

Grade Five

Students in grade five distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They begin to see the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.

Knowledge and Skills

Standard of Learning

- 5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include:
- a) the development of positive social skills;

Understanding the Standard

The student will exhibit positive social skills needed to build and maintain healthy relationships.

Essential Knowledge and Skills

The student will:

- define healthy relationships. (makes you feel good about yourself and you are more likely to choose healthful behaviors and make responsible decisions)
- describe positive social skills:
 - listen without interrupting;
 - consider the views of others when you disagree;
 - consider the feelings of others before you act;
 - use I-statements;
 - follow through on what you agree to do;
 - build others up rather than putting them down; and
 - show respect and treat others in the same way you expect them to treat you.

Instructional Resources

- <http://www.healthteacher.com> – “Mental and Emotional Health”
- [Teaching Children About Health, A Multidisciplinary Approach – http://www.morton-pub.com](http://www.morton-pub.com) – “Sexual Health, Family Life, and Relationships”
- [KidsHealth – http://www.kidshealth.org/emotions/behavior/self_control_p2.html](http://www.kidshealth.org/emotions/behavior/self_control_p2.html)
- [Social Skills Activities – http://www.wiley.com/cda/product/0,,0876281366,00.html](http://www.wiley.com/cda/product/0,,0876281366,00.html)

Assessment Ideas

The student will:

- role-play a disagreement between friends and the use of positive social skills.
- list five positive social skills.

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include:
- b) the use of refusal and conflict resolution skills;

Understanding the Standard

The student will understand how to resolve conflicts peacefully and ways to say NO to unhealthy situations.

Essential Knowledge and Skills

The student will:

- describe refusal skills:
- say NO firmly;
- give reasons or an excuse;
- walk away;
- change the subject;
- suggest an alternative activity; or
- ignore the problem.
- list procedures for resolving conflicts:
 - stay calm;
 - calm others down;
 - be a good listener;
 - be assertive and not aggressive or passive;
 - be respectful; and
 - solve the problem.

Instructional Resources

- Review 3.2b and 4.2a
- DARE Officers or Local Police Programs
- Life Skills Programs
- <http://www.healthteacher.com> – “Mental and Emotional Health” and “Family Health and Sexuality”
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “Family Life and Relationships”
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- K-6 Life Skills Learning Objectives – http://www.lifeskills4kids.com/learning_objectives.htm
- Refusal Skills – http://www.uen.org/utahlink/lp_res/prev001.html

Assessment Ideas

The student will:

- create a conduct check sheet or a behavioral contract.
- role-play refusal and conflict resolution skills.

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include:
- c) effective verbal and nonverbal communication skills.

Understanding the Standard

The student will understand how effective verbal and nonverbal communication skills impact interpersonal relationships.

Essential Knowledge and Skills

The student will:

- define communication skills. (verbal and nonverbal ways to exchange ideas and express needs)
- explain listening skills. (acknowledging other people's thoughts and feeling and trying to understand their feelings)
- describe positive body language. (nodding your head, smiling – not aggressively leaning forward)
- explain eye contact. (looking at the person not somewhere else)
- describe I-statements. (express the way you feel)
- determine the benefit of using a respectful tone. (shows you take others seriously and expect them to take you seriously)

Instructional Resources

- DARE Officers
- Local Police Programs
- Life Skills Programs
- <http://www.healthteacher.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com>
- Active Listening Techniques – <http://7-12educators.about.com/library/weekly/aa081700a.htm>

Assessment Ideas

The student will:

- list examples of effective and ineffective verbal and nonverbal communication skills.
- explain how verbal and nonverbal communication skills affect interpersonal relationships.

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include:
- a) the relationship between health promotion and disease prevention;

Understanding the Standard

The student will understand the connection between a healthy lifestyle and disease prevention.

Essential Knowledge and Skills

The student will:

- define healthy lifestyle. (choosing healthy, safe behaviors that improve mental and physical health)
- determine how regular physical activity, proper diet, proper amounts of sleep, reducing stress, and abstaining from the use of alcohol and other drugs affect the body's ability to prevent diseases.
- list types of chronic diseases that can be prevented or delayed as a result of a healthy lifestyle. (heart, lung, diabetes, liver, etc.)

Instructional Resources

Coordinated Approach to Child Health (CATCH)

Grades 3-5 (Hearty Heart and Friends – 3rd grade; Go for Health – 4th and 5th grades; and Facts for 5 – 5th grade)

*Evaluated program with mixed results

Coordinated effort between classroom, cafeteria, and physical education to decrease fat, saturated fat, and sodium in students' diets; increase physical activity; and prevent tobacco use.

Sponsor: Coordinated Approach to Child Health (CATCH)

<http://www.sph.uth.tmc.edu/chppr/catch/> and <http://www.flaghouse.com>

+Cost

Dole's Five A Day Lesson Plans

Covers food journals, new fruits and vegetables, measuring portions, and where plants grow. Linked with reading/language arts, math, history, social science, science, geography, health, art/music/dance, agriculture, technology, home school, community service learning, and recognition curricula standards.

Sponsor: Dole

<http://www.dole5aday.com/index.jsp>

Free

Eat Well and Keep Moving

Grades 4-5

*Evaluated program

Comprehensive program to increase physical activity, increase fruits and vegetables, decrease fat, and decrease television viewing. Children learn as they move. Includes 44 lessons, CD-ROM to customize lessons, worksheets, school campaigns, and reproducible materials.

Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

Elementary Interdisciplinary Curriculum: Every Day , Lots of Ways (EDLOW)

Grades 4-6: Energy Choices (focus – learn to make healthy food choices)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Five A Day The Color Way – “There’s a Rainbow on My Plate”

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher’s guide, take home literature, and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

Food Works

Grades 3-5

Activity-based program to build skills and motivate students to make healthy food choices. Each kit includes teaching guide, videos, magazines, family newsletter, posters, and worksheets.

Produced in 1995.

Sponsor: USDA

<http://www.fns.usda.gov/tn/educators/scholastic.html>

+Cost

The Great Body Shop

Grades preK-6

*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children’s Health Market

<http://www.thegreatbodyshop.net>

+Cost

Health Database

Grades 2-5

Students analyze the content of school lunches to see if the lunches are balanced.

Sponsor: Ask ERIC Lesson Plan

Five class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

HeartPower

Grades 3-5

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy-Heart Menus Quick Activity (Children create a one-minute television feature called “The Healthy-Heart Minute.”)
- Target: No Smoking Game
- A Bunch of Reasons Not to Smoke Quick Activity
- Stand and Deliver Game
- What Does the Heart Do? – lesson idea
- How Does Blood Circulate? – lesson idea
- How Do Foods Help Our Bodies? – lesson idea (Encourages students to eat a variety of healthy foods. Describes various nutrients.)
- How Do You Choose Snacks and Other Foods? – lesson idea (Discusses factors influencing why students choose the foods they do. Activity sheets.)
- How Does Physical Activity Help You? – lesson idea (Discusses factors that influence students’ choices about physical activity.)
- How Can You Stay Fit? – lesson idea (Discusses peer influences on personal health decisions related to fitness. Discusses heart-healthy fitness. Activity sheet. “What’s Your Activity IQ?”)
- “Smoking in the Cellar” – lesson idea
- Label the Heart’s Parts – activity sheet
- What’s in Foods? – activity sheet
- Be Choosy! – activity sheet
- Rate that Snack! – activity sheet

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

Pyramid Explorations

Grade Four

Program to teach students about good eating habits, sound nutrition, and the Food Guide Pyramid. Lessons based on aliens coming to earth to learn about nutrition. Each activity is one act of a six-act plan.

Includes activity sheets, teacher guide, workbook for each student, food pyramid poster, handouts, and additional activities.

Sponsor: National Dairy Council

<http://www.nutritionexplorations.org>

Free

Instructional Lessons

About All You Can Eat: A Feast at Plimoth Plantation

Grades 3-5

Compares foods eaten in 1627 with high fat foods eaten today. Also looks at 500 BC.

Sponsor: PBS

Two class periods

Contact: <http://www.pbs.org/teachersource>

Free

Discovering Foods of Mexico

Grades 5-6

Compares nutritional and wellness practices between cultural groups.

Sponsor: PBS

One-two class periods

<http://www.pbs.org/foodancestors/midplan.html>

Free

Don't Buy It – Get Media Smart!

Discusses advertisements and marketing. Students design a cereal box; graph data; complete nutritional comparisons; and use statistics to sell a product.

Sponsor: PBS

Six class periods

<http://pbskids.org/dontbuyit/teachersguide.html>

Free

The Food Groups: Food Pyramid

Grades 3-5

Students learn about the five food groups and how to use the food pyramid as their guide.

Sponsor: Ask ERIC Lesson Plan

Two classes

<http://ericir.syr.edu/Virtual/Lessons/Health/Nutrition/NUT0016.html>

Free

LOAFS – Learning on a Full Stomach

Grades 5-12

Students look at hunger problems within their own communities and are encouraged to implement a LOAFS program.

Sponsor: Ask ERIC Lesson Plan

Three classes

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Mission Nutrition

Grades K-5 (K-1; 2-3; 4-5)

Three units related to promoting healthy body image, healthy eating, and physical activity. Includes lesson plans and student activities.

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

Nutrition – Food Pyramid Book and Game

Grades 2-6

Students create a food pyramid and classify foods.

Sponsor: Ask ERIC Lesson Plan

One class period.

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Planning a Healthy Menu Using the Food Pyramid

Grades 3-8

Students use the food pyramid to plan a healthy meal.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Additional Instructional Resources

- Review 4.1a-e; 4.4c and e
- BMI Calculator and Factors that Affect BMI (calculates BMI) – <http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.htm>
- Energy Calculator – <http://www.nat.uiuc.edu>
- Dietary Guidelines – <http://www.agctr.lsu.edu/Subjects/eatsmart>
- Dietary Guidelines for Americans – <http://www.cnpp.usda.gov>
- Dietary Guidelines Lessons – <http://www.healthteacher.com/lessonguides>
- Nutrition – <http://cybersleuth-kids.com/sleuth/Education/Lessons/Health/Nutrition>
- Oregon Dairy Council – <http://www.oregondairyCouncil.org>

Assessment Ideas

The student will:

- interview two family members about diseases that are prevalent in the family.
- list 10 health-promoting physical activity and nutrition behaviors.
- design a health-behavior contract to promote health and prevent disease.

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include:
- b) the connection between dietary guidelines and weight management;

Understanding the Standard

The student will evaluate the relationship between the recommended dietary guidelines and weight management.

Essential Knowledge and Skills

The student will:

- define a calorie. (a unit of energy produced by foods and used by the body)
- explain caloric output. (total number of calories your body uses each day)
- describe dietary guidelines to help you stay healthy and live longer:
 - eat a variety of foods from the food guide pyramid;
 - balance the foods you eat with physical activity;
 - eat few fatty foods, sugar, and very little salt;
 - eat plenty of grains, vegetables, and fruits; and
 - do not drink alcohol.
- define nutrients. (proteins, carbohydrates, fats, water, minerals, and vitamins)
- explain the importance of reading food labels. (to find out what nutrients are in the food, to see if you are following the dietary guidelines, and to get the right number of servings as recommended on the food guide pyramid)
- determine desirable weight. (the weight suggested for age, sex, height, and body build – weight at which you look and feel your best)
- define fat cells. (store extra calories – a young person who eats too many calories increases the number of fat cells – this explains why people who were fat at a young age always have difficulty losing weight)

Instructional Resources

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<http://www.dole5aday.com/index.jsp>

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Grades 4-5

*Evaluated program

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Five class periods

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Free

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<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

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Grade Four

Program to teach students about good eating habits, sound nutrition, and the Food Guide Pyramid. Lessons based on aliens coming to earth to learn about nutrition. Each activity is one act of a six-act plan.

Includes activity sheets, teacher guide, workbook for each student, food pyramid poster, handouts, and additional activities.

Sponsor: National Dairy Council

<http://www.nutritionexplorations.org>

Free

Vitamins are Elementary

Students learn about vitamins and the effects of vitamins on their bodies. Five lessons:

- Choosing vitamin-rich foods
- What vitamins are in foods?

- What are antioxidants?
- How do vitamins affect the body?
- How to identify antioxidants?

Sponsor: Fresh Starts

http://www.freshstarts.com/teachers_index.cfm

Free

Instructional Lessons

About All You Can Eat: A Feast at Plimoth Plantation

Grades 3-5

Compares foods eaten in 1627 with high fat foods eaten today. Also looks at 500 BC.

Sponsor: PBS

Two class periods

<http://www.pbs.org/teachersource>

Free

Discovering Foods of Mexico

Grades 5-6

Compares nutritional and wellness practices between cultural groups.

Sponsor: PBS

One-two class periods

<http://www.pbs.org/foodancestors/midplan.html>

Free

Don't Buy It – Get Media Smart!

Discusses advertisements and marketing. Students design a cereal box; graph data; complete nutritional comparisons; and use statistics to sell a product.

Sponsor: PBS

Six class periods

<http://pbskids.org/dontbuyit/teachersguide.html>

Free

The Food Groups: Food Pyramid

Grades 3-5

Students learn about the five food groups and how to use the food pyramid as their guide.

Sponsor: Ask ERIC Lesson Plan

Two classes

<http://eric.syr.edu/Virtual/Lessons/Health/Nutrition/NUT0016.html>

Free

Healthy Weights for Healthy Kids

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact local County Extension Office

Free

LOAFS – Learning on a Full Stomach

Grades 5-12

Students look at hunger problems within their own communities and are encouraged to implement a LOAFS program.

Sponsor: Ask ERIC Lesson Plan

Three classes

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Mission Nutrition

Grades K-5 (K-1; 2-3; 4-5)

Three units related to promoting healthy body image, healthy eating, and physical activity.

Includes lesson plans and student activities.

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

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Free

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Students create a food pyramid and classify foods.

Sponsor: Ask ERIC Lesson Plan

One class period.

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Free

Planning a Healthy Menu Using the Food Pyramid

Grades 3-8

Students use the food pyramid to plan a healthy meal.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Additional Instructional Resources

- Review 4.1a-e
- BMI Calculator and Factors that Affect BMI (calculates BMI) – <http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.htm>
- Energy calculator – <http://www.nat.uiuc.edu>
- Dietary Guidelines – <http://www.agctr.lsu.edu/Subjects/eatsmart/DIETGUI1.HTM>
- Dietary Guidelines for Americans – <http://www.cnpp.usda.gov>
- Dietary Guidelines Lessons – <http://www.healthteacher.com/lessonguides/default.asp>
- Nutrition – <http://cybersleuth-kids.com/sleuth/Education/Lessons/Health/Nutrition>
- Oregon Dairy Council – <http://www.oregondairycouncil.org>

Assessment Ideas

The student will:

- use math skills to compare their diet and physical activity calories.
- describe the dietary guidelines to help you stay healthy.
- determine desirable weight.

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include:
- c) strategies for managing stress;

Understanding the Standard

The student will recognize the warning signs of stress and effectively manage stressful situations.

Essential Knowledge and Skills

The student will:

- define stress. (the reaction to any demand on your mind or body)
- explain how your body reacts to stress. (your body produces adrenaline which is a chemical that prepares your body for quick action – heart beats faster, breathe faster, blood flow to your muscles increases, more sugar goes into the blood, your muscles tense, your palms may get moist)
- describe the dangers of stress. (stress that lasts a long time may cause headaches, stomachaches, fatigue, lessen resistance to disease, etc.)
- list healthy strategies for managing stress:
 - exercise lessens muscle tension, helps you sleep well, and uses up the extra sugar in your bloodstream;
 - talk to your parents;
 - plan your day;
 - do something you enjoy with friends or play with a pet; and
 - get plenty of sleep and eat healthful foods.

Instructional Resources

- Review 4.2c
- Life Skills Programs
- Test Taking and Organizational Strategies
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “Childhood Stress”
- Managing Stress – <http://www.healthteacher.com/lessonguides/default.asp>
- PBS Teacher Source: Health and Fitness – <http://www.pbs.org/teachersource/health.htm>
- Coping with Life's Stressors – <http://www.coping.org/control/seltcont.htm>
- Stress Management – <http://stress.about.com>

Assessment Ideas

The student will:

- explain how your body reacts to stress.
- list healthy test-taking strategies. (plan when you are going to study; get help from your teacher, parents, or friends if you don't understand something; study; get a good night's sleep; eat a good breakfast; and say to yourself several times “I will do well on the test”)
- list healthy strategies for managing stress.

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include:
- d) the importance of exercise and recreation;

Understanding the Standard

The student will identify the benefits of regular exercise and recreational pursuits.

Essential Knowledge and Skills

The student will:

- list examples of exercise and recreational activities.
- explain regular exercise. (exercising for 30 minutes three to five times a week)
- determine the mental and social benefits of regular physical activity. (improves your mood, reduces stress, and is a good way to spend time with family and friends)
- explain the physical benefits of regular physical activity. (improves muscle strength, bone density, flexibility, energy levels, resistance to colds, reduces risk of heart disease, diabetes, cancer, and blood pressure problems)

Instructional Resources

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Grades 3-5 (Hearty Heart and Friends – 3rd grade; Go for Health – 4th and 5th grades; and Facts for 5 – 5th grade)

*Evaluated program with mixed results

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Sponsor: Coordinated Approach to Child Health (CATCH)

<http://www.sph.uth.tmc.edu/chppr/catch/> and <http://www.flaghouse.com>

+Cost

Eat Well and Keep Moving

Grades 4-5

*Evaluated program

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Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

The Great Body Shop

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher's guide, take home literature, and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

HeartPower

Grades 3-5

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy-Heart Menus Quick Activity (Children create a one-minute television feature called “The Healthy-Heart Minute.”)
- Target: No Smoking Game
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Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

The SPARK Programs (Sports, Play and Active Recreation in Kids)

Grades preK-8

*Evaluated program with mixed results

Program to increase physical activity within and outside of school. Includes materials for PE and non-PE teachers. Special teacher training required.

Sponsor: San Diego University

Email: spark@sparkpe.org

+Cost

Take 10!

Grades K-5

*Evaluated program

Yearlong classroom-based physical activity program. Students do 10 minutes of moderate to vigorous physical activities throughout the day. No special equipment or space needed. Students track activity. Materials include activity cards, student worksheets (sorted by curriculum), teacher resources, posters, stickers, teacher video, and evaluation tools.

Sponsor: International Life Sciences Institute

<http://www.take10.net/funforstudents.asp>

+Cost

Instructional Lessons

Healthy Weights for Healthy Kids

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact local County Extension Office

Free

Let's Get Moving!

Grades 4-5

Students consider different forms of physical activity; track exercise; and compare with other children throughout the US. Keep daily log for 1-2 weeks.

Three class periods

- Keeping a Physical Activity Log
- Classroom Comparison of Activities
- Family Fitness

Sponsor: Michigan State University

<http://commtechlab.msu.edu/sites/letsnet/noframes/subjects/health/b8u4.html>

Free

Additional Instructional Resources

- American Heart Association – Jump Rope For Heart (fund-raising activity for AHA - elementary schools) – <http://www.americanheart.org>
- Benefits of Physical Activity – <http://www.cdc.gov/nccdphp/sgr/ataglan.htm>
- Exercise and Stress Management – <http://stress.about.com/cs/exercise>
- Kidnetic.com – Information about fitness, food, fun, and feelings for students, parents, and teachers. E-mail: davenport@ific.org
- Local Health Clubs
- Move Across America: A Patriotic Endeavor – e-mail: paulshimon@yahoo.com
- New York Online Access to Health: NOAH – <http://www.noah-health.org>
- Project ACES – <http://members.aol.com/acesday>

Assessment Ideas

The student will:

- write a one-page reflection statement about their activity levels and what influences them to be active.
- list examples of exercise and recreational activities that they enjoy.
- explain the benefits or regular physical activity

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include:
- e) the effects of personal health habits on cardiovascular fitness;

Understanding the Standard

The student will understand the effects of diet, exercise, and drug use on cardiovascular health.

Essential Knowledge and Skills

The student will:

- identify the parts of the cardiovascular system. (heart and blood vessels)
- define cardiovascular fitness. (a strong heart muscle and healthy blood vessels)
- explain personal health habits that positively affect the cardiovascular system. (exercising, eating a low fat diet with lots of fruits, vegetables, and whole grains, not smoking, managing stress, maintaining a healthful weight, getting regular check-ups, etc.)
- describe personal health habits that negatively affect the cardiovascular system. (alcohol, smoking, fatty foods, overweight, etc.)
- define heart disease. (a disease of the heart or blood vessels)
- explain blood pressure. (the force of blood against artery walls)
- describe a heart attack. (a sudden lack of oxygen to the heart which causes death to the cells that make up the heart muscle)

Instructional Resources

Coordinated Approach to Child Health (CATCH)

Grades 3-5 (Harty Heart and Friends – 3rd grade; Go for Health – 4th and 5th grades; and Facts for 5 – 5th grade)

*Evaluated program with mixed results

Coordinated effort between classroom, cafeteria, and physical education to decrease fat, saturated fat, and sodium in students' diets; increase physical activity; and prevent tobacco use.

Sponsor: Coordinated Approach to Child Health (CATCH)

<http://www.sph.uth.tmc.edu/chppr/catch/> and <http://www.flaghouse.com>

+Cost

Eat Well and Keep Moving

Grades 4-5

*Evaluated program

Comprehensive program to increase physical activity, increase fruits and vegetables, decrease fat, and decrease television viewing. Children learn as they move. Includes 44 lessons, CD-ROM to customize lessons, worksheets, school campaigns, and reproducible materials.

Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

Elementary Interdisciplinary Curriculum: Every Day , Lots of Ways (EDLOW)

Grades 4-6: Energy Choices (focus – learn to make healthy food choices)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Five A Day The Color Way – “There’s a Rainbow on My Plate”

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher’s guide, take home literature, and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

Food Works

Grades 3-5

Activity-based program to build skills and motivate students to make healthy food choices. Each kit includes teaching guide, videos, magazines, family newsletter, posters, and worksheets.

Produced in 1995.

Sponsor: USDA

<http://www.fns.usda.gov/tn/educators/scholastic.html>

+Cost

The Great Body Shop

Grades preK-6

*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children’s Health Market

<http://www.thegreatbodyshop.net>

+Cost

Health Database

Grades 2-5

Students analyze the content of school lunches to see if the lunches are balanced.

Sponsor: Ask ERIC Lesson Plan

Five class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

HeartPower

Grades 3-5

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy-Heart Menus Quick Activity (Children create a one-minute television feature called “The Healthy-Heart Minute.”)

- Target: No Smoking Game
- A Bunch of Reasons Not to Smoke Quick Activity
- Stand and Deliver Game
- What Does the Heart Do? – lesson idea
- How Does Blood Circulate? – lesson idea
- How Do Foods Help Our Bodies? – lesson idea (Encourages students to eat a variety of healthy foods. Describes various nutrients.)
- How Do You Choose Snacks and Other Foods? – lesson idea (Discusses factors influencing why students choose the foods they do. Activity sheets.)
- How Does Physical Activity Help You? – lesson idea (Discusses factors that influence students’ choices about physical activity.)
- How Can You Stay Fit? – lesson idea (Discusses peer influences on personal health decisions related to fitness. Discusses heart-healthy fitness. Activity sheet. “What’s Your Activity IQ?”)
- “Smoking in the Cellar” – lesson idea
- Label the Heart’s Parts – activity sheet
- What’s in Foods? – activity sheet
- Be Choosy! – activity sheet
- Rate that Snack! – activity sheet

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

The SPARK Programs (Sports, Play and Active Recreation in Kids)

Grades preK-8

*Evaluated program with mixed results

Program to increase physical activity within and outside of school. Includes materials for PE and non-PE teachers. Special teacher training required.

Sponsor: San Diego University

Email: spark@sparkpe.org

+Cost

Take 10!

Grades K-5

*Evaluated program

Yearlong classroom-based physical activity program. Students do 10 minutes of moderate to vigorous physical activities throughout the day. No special equipment or space needed. Students track activity. Materials include activity cards, student worksheets (sorted by curriculum), teacher resources, posters, stickers, teacher video, and evaluation tools.

Sponsor: International Life Sciences Institute

<http://www.take10.net/funforstudents.asp>

+Cost

Instructional Lessons

About All You Can Eat: A Feast at Plimoth Plantation

Grades 3-5

Compares foods eaten in 1627 with high fat foods eaten today. Also looks at 500 BC.

Sponsor: PBS
Two class periods
<http://www.pbs.org/teachersource>
Free

Discovering Foods of Mexico

Grades 5-6
Compares nutritional and wellness practices between cultural groups.
Sponsor: PBS
One-two class periods
<http://www.pbs.org/foodancestors/midplan.html>
Free

Don't Buy It – Get Media Smart!

Discusses advertisements and marketing. Students design a cereal box; graph data; complete nutritional comparisons; and use statistics to sell a product.
Sponsor: PBS
Six class periods
<http://pbskids.org/dontbuyit/teachersguide.html>
Free

The Food Groups: Food Pyramid

Grades 3-5
Students learn about the five food groups and how to use the food pyramid as their guide.
Sponsor: Ask ERIC Lesson Plan
Two classes
<http://ericir.syr.edu/Virtual/Lessons/Health/Nutrition/NUT0016.html>
Free

Healthy Weights for Healthy Kids

Grades 3-6
Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.
Sponsor: Virginia Cooperative Extension
Contact local County Extension Office
Free

Let's Get Moving!

Grades 4-5
Students consider different forms of physical activity; track exercise; and compare with other children throughout the US. Keep daily log for 1-2 weeks.
Three class periods

- Keeping a Physical Activity Log
- Classroom Comparison of Activities
- Family Fitness

Sponsor: Michigan State University
<http://commtechlab.msu.edu/sites/letsnet/noframes/subjects/health/b8u4.html>
Free

Mission Nutrition

Grades K-5 (K-1; 2-3; 4-5)

Three units related to promoting healthy body image, healthy eating, and physical activity. Includes lesson plans and student activities.

Sponsor: Dietitians of Canada and team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

Nutrition – Food Pyramid Book and Game

Grades 2-6

Students create a food pyramid and classify foods.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Additional Instructional Resources

- American Heart Association - Jump Rope For Heart (fund-raising activity for AHA - elementary schools) – <http://www.americanheart.org>
- “Eating and Exercise” – <http://www.healthteacher.com>

Assessment Ideas

The student will:

- write a one-page essay about personal health habits that positively effect cardiovascular fitness.
- keep a one-week log of personal health habits that positively effect their cardiovascular system.

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include:
- f) the importance of developing and maintaining a positive self-image.

Understanding the Standard

The student will understand the concept of self-image and how a positive self-image affects health.

Essential Knowledge and Skills

The student will:

- define self-image. (how you regard yourself and the mental picture of how you believe you appear to others)
- describe what is involved in creating a self image. (developed by how you assess your physical appearance, shape of your body, academic accomplishments, athletic achievements, social skills, value system, relationships, etc.)
- explain why a positive self-image is important. (sets the stage for our actions and behaviors. People who have a positive self-image are more likely to be positive in all aspects of life, including healthy behaviors.)

Instructional Resources

- Guidance Services
- Life Skills Programs
- Self-Image – <http://www.healthteacher.com/lessonsguides/default.asp>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “Mental Health”
- Self-Esteem – <http://www.gigglepotz.com/self.htm>
- Self-Image – <http://www.coping.org/seas/lifestyle/self.htm>
- Self-Esteem and Body Image – <http://www.missionnutrition.ca/english/teacher/esteem.asp>
- A Healthy Body Image – <http://www.uen.org/Lessonplan/LPview?core=7>

Assessment Ideas

The student will:

- describe people with a good self-image.
- explain the importance of developing and maintaining a positive self-image.

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.3 The student will analyze the risks of dependence and addiction associated with the use of alcohol, tobacco, inhalants, and other drugs on the systems of the body. Key concepts/skills include:
- a) the effects on the integrated functioning of the body systems;

Understanding the Standard

The student will explain the effects of tobacco, alcohol, inhalants, and other drugs on the integrated functioning of the body systems.

Essential Knowledge and Skills

The student will:

- define body systems. (a group of organs that work together to perform a function)
- explain how tobacco, marijuana, and inhalants affect the integrated functioning of body systems. (affects all systems – has a primary effect on the respiratory, circulatory, nervous, and muscular systems – polluted air enters your respiratory system, travels to your blood, and then the nicotine, THC, or another toxic chemical is taken to the brain)
- explain how alcohol and other depressant drugs affect the integrated functioning of body systems. (enters the digestive system – moves into the circulatory system, is taken to the brain where it depresses brain function, which affects the nervous and muscular systems)
- describe how stimulants affect the integrated functioning of body systems. (speeds up all body functions – major effect on the digestive, respiratory, circulatory, and nervous systems – faster heart rate, get jittery, cannot sleep, eat, etc.)

Instructional Resources

- “Alcohol and Other Drugs” and “Tobacco” – <http://www.healthteacher.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> “Alcohol, Tobacco, and Other Substances”
- Tips 4 Youth – <http://www.cdc.gov/tobacco/tips4youth.htm>
- New York Online Access to Health: NOAH – <http://www.noah-health.org>
- Effects of Inhalants on Body Systems – <http://www.edhelper.com/cat58.htm>
- ERIC Health – <http://www.cloudnet.com/~edrbsass/edpe.htm>
- Drugs and the Body – <http://www.learn.co.uk/default.asp?WCI=Unit&WCU=1580>

Assessment Ideas

The student will:

- map out the body systems and trace the route that alcohol, tobacco, inhalants, and other drugs take through the body systems.
- explain the effect that alcohol, tobacco, inhalants, and other drugs have on the integrated functioning of the body systems.

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.3 The student will analyze the risks of dependence and addiction associated with the use of alcohol, tobacco, inhalants, and other drugs on the systems of the body. Key concepts/skills include:
- b) the effects on academic performance;

Understanding the Standard

The student will understand the effects alcohol, inhalants, and other drugs have on academic performance.

Essential Knowledge and Skills

The student will:

- explain how drugs affect academic performance. (effects on brain function, desire for success, and attendance in school)
- describe how drinking alcohol may affect academic performance. (harms judgment, memory, and muscle coordination; can cause depression, harm friendships, loss of ambition, increased absenteeism, etc.)
- explain how inhalants may affect academic performance. (kills brain cells, impairs memory, causes emotional swings, causes depression, etc.)
- describe how abusing stimulants may affect academic performance. (causes headaches, feel cranky, sad, paranoid, may hallucinate, etc.)
- explain how abusing depressants may affect academic performance. (may get sleepy, have trouble speaking, weak pulse, low blood pressure, trouble breathing, slowed reaction time, cannot think clearly, feel mixed up, etc.)

Instructional Resources

- Review 5.3a
- Guidance Counselor
- <http://www.pecentral.org>
- <http://www.kidshealth.org>
- <http://www.healthteacher.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com>
- Tips 4 Youth – <http://www.cdc.gov/tobacco/tips4youth.htm>

Assessment Ideas

The student will:

- describe how alcohol and other drug use harms a student's physical, mental, emotional, and social health.
- explain how inhalants may affect academic performance.
- describe how abusing stimulants may affect academic performance.
- explain how abusing depressants may affect academic performance.

Knowledge and Skills Fifth Grade

Standard of Learning

- 5.3 The student will analyze the risks of dependence and addiction associated with the use of alcohol, tobacco, inhalants, and other drugs on the systems of the body. Key concepts/skills include:
- c) the effects on relationships with family, peers, and other individuals.

Understanding the Standard

The student will describe the impact that drug and alcohol use have on family, friends, and other relationships.

Essential Knowledge and Skills

The student will identify and describe the impact that drug and alcohol use have on family, friends, and other relationships:

- lose interest in friends;
- lose interest in sports and other group activities;
- lose your parents' or guardians' trust;
- lose trust in others;
- lose friends who choose not to do drugs;
- lose your good reputation; and
- snap angrily at others.

Instructional Resources

- Review 4.3a
- School Resource Officers
- Guidance Counselor
- Local Health and Mental Health Departments
- <http://www.healthteacher.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com>
- Tips 4 Youth – <http://www.cdc.gov/tobacco/tips4youth.htm>

Assessment Ideas

The student will:

- write a two-page story about how alcohol and other drug use affects family and social relationships.
- explain how alcohol and other drug use affects friends and social relationships.

Information Access and Use Fifth Grade

Standard of Learning

- 5.4 The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services. Key concepts/skills include:
- strategies for validating health information;

Understanding the Standard

The student will utilize effective decision-making strategies to validate health information.

Essential Knowledge and Skills

The student will:

- evaluate health information sources to determine whether it has reliable content, is accurate, and provides current information.
- define health fraud, quackery and false advertising.
- explain how corporations use gimmicks and other methods of persuasion to sell products.

Instructional Resources

- Tips on Evaluating Web Resources – <http://nnlm.gov/gmrpublish/eval.html>
- Quackwatch, Your Guide to Health Fraud, Quackery, and Intelligent Decisions <http://www.quackwatch.com>
- Code of Conduct/Health on the Net Foundation – <http://www.hon.ch/HONcode>
- Tufts University Nutrition Newsletter Ratings for All Sites – <http://navigator.tufts.eduratings.html>
- Why We Need to Evaluate What We Find on the Web, Purdue University – <http://thorplus.lib.purdue.edu/~techman/eval.html>
- KidsHealth – <http://kidshealth.org/index.html>
- Healthwindows Jr. Commercial-Free Zone – <http://www.healthwindows.org>
- HealthFinder Current and Timely Information – <http://www.healthfinder.gov>
- Kids Food Cyber Club/Internet Scavenger Hunt – <http://www.kidfood.org>
- The Harden Directory of Internet Health Resources – <http://www.lib.uiowa.edu/hardin/md>
- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- Internet Healthy Lifestyle Web Quest – <http://www.plainfield.k12.in.us/hschool/webq/webq49/bodytune.htm>
- Homework Central – <http://www.homeworkcentral.com/knowledge/vslfiles.htm?fileid=98434&flt=TH>
- Hands-On Activities – <http://www.health-adventure.com.html/activity.html>
- Using Your Community as a Learning Resource – <http://www.m-crossroads.org/eamuseum.community/index.html>
- Books with Web Sites for Kids
- The Internet Resource Directory for K-12 Teachers and Librarians, by Elizabeth B. Miller
- Net-Mom's Internet Kids and Family Yellow Pages, 6th ed., by Polly Jean Armor
- Art: Art Artchive – <http://artchive.com/core.html>
- Collections: PBS TeacherSource – <http://www.pbs.org/teachersource/recommended/index.shtm>
- History/Social Studies: Any-Day-in-History – <http://www.scopesys.com/today>

Assessment Ideas

The student will:

- evaluate five health information sources to determine if it has reliable content, is accurate, and provides current information.
- explain how corporations use gimmicks and other methods of persuasion to sell products.

Information Access and Use Fifth Grade

Standard of Learning

- 5.4 The student will critically evaluate how print media, broadcast media and Internet technology influence perceptions of health information, products, and services. Key concepts/skills include:
- b) tools for the critical evaluation of advertisements and promotions.

Understanding the Standard

The student will acquire problem-solving skills to critically evaluate and interpret advertisements and promotions designed to influence consumer's health products and service decisions.

Essential Knowledge and Skills

The student will:

- describe effective tools for evaluating health products and services.
- explain how effective decision-making and improved consumer education affect the buyer.

Instructional Resources

- Tips on Evaluating Web Resources – <http://nnlm.gov/gmrpublish/eval.html>
- Quackwatch, Your Guide to Health Fraud, Quackery, and Intelligent Decisions – <http://www.quackwatch.com>
- Code of Conduct/Health on the Net Foundation – <http://www.hon.ch/HONcode>
- Tufts University Nutrition Newsletter Ratings for All Sites – <http://navigator.tufts.eduratings.html>
- Why We Need to Evaluate What We Find on the Web, Purdue University – <http://thorplus.lib.purdue.edu/~techman/eval.html>
- KidsHealth – <http://kidshealth.org/index.html>
- Healthwindows Jr. Commercial-Free Zone – <http://www.healthwindows.org>
- The Harden Directory of Internet Health Resources – <http://www.lib.uiowa.edu/hardin/md>
- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- Internet Healthy lifestyle Web Quest – <http://www.plainfield.k12.in.us/hschool/webq/webq49/bodytune.htm>
- Hands-On Activities – <http://www.health-adventure.com.html/activity.html>
- Using Your Community as a Learning Resource – <http://www.m-crossroads.org/eamuseum.community/index.html>
- The Internet Resource Directory for K-12 Teachers and Librarians, by Elizabeth B. Miller
- Net-mom's Internet Kids and Family Yellow Pages, 6th ed., by Polly Jean Armor

Assessment Ideas

The student will:

- describe five effective tools for evaluating health products and services.
- explain how effective decision-making and improved consumer education affect the buyer.

Community Health and Wellness Fifth Grade

Standard of Learning

- 5.5 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include:
- a) collaborative support for environmental issues;
 - b) examination of community health issues;
 - c) promotion of volunteerism and community service;

Understanding the Standard

The student will examine community health issues and explain the benefits of volunteering and working together to support environmental issues.

Essential Knowledge and Skills

The student will:

- define collaborative support. (working together)
- list some health issues. (something that will effect the health of the individual or community)
- define volunteerism. (someone who offers a service without being paid)
- list types of pollutants.
- explain how pollution affects health. (environmental pollution damages people's health and harms animals and plants).
- identify community workers who help protect the environment. (park rangers, fire and rescue personnel, trash collectors, etc.)
- explain how volunteering contributes to the health of individuals and the community.
- identify community needs and volunteer to work on them.

Instructional Resources

- Game and Inland Fisheries
- Parks and Recreation Departments
- Waste Management
- Local Health Department
- Local and State Volunteer Organizations
- Character Education
- Service Learning – <http://www.ehhs.emich.edu/ins/serv>

Assessments Ideas

The student will:

- select one type of pollution and explain how it effects individual and family health.
- explain how to reduce air, water, land, and noise pollution.
- research volunteer organizations in the community.

Community Health and Wellness

Fifth Grade

Standard of Learning

- 5.5 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include:
- d) the existence of customs and traditions;
 - e) promotion of the value of community health and wellness;
 - f) development of community health projects.

Understanding the Standard

The student will explain how people of diverse backgrounds can work cooperatively to promote community health and wellness.

Essential Knowledge and Skills

The student will:

- identify people in the community who promote health and wellness. (doctors, nurses, dentists, health teachers, physical education teachers, optometrists, emergency medical technicians, rescue squad personnel, mental health professionals, state and local health departments, etc.)
- describe health projects that promote community health and wellness.
- identify different health customs and traditions in the community.

Instructional Resources

- School Nurse
- Health Department
- Local Hospital
- Local Health Clubs
- YMCA or YWCA
- Volunteer Organizations
- Local Bike Clubs
- Parks and Recreation Departments
- Local Health Department
- Service Learning – <http://www.ehhs.cmich.edu/ins/serv>
- Dances of Mexico and the U.S. – <http://www.uen.org/Lessonplan/LPview?core=7>

Assessments Ideas

The student will:

- identify and describe health consequences community members would suffer if the city, town, or county did not offer health services, implement regulations, or distribute health education information.
- list different health customs and traditions in the community.
- create a community health project.