b>Unsuccessfully identifies</b> responsible personal health behaviors.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
	<p>2. Demonstrate a variety of healthy practices and behaviors to avoid health risks and maintain or improve personal health with a score of 3 or above on the rubric.</p> <p>a. Students will identify at least 5 behaviors which help avoid or reduce personal health risks.</p> <p>b. Students will explain and discuss how practicing healthy behaviors reduces health risks.</p>	<p><u>Rubric Example</u>            4 = The student <b>Consistently demonstrates</b> a variety of healthy practices and behaviors to avoid health risks and maintain or improve personal health.            3 = The student <b>Frequently demonstrates</b> a variety of healthy practices and behaviors to avoid health risks and maintain or improve personal health.            2 = The student <b>Inconsistently demonstrates</b> a variety of healthy practices and behaviors to avoid health risks and maintain or improve personal health.            1 = The student <b>Unsuccessfully demonstrates</b> a variety of healthy practices and behaviors to avoid health risks and maintain or improve personal health.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>

	<p>3. Express opinions and give accurate information about health issues and encourage others to make positive health choices with a score of 3 or above on the rubric.</p> <p>a. Students will research a current health issue and report findings using accurate information.</p> <p>b. Students will present opinions on a current health issue and describe how it promotes a healthy lifestyle.</p>	<p><u>Rubric Example</u></p> <p>4 = The student <b>Consistently expresses</b> opinions and gives accurate information about health issues and encourages others to make positive health choices.</p> <p>3 = The student <b>Frequently expresses</b> opinions and gives accurate information about health issues and encourages others to make positive health choices.</p> <p>2 = The student <b>Inconsistently expresses</b> opinions and gives accurate information about health issues and encourages others to make positive health choices.</p> <p>1 = The student <b>Unsuccessfully expresses</b> opinions and gives accurate information about health issues and encourages others to make positive health choices.</p>	<ul style="list-style-type: none"> <li>• Nutritive Value of Foods</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Personal Safety and Assault Prevention</li> <li>• Opioid Abuse Prevention</li> <li>• Organ and Tissue Donation</li> </ul>
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**Health Education 3-5**

<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Legislated Requirements Met</b>
<p><b>Standard 8</b></p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>1. Express information and opinions about health issues accurately with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> <li>a. Students will be able to list and discuss the four skills needed to be a health literate person.</li> <li>b. Students will list and describe six ways to be a health advocate for the environment.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently expresses</b> information and opinions about health issues accurately.            3 = The student <b>Frequently expresses</b> information and opinions about health issues accurately.            2 = The student <b>Inconsistently expresses</b> information and opinions about health issues accurately.            1 = The student <b>Unsuccessfully expresses</b> information and opinions about health issues accurately.</p>	<ul style="list-style-type: none"> <li>● Nutritive Value of Foods</li> <li>● Alcohol, Tobacco, and Other Drugs</li> <li>● Personal Safety and Assault Prevention</li> <li>● Opioid Abuse Prevention</li> <li>● Organ and Tissue Donation</li> </ul>
	<p>2. Demonstrate the ability to influence and support others in making positive health choices with a score of 3 or above on the rubric. The following are examples:</p> <ol style="list-style-type: none"> <li>a. Students will list and discuss ways to be drug-free.</li> <li>b. Students will demonstrate and implement the strategies for a formal intervention.</li> </ol>	<p><u>Rubric Example</u>            4 = The student <b>Consistently demonstrates</b> the ability to influence and support others in making positive health choices.            3 = The student <b>Frequently demonstrates</b> the ability to influence and support others in making positive health choices.            2 = The student <b>Inconsistently demonstrates</b> the ability to influence and support others in making positive health choices.            1 = The student <b>Unsuccessfully demonstrates</b> the ability to influence and support others in making positive health choices.</p>	<ul style="list-style-type: none"> <li>● Nutritive Value of Foods</li> <li>● Alcohol, Tobacco, and Other Drugs</li> <li>● Personal Safety and Assault Prevention</li> <li>● Opioid Abuse Prevention</li> <li>● Organ and Tissue Donation</li> <li>●</li> </ul>

# **Elementary K-2 Sample Lesson Plans**

COLUMBUS CITY SCHOOLS



HEALTH EDUCATION CURRICULUM GUIDE

<p><b>GRADE LEVEL</b> K-5</p>	<p><b>UNIT</b> Health Standards</p>	<p><b>TIME RANGE</b> Varies</p>	<p><b>GRADING PERIOD</b> ANY</p>
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**NATIONAL AND DISTRICT STANDARD (S)**

The National Health Education Standards (NHES) are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

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

**Standard 2**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3**Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Standard 4**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5**Students will demonstrate the ability to use decision-making skills to enhance health.

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

**Standard 7**Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8**Students will demonstrate the ability to advocate for personal, family, and community health.

Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.

## K-2 SAMPLE LESSON PLANS

**Health Standard:**

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

**Learning Targets:**

1. Identify how the family influences personal health practices and behaviors
2. Recognize that there are multiple dimensions of health
3. Describe ways to prevent communicable diseases
4. List ways to prevent common childhood injuries
5. Describe why it is important to seek health care

**Lesson Objective:**

After completing this lesson students will be able to:

1. Discuss meanings and implications of healthy behaviors
2. Identify common childhood diseases and injuries
3. Explore ways to obtain health care for injuries

**Materials/Resources:**

Health Textbook (grade level appropriate)

Chart paper

Markers

Overhead (optional)

Overhead markers (optional)

**Textbook Connections:**

**Kindergarten** – Chapter 6, Lesson 2 page 92; Chapter 5, Lesson 1, page 76

**First Grade** – Chapter 4, Lesson 1 pages 72-73, Lesson 4 pages 78-79, Lesson 6 pages 84-85; Chapter 5, Lesson 1 pages 90-91

**Second Grade** – Chapter 4, Lesson 1 pages 70-71, Lesson 2 pages 72-73, Lesson 5 pages 78-79, Lesson 7 pages 84-85; Chapter 5, Lesson 2 pages 92-93

**Lesson Introduction (Engagement):**

Teacher: *In our lesson today we are going to be talking about being healthy and healthy behaviors.* Post or write the words “healthy” and “healthy behaviors” on the chart or board.

Teacher: *We are going to do a Type I writing as a group. Our prompt is “What does it mean to be healthy and what are some behaviors that I follow to be healthy?”* Write the prompt on chart paper or the board. Give students time to think and pair with a partner. Have students discuss their responses as you write them on the chart paper.

**Explicit Teaching:**

Teacher should explain to students what “being healthy” means and what is meant by the term “behavior.” These explanations should be kid-friendly and grade appropriate. Move students’ attention to the graphic organizer. ***Teacher Note: can use the graphic organizer in the book in chapter 4 if you choose.*** Explain to students each category of the graphic organizer.

**Modeled/Guided Practice:**

Model for students adding your response examples to each category of the graphic organizer. You should use the think aloud process as you write so that students get an understanding of the process. *Think Aloud Strategy: Teacher verbalizes publicly his/her thought process for completing the activity.* Have students think, pair, share their responses to each section of the graphic organizer. Chart responses.

**Independent Practice/Apply:**

Students should choose one section from the graphic organizer to illustrate and write a statement about the healthy behavior. Teacher should model one example before students work independently.

**Writing Connection:**

Type I Writing prompt to introduce the lesson

- What does it mean to be health?
- What are some behaviors that I exhibit to be healthy?

**Assessment:**

Write a sentences about a healthy behavior you are going to follow and why.

**Health Standard:**

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

**Learning Targets:**

1. Identify that healthy behaviors impact personal health
2. Recognize that there are multiple dimensions of health
3. Describe ways to prevent communicable diseases
4. List ways to prevent common childhood injuries
5. Describe why it is important to seek health care

**Lesson Objective:**

After completing this lesson students will be able to

1. identify common childhood diseases
2. explore ways to obtain health for injuries

**Materials/Resources:**

Health Textbook (grade level appropriate)

Chart paper

Markers

Overhead (optional)

Overhead markers (optional)

**Textbook Connections:**

Kindergarten – Second Grade

Chapters 6 & 8

**Lesson Introduction (Engagement):**

*Let's review the previous lesson on healthy behaviors.* Review graphic organizer and student independent assignments as well as the writing connections to review for understanding of the material.

Teacher: *In our lesson today we are going to be talking about childhood diseases and injuries you get when you are a kid.* Post or write the words “disease” and “injury” on the chart or board.

**Explicit Teaching:**

Teacher should explain to students in kid friendly language the definitions of disease/illness and injury. Talk about what each one is and how it relates to the discussion for this lesson. Explain to students that after today's lesson they will be able to list some diseases that children usually get and some common injuries and how to get care for the injury when needed.

**Modeled/Guided Practice:**

Create a t-chart to list common childhood diseases on one side and common childhood injuries on the other. Discuss with students as you model listing one example in each category. Have students think, pair, share to construct responses to put into each category of the t-chart.

**Independent Practice/Apply:**

Divide students into partnerships. Each partnership should choose one disease and one injury. The partnership will illustrate a way to stay healthy or safe according to the disease or injury they chose. Students should also construct a grade appropriate response about their illustration.

**Writing Connection:**

Write a sentence about one way you can stay safe from injuries when playing at school. Write a sentence how you can keep healthy and not get common illnesses.

**Assessment:**

Given a list of childhood diseases and injuries (written on chart paper or overhead) students should be able to tell you whether it is an injury or a disease.

**Health Standard:**

**Standard 2** — Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Learning Targets:**

1. Identify how the family influences personal health practices and behaviors
2. Identify what the school can do to support personal health practices and behaviors
3. Describe how the media can influence health behaviors

**Lesson Objective:**

After completing this lesson students will be able to:

1. Identify family behaviors that contribute to good health.
2. Identify how school contributes to good personal health.
3. Identify types of media and how they influence our personal health.

**Materials/Resources:**

Pictures to match vocabulary terms  
Construction paper size 8 ½ x 11 or larger  
Scissors  
Glue/Tape  
Pencils  
Paper  
textbooks

**Textbook Connections:**

Kindergarten – Chapter 8, Lesson 7 page 128  
First Grade – Chapter 8 page 146  
Second Grade – Chapter 8 page 144

**Lesson Introduction (Engagement):**

Teacher: Today we are going to talk about how our families, our school and how magazines, newspapers, television and radio effect our health.

Introduce vocabulary for the lesson with kid-friendly definitions and explanations

1. Family
2. Media
3. Personal health
4. School

**Explicit Teaching:**

Review vocabulary again needed for understanding of the lesson content. You may also want to provide pictures to go along with the vocabulary terms so that students can make connections to assist with their understanding.

Tell students that people in our families, people at the school and the media have a way of influencing the decisions we make about our health.

**Modeled/Guided Practice:**

Give examples of positive and negative influences on our personal health decisions. One example is provided for you: Example: your big brother rides his bike without his helmet, you want to do the same thing but you know that it could be dangerous to you if you do not wear a helmet to ride your bike. What do you do?

Discuss the example with the students. Discuss with students some other situations and continue discussion following same procedures for:

1. School
2. Media

Divide students into cooperative learning team and discuss good and bad behaviors that could influence our personal health in our families, in our schools and in the media. Teacher should walk around the room monitoring conversations of students keeping them focused and directed on the content of the lesson.

**Independent Practice/Apply:**

Activity #1 - Fold an 8 ½ X11 piece of paper or larger in half (landscape). On one side students illustrate and write about a positive behavior that influence their health. On the other side students do the same for a negative behavior.

Activity #2 - Divide a large display sized piece of bulletin board paper into two sections. Label one section positive influences and the other

negative influences. From magazines and newspapers students cut out advertisements, pictures etc. and attach to large piece of bulletin board paper on the appropriate side that relates to their advertisement.

**Assessment:**

List several positive and negative health influences. Students should be able to discuss which ones are positive and negative with evidence from lesson discussion to back up their responses.

**Health Standard:**

**Standard 3** — Students will demonstrate the ability to access valid information and products and services to enhance health.

**Learning Targets:**

1. Identify trusted adults and professionals who can help promote health
2. Identify ways to locate school and community health helpers

**Lesson Objective:**

After completing this lesson students will be able to

1. identify trusted adults, professionals and resources in the school and community that can support their health

**Materials/Resources:**

Health Textbook (grade level appropriate)

Chart paper

Markers

Crayons

pencils

**Textbook Connections:**

Kindergarten – Second Grade

Chapter Nine

**Lesson Introduction (Engagement):**

Teacher: *Today we are going to be talking about people in our school and our neighborhood who can help us with our health decisions. We will also list places in our community that we can go to for health support and help.*

**Explicit Teaching:**

Teacher writes “school” and “community” titles at the top of two pieces of chart paper. Discuss with students kid-friendly definitions needed to understand school, community, community helpers, neighborhood etc.

Teacher: We are going to think about who are the adults in our school and our community who can give us support with our health or provide help when we need it. Lead students to think, pair, share for their responses.

**Modeled/Guided Practice:**

Model for students an example of an adult from the school who can provide help and support with their health needs. Use a think aloud process so students can hear your thinking to assist them in understanding the purpose of the discussion. Ask students to think for a minute. Have them share their thoughts about adults in their school who could help them with their health needs. List student responses on chart paper.

Follow the same procedure for listing adults in the community and places in the community that can help provide health support when needed (police, neighbors, fire department, hospitals, urgent care centers, churches).

**Independent Practice/Apply:**

Divide students into partnerships. They will create a poster or advertisement of an adult from the school or community that can help them with their health needs. These posters can be posted around the school building to help others make good decisions. Students can also make posters about places in the community.

Example: See our school nurse Mrs. \_\_\_\_\_!

She can help you when you are not feeling well.

You can take pictures of the adults or professionals the students choose, print them out and post them with the student projects.

**Writing Connection:**

Students can write letters to school or community adults on any of the following topics:

1. thank you for your help and support
2. asking questions about their job
3. asking them to come visit the classroom at the end of the unit or lesson

**Assessment:**

Students should be able to tell you one school and community person who can provide help with their health when needed and support their answer with information related to the content of the lesson.

<b>Health Standard:</b> <b>Standard 4</b> – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
<b>Learning Targets:</b> <ol style="list-style-type: none"><li>1. Demonstrate healthy ways to express needs, wants and feelings</li><li>2. Demonstrate listening skills to enhance health</li><li>3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation</li><li>4. Demonstrate ways to tell a trusted adult if threatened or harmed</li></ol>
<b>Lesson Objective:</b> After completing this lesson students will be able to: <ol style="list-style-type: none"><li>1. express their needs, wants and feelings in an appropriate manner</li><li>2. communicate with trusted adults and peers when faced with an unwanted, harmful or threatening situation</li></ol>
<b>Materials/Resources:</b> Health Textbook (appropriate grade level) Benjamin Rabbit and Stranger Danger (RA page 6 in first grade book) Vocabulary Cards – need, want, feelings, stranger, danger, harmful

**Textbook Connections:**

Kindergarten –

First Grade – Chapter 7 Lesson 7 pages 142-143; Chapter 8 Lesson 7 page 162

Second Grade –

**Lesson Introduction (Engagement):**

List vocabulary words for this lesson on chart paper or place cards in a pocket chart. Have kid friendly definitions written on sentence strips. Engage students in a discussion about the terms to see what background knowledge they bring to the lesson.

Teacher: In today’s lesson we will be learning how to communicate to stay safe. We might need to use our ears and our eyes to stay safe or even use our voice to scream for help or tell someone we need help.

**Explicit Teaching:**

Discuss with students the lesson objectives. Take students back to earlier discussion about the vocabulary terms, read and post the definitions. Have students decide which definition goes with each term.

Read aloud the story Benjamin Rabbit and Stranger Danger (grade one teacher manual page RA6). Stop at various points throughout the story to discuss important points and use higher order questioning. Relate the points to lesson objectives and earlier discussions.

**Modeled/Guided Practice:**

Role play practicing “stranger danger” dos and don’ts. Divide students into groups so that all students get the chance to role play a situation. You can also use the same procedure for saying “no to drugs.” Use the lesson from the text book for the appropriate grade.

**Independent Practice/Apply:**

Students will write and illustrate one “stranger danger” fact.

**Writing Connection:**

Type II Writing

Write at least 3 stranger danger dos and 3 don’ts

**Assessment:**

Given a situation that relates to the lesson content, students will explain an appropriate course of action for communication related to harmful, threatening or unwanted situations

**Health Standard:**

**Standard 5**— Students will demonstrate the ability to use decision-making and goal-setting skills to enhance health.

**Learning Targets:**

1. Identify situations when a health-related decision is needed
2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed
3. Identify a short- term personal health goal and take action toward achieving the goal
4. Identify who can help when assistance is needed to achieve a personal health goal

**Lesson Objective:**

After completing this lesson students will be able to:

1. identify when they need help in making health related decisions
2. set a health goal and work toward it

**Materials/Resources:**

Health Textbook (appropriate grade level)

**Textbook Connections:**

**Kindergarten** – use other grade level manuals to adapt the lesson for this grade level

**First Grade** – Life Skills Lesson pages 64-65 “Making Decisions”

**Second Grade** – Life Skills Lesson pages 64-65 “Making Decisions”

*Teaching Note: You will follow the lesson procedure in the manual for this lesson. All materials and information needed are listed on the pages of the teacher’s manual. Kindergarten teachers may want to look at the first grade manual to adjust the lesson for kindergarten level.*

**Lesson Introduction (Engagement):**

**Explicit Teaching:**

**Modeled/Guided Practice:**

**Independent Practice/Apply:**

Students need to set a personal health goal related to the life skills lesson and write it on chart paper beside their name

**Writing Connection**

Students write up a health goal contract, sign and post them in the classroom.

Example:

I \_\_\_\_\_ agree to \_\_\_\_\_  
(student name)  
to keep me healthy.

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(student signature)

**Assessment:**

Post a checks or sticker system so that students can keep track of their progress toward their personal health goal.

**Health Standard:**

**Standard 7**— Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks health risks.

**Learning Targets:**

1. Demonstrate healthy practices and behaviors to maintain or improve personal health
2. Demonstrate behaviors to avoid or reduce health risks
3. Make requests and encourage peers to make positive health choices to promote personal health

**Lesson Objective:**

After completing this lesson students will be able to:

1. practice healthy behaviors, make healthy choices and help others with healthy decisions

**Materials/Resources:**

Health Textbook (appropriate grade level)

**Textbook Connections:**

**Kindergarten** –

**First Grade** –

**Second Grade** –

**Lesson Introduction (Engagement):**

*Teacher: Today we are going to be practicing healthy decision making and exhibiting healthy behaviors by role playing and looking at pictures and discussing scenarios related to good health.*

**Explicit Teaching:**

Discuss with students the meaning of “good” and “bad” health behaviors.

**Modeled/Guided Practice:**

Make a list generated from student discussion of good and bad behaviors.

Divide students into smaller groups. Assign each group a good behavior to role play (act out) for the group. Audience responds with comments related to the content of the role play.

Follow the same procedure for bad health behaviors.

**Independent Practice/Apply:**

Students choose one good behavior to follow everyday at school. Draw and write about their choice. This behavior should be something different from their personal goal they chose in a previous lesson.

**Writing Connection**

Each student should choose something from around the school that if changed, could improve the health of themselves and others. Students compose a letter of request to send to the principal or school nurse and explain why they are making the “Healthy” request.

**Assessment:**

Teacher choice based on role playing and discussion

## Grades 3-5 Sample Lesson Plan

**Health Standard: #1**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Targets: #1-5**

- Describe the relationship between healthy behaviors and personal health
- Identify examples of emotional, intellectual, physical, and social health
- Describe ways in which a safe and healthy school and community environment promote personal health
- Describe ways to prevent common childhood injuries and health problems
- Describe when it is important to seek health care

**Lesson Objective: Outcomes #2 (3-5 days)**

**Students will identify examples of emotional, intellectual, physical, and social health.**

**Students will identify lifestyle choices that maintain emotional, physical, intellectual and social health.**

**Materials/Resources:**

**Textbook: Meeks/Heit**

**Chart paper**

**Markers**

**Poster board**

**Internet access (when available)**

**Lesson Introduction (Engagement):**

**Give students one example of a healthy behavior that you practice. Use anecdotal story or photograph displaying this example; (you exercising, hobbies during leisure time, eating correctly, studying @ school/class etc.) Let students know this is a behavior you practice in order to maintain a healthy lifestyle. Pose the question to students and post: What do you do each day to stay healthy? Allow students to**

share answers as you display some of their ideas on chart paper (modify as needed: board, overhead).

**Explicit Teaching:**

Direct students to notice the different types of answers they gave in regards to physical, social, emotional, intellectual health. Discuss one example from their responses that represents each type of health ex. (exercising= physical; building friendships=social; discussing your feelings=emotional; performing well at school= intellectual). Through discussion of examples; display a brief definition of each type of health.

**Modeled/Guided Practice:**

As a group chart all the examples students listed under each type of health (physical, social, emotional, intellectual). Ask students to discuss how each one of their examples may contribute to leading a healthy lifestyle.

**Independent Practice/Apply:**

Allow students to work together in cooperative groups or pairs (teacher discretion; modify when needed) Student groups will choose one type of healthy behavior discussed earlier (physical, social, emotional, intellectual). Students will create a poster representing healthy behaviors which promote health in their chosen category. Students can use words, pictures, magazines, clip art to design their poster. They will present their poster to the class explaining how the behaviors promote a healthy lifestyle. (Modify project and presentations when needed)

**Writing Connection:**

**Research:** Allow students to research their topic on the internet and use references to support and enhance their project.

**Oral/visual:** Student presentations of poster

**Assessment:**

**Meeks/Heit Textbook: chapter tests may be used**

**Student posters and presentations (use teacher/student created rubric)**

**Students will describe/explain in paragraph form what they learned from completing their projects and how behaviors promote a healthy lifestyle. Students will also give feedback regarding presentations and what they learned. (use curriculum guide rubric)**

**Health Standard: #2**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors**

**Learning Targets #1-5**

- **Describe how family influences personal health practices and behaviors**
- **Identify the influence of culture on health practices and behaviors**
- **Identify how peers can influence healthy and unhealthy behaviors**
- **Describe how the school and community can support personal health practices**
- **Explain how media and technology influences thoughts, feelings, and health behaviors**

**Lesson Objective: Outcome #3 (1-5 days)**

**Students will identify healthy and unhealthy behaviors of their peers.**

**Students will explain ways to avoid unhealthy behaviors and promote healthy behaviors due to peer pressure.**

**Materials/Resources:**

**Textbook: Meeks/Heit**

**Chart paper**

**Markers**

**Observation booklets (paper)**

**Internet access (when available)**

**Lesson Introduction (Engagement):**

**Explain to students that even @ a young age (3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> grade) behaviors which influence health are present and developing. Share an anecdotal story from your own childhood which students can relate to (ex. An eating or sleeping habit, and exercise habit, involvement in a social activities, or hobbies). Highlight that even at a young age you were practicing healthy behaviors. Explain to students that unhealthy**

**behaviors can also develop at a young age. Share another anecdotal story if desired (modify when necessary).**

**Explicit Teaching:**

**Using chart paper (overhead, or chalkboard) ask students to think of a healthy or unhealthy behavior they have observed at their school in the last week. Record student responses in two categories: healthy or unhealthy. Using the two categories and with student participation devise a definition for healthy and unhealthy behaviors. (Use Meeks/Heit textbook as reference for definitions)**

**Modeled/Guided Practice:**

**Allow students a day (modify as needed) to make recorded observations of their peers at school, home, or in the neighborhood. Instruct students to observe healthy and unhealthy behaviors and record them noting time and place (use no personal information; modify activity as needed). After observation period has ended allow students to discuss in pairs or groups of 2-3 what they observed. Instruct students to think about and discuss how some of the behaviors they recorded could have been avoided.**

**Independent Practice/Apply:**

**Students in pairs or groups of 2-3 will plan and perform a skit or role play which highlights how peer have the ability to promote healthy behaviors. Instruct students to use their observations for ideas. Skit should focus on a healthy behavior and how you would introduce it or promote it with a peer/s. Students will perform skits upon completion. (modify activity as needed)**

**Writing Connection:**

**Research: Allow students to research healthy behaviors for their skit topics.  
Instruct students to find websites which help promote healthy behaviors for Kids.**

**Oral/Visual: Student skit/role play performances**

**Assessment:**

**Meeks/Heit Textbook: chapter tests may be used**

**Skit performance (use teacher/student created rubric)**

**Students will describe in paragraph form what they learned from skit presentations and in what ways they can promote healthy behaviors among their peers. (use curriculum guide rubric)**

**Health Standard: #3**

**Students will demonstrate the ability to access valid information and products and services to enhance health.**

**Learning Targets #1-2**

- **Identify characteristics of valid health information, products and services**
- **Locate resources from home, school, and community that provide valid health information**

**Lesson Objective: Learning Targets #2 (3-5 days)**

**Students will explain ways to locate valid health information and resources in the home, school, and community.**

**Students will demonstrate how to use resources form home, school, and the community that provide valid health information.**

**Materials/Resources:**

**Textbook: Meeks/Heit**  
**Internet access (when available)**  
**Community guides; Resource health pamphlets;**  
**White/Yellow pages**  
**School or district information guide**  
**Paper**  
**Markers**

**Lesson Introduction (Engagement):**

**Share with students an example of a school/district (modify as needed) information guide which lists departments, addresses, directions, etc. Explain to students that when you need to find an important piece of information about your job you have resources you go to in order to accomplish this. Demonstrate for students using the example as well as accessing the school or district website in order to model accessing**

and using a websites.

**Explicit Teaching:**

**Explain to students that just as you must take responsibility for finding valid and accurate information regarding your profession or school- they must be able to access valid health information. Define, with student participation, what valid information means and discuss with students how it relates to their health (Meeks/Heit text as reference for definitions). Remind students how you accessed information and how you would use it regarding your school/district and ask them for examples of how they might access information about their health. Display student responses and discuss.**

**Modeled/Guided Practice:**

**Divide class into three groups (modify to whole group as needed) with one group representing home, another school and the last community. Ask students to think and discuss the following: What resources/ information can you obtain/locate about your health from each category? Display the topics home, school, and community on separate sheets of chart paper. Assign each student group a reporter and recorder. Have the recorder write the groups ideas/answers to the question on their chart paper. Discuss responses from all three groups as a class. Highlight and add areas which may have been overlooked. Responses should include internet, community health care agencies, school nurse, counselor, family physician, social service agencies, teacher etc. After discussion ask groups to star one resource from their category that they may not know how to use. Chart all three responses and describe with class participation how to use each.**

**Independent Practice/Apply:**

**Students will create a brochure highlighting resources that provide valid health information. Community, home and school must each be represented in their brochure on a page. Brochure must display at least two resources for each category that can be used to obtain valid health information. A description of how to use each resource must also be included. Students will place brochures on display for class upon completion as well as give a short presentation of their brochure.**

**Writing Connection:**

**Research: Allow students to access internet and explore websites which may provide valid health information**

**Oral/Visual: Student displayed brochures and presentation**

**Assessment:**

**Meeks/Heit Textbook: chapter tests may be used**

**Student brochures (use teacher/student created rubric)**

**Students will describe in paragraph form what they included in their brochure and what they learned from other students' brochures. (use curriculum guide rubric)**

**Health Standard: #4**

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Learning Targets: #1-3**

- **Demonstrate effective verbal and non-verbal communication skills to enhance health and avoid or reduce health risks**
- **Demonstrate non-violent strategies to manage or resolve conflict**
- **Demonstrate how to ask for assistance to enhance personal health**

**Lesson Objective: Learning Targets #2 (3-5 days)**

**Students will identify non-violent strategies which can help resolve or manage conflict**

**Students will role play the use of non violent strategies which help resolve or manage conflict**

**Materials/Resources:**

**Textbook: Meeks/Heit**

**Variety of menu's from various restaurants/ or one copied for whole class**

**Chart paper**

**Paper**

**Markers**

**Internet access (when available)**

**Lesson Introduction (Engagement):**

**Pass out examples of menus from restaurants (modify when needed) or use a copy of one menu for students to look at. Discuss with students the reasons why you look at menus when you go to a restaurant. Discussion should include responses (so you can order what you want, so you can have something good to eat, to show you your choices etc.) Explain to students that a menu provides options and choice for them when they go to a restaurant. Ask students to raise their hand if they have ever been involved in a conflict at school or home? Relate to students that just as they have options/choices on a menu for food; they also have options and choices as to how they deal with conflict in**

**their lives.**

**Explicit Teaching:**

List responses from students as to the different types of conflicts they have faced at home or at school. Discuss with students that violence is NOT an option due to the fact that someone may become hurt. Ask students for help in defining the word non-violent. (reference text for definitions as needed) Use three of the student generated responses to discuss what non-violent options or choices might be helpful in resolving or managing the conflict. Display responses as students generate ideas; responses may include talking it out, ask for help from an adult, agree to disagree, start over, write a letter about how you feel, apologize. Refer students back to the menu and remind them that when conflict arises in their lives they have options and choices to resolve and manage it.

**Modeled/Guided Practice:**

In cooperative groups students should share a time when they resolved or managed a conflict in a non-violent way. Share one response from each person in the group. Instruct students to discuss the following questions as they share their responses:  
How was the conflict managed or resolved?  
What non-violent action was used to resolve it?

**Independent Practice/Apply:**

Students will create a menu of options for managing and resolving conflict. It will be used by each of them to help remind themselves of their options/choices. Each menu should be designed with specific choices and options that they would feel comfortable utilizing if they were faced with conflict either at home or school. Students may design their menu any way they wish. Use examples to help with ideas. Upon completion students will present their menus to the class.

**Writing Connection:**

**Research:** Allow students to research non-violent strategies, as well as conflict resolution. Instruct students to explore websites which assist can be helpful in managing and resolving conflict.

**Oral/Visual:** Student created menus and presentation.

**Assessment:**

**Meeks/Heit Textbook: chapter tests may be used**

**Student menus (use teacher/student created rubrics)**

**Students will describe in paragraph form how they chose the options on their menu and how they plan on using them when conflict arises.**

**Health Standard: #5**

**Students will demonstrate the ability to use decision-making skills to enhance health.**

**Learning Targets #1-5**

- **Identify health-related situations that might require a thoughtful decision or further assistance**
- **List healthy options to health-related issues or problems**
- **Predict the potential outcomes of each option when making a health-related decision**
- **Choose a healthy option when making a decision and describe its outcome on personal health**
- **Set a personal health goal, identify resources and track progress toward its achievement**

**Lesson Objective: Learning Targets #2 (3-5 days)**

**Students will identify 3 health related issues and list a healthy option for each.**

**Students will explain and discuss how leading a healthy lifestyle can enhance personal health**

**Materials/Resources:**

**Textbook: Meeks/Heit**

**Chart paper**

**Empty cereal boxes (1 per student)**

**Paper**

**Glue**

**Markers**

**Scissors**

### **Lesson Introduction (Engagement):**

**Display a healthy cereal brand box (empty) and direct students to notice all the healthy benefits the cereal claims to provide (low cholesterol, weight loss, high in fiber, vitamins etc.) Ask students to think of some health issues that the cereal may help out with. Discuss student responses. Ask students if choosing to eat this cereal will help lead to a healthy lifestyle, and in what ways?**

### **Explicit Teaching:**

**Ask students to think of three health related issues that someone they know who is their age may be facing. Display responses on chart paper/board. Instruct students to discuss in groups or as a whole any options they can think of that may help the issue.**

**Remind students to think of all health categories for their options (physical, emotional, intellectual, social).**

**Display student responses for each issue. Discuss with students how each option leads to a healthy lifestyle and ask them how that enhances their personal health? Define personal health with student participation.**

### **Modeled/Guided Practice:**

**In cooperative groups or in pairs ask students to think of ways they can lead a healthy lifestyle. Instruct them to look back at the list they created of health issues and describe how their lifestyle choices can help prevent some of those issues. Allow students time to share among cooperative groups or with the class as a whole.**

### **Independent Practice/Apply:**

**Students will use an empty cereal box of their own to promote healthy options for three health related issues they would like to choose. They can use prior generated list or use three new ones. The cereal box should explain 3 health issues and what healthy options can serve as prevention. Their cereal box should also promote the importance of leading a healthy lifestyle. Instruct students to look at cereal boxes and just as they did earlier see how they promote healthy habits and options. Students can use paper, pictures or marker to cover and decorate “new cereal boxes”. Students will present cereal boxes upon completion.**

### **Writing Connection:**

**Research: Allow students to research health related issues and options on the internet.**

**Allow students to search websites which are health related.**

**Oral/Visual: Student cereal boxes and presentations**

**Assessment:**

**Meeks/Heit Textbook: chapter tests may be used**

**Student cereal boxes (use teacher/student created rubrics)**

**Students will describe in paragraph form how their project represents leading a healthy lifestyle as well as how the options they chose promote personal health.**

**Health Standard: #7**

**Students will demonstrate the ability to practice health-enhancing behaviors, avoid or reduce health risks.**

**Learning Targets**

- **Identify responsible personal health behaviors**
- **Demonstrate a variety of healthy practices and behaviors to avoid health risks and maintain or improve personal health**
- **Express opinions and give accurate information about health issues and encourage others to make positive health choices**

**Lesson Objective: Learning Targets #1 (3-5 days)**

**Students will identify behaviors that enhance personal health**

**Students will explain and discuss how positive behaviors can lead to a healthy lifestyle**

**Materials/Resources:**

**Textbook: Meeks/Heit**  
**Chart paper**  
**Markers**  
**Poster board**  
**Internet access (when available)**

**Textbook Connections:**

**Grade 3: Chs.**  
**Grade 4: Chs.**  
**Grade 5: Chs.**

### **Lesson Introduction (Engagement):**

**Use chart paper to display for students by hour every activity you participated in for an entire day. Beginning with when you woke up and ending when you went to bed (similar to a daily schedule). Include some positive examples of a healthy lifestyle (ex. Diet, exercise, rest, hrs. of sleep, riding a bike with a helmet, talking about problems with someone you trust etc.) Discuss with students behaviors they think should continue or any they think you should change. Explain to students that your individual behavior can help or hurt your personal health.**

### **Explicit Teaching:**

**Explain to students that just as you try to behave in a way that enhances your personal health they too need to practice behaviors that contribute to leading a healthy lifestyle. Instruct students to again look at your daily schedule and decide which behaviors are positive and highlight them on your schedule. Ask students how those behaviors have helped lead you to a healthy lifestyle. Discuss responses with students and explain the difference between a positive behavior and a behavior which could hurt your personal health. Use an example from your schedule or give them one (not wearing a helmet while riding a bike, not getting enough sleep at night, using violence to resolve conflict). Write a definition for positive behaviors with student participation.**

### **Modeled/Guided Practice:**

**In cooperative groups/ pairs or individually have students use chart paper to write their own daily schedule similar to the one you displayed. If working in groups allow students to choose someone who doesn't mind sharing what they did for an entire day. Instruct students to write their schedule by hour with an activity listed next to each hour. Instruct students to highlight or mark with different colors or stickers any behavior or activity which helps lead to a healthy lifestyle or enhances personal health.**

**Allow each group an opportunity to share their schedule and discuss the different behaviors listed. Ask them to explain the behaviors they have highlighted.**

### **Independent Practice/Apply:**

**Students will create on poster board or construction paper a map of positive behaviors. Students should select at least five positive behaviors which they plan on practicing. Students may use examples they discussed in groups or come up with some of their own. The behaviors should be connected on the map and the ending point should be a treasure chest of personal health. The behaviors should be connected visually on the map and a map key should be included. Allow students to be creative and design any type of map they wish, as**

**long as their five positive behaviors are represented and the ending point somehow shows a healthy lifestyle. Upon completion students will present their maps to the class.**

**Writing Connection:**

**Research: Allow students to research websites for information on positive behaviors and leading a healthy life**

**Oral/Visual: Student map and presentations**

**Assessment:**

**Meeks/Heit Textbook: chapter tests may be used**

**Student maps (use teacher/student created rubrics)**

**Students will describe in paragraph form how their map leads to a healthy lifestyle, in addition they should explain how they plan on adopting the positive behaviors listed in their project.**

## RESOURCES

Bronson, M.H., Merki, D., (2005). *Glencoe Health, Teacher Wraparound Edition*. Woodland, CA: Glencoe/McGraw-Hill.

Bronson, M.H., Merki, D., (2005). *Glencoe Health, Student Edition*. Woodland, CA: Glencoe/McGraw-Hill.

Bronson, M.H., Merki, D., (2003). Reading Skills Lesson Plans, Glencoe Health 2003, *Glencoe Health (HS) HEALTH05*.

<http://www.glencoe.com/sec/sechealth/index.html>

Meeks, L., Heit, P., & Page, R., (2005). *Health & Wellness, Teacher Wraparound Edition*. Columbus, OH: Glencoe/McGraw-Hill.

Meeks, L., Heit, P., & Page, R., (2005). *Health & Wellness, Student Edition*. Columbus, OH: Glencoe/McGraw-Hill.

Meeks, L., Heit, P., & Page, R., (2005). *Health & Wellness, Teacher Wraparound Edition*. Meeks Heit 2005, Health and Wellness (HS),

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

Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.

Columbus City Schools 2016-17 School Year Approved Supplemental Health Providers List.

Program Name	Agency	Contact Person/Number	Target Grade Level	Curriculum	Strand
School Walk for Diabetes	American Diabetes Association <a href="http://www.diabetes.org">www.diabetes.org</a>	Tracy L. Ross Executive Director American Diabetes Association 471 E. Broad St., Ste.1630 Columbus, OH 43215 P: 614-436-1917 ext 6621 F: 614-221-0348 tross@diabetes.org	K – 12 <sup>th</sup>	Resource Information/ Classroom Activities	Injury, Disease Prevention and Control
HIV Prevention	Columbus AIDS Task Force	Kathy Sellers 614 340-6732 Email: <a href="mailto:kathysellers@catf.net">kathysellers@catf.net</a>	K – 12 <sup>th</sup>	Resource Information	Injury, Disease Prevention

	<a href="http://www.catf.net">www.catf.net</a>				and Control
Smoking Prevention and Cessation	American Lung Association of Ohio <a href="http://www.ohiolung.org">http://www.ohiolung.org</a>	614 279-1700 9/08 new local contact being hired State contact Laurie Kondas Email: <a href="mailto:lkondas@midlandlung.org">lkondas@midlandlung.org</a>	K – 12th	Resource Information	Injury, Disease Prevention and Control
Open Airways for Schools	American Lung Association of Ohio <a href="http://www.ohiolung.org">http://www.ohiolung.org</a>	Ext. 279-1700 9/08 new local contact being hired State contact Laurie Kondas Email: <a href="mailto:lkondas@midlandlung.org">lkondas@midlandlung.org</a>	3 <sup>rd</sup> – 5th	Resource Information	Injury, Disease Prevention and Control
Epilepsy/Seizure Information and Awareness	Epilepsy Foundation of Central Ohio <a href="http://www.epilepsyinfo.org">www.epilepsyinfo.org</a>	Karen Brown 614 -315-0572 E-mail: <a href="mailto:Kbrown@epilepsy-ohio.org">Kbrown@epilepsy-ohio.org</a> Carole Johnson-315-0437	K – 12 <sup>th</sup>	Resource Information	Injury, Disease Prevention and Control
Ohio Health	<a href="http://www.ohiohealth.com">www.ohiohealth.com</a>	Rhonda Zigler 614 544-4424 Email <a href="mailto:ziglerr@ohiohealth.com">ziglerr@ohiohealth.com</a>	K – 12th	Resource Information	All Strands
Real Eyes	Ohio Optometric Assoc. <a href="http://www.ohio.aoa.org">www.ohio.aoa.org</a>	Matt Fink Realeyes Program Manager – Ohio Optometric Association 614-781-0708 250 E Wilson Bridge Rd, Suite 240 Worthington, OH 43085	K – 8th	Resource Information/ 45 Minute Presentation	Injury, Disease Prevention and Control

Sexual Assault Response Network of Central Ohio <a href="http://www.ohiohealth.com/body.cfm?id=980">http://www.ohiohealth.com/body.cfm?id=980</a>	Ohio Health	Sue Wismar 614 566-5227 Email: <a href="mailto:swismar@ohiohealth.com">swismar@ohiohealth.com</a>	6 – 12th	Spectrum Sexual Violence, Assertiveness and Anti-Bullying Training	Human Growth and Development
Life skills	Project Linden <a href="http://www.project-linden.org">http://www.project-linden.org</a>	Gary Davis Prevention Director 221-7790 Email: <a href="mailto:gdavis@project-linden.org">gdavis@project-linden.org</a>	9 – 12 <sup>th</sup>	ATOD, decision making, violence prevention, conflict resolution	Injury, Disease Prevention and Control
Parenting	Project Linden <a href="http://www.project-linden.org">http://www.project-linden.org</a>	Gary Davis Prevention Director 221-7790 Email: <a href="mailto:gdavis@project-linden.org">gdavis@project-linden.org</a>	9 – 12 <sup>th</sup>	Resource Information and access to care for pregnant teens	Human Growth and Development
Health and Nutrition Flash Newsletter	Columbus Public Health  <a href="http://www.publichealth.columbus.gov">www.publichealth.columbus.gov</a>  240 Parsons Avenue Columbus, Ohio 43215	Sandy Gill 614-645-0743 email: <a href="mailto:smgill@columbus.gov">smgill@columbus.gov</a>	K – 12 <sup>th</sup>	Resource Information Only	Human Growth and Development
Comprehensive Sexual Education / Life Skills	Directions For Youth  <a href="http://www.dfyf.or">http://www.dfyf.or</a>	John Cervi, MS, LSW & Jenna Wojdacz Directions for Youth & Families 657 S. Ohio Columbus, OH 43205 O: 614.258.8043 ext. 4713	6-12th	Wellness	Human Growth and Development

	<a href="#">g/</a>	F: 614.258.8123			
ADVANCE Pregnancy Prevention	Concord Counseling <a href="http://www.concordcounseling.org">www.concordcounseling.org</a>	Jackie Sharpe 614 882-9338 Ext. 240 Email: <a href="mailto:jackiesharpe@concordcounseling.org">jackiesharpe@concordcounseling.org</a>	6 – 12 <sup>th</sup>	Sex Education	Human Growth and Development
My Best Self Program	Directions for Youth and Families <a href="http://www.dfyf.org">www.dfyf.org</a>	John Cervi, MS, LSW & Jenna Wojdacz Directions for Youth & Families 657 S. Ohio Columbus, OH 43205 O: 614.258.8043 ext. 4713 F: 614.258.8123	6 – 12 <sup>th</sup>	Sex Education	Human Growth and Development
Responsible Sexuality Education	Planned Parenthood – Facts of Life Education Center <a href="http://www.plannedparenthood.org/central-ohio/index.htm">http://www.plannedparenthood.org/central-ohio/index.htm</a>	Diego Espino 358-8734 Email: <a href="mailto:espinod@ppcoh.org">espinod@ppcoh.org</a>	7 – 12 <sup>th</sup>	Comprehensive Sexual Education – Skill Based	Human Growth and Development
Alcohol Education	Alcoholics Anonymous <a href="http://www.aa.org">www.aa.org</a>	Jim Leckrone 614 276-1966 Email: <a href="mailto:sober186@aol.com">sober186@aol.com</a>	7 – 12 <sup>th</sup>	Resource Information	Human Growth and Development
Asthma Outreach	Central Ohio Breathing Association <a href="http://www.breathinga">www.breathinga</a>	Colleen Wesley 437-1526 Email: <a href="mailto:cwesley@breathingassociation.org">cwesley@breathingassociation.org</a>	K – 6 <sup>th</sup>	Resource Information	Human Growth and Development

	<a href="http://www.ssociation.org">ssociation.org</a>				
Current Health – The Continuing Guide to Health Education	Weekly Reader Corp.	3001 Cindel Dr. P. O. Box 8007 Delran, NJ 08075 <a href="http://www.weeklyreader.com/teachers/current_health_1/">http://www.weeklyreader.com/teachers/current_health_1/</a>	K – 12 <sup>th</sup>	Reading – Resource Information	Human Growth and Development
Think First Safe Driving/Biking	OSU Trauma Center  <a href="http://www.thinkfirst.org/">http://www.thinkfirst.org/</a>	Ann Smith 614-293-3021	4-12th	Skill based	Human Growth and Development
Eliminating Domestic Violence	Choices  <a href="http://www.choicesdvc.org">www.choicesdvc.org</a>	Hannah Ely 614 224-4663 Email: <a href="mailto:hely@choicesdvcls.org">hely@choicesdvcls.org</a>	K-12 <sup>th</sup>	Resource Information	Human Growth and Development
Cyber Bullying	Nationwide Children’s Hospital	Caitlin Tully 614-722-8308	5-12	Technology	Human Growth and Development
The Teen and Pregnant Program (TaP) and Birth Control for Teens (BC4Teens)	Nationwide Children’s Hospital	Sarah S. Saxbe, MS, MSW, LISW-S and Angela Abenaim, MS 614.722.6554 Email: <a href="mailto:Sarah.saxbe@nationwidechildrens.org">Sarah.saxbe@nationwidechildrens.org</a>	HS	Resource Information/ Classroom Activities	Human Growth and Development
Hands-on Drunk Driving Simulator	Columbus Police Department	Contact your HS Resource (Columbus Police Officer) located in your building	HS	Resource Information/ Classroom Activities	Human Growth and Development

