

Columbus City Schools
Elementary
Health Education
Grades 3rd – 5th
Sample Lessons



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Quarter 1: Unit 1- Mental and Emotional Health - Lesson 1

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Targets

- 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 can promote personal health.

Lesson Objective(s):

- After completion of this lesson students will be able to communicate and identify behaviors that affect their personal health.
- After completion of this lesson students will be able to communicate multiple ways to be healthy.
- After completion of this lesson students will construct a personal health contract and choose a health behavior for improvement along with steps to follow to obtain that goal.

Materials/Resources:

Chart paper

Markers

Vocabulary (key words): good health, life skill, responsible, healthy behaviors, contract

Textbook Connections:

Grade 3: Unit 1 pages 4-9

Grade 4: Unit 1 pages 4-10

Grade 5: Unit 1 pages 4-11

Lesson Introduction (Engagement): Write “good health” in the center of a piece of chart paper or on the board. Encourage students to think, pair, share what they think it means. You could display pictures portraying good health and pictures portraying not so good health to aid in conversation among students. Display the pictures and have students share their thoughts about good health. Have students share what their idea of a healthy person is and why. Chart the students’ comments and responses on chart paper or board.

Explicit Teaching: Today we will learn what it means to have good health, make healthy behavior choices and construct a personal health contract. Introduce vocabulary words with kid-friendly grade appropriate definitions and picture examples if available or needed for understanding of content.

After introducing vocabulary and discussing with students what each term means you could also discuss synonyms and antonyms of terms to aid in understanding of content. Using a 3-column t-chart on chart paper or board, label each section as follows: physical health, mental and emotional health, family and social health. Ask students to think, pair, share what they think each section title means. Chart student responses and prompt when they need direction for a more targeted response.

Physical Health – is how well your body works. How can you have good physical health and make good physical health decisions? (get enough sleep, eat breakfast, exercise)

Mental and Emotional Health – is how well your mind works and how well you show and deal with your feelings. (read a lot, work puzzles, share feelings in appropriate ways with friends, family and school staff, write about your feelings, show your feelings in healthful ways).

Family and Social Health – is how well you get along with your family and friends. (spend time playing with your family, eat dinner together, use your manners, help each other with chores, follow family and community rules, speak in a respectful manner).

Modeled/Guided Practice:

Continue discussion about three parts of total health. Discuss with students that these are three puzzle pieces that fit together so that you can be a healthy personal winner. If one piece is missing in your puzzle you need to work hard at getting it put back correctly in the total health puzzle. This may mean making a contract with yourself about how to go about obtaining better personal health. This is all part of being a responsible individual and working toward good health.

Independent Practice/Apply:

Students will draw a 3-column t-chart and label it like the one used for the whole group discussion. In each section the students will write in complete sentences one healthy behavior they already follow and one behavior they need to work on to have total personal health.

Writing Connection:

Have students write a letter to a family member, friend or teacher that explains what their personal contract is going to be. They should ask them for support and encouragement as they work hard at reaching their health contract goal.

Oral/visual; Students could share their health contracts with the whole group.

Research:

Assessment:

Completed health contracts and observations or conversations about following their goals.

Quarter 1: Unit 1 - Mental and Emotional Health – Lesson 2

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Targets

- Demonstrate effective verbal and non-verbal communication skills to enhance health.
- Demonstrate refusal skills to 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(s):

- After completion of this lesson students will be able to communicate and identify characteristics of good character.
- After completion of this lesson students will be able to communicate multiple ways to deal appropriately with emotions.
- After completion of this lesson students will be able to identify the 6 guidelines for responsible decision making.

Materials/Resources:

Chart paper

Markers

Vocabulary (key words): responsible, decisions, good character, peers, goal, self-respect

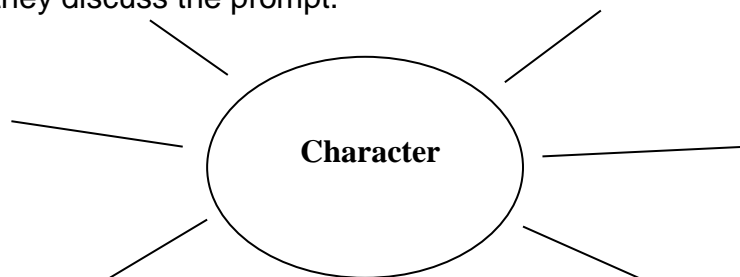
Textbook Connections: Totally Awesome Health (MeeksHeit Publishing)

Grade 3: Unit 1 pages 16-21

Grade 4: Unit 1 pages 16-25

Grade 5: Unit 1 pages 16-21

Lesson Introduction (Engagement): Review previous lesson on healthy behaviors and ask students how they are doing working toward the goals they chose. Introduce lesson by asking students what “character” means in the statement, “_____ has a good character.” Write character up the board in the topic section of a concept web. Chart student responses on the outside as they discuss the prompt.



Explicit Teaching: Introduce vocabulary words for this lesson. Have students create a

sentence for each vocabulary word based on their background knowledge of the lesson and the engagement piece of this lesson. If you are using the MeeksHeit Totally Awesome Health textbook, you can read aloud or have students read pages 19, “Why Do I Need Good Character?” and then discuss. Go back to the character concept web created in the engagement section of this lesson, have students add descriptors to the web that pertain to having a good personal character (trustworthy, respectful, fair).

Modeled/Guided Practice:

Continue conversation about character and move into part of having a good character is recognizing your emotions and how to deal appropriately with them in a situation. Ask students to think, pair, share or buddy buzz on the question prompt: “How can I communicate my emotions in a healthy safe way?” You may choose to chart student responses on the board or chart paper. Continue discussion on emotions and how to communicate them and act on them in appropriate ways.

Introduce another aspect of having a good character is to make appropriate decisions in situations. Refer to the “**Guidelines for Making Responsible Decisions**” in the health text book. ***Ask yourself: (1.) Is it healthful to...? (2.) Is it safe to...? (3.) Do you follow the rules and laws of you...? (4.) Do you show respect for yourself and others if you...? (5.) Do you follow your family’s guidelines if you...? (6.) Do you show good character if you...?***

Independent Practice/Apply:

Place students in small cooperative work teams. Give each team a scenario to act out/role play. Each team should use the above questions to make responsible decisions and play out to their peers appropriate ways to act in situations that may or may not impact your character and your personal health or the health of others.

Possible scenarios: smoking, taking drugs, driving without a license, writing on the walls in the school, skipping class, telling a lie

Writing Connection:

Students could write a narrative on a time when they were faced with a difficult decision and how they reacted.

Oral/visual:

Research:

Assessment:

Quarter 1: Unit 1- Mental and Emotional Health – Lesson 3

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Targets

- Identify examples of emotional, intellectual, physical and social health.
- Demonstrate effective verbal and non-verbal communication skills to enhance health.
- Demonstrate how to ask for assistance to enhance personal health.

Lesson Objective:

- After completion of this lesson students will identify a stressful situation.
- After completion of this lesson students will communicate 2 ways to appropriately deal with stress.
- After completion of this lesson students will identify stress management skills to effectively deal with stress and add to their personal health.

Materials/Resources:

Chart/Board

Markers

Vocabulary (key words): stress, stressor, attitude, distress, stress management,

Textbook Connections:

Grade 3: Unit 1 pages 28-33

Grade 4: Unit 1 pages 26-31

Grade 5: Unit 1 pages 30-35

Lesson Introduction (Engagement): Give students a scenario that represents being “stressed out.” This would be great if you could act it out yourself while students observe not knowing that you are acting out a situation in order to engage them in the content of the lesson. After role playing, have a brief discussion about how they thought you felt and what characteristics did you exhibit that proved your feelings. Ask them if you dealt with your feelings appropriately. Have a brief discussion about what could have been changed.

Explicit Teaching: Say: “Today we are talking about stress, characteristics of your body when you are stressed out and how to bounce back in a healthful way and deal with your stress positively.

Introduce vocabulary words for this lesson. Have students make a mind movie or a mental picture in their head of a picture that represents each vocabulary word as the terms are

introduced. Also, explain that their life skill for this lesson will be to have a plan for stress and how to bounce back from a difficult or stressful situation.

Discuss with students (think, pair, share or buddy buzz) what happens to their body when they get stressed by people, a situation or a difficult decision. (body temperature rises, you may get nervous, stomachaches, headaches, nausea)etc. Also discuss that if we don't deal with the stress in appropriate ways it could lead to more serious health problems such as heart disease, ulcers.

Modeled/Guided Practice: Guide students in a discussion and come up with ways they can appropriately deal with their stress or the stressful situation. Write these three questions on chart or board: (1.) What is the stressor? (2.) What can I do about the stressor? (3.) How can I protect my health? Discuss with students that they should always ask themselves these three questions in dealing with their stress. This will help them be more productive and make responsible decisions ultimately effecting their personal health.

Stress Management Skills to discuss

Being organized and planned

Planning time efficiently

Talking to parents, friends or other trusted adults

Spending down time with friends and family

Getting plenty of physical activity

Getting plenty of rest

Eating nutritious balanced meals

Writing about your stress

Independent Practice/Apply: Place students in small discussion groups and have them talk about times when they felt stressed or give each group a scenario to discuss. Have students make a list of the stressors and what they would do to deal with each stressor. Refer to the three questions and the stress management skills. Each group should present their scenario and their suggestions to the whole group.

Writing Connection:

At the end of the lesson as a summary or exit ticket have students do a Type II quick write in which they write down three ways to appropriately and effectively manage a stressful situation.

Oral/visual:

Research:

Assessment: You may want to make use of the assessments and review sections at the end of Unit 1 in the Totally Awesome health textbook.

Quarter 1: Unit 2 - Family and Social Health - Lesson 1

Health Standard:

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

Learning Targets

- 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:

- 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 and Meeks/Heit Lesson Plan Binder

Chart paper

Markers

Poster board

Vocabulary: emotional health, physical health, intellectual health, social health, life skill, health behavior contract

Textbook Connections:

Grade 3: Unit 1 Pgs. 4-33

Grade 4: Unit 1 Pgs. 4-31

Grade 5: Unit 1 Pgs. 4-35

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:**Option #1:**

Meeks/Heit “Get High on Health” Lesson #1 (supplement). Discuss with students how to achieve healthy life skills; review the different types of health; and develop a health behavior contract for students in order to maintain a healthy lifestyle.

OR:

Option #2:

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: Students can describe and explain in paragraph form what they added to their behavior contract and why. Students may also describe and explain in paragraph form what they created on their poster and how it represents a healthy lifestyle.

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/extensions
Student/teacher created rubrics for poster presentations

Quarter 1: Unit 2 - Family and Social Health – Lesson 2

Health Standard:

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

Learning Targets

- 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 practice
- Explain how media and technology influences thoughts, feelings, and health behaviors
- Describe ways technology can influence personal health

Lesson Objective:

- 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

Supplemental pages Meeks/Heit Lesson Plan Binder

Chart paper

Markers

Observation booklets (paper)

Vocabulary: peers, peer pressure, healthy behaviors, unhealthy behaviors, wrong decisions, responsible decisions

Textbook Connections:

Grade 3: Unit 2 pgs. 38-61

Grade 4: Unit 2 Pgs. 36-59

Grade 5: Unit 2 pgs. 40-67

Lesson Introduction (Engagement):

Explain to students that even @ a young age (3rd, 4th or 5th 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, an exercise habit, involvement in 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:

Option #1:

“Stick to Responsible Decisions” Lesson 2 Meeks/Heit. Discuss with students why peers might pressure you into making the wrong decision. Use Meeks/Heit Lesson 2 blackline master (supplement) Why Peers Might Pressure You to Make a Wrong Decision. Review with students resistance skills for saying no when they feel pressure. Allow students to practice saying no when pressured.

Option #2:

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 peers have the ability to promote healthy/unhealthy 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: Students can describe in paragraph form what they learned from watching the skits OR students can describe in paragraph form a Healthy decision they have made.

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

Oral/Visual: Student skit/role play performances

Assessment: Meeks/Heit Textbook: chapter tests may be used/ extensions

Skit performance (use teacher/student created rubric)

Quarter 1: Unit 2 - Family and Social Health - Lesson 3

Health Standard:

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

Learning Targets

- Demonstrate effective verbal and non-verbal communication skills to enhance health and avoid or reduce health risks
- Demonstrate refusal skills to 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:

- 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 and Meeks/Heit Lesson Plan Binder

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

Chart paper

Paper

Markers

Vocabulary: non-violent, conflict, resolve, peaceful solution, setting the tone

Textbook Connections:

Grade 3: Unit 2 Pgs. 38-61

Grade 4: Unit 2 Pgs. 36-59

Grade 5: Unit 2 Pgs. 40-67

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:

Option #1:

“Making Peace” Meeks/Heit Unit 2 Lesson 7 (supplement). Review with students’ vocabulary and non-violent conflict resolution skills. In pairs or cooperative groups allow students to “practice” the ten steps to settling disagreements in a non-violent way.

OR:

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: Create student menus or write about a time when you resolved a conflict in a non-violent way.

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/extensions

Quarter 1: Unit 10 - Injury Prevention & Safety; Car/Bus Safety – Lesson 1

Health Standard:

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

Learning Targets

- Identify health related situations that might require thoughtful decision.
- Describe the outcomes of a health related decision.

Lesson Objective:

- Students will identify health related situations regarding the safety of cars and buses.
- Students will discuss outcomes of decisions made regarding car and bus safety.

Materials/Resources:

Textbook: Meeks/Heit

Chart paper

Markers

Poster board

Internet access (when available)

Vocabulary(key words): seat belt, crosswalk, safety rules, pedestrian

Textbook Connections:

Grade 3: Chs. 37

Grade 4: Chs. 40

Grade 5: Chs. 42

Lesson Introduction (Engagement):

Identify and discuss different forms of transportation. Discuss how they are different and alike and what safety concerns for each are. What does technology have to do with each form? Why do we need to learn transportation safety and how can we prevent accidents?

Explicit Teaching:

Discuss what kinds of accidents that can occur with the various forms of transportation and what can be done to prevent same. Discuss safety devices, both personal and general, such as seat belts and helmets and traffic signs and warning signals. General rules of behavior and courtesy should be introduced.

Modeled/Guided Practice:

Make a 'Safety In Motion' checklist for the various forms of transportation.
Make a chart of traffic signs. Know the shapes/colors.
Chart general crossing rules.

Independent Practice/Apply:

Make a list of safety violations you see on your next family trip or riding to school on the bus.

Writing Connection:

Write about an accident that you may have seen and explain how it may have been prevented.
How did you feel about seeing that accident?

Oral/visual: Make a chart of the accidents and what kind occurred in relationship to the research.

Draw traffic signs.

Research:

Watch the news on TV or read the newspaper and see how many accidents are reported and what kind. Count how many accidents per day or how many per week are reported

Assessment:

Students should know vocabulary and correctly identify safety rules.

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

Students will make a list of common safety rules and then list specific rules for the various forms of transportation.

Draw safety signs you see in your neighborhood.

Safety signs for school and other areas such as railroads, hospitals, parking lots, etc.

Quarter 1: Unit 10 - Injury Prevention & Safety: Fire Safety – Lesson 2

Health Standard:

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

Learning Targets

- Describe ways in which a safe and healthy school and community environment can promote personal health.
- Identify health related situations that may require a thoughtful decision.

Lesson Objective:

- Students will identify safety concerns and safety procedures.
- Students will demonstrate decision making and goal setting skills.

Materials/Resources:

Textbook: Meeks/Heit (3-5)

Chart paper

Markers

Poster board

Internet access (when available)

Vocabulary(key words): fire hazards, ‘stop, drop, & roll’, safety rules, fire escape plan, accident, injury, smoke alarm/detector

Textbook Connections:

Grade 3: Chs. 36

Grade 4: Chs. 39

Grade 5: Chs. 41

Lesson Introduction (Engagement):

Identify fire hazards and safety concerns. Identify safety procedures relating to fires both personal and for the home and community. Students need to show they know what to do and when and need to set goals and procedures for prevention.

Explicit Teaching:

Show and discuss “Stop, Drop and Roll” and then practice the procedure. Show students safety posters and discuss the rules. Discuss hazards such as lighters/matches, ovens/stoves/grills, electrical cords, heaters, etc. Then bring into the discussion about home safety and smoke detectors. Discuss a home escape plan if needed and compare it to what is

done at school. Compare these plans to other public places such as movie theaters or athletic events. Talk about 911 and why, how and when to call.

Modeled/Guided Practice:

Chart/list how many students have smoke detectors in their homes. How many do they have? How many students have home safety plans? A list of emergency numbers?
Kg. students can make simple drawings of where their smoke detector is located.

Independent Practice/Apply:

Practice “stop drop and roll”.
Stage a home fire drill and time it. Students can compare times at school.

Writing Connection:

Write out a family fire safety plan.
Draw an escape route for the home or school.
Safety checklist for home/school.
Oral/visual; Demonstrate ‘stop, drop and roll’
Poster of safety rules
Safety drawing contest

Research:

Give examples of emergencies. Write “what would I do if...?” a) I saw my neighbor’s house on fire; b) you woke up and heard the smoke detector alarm in the middle of the night; c) you were at a friends house and he/she thought it would be fun to take matches and light candles; d) you were helping your mother cook and you caught your sleeve on fire.

Assessment:

Evaluate ‘stop, drop and roll’
Evaluate posters, check lists

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

Fire safety checklist
Poster: ‘Stop, Drop & Roll’
Emergency telephone number list

Quarter 2: Unit 4 - Nutrition: MyPlate – Lesson 1

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology and other factors in health behavior.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Targets

- Identify how the family influences personal health practices and behaviors.
- Demonstrate healthy practices and behaviors to maintain or improve personal health.

Lesson Objective:

- Identify the five main food groups and name a variety of nutritious examples of foods in each.
- Explain how MyPlate serves as a reminder for how to eat a healthier meal.
- Create and describe a healthy meal containing a food from each food group.

Materials/Resources:

Health Wellness Reader: Discover My Plate

Web Site: Refer to the following USDA Website for full lesson plan:

https://www.fns.usda.gov/sites/default/files/tn/sump_level2.pdf

Chart paper

Markers

Poster board

Internet access (when available)

Vocabulary (key words) MyPlate, food group, serving, diet guidelines, grains, vegetables, fruits, milk/dairy, meat/bean, oils/fats.

Lesson Introduction (Engagement):

Refer to the following USDA Website for full lesson plan:

https://www.fns.usda.gov/sites/default/files/tn/sump_level2.pdf

In this first lesson, students are introduced to MyPlate and the importance of eating foods from the five food groups. Through interactive and engaging activities that meet curriculum standards in English Language Arts, Science, and Health, students will explore and model healthy behaviors.

Explicit Teaching:

Ask students if they have heard of, can explain, or can identify any of the food groups. Introduce students to MyPlate and the five food groups (Fruit, Vegetable, Grain, Protein Foods, Dairy) by displaying the MyPlate poster. Invite students to share what they observe about the MyPlate icon. Can they identify and give examples of foods they think belong in each of the five food groups? Do they notice any differences in the food groups shown on the MyPlate icon? The portion sizes of each are slightly different because we need different amounts from each food group. For example, we need more vegetables than fruit. Students should also notice that our plates should be half fruits and vegetables.

Explain that the MyPlate icon serves as a reminder that a person should eat foods from the five food groups each day. By eating a variety of foods from each food group, we give our bodies what they need to be and stay healthy. Ask what other behavior can help us stay healthy? (Being physically active at least 60 minutes a day)

Modeled/Guided Practice:

To expand on students' vocabulary and awareness of different foods in each food group, play the Who Am I? game. In preparation, create enough food cards (using index cards) to have one per student. Each card should have the name of a specific food from each of the five food groups. Aim to have the same number of foods from each food group. Visit <http://www.chooseMyPlate.gov/> food-groups for examples of healthy food options from each food group. Include dark-green, red, and orange vegetables, beans and peas, whole grains, seafood, and fat-free or low-fat milk among the foods represented.

Independent Practice/Apply:

Keep track of the meals and foods that you eat in one day.
Match the foods to MyPlate. Did you have all the correct portions?

Writing Connection:

What did you have for your last meal? Write each food down and tell which food group that it comes from.

What happens if you eat too much of a certain food such as sugary foods or sweets.
Oral/visual; Draw and label a food pyramid. Draw pictures of the foods that should be in each place.

Make a food mobile. Hang pictures of food (from food groups) from a coat hanger using different lengths of string.

Research:

Describe your favorite meal. See if it has all the requirements of the dietary guidelines. Does it have all the food groups represented?

Assessment:

Students should know the food groups and be able to identify where they belong on MyPlate.

Students should know the vocabulary.

Quarter 2: Unit 4 – Food Writers – Lesson 2

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Targets

- Identify how the family influences personal health practices and behaviors.
- Describe how the media can influence health behaviors.
- Demonstrate healthy practices and behaviors to maintain or improve personal health.

Lesson Objective:

Students will be able to...

- Explain the importance of eating fruits and vegetables of every color for good health (i.e., eating a variety of fruits and vegetables).
- Identify food choices within the Fruit Group and Vegetable Group

Materials/Resources:

Health Wellness Readers:

Web Site: Refer to the USDA website for full lesson plan:

https://www.fns.usda.gov/sites/default/files/tn/sump_level2.pdf

Chart paper

Markers

Poster board

Vocabulary (key words) serving size, food pyramid, diet guidelines, nutrition, nutrients, snacks, calories, protein, carbohydrates, fat, vitamins, minerals, fiber, cholesterol

Lesson Introduction (Engagement):

Explain to students that they have been hired by a food magazine to write a one- to two-page article about a new food. The article should: a. Teach readers about the food by identifying its food group. b. Inspire readers to try the food by describing it using the five senses. c. Provide readers with at least two ways to cook or prepare the food from their research. d. And finally, build a healthy plate that includes the food. What other foods could a reader serve it with to make it a complete meal (following MyPlate)?

Explicit Teaching:

1. Begin the lesson by asking students to name different fruits. List their responses. Repeat, having students name vegetables.
2. Point out to students that the fruits and vegetables they mentioned are lots of different colors. They could make a rainbow with all of the beautifully colored fruits and vegetables they mentioned!
3. Name a variety of colors and ask students to name fruits and vegetables of that color. Display The Five Food Groups poster near the front of the room as a visual aid for this discussion.
4. Ask students why they think it is good to eat fruits and vegetables of different colors. (They can make your plate/meal or snack look pretty. By eating different-colored fruits and vegetables you can help your body get what it needs to be healthy.)
5. You may let students choose a new food they don't know much about, or they may want to use their foods from the Who Am I? game. As a variation, collect all the cards and have students select a new food card.

Modeled/Guided Practice:

1. First, students will need to do a bit of research to learn more about how to write a food article, and to learn about their food item. Distribute the Food Writer handout. Have students read examples of food articles before they begin to write their own. Look at food magazines, recipe books, and food blogs online (if you have Internet access). Have students work in pairs to discuss the structure and elements of a food article. What kind of language does the writer use? Does the article inspire them to want to try the food or a recipe? If recipes are included in the article, what food groups are represented in the finished product? For example, a soup might include vegetables, grains, and protein.
2. Encourage students to use new vocabulary and descriptive language as they write their articles. How can they describe the food to someone who can't see it? How can they persuade someone.

Independent Practice/Apply:

1. Ask students to think about and answer the Essential Question again: What choices can you make that help you stay healthy? Allow students time to answer.
2. As a final reflection, have students do a Think-PairShare to come up with tips to eat smart and play hard (answering the Essential Question). First, ask each student to think about a healthy food selection from each food group and fun ways to be more physically active. Then, working in pairs, have students work together to create a list of ways they can "eat smart" and "play hard," incorporating their food group choices and fun physical activity ideas. For example, "Snack like a soccer star. Eat an orange after practice."
3. Ask each pair to share its tips with the rest of the class. List student ideas on the board or have students create mini-posters to display on a bulletin board

Writing Connection:**Research:****Assessment:**

Students should be familiar with the vocabulary.

Quarter 2: Unit 4 – The Science of “Sometimes” Foods – Lesson 3

Health Standard

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Targets

- Identify how the family influences personal health practices and behaviors.
- Demonstrate healthy practices and behaviors to maintain or improve personal health.
- Demonstrate behaviors that avoid or reduce health risks.

Lesson Objective:

- Identify foods that are high in solid fats and added sugars.
- Describe the benefits of limiting the consumption of solid fats and added sugars.

Materials/Resources:

Health Wellness Readers

Web site: Refer to USDA’s web site for full lesson plan:

https://www.fns.usda.gov/sites/default/files/tn/sump_level2.pdf

Chart paper

Markers

Poster board

Vocabulary (key words) nutrition, nutrients, protein, vitamins, minerals, fat, carbohydrates, fiber, cholesterol, germs, good table manners, snack, sugar, fast food

Lesson Introduction (Engagement):

Ask students the Essential Questions: “Sometimes” foods? Why are they called that? Accept all answers. (Students may offer answers such as cupcakes (Grain Group), ice cream (Dairy Group), lollipops (no food group), fried chicken or fish (Protein Foods Group), French fries (Vegetable Group), chocolate-covered raisins (Fruit Group).) Explain that in each food group, there are foods that are higher in solid fats or added sugars or both. For example, fried chicken belongs to the Protein Foods Group but it contains more solid fat (from the frying and the skin) than grilled, skinless chicken. Frosted breakfast cereal belongs to the Grain Group, but contains more added sugars than regular corn flakes. We call these foods “sometimes” foods because we want to eat these foods only some of the time and in smaller amounts. We want to choose foods lower in solid fats and added sugars most of the time. For example, we want to choose fat-free milk every day and have ice cream only sometimes, or as a special treat. Ask students: In what food group do soda and candy belong? Explain that these foods are made up

almost entirely of added sugars and/or solid fats. They do not contain enough of any nutrients to put them into a food group. Since these foods do not give our bodies what we need to play hard, grow, and be healthy, it's best to eat them only as special "treats" and not every day.

Explicit Teaching:

Split students into groups of four. Distribute the Experiment: Fats and Experiment: Added Sugars handouts. Explain that they will be conducting two experiments to learn more about solid fats and added sugars in food. In each case, they will have to first think about their hypothesis or guess, about the experiment outcome. They will then record results from each experiment and compare the results to their hypothesis and explain their conclusion. Set up as many stations as there are groups of students for each experiment.

Modeled/Guided Practice:

Refer to the following link starting on page 20 of the PDF for the details of the below three experiments.
https://www.fns.usda.gov/sites/default/files/tn/sump_level2.pdf

Part A: Solid Fats Experiment (30 minutes) Please note that the Solid Fats Experiment will require a follow-up one day later.

Part B: Solid Fats Experiment (20 minutes)

Part C: Added Sugars Experiment (30 minutes)

Independent Practice/Apply:

Share tips and student ideas with parents on healthy sweet treats and ideas of substitutions for fatty foods. Share the following link as a helpful resource for parents:

<http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet13CutBackOnSweetTreats.pdf>

Do they have any suggestions they can contribute and share with the class?

Writing Connection:

Research:

Have students track the number of minutes they spend in front of the TV and computer at home for 1 day. After they report their amounts back to the class, add everyone's minutes together to see how much time is spent inactive each day. Ask students to brainstorm ideas for being more active at home.

Assessment:

Quarter 2: Unit 7 - Communicable and Chronic Diseases – Lesson 1

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate a variety of behaviors that avoid or reduce health risks.

Learning Targets

- Identify responsible personal health behaviors
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health
- Demonstrate a variety of behaviors that avoid or reduce health risks

Lesson Objective:

- Students will discuss ways to prevent the spread of pathogens.
- Students will identify how body defenses protect you.

Materials/Resources:

Textbook: Meeks/Heit and Meeks/Heit Lesson Plan Binder Grades 3-5

Chart paper

Index cards

Markers

Vocabulary(key words): pathogen, immune, vaccine, mucus, cilia, antibody, virus, protozoan stomach acids, white blood cells, bacteria, fungus, protozoan

Textbook Connections:

Grade 3: Unit 7 Pgs. 186-205

Grade 4: Unit 7 Pgs. 206-235

Grade 5: Unit 7 Pgs. 214-247

Lesson Introduction (Engagement):

Discuss and Identify pathogens (a germ that causes disease). Identify vocabulary words with students using Meeks/Heit glossary. Post on chart paper. Ask students Have you ever caught a disease or virus and been sick from it? What did you do to get better? What things helped you get better? Allow students and opportunity to discuss and brainstorm either in pairs or with whole group teacher directed.

Explicit Teaching:

Explain to students that each person has certain ways to prevent the spread of germs/disease throughout your body. Its defenses are what it uses to keep pathogens (germs) out of the body. Students will use the fourteen defenses and pathogens listed to create index cards for concentration matching. Allow students to work in pairs so each person only creates seven

cards. Students will create one card for each front and back. When they have completed they will flip all cards over and match them concentration style playing against their partner.

Modeled/Guided Practice:

Students should continue playing concentration with cards to build familiarity and practice with the pathogens and defenses of the body. Allow for students to have general discussion as they play their games.

Independent Practice/Apply:

Make a list of ways students can help body defenses do their job (pg. 226 Meeks/Heit lesson plans grade 5) Lists should include: what you can do if skin is broken or cut? How to protect cilia in the lungs? How to keep your mucus moist? How to keep eyes clean? How to keep stomach free of acids? Etc.

Writing Connection:

Write about a time when you made a disease or illness worse because you didn't properly care for it?

Oral/visual: Share your experience with the class and what the final outcome was of your illness.

Research:

Allow students to research the different types of body defenses or pathogens and create a report on any one of them.

Assessment:

Students should correctly identify vocabulary as well as body defenses and their role and pathogens.

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

Students can create posters to enhance their reports or with their writing connection. Use student created rubrics for posters, reports, or written extensions.

Quarter 2: Unit 7 - Communicable and Chronic Diseases – Lesson 2

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Learning Targets

- Identify responsible personal health behaviors
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health
- Demonstrate a variety of behaviors that avoid or reduce health risks.

Lesson Objective:

- Students will identify habits to reduce risks of chronic disease.
- Students will explain ways to care for chronic (lasting) health conditions.

Materials/Resources:

Textbook: Meeks/Heit and Meeks/Heit Lesson Plan Binders Gr. 3-5

Chart paper

White paper

Markers

Vocabulary(key words): chronic disease, heart disease, cancer, allergy, asthma, bacteria, viruses, body defenses

Textbook Connections:

Grade 3: Unit 7 Pgs. 186-207

Grade 4: Unit 7 Pgs. 206-235

Grade 5: Unit 7 Pgs. 214-247

Lesson Introduction (Engagement):

Discuss and Identify vocabulary words with students. Use Meeks/Heit glossary to identify. Ask students do they know someone with cancer or heart disease? Allow students to share answers. Explain to students that today you will discuss ways to prevent cancer and heart disease as well as ways to care for chronic health conditions like allergies and asthma.

Explicit Teaching:

Explain to students that prevention is important at a young age in order to keep chronic diseases from striking your body. Ask them to give you any ideas about what you could do to prevent cancer or heart disease? Brainstorm answers on chart paper with whole class.

Answers should focus on healthy diet, keep away from tobacco products. Explain to students the effect on blood vessels of eating healthy. Explain the effect of tobacco products on the heart. Ask students if any of them have or know someone who has an allergy to something; or has asthma? Allow students to share ideas about how they care for those conditions. Help students with examples such as stay away from pets if you are allergic; do not smoke or breathe second hand smoke; stay away from heavy fumes and cleaning agents.

Modeled/Guided Practice:

Explain to students that they will plan a food chart for a week and put a check next to all the foods they eat that are low fat. Have students re-create the chart on pg. 198 (Meeks/Heit grade 3) or students can create their own weekly chart. They will write down everything they have eaten for a week. Allow students to title their chart according to their own needs. The example shows: I will choose habits that prevent heart disease; Students may also choose to design their chart according to an allergy, asthma, or cancer. They can title their weekly chart accordingly: I will choose habits that will prevent an allergic reaction; or I will choose habits which prevent an asthma attack; or I will choose habits that prevent cancer. Students should chart their weekly food, activities, or preventions accordingly. Be prepared to report out or share with classmates.

Independent Practice/Apply:

Using the chart students will mark anything they have eaten that is low fat with a red check mark. Allow students a discussion period with their classmates to determine how healthy they ate and if they need to make any changes in their diet. Students who choose an alternative chart for allergies, asthma, or cancer should check their chart according to activities or foods that showed prevention and healthy choices. Discuss if they need to make any changes in their weekly activities.

Writing Connection:

Write about your diet/activities for the week. Would you make any changes? How are you preventing heart disease/cancer/asthma/allergies with your diet/activities.

Oral/visual: Create an anti-smoking or tobacco use poster that shows the negative effects of tobacco on your heart. Create any positive health related promotional poster that encourages chronic disease prevention.

Research:

Allow students to research heart disease, cancer, or allergies and report on any new information or websites.

Assessment:

Students should correctly identify vocabulary as well as ways to prevent heart disease, cancer, and chronic illnesses.

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

Students can create posters to enhance their reports or with their writing connection. Use student created rubrics for posters, reports, or written extensions.

Quarter 2: Unit 7 - Communicable and Chronic Diseases – Lesson 3

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Learning Targets:

- 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 community environment can promote personal health.
- Describe ways to prevent common childhood injuries and health problems.
- Describe when it is important to seek health care.

Lesson Objective:

- Students will identify and explain when it is important to seek health care.

Materials/Resources:

Textbook: Meeks/Heit and Meeks/Heit Lesson Plan Binders Gr. 3-5

Chart paper

White paper

Markers

Vocabulary(key words): symptom, body defenses, responsible decisions, antibody, vaccine, disease, common cold, strep throat, immune, white blood cells

Textbook Connections:

Grade 3: Unit 7 Pgs. 186-207

Grade 4: Unit 7 Pgs. 206-235

Grade 5: Unit 7 Pgs. 214-247

Lesson Introduction (Engagement):

Discuss and Identify vocabulary words with students. Use Meeks/Heit glossary to identify. Give students an example of a time when you woke up in the morning with symptoms such as a sore throat and head that felt stopped up. Explain to students that these are beginning symptoms of a cold and your body is hard at work fighting the pathogens that are causing these symptoms. Describe to students the steps you took to assist your body in fighting pathogens and how you were able to feel fine again.

Explicit Teaching:

Explain to students that your body has defenses to fight pathogens. Review the defenses and let students know that vaccines, white blood cells, and antibodies are unique ways that your body kills pathogens. Brainstorm with students a list of symptoms that show a change in the normal health of your body (runny nose, cough, fever). Allow students to also give their ideas about how the body is fighting those symptoms and what actions they can take to fight those symptoms (eat healthy, proper rest, wash hands, over the counter medicines). Explain to students that if symptoms persist after taking actions for a number of days that they may have to seek health care from a professional. List suggestions for seeking proper health care when symptoms will not go away (family doctor, close to home clinic, pharmacist, urgent care).

Modeled/Guided Practice:

Students will review the communicable disease cards (Meeks/Heit) in groups of two or three. Have one student read clues and other students should become familiar with each communicable disease and its symptoms and treatments. Students can give clues to each other until they can successfully identify each.

Independent Practice/Apply:

Students will create a brochure that encourages proper treatment of symptoms of communicable diseases (flu, cold, strep throat, lyme disease). Students should highlight in their brochure what actions should be taken when symptoms first occur and what they can do if symptoms persist. Brochures can be creatively designed. Students should share the information in their brochure with at least one other person in their families.

Writing Connection: Students can write about time when they had to choose to seek health care. What were their symptoms? What was the outcome of their treatment? What will they do to prevent similar symptoms from re-occurring?

Oral/visual: Students can share their brochures in groups or with the whole class.

Research:

Allow students to research places close to home where they could seek health care.

Assessment:

Students should correctly identify vocabulary as well as symptoms and types of communicable diseases. They should be able to identify ways to help treat symptoms.

Meek/Heit Assessments are available.

Quarter 3: Unit 6 - Alcohol and Other Drugs: Medicine – Lesson 1

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Targets:

- Demonstrate effective verbal and non-verbal communication skills to enhance health
- Demonstrate refusal skills to 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:

- Students will demonstrate refusal skills to avoid or reduce health risks.

Materials/Resources:

Textbook: Meeks/Heit and Meeks/Heit Lesson Plan Binders Gr. 3-5

Chart paper

White paper

Markers

Vocabulary(key words): drug free, alcohol, tobacco, honest talk, resistance skills

Textbook Connections:

Grade 3: Unit 7 Pgs. 154-181

Grade 4: Unit 7 Pgs. 176-201

Grade 5: Unit 7 Pgs. 172-209

Lesson Introduction (Engagement):

Discuss and Identify vocabulary words with students. Use Meeks/Heit glossary to identify. Explain to students that saying NO! to drugs and alcohol is something that they must do in order to lead a healthy life. Give students an anecdotal about a time when your parents told you NO and you kept pestering them. What did they do to let you know that they meant it? Brainstorm answers: (they repeated themselves, said the word NO over and over again, told me a reason why, yelled at me etc.) Explain to students that just as parents use a firm NO to get their point across, they too must use a firm and meaningful NO to avoid pressure.

Explicit Teaching:

Explain to students that there are specific ways to say NO when they are being pressured. Also let them know that using a firm voice is important to staying drug free. These skills are called resistance skills. Allow students to come up with phrases or actions that they think are resistance skills. Review Meeks/Heit blackline master "How Can I Say No if I am pressured to Abuse Drugs? Also explain to students that resistance skills must be spoken and used in a firm voice.

Modeled/Guided Practice:

In cooperative groups allow students to role play their resistance skills. Students should set up a scenario where one person is being pressure to use drugs and alcohol. Allow the other students to practice their resistance skills and how they should sound using a firm voice.

Independent Practice/Apply:

Students will create a poster which highlights resistance skills and how to use a firm voice. They can choose to focus on just one or use more than one if they want. The poster should show how resistance skills can work for you.

Writing Connection: Students can write about the poster and describe why they think it would help others say NO to drugs.

Oral/visual: Students can share their posters in groups or with the whole class.

Research:

Allow students to research the overall effect of drugs and alcohol on your body systems.

Assessment:

Students should correctly identify vocabulary as well as resistance skills for saying NO to drugs and alcohol.

Meek/Heit Assessments are available.

Quarter 3: Unit 6 - Alcohol and Other Drugs: Alcohol – Lesson 2

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Targets:

- Demonstrate effective verbal and non-verbal communication skills to enhance health
- Demonstrate refusal skills to 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:

- Students will demonstrate refusal skills to avoid or reduce health risks.

Materials/Resources:

Textbook: Meeks/Heit and Meeks/Heit Lesson Plan Binders Gr. 3-5

Chart paper

White paper

Markers

Vocabulary(key words): alcohol, resistance skills, depressant, blood alcohol, alcoholism, recovery program

Textbook Connections:

Grade 3: Unit 7 Pgs. 154-181

Grade 4: Unit 7 Pgs. 176-201

Grade 5: Unit 7 Pgs. 172-209

Lesson Introduction (Engagement):

Discuss and Identify vocabulary words with students. Use Meeks/Heit glossary to identify. Ask students to write their name on a blank sheet of paper. Now ask students to rotate their leg and foot in a circle continuously. While they continue to rotate their leg, ask them to write their name again on a sheet of paper. What was the difference in how they were able to write their name the first time and second time. Solicit answers from students pointing out that many of them took longer, it was sloppier, and some weren't able to keep moving their leg while writing. Explain to students that they just experienced how easy tasks can become difficult while under the influence of alcohol. Similar slowed time of completing tasks can occur as well as stability because alcohol is a depressant. Today we will talk about reasons to be alcohol free.

Explicit Teaching:

Explain and review with students that alcohol is a depressant, which is a drug that slows down your body's functions. It also slows down the brain and its ability to make decisions, and control movement. Review with students that the amount of alcohol in their system is their blood alcohol level (BAL). The more a person drinks the higher their blood alcohol level (BAL), and the greater the depressant effects of alcohol. Alcohol can seriously impair drivers and cause people to get drunk or black out. Discuss with students that there are many health reasons why they should stay alcohol free. Review Ten Reasons to be Alcohol Free (Meeks/Heit).

Modeled/Guided Practice:

Allow students in groups to discuss the ten reasons to be alcohol free. Ask them to star the reasons that they have seen or heard of directly affecting someone they know.

Independent Practice/Apply:

Students will create a scenario highlighting one of the ten reasons to be alcohol free. They can use pictures and words showing why and how alcohol could impact this part of their life.

Writing Connection: Students will write out and share their scenarios within cooperative groups or whole class. They should explain why the reason they chose is important for their health.

Oral/visual: Students can share their scenarios

Research:

Allow students to research the overall effect of drugs and alcohol on your body systems.

Assessment:

Students should correctly identify vocabulary as well as be able to give ten reasons to be alcohol free

Meek/Heit Assessments are available.

Quarter 3: Unit 6 - Alcohol and Other Drugs: Tobacco – Lesson 3

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Targets:

- Describe how the 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 and behaviors.
- Explain how media influences thoughts, feelings, and health behaviors.
- Describe ways that technology can influence personal health.

Lesson Objective:

- Students will explain how media influences thoughts, feelings, and health behaviors.

Materials/Resources:

Textbook: Meeks/Heit and Meeks/Heit Lesson Plan Binders Gr. 3-5

Chart paper

White paper

Markers

Vocabulary(key words): alcohol, drugs, resistance skills, media literacy.

Textbook Connections:

Grade 3: Unit 7 Pgs. 154-181

Grade 4: Unit 7 Pgs. 176-201

Grade 5: Unit 7 Pgs. 172-209

Lesson Introduction (Engagement):

Allow students to look at a series of ads for tennis shoes or soda pop. Use the internet or magazine and newspaper ads to show students different types of ads for these products. Ask them did any of the ads stand out to them or make them want to purchase the shoes or pop. Solicit answers and explain to students that the media can influence thoughts, feelings and behaviors which can effect your health decisions.

Explicit Teaching:

Explain to students that the media and internet try to persuade young people sometimes to make choices that are not healthy. Students need to be media literate, which means to understand and evaluate messages you get from the media. Tell students they will be looking through magazines for to find advertisements for alcohol or tobacco products that may be appealing to young people. Write 5 target questions on the board and have students evaluate each ad they found based on the five questions: 1.) Who wrote the ad? 2.) How do you know the ad could target young adults? 3.) What is the ad trying to get young adults to do? 4.) Is the ad trying to get young adults to do something *responsible*? 5.) Did the ad leave any facts out?

Modeled/Guided Practice:

Students in groups or pairs should continue to analyze their ads and discuss with each other the answers to the questions.

Independent Practice/Apply:

Students should write three ways that the media can influence someone to make an unhealthy choice. Students should also come up with three ways people can have fun without using tobacco.

Writing Connection: Students will write out and share their answers from independent practice in groups or pairs.

Oral/visual: Students can share ideas from independent practice

Research:

Allow students to continue to search for ads that influence young people. Explain how they can cause unhealthy behaviors.

Assessment:

Students should correctly identify vocabulary as well as identify how media influences behavior. Students should understand how being media literate can help avoid unhealthy behaviors.

Meek/Heit Assessments are available.

Quarter 4: Unit 10 - Injury Prevention & Safety: Safe Around People/Violence Free Zone – Lesson 1

Health Standard:

- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Targets:

- Describe the relationship between healthy behaviors and personal health.
- Describe ways in which a safe and healthy school and community environment can promote personal health.
- Identify health related situations that may require a thoughtful decision.
- Analyze when assistance is needed when making a health related decision.
- Choose a healthy option when making a decision.

Lesson Objective:

- Students will learn how violent actions can affect their health.
- Students will learn what precautions to take around strangers and inappropriate touches.
- Students will understand about being a victim and their choices.

Materials/Resources:

Textbook: Meeks/Heit

Chart paper

Markers

Poster board

Internet access (when available)

Vocabulary (key words) loving actions, unloving actions, violence, stranger, unsafe touch, safe touch, victim, bullying, fighting, discrimination, conflict resolution skills.

Textbook Connections:

Grade 3: Chs. 38

Grade 4: Chs. 41

Grade 5: Chs. 43

Lesson Introduction (Engagement):

“You’re LOST! Strangers are all around. Who can you trust? You’re afraid. Someone approaches you with a knife!”

Review and define strangers. Review unsafe touches. Introduce the idea that violence can be a part of each. How will this affect your personal health? Community health?

Explicit Teaching:

Review and discuss the topic of strangers and what are the things that you need to be aware of to be safe. Review safety rules and unsafe touches.

Discuss the role of violence and how it can be related to strangers. What can be done for protection? What is it like being a victim and how does this affect your health (physical and mental)?

Talk about conflict resolution. How can you express anger without being violent?

Modeled/Guided Practice:

As a group, list all the things one can do to stay safe from strangers.

After students have done “independent practice” (listed below) discuss how the victims felt and how the feelings are health related.

Independent Practice/Apply:

Divide students into groups and give them a problem to solve.

Example: a) one student be a stranger with threatening moves

b) one student (not a stranger) have an argument/fight over ownership of a toy – conflict resolution

c) what to do with an unsafe touch

Writing Connection:

Write a list of conflict resolution “cues” – short descriptions to keep in mind for future use.

Oral/visual;

Research:

Where can victims get help if needed after having a problem with violence?

Professional/Community agencies.

Assessment:

Students should know safety rules about strangers.

Students should know about unsafe touches and violence.

Meeks/Heit Textbook:

Fifth grade - Conflict Resolution Skills p. 325

Helpful Health Websites

<https://www.fns.usda.gov/tn/discover-myplate-teachers-guide> : USDA Team Nutrition

www.unitedstreaming.com: great for any kind of planning, student viewing

<https://kids.usa.gov/teachers/lesson-plans/health-and-safety/index.shtml> Health teacher lesson plans on kids.gov

<https://www.cdc.gov/bam/index.html> BAM stands for Body And Mind. This site is from the Center for Disease Control and Prevention. Topics are diseases, nutrition, food, physical activity, safety, life and body. Kid friendly site.

https://doh.sd.gov/prevention/assets/ToolkitK-12_mediumres_Sec1.pdf