

Lesson 1: Introduction to Health

Established Goals:

National Health Education Standards

1.5.2 Identify examples of emotional, intellectual, physical and social health

5.5.3 List healthy options to health-related issues or problems

7.5.1 Identify responsible personal health behaviors

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.1.1; 3.2.2

Communication: 1.1.1; 3.1.1; 3.2.1; 3.3.1

Writing: 1.1.1; 2.2.1

Understandings:

Students will understand...

- Health is not simply the absence of illness or disease.
- Emotional (mental), physical and social health are defined differently.
- There is a cause and effect relationship between our actions and our health.

Students will be able to...

- Map out ideas related to health.
- Define health.
- Distinguish between actions or qualities that are related to health and those that are not directly related to health.
- Determine what actions they can take to be healthy

Essential Questions:

- Who do students model when it comes to their health behavior?
- How do family and culture influence health behavior?

Lesson 2: Community Physical Activity Options

Established Goals:

National Health Education Standards

1.5.3 Describe ways in which a safe and healthy school and community can promote personal health practices and behaviors

2.5.4 Describe how the school and community can support personal health practices and behaviors

3.5.2 Locate resources from home, school, and community that provide health information

4.5.4 Demonstrate how to ask for assistance to enhance personal health

6.5.2 Identify resources to assist in achieving a personal health goal

8.5.1 Express opinions and give accurate information about health issues

8.5.2 Encourage others to make positive health choices

Washington Grade Level Expectations (Grades 3, 4, and 5)

English Language Arts and Reading

Reading: 2.3.2; 3.1.1

Communication: 1.1.1; 3.1.1; 3.2.1; 3.3.1

Writing: 1.1.1; 1.2.1; 1.4.1; 1.5.1; 2.2.1; 4.1.1

Understandings:

Students will understand...

- There are a variety of places in their community where they can be physically active.
- Although some activity locations cost money, there is always at least one place where they can be active at no cost.

Students will be able to...

- Contact a community organization (via letter or phone call) in order to obtain information
- Present information to other people
- Conduct research and summarize research results

Essential Questions:

- What barriers exist between the student and his/her participation in physical activity in the community?
- How do I find out where I can be physically active?

Lesson 3: Healthy Community

Established Goals:	
<p><u>National Health Education Standards</u></p> <p>1.5.1 Describe the relationship between healthy behaviors and personal health</p> <p>1.5.3 Describe ways in which a safe and healthy school and community environment can promote personal health</p> <p>5.5.1 Identify health-related situations that might require a thoughtful decision</p> <p>5.5.5 Choose a healthy option when making a health related decision</p> <p>7.5.2 Demonstrate a variety of health practices and behaviors to maintain or improve health</p> <p><u>Washington Grade Level Expectations (Grades 3, 4 and 5)</u></p> <p><i>English Language Arts and Reading</i></p> <p style="padding-left: 20px;"><i>Reading: 2.2.2</i></p> <p style="padding-left: 20px;"><i>Communication: 1.1.1</i></p> <p style="padding-left: 20px;"><i>Writing: 2.2.1</i></p>	
Understandings:	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> •A variety of components contribute to a health community. •Healthy foods are not always found at the closest store or restaurant. •Every community has something good to offer. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> •Determine the best place to buy healthy foods, particularly fruits and vegetables, and where to be active. •Make a map of their community and a model community. •Determine unsafe areas of the community (if applicable). •Use the computer to assist them in making a map for both drawing and research. *If the technology extension is used*
Essential Questions:	
<ul style="list-style-type: none"> •How familiar is the student with his or her community? •What essential resources are needed in a community? Do these exist in the student’s community? 	

Lesson 4: Introduction to Media Influence

Established Goals:	
<p><u>National Health Education Standards</u></p> <p>2.5.1 Describe how family influences personal health practices and behaviors</p> <p>2.5.5 Explain how media influences thoughts, feelings, and health behaviors</p> <p>3.5.1 Identify characteristics of valid health information, products and services</p> <p>5.5.1 Identify health-related situations that might require a thoughtful decision</p> <p>5.5.2 Analyze when assistance is needed when making a health-related decision</p> <p>5.5.5 Choose a healthy option when making a decision</p> <p><u>Washington Grade Level Expectations (Grades 3, 4 and 5)</u></p> <p><i>English Language Arts and Reading</i></p> <p style="padding-left: 20px;"><i>Reading:</i> 1.2.1; 1.3.1</p> <p style="padding-left: 20px;"><i>Communication:</i> 1.2.2; 3.1.1; 3.2.1; 3.3.1</p> <p style="padding-left: 20px;"><i>Writing:</i> 1.1.1; 2.2.1</p>	
Understandings:	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> •Media has three purposes: Educational, Entertainment and Advertisement •Not all media sources are credible 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Recognize the different types of media: print, TV, Internet and movies •Recognize who they should listen to about topics concerning health. •Recognize the effects of media on their thoughts, feelings and behaviors •Apply their knowledge about media and make a thoughtful and healthy decision
Essential Questions:	
<ul style="list-style-type: none"> •How often do students watch TV, get on the internet or look at print materials? •Is the content that is viewed monitored by parents, teachers or other responsible adults? •Are students’ parents a credible source for health information? 	

Lesson 5: Advertising Food and Drink

Established Goals:	
<p><u>National Health Education Standards:</u></p> <p>2.5.2 Identify the influence of culture on health practices and behaviors</p> <p>2.5.5 Explain how media influences thoughts, feelings and health behaviors</p> <p>3.5.1 Identify characteristics of valid health information, products and services</p> <p>5.5.1 Identify health-related situations that might require a thoughtful decision</p> <p>5.5.5 Choose a healthy option when making a decision</p> <p>8.5.1 Express options and give accurate information about health issues</p> <p><u>Washington Grade Level Expectations (Grades 3, 4 and 5)</u></p> <p><i>English Language Arts and Reading</i></p> <p style="padding-left: 20px;">Reading: 1.3.1; 2.3.2; 3.1.1</p> <p style="padding-left: 20px;">Communication: 1.1.1; 1.2.2; 3.1.1; 3.2.1; 3.3.1</p> <p style="padding-left: 20px;">Writing: 1.1.1; 2.2.1</p>	
Understandings:	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> •The effect that advertising has on the choices we make and ultimately on our health •The four techniques that are commonly used in advertisements. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> •Define and distinguish between facts and opinions •Define persuasion •Identify the nutrition label as a source of factual information regarding food and drink
Essential Questions:	
<ul style="list-style-type: none"> •Why do the media influence our nutrition and physical activity choices? (Understanding technique) •What reinforces or dispels the messages we see on TV or the internet or hear on the radio? What are the contributing factors in the decision-making process? 	

Lesson 6: Personal Goal Setting

Established Goals:

National Health Education Standards:

- 1.5.1 Describe the relationship between healthy behaviors and personal health
- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors
- 6.5.1 Set a personal goal and track progress toward it
- 6.5.2 Identify resources to assist in achieving a personal health goal

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 4.1.2

Communication: 1.1.1; 4.2.1

Writing: 2.2.1; 4.2.1

Understandings:

Students will understand...

- That making a contract with their selves is a good way to hold their selves accountable for reaching their goals.
- That without a plan, everything is harder.

Students will be able to...

- Define motivation and goal
- Reach a goal by breaking it down into smaller steps or parts.

Essential Questions:

- What type(s) of goal(s) are reasonable for my students?
- What is their support network/system at home?

Lesson 7: Personal Image

Established Goals:

National Health Education Standards:

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.5 Explain how media influences thoughts, feelings and health behaviors

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 2.1.4

Communication: 1.1.1

Writing: 2.2.1

Understandings:

Students will understand...

- Everyone has positive attributes
- Everyone is different and people should not be compared
- Their behaviors affect the self-esteem of their peers as well as their own self-esteem.

Students will be able to...

- Define the word attribute
- See the best in themselves and their peers
- Identify how peers' comments and actions can influence healthy and unhealthy behavior
- Identify how characters on television and in movies affect how they feel about themselves

Essential Questions:

- What can students do to help others feel better about themselves?
- What can students do to realize their own positive attributes?

Lesson 8: Time Management

Established Goals:

National Health Education Standards:

2.5.5 Explain how media influences thoughts, feelings, and health behaviors

7.5.1 Identify responsible personal health behaviors

7.5.2 Demonstrate a variety of health practices and behaviors to maintain or improve personal health

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 2.1.4

Communication: 1.1.1

Writing: 1.1.1; 2.2.1

Washington Grade Level Expectations (Grade 3)

Mathematics: 3.5.E

Understandings:

Students will understand...

- The importance of time management
- The benefits of the creating a schedule and making time for physical activity

Students will be able to...

- Classify actions into one of the following categories: Screen Time, Active Time, School Time or Down Time
- List two ways to manage their time in order to incorporate physical activity into their day

Essential Questions:

- Who will help students adhere to the schedules that they create?
- How can time management skills benefit children in other areas of their lives other than making enough time for physical activity?

Lesson 9: Review of Lessons 1-8
(General Health)

Established Goals:	
<p><u>National Health Education Standards:</u> 1.5.1 Describe the relationship between healthy behaviors and personal health 1.5.2 Identify examples of emotional, intellectual, physical and social health 2.5.5 Explain how media influences thoughts, feelings, and health behaviors 8.5.1 Express opinions and give accurate information about health issues</p> <p><u>Washington Grade Level Expectations (Grades 3, 4 and 5)</u> <i>English Language Arts and Reading</i> <i>Reading:</i> 2.1.4 <i>Communication:</i> 1.1.1 <i>Writing:</i> 1.1.1</p>	
Understandings:	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> •The relationship between the general health lessons and the definition of health, including physical, social and mental health. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> •Identify healthy and unhealthy behaviors when they are presented in a fictional story. •Make recommendations on how someone can improve their health.
Lessons Reviewed:	
<ul style="list-style-type: none"> <li style="width: 50%;">•Introduction to Health (1) <li style="width: 50%;">•Advertising Food and Drink (5) <li style="width: 50%;">•Community Physical Activity Options (2) <li style="width: 50%;">•Personal Goal Setting (6) <li style="width: 50%;">•Healthy Community (3) <li style="width: 50%;">•Personal Image (7) <li style="width: 50%;">•Introduction to Media Influence (4) <li style="width: 50%;">•Time Management (8) 	

Lesson 10: Food Groups and the Food Guide Pyramid

Established Goals:

National Health Education Standards:

- 2.5.6 Describe ways technology can influence personal health (if technology extension is used with this lesson)
- 3.5.1 Identify characteristics of valid health information
- 3.5.2 Locate resources from home, school and community that provide valid health information
- 8.5.1 Express opinions and give accurate health information

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 1.2.1; 1.3.1; 3.2.1

Communication: 1.1.1

Writing: 2.2.1

Washington Grade Level Expectations (Grade 3)

Mathematics: 3.2.D

Washington Grade Level Expectations (Grade 4)

Mathematics: 4.1.G

Understandings:

Students will be able to...

- Define the word variety and explain its importance in relation to diet
- Define nutrient
- Effectively plan balanced meals using the five food groups and guidelines from the food guide pyramid.

Students will know...

- The five food groups
- Five foods that belong to each food group
- The benefits of eating a diet rich in essential nutrients

Essential Questions:

- What tools are available at school for healthy meal planning?
- How can students help their families choose balanced meals at home?
- What are the students already doing well? What do they need to work on?

Lesson 11: Growing Essentials

Established Goals:

National Health Education Standards:

- 1.5.1.** Describe the relationship between healthy behaviors and personal health
- 5.5.4.** Predict the potential outcomes of each option when making a health related decision
- 5.5.6.** Describe the outcomes of a health-related decision

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Communication: 1.1.1; 3.1.1; 3.2.1; 3.3.1

Writing: 2.2.1

Science: 1.3.8; 2.1.2; 2.1.3; 2.1.5

Washington Grade Level Expectations (Grade 3)

Mathematics: 3.5.E; 3.6.I; 3.6.J

Washington Grade Level Expectations (Grade 4)

Mathematics: 4.5.I; 4.5.J

Washington Grade Level Expectations (Grade 5)

Mathematics: 5.6.I; 5.6.J

Understandings:

Students will understand...

- That healthy food and beverages are essential components of a healthy lifestyle
- Scientific experiments are a useful way to provide evidence to support a claim

Students will be able to...

- Complete a scientific experiment using the scientific method
- Collect and analyze data
- Write a formal scientific report

Essential Questions:

- How does what you eat and drink affect your health?
- How does the scientific method aid in discovering the importance of healthy eating and drinking?

Lesson 12: Reading Nutrition Labels

Established Goals:

National Health Education Standards:

3.5.1 Identify characteristics of valid health information, products and services

3.5.2 Locate resources from home, schools and community that provide valid health information

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Communication: 1.1.1

Writing: 2.2.1

Washington Grade Level Expectations (Grade 3)

Mathematics: 3.2.D

Washington Grade Level Expectations (Grade 4)

Mathematics: 4.1.F

Washington Grade Level Expectations (Grade 5)

Mathematics: 5.2.E

Understandings:

Students will understand...

- The importance of eating one serving of food at a time.
- How to avoid eating more than one serving of food at a time.
- The the nutrient amounts listed on the nutrition label pertain to one serving of a food.

Students will be able to...

- Locate the serving size, servings per container and nutrients on a nutritional label.
- Use simple math to calculate a serving size, total servings per container and the number of servings left when given limited information.
- Compare their normal eating habits to those that are recommended on the nutrition label.

Essential Questions:

- How can students use math in everyday situations to enhance their skills?
- How can reading a nutrition label properly enhance my personal health?
- How can I share this information with other people?

Lesson 13: Fruits and Vegetables Inside and Out

Established Goals:

National Health Education Standards:

2.5.2 Identify the influence of culture on health practices and behaviors

5.5.1 Identify a health-related situation that might require a thoughtful decision

5.5.5 Choose a healthy option when making a decision

7.5.1 Identify responsible personal health behaviors

7.5.2 Demonstrate a variety of health practices and behaviors to maintain or improve personal health

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 1.2.1; 3.2.1

Communication: 1.1.1

Science: 1.1.6; 2.1.5

Understandings:

Students will understand...

- That fruits and vegetables offer us different nutrients and nutritional value based on their color classification.
- That in order to be healthy, they should strive to eat a variety of fruits and vegetables rather than just a few that are their favorites.

Students will be able to...

- Use a scientific method to discover the answer to a question.
- Talk about how fruits and vegetables are different from each other, both in physical characteristics and in nutritional value.
- Classify fruits and vegetables based on their physical characteristics

Essential Questions:

- What affect do culture and family have on our daily fruit and vegetable intake?
- How does exposure to a variety of fruits and vegetables affect food choices and fruit/vegetable intake?
- Why are fruits and vegetables an essential part of being healthy?

Lesson 14: 5 to 9 A Day

Established Goals:

National Health Education Standards:

5.5.5 Choose a healthy option when making a decision

6.5.1 Set a personal goal and track progress toward its achievement

7.5.2 Demonstrate a variety of healthy practices to maintain or improve personal health

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks

8.5.1 Express opinions and give accurate information about health issues

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Communication: 1.1.1

Washington Grade Level Expectations (Grade 3)

Mathematics: 3.1.C; 3.2.D

Washington Grade Level Expectations (Grade 4)

Mathematics: 4.1.F

Washington Grade Level Expectations (Grade 5)

Mathematics: 5.1.C

Understandings:

Students will be able to...

- Estimate the number of servings of fruit they are eating by comparing it to the size of a baseball.
- Use a recipe to find out how many servings of fruit or vegetables are in one serving of a food.
- Evaluate their diet to find out if they are getting enough fruits and vegetables each day.

Essential Questions:

- How can we use math in an everyday situation such as counting servings of fruits and vegetables?
- What is the best way to track fruit and vegetable intake when you have limited resources (no recipe, no measuring cup, etc)?

Lesson 15: The Importance of Breakfast

Established Goals:

National Health Education Standards:

- 3.5.1 Identify characteristics of valid health information, products and services
- 3.5.2 Locate resources from home, school and community that provide valid health information
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health
- 5.5.1 Identify health-related situations that might require a thoughtful decision
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision
- 5.5.5 Choose a healthy option when making a decision
- 8.5.1 Express opinions and give accurate information about health issues
- 8.5.2 Encourage others to make positive health choices

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 1.2.1; 1.3.1; 2.3.2; 3.1.1; 3.2.1

Communication: 1.1.1; 3.1.1; 3.2.1; 3.3.1

Writing: 1.1.1; 1.5.1

Understandings:

Students will understand...

- Why it is important to eat a healthy breakfast.
- How skipping breakfast can have a negative impact on your health and your day.
- The concept of a complete breakfast.

Students will be able to...

- Evaluate information about breakfast food and express an opinion on its nutritional value.
- Present information on a breakfast product based on research.
- Identify ways to overcome barriers to eating breakfast.

Essential Questions:

- Are the students in a home environment that is conducive to eating breakfast on a regular basis? What other options are available? (A breakfast program at school, etc)
- What is the difference between breakfast and a healthy breakfast?

Lesson 16: Snack Math

Established Goals:	
<p><u>National Health Education Standards:</u> 3.5.1 Identify characteristics of valid health information, products and services 5.5.1 Identify health-related situations that might require a thoughtful decision 5.5.1 Choose a healthy option when making a decision 7.5.2 Demonstrate a variety of healthy practices and behaviors to avoid or reduce health risks</p> <p><u>Washington Grade Level Expectations (Grades 3, 4 and 5)</u> <i>English Language Arts and Reading</i> <i>Reading:</i> 2.3.2; 3.1.1; 3.2.1 <i>Communication:</i> 1.1.1 <i>Writing:</i> 1.5.1</p> <p><u>Washington Grade Level Expectations (Grade 3)</u> <i>Mathematics:</i> 3.1.C; 3.5.C; 3.5.E; 3.6.I</p> <p><u>Washington Grade Level Expectations (Grade 4)</u> <i>Mathematics:</i> 4.6.I</p> <p><u>Washington Grade Level Expectations (Grade 5)</u> <i>Mathematics:</i> 5.2.F; 5.6.I</p>	
Understandings:	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> •The importance of reading nutritional information before choosing a snack. •That a nutrition label is a display of data that has been collected by investigators. •The importance of choosing snacks that are low in fat, sugar and/or salt. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> •Extract data from a nutrition label, organize it, and display it in a graph. •Demonstrate the ability to make healthy snack choices. •Solve problems involving money and count change using coins and paper bills.
Essential Questions:	
<ul style="list-style-type: none"> •How can we use math to help us make a health-related decision? •What do we need to know about a snack to be able to decide if it is healthy? 	

Lesson 17: Food is our Energy Source and More

Established Goals:

National Health Education Standards:

- 2.5.2** Identify the influence of culture on health practices
- 2.5.6** Describe how technology can influence personal health
- 3.5.2** Locate resources from home, school and community that provide valid health information
- 8.5.2** Express opinions and give accurate information about health issues

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 2.3.2; 3.1.1

Communication: 1.1.1; 3.1.1; 3.2.1; 3.3.1

Writing: 2.2.1; 3.1.2

Science: 1.3.8; 1.3.10

Washington Grade Level Expectations (Grade 3)

Social Studies: 2.2.1

Washington Grade Level Expectations (Grade 4)

Social Studies: 2.2.1; 2.2.2; 2.4.1; 4.1.1

Washington Grade Level Expectations (Grade 5)

Social Studies: 2.2.2; 4.1.1

Understandings:

Students will understand...

- That food is an energy source for human beings.
- Agriculture and farming provide humans with foods from all five food groups.
- Food is necessary for humans to survive
- Farming has been an important part of Ohio industry throughout history and in the present.

Students will be able to...

- Discuss the impact that agriculture has on our culture.
- Identify how food and agriculture impact our health.
- Describe the difference between unprocessed and processed foods.

Essential Questions:

- How does the food industry affect our lives and our health?
- How has the culture of food changed over time?
- How has technology changed the food industry?

Lesson 18: The Importance of Water

Established Goals:

National Health Education Standards:

- 2.5.2. Identify the influence of culture on health practices and behaviors
- 2.5.6. Describe ways technology can influence personal health
- 7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health
- 7.5.3. Demonstrate a variety of behaviors to avoid or reduce health risks
- 8.5.1. Express opinions and give accurate information about health issues.

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 2.3.2; 3.1.1

Communication: 1.1.1; 3.1.1; 3.2.1; 3.3.1

Writing: 2.2.1; 3.1.2

Science: 1.2.1; 3.2.4

Understandings:

Students will understand...

- Water is necessary for all living things to survive
- Water is the largest component of the body and the earth

Students will be able to...

- Research topics related to a health issue
- Recognize how water relates to different cultures
- Recognize the importance of water and how it can affect health
- Identify how technology is used to solve health issues

Essential Questions:

- What role does water play in different societies and cultures?
- How has technology improved the well-being of humans in diverse settings?

Lesson 19: To Drink or Not to Drink

Established Goals:

National Health Education Standards:

- 1.5.1 Describe the relationship between healthy behaviors and personal health
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision
- 5.5.5 Choose a healthy option when making a decision
- 5.5.6 Describe the outcomes of a health-related decision
- 7.5.1 Identify responsible personal health behaviors
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks
- 8.5.1 Express opinions and give accurate information about health issues

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Communication: 1.1.1

Science: 1.3.8; 2.1.1; 2.1.2; 2.1.3; 2.1.5

Washington Grade Level Expectations (Grade 3)

Mathematics: 3.1.C; 3.6.J

Washington Grade Level Expectations (Grade 4)

Mathematics: 4.1.F; 4.5.J

Washington Grade Level Expectations (Grade 5)

Mathematics: 5.1.C; 5.5.B; 5.6.J

Understandings:

Students will understand...

- The difference between healthy and unhealthy beverages.
- The benefits and consequences of drinking healthy beverages.

Students will be able to...

- Follow instructions to complete an experiment using the scientific method.
- Accurately complete each step of the scientific method.
- Present scientific information to the class.

Essential Questions:

- Can students use the scientific method accurately to provide evidence to support a hypothesis?
- Why is it important to drink water, 100% fruit juice, and milk?

Lesson 20: Making Healthy Choices in Restaurants

Established Goals:

National Health Education Standards:

- 1.5.1 Describe the relationship between healthy behaviors and personal health
- 5.5.1 Identify health-related situations that might require a thoughtful decision
- 5.5.3 List healthy options to health-related issues or problems
- 5.5.5 Choose a healthy option when making a decision
- 7.5.1 Identify responsible personal health behaviors
- 7.5.2 Demonstrate a variety of health practices and behaviors to maintain or improve personal health
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Communication: 1.1.1

Writing: 2.2.1

Washington Grade Level Expectations (Grade 3)

Mathematics: 3.5.E

Washington Grade Level Expectations (Grade 5)

Mathematics: 5.2.F

Understandings:

Students will understand...

- Although restaurant food is typically unhealthy, there are healthy food options at your favorite fast food restaurants.
- There is a variety of fruits, vegetables and other healthy foods available at restaurants.

Students will be able to...

- Plan and make healthy food choices.
- Distinguish between nutritious and unhealthy foods.
- Calculate the price of a purchased meal and supply change.

Essential Questions:

- What does a healthy meal consist of and what options on the menu can create a healthy meal?
- How can you stay within your budget and still eat a healthy meal?
- What types of fast food restaurants are more likely to have healthy food options?

Lesson 21: Review of Lessons 10-20
(Nutrition)

Established Goals:			
<p><u>National Health Education Standards:</u> 2.5.1 Describe how family influences personal health practices and behaviors 3.5.2 Locate resources from home, school and community that provide valid health information 5.5.4 Predict the outcomes of each option when making a health-related decision 5.5.6 Describe the outcomes of a health-related decision 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks 8.5.1 Express opinions and give accurate information about health issues.</p> <p><u>Washington Grade Level Expectations (Grades 3, 4 and 5)</u> <i>English Language Arts and Reading</i> <i>Reading:</i> 2.3.2; 3.1.1 <i>Communication:</i> 1.1.1 <i>Writing:</i> 1.1.1</p>			
Understandings:			
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> •The impact nutrition has on our health. •The diseases that they are at risk for due to family history. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> •Discuss one disease that is affected by nutrition. •Discuss the importance of nutrition and how the choices we make can either prevent disease or increase our risk. •Discuss what a person can do to become healthier through nutrition. 		
Lessons Reviewed:			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> •Food Groups and the Food Guide Pyramid (10) •Growing Essentials (11) •Reading Nutrition Labels (12) •Fruits and Vegetables Inside & Out (13) •5 to 9 a Day (14) </td> <td style="width: 50%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> •The Importance of Breakfast (15) •Snack Math (16) •Food is our Energy Source (17) •The Importance of Water (18) •To Drink or not to Drink (19) </td> </tr> </table> <p style="text-align: center; margin-top: 10px;">•Making Healthy Choices in a Restaurant (20)</p>		<ul style="list-style-type: none"> •Food Groups and the Food Guide Pyramid (10) •Growing Essentials (11) •Reading Nutrition Labels (12) •Fruits and Vegetables Inside & Out (13) •5 to 9 a Day (14) 	<ul style="list-style-type: none"> •The Importance of Breakfast (15) •Snack Math (16) •Food is our Energy Source (17) •The Importance of Water (18) •To Drink or not to Drink (19)
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Lesson 22: Active Every Day

Established Goals:

National Health Education Standards:

- 1.5.1. Describe the relationship between healthy behaviors and personal health
- 7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health
- 7.5.3. Demonstrate a variety of behaviors to avoid or reduce health risk

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Communication: 1.1.1; 3.2.1

Writing: 1.1.1; 2.2.1

Understandings:

Students will understand...

- The importance of doing high energy activities.
- That physical activities can be accomplished in any season and weather condition.

Students will be able to...

- Define low and high energy activities.
- Classify actions into one of the following categories: Screen Time, Active Time, School Time or Down Time.

Essential Questions:

- What is their motivation to do a high energy activity?
- What is their ability to do high energy activities?

Three Part Series:

Fitness is comprised of three components including strength, endurance, and flexibility. Each physical activity lesson targets components of fitness.
Part One: Active Every Day – Strength with minor emphasis on Endurance
Part Two: Cardiovascular Health – Endurance with minor emphasis on Strength
Part Three: Stretching – Flexibility

Lesson 23: Cardiovascular Health

Established Goals:

National Health Education Standards:

- 1.5.1** Describe the relationship between healthy behaviors and personal health
- 1.5.2** Identify examples of emotional, intellectual, physical, and social health
- 6.5.1** Set a personal goal and track progress toward its achievement
- 7.5.2** Demonstrate a variety of health practices and behaviors to maintain or improve personal health

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Writing: 2.2.1

Science: 1.2.1; 1.2.8; 2.1.2

Washington Grade Level Expectations (Grade 3)

Mathematics: 3.1.C; 3.6.J

Washington Grade Level Expectations (Grade 4)

Mathematics: 4.5.J

Washington Grade Level Expectations (Grade 5)

Mathematics: 5.1.C; 5.6.J

Understandings:

Students will understand...

- The cardiovascular system and the functions of the heart.
- The positive attributes of doing a cardiovascular fitness plan.

Students will be able to...

- Determine where and how to take a pulse.
- Calculate the Target Heart Rate.
- Trace and diagram the important components of the circulatory system.

Essential Questions:

- How does a cardiovascular fitness program help to improve fitness?
- What are the major components in the circulatory system?

Three Part Series:

**Fitness is comprised of three components including strength, endurance, and flexibility.
Each physical activity lesson targets components of fitness.
Part One: Active Every Day – Strength with minor emphasis on Endurance
Part Two: Cardiovascular Health – Endurance with minor emphasis on Strength
Part Three: Stretching – Flexibility**

Lesson 24: Stretching

Established Goals:

National Health Education Standards:

- 1.5.1. Describe the relationship between healthy behaviors and personal health
- 1.5.4. Describe ways to prevent common childhood injuries and health problems
- 7.5.1. Identify responsible personal health behaviors
- 7.5.3. Demonstrate a variety of behaviors to avoid or reduce health risks

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Communication: 1.1.1

Writing: 2.2.1

Science: 1.2.8

Understandings:

Students will understand...

- The concept of flexibility.
- The function of each type of muscle in the human body.
- Stretching can be accomplished anytime and anywhere.

Students will be able to...

- Follow a stretching routine.
- Identify muscles and their anatomical names.

Essential Questions:

- What are the benefits of stretching?
- What are the main functions of muscles?

Three Part Series:

Fitness is comprised of three components including strength, endurance, and flexibility. Each physical activity lesson targets components of fitness.

Part One: Active Every Day – Strength with minor emphasis on Endurance

Part Two: Cardiovascular Health – Endurance with minor emphasis on Strength

Part Three: Stretching – Flexibility

Lesson 25: Review of Lessons 22-24
(Physical Activity)

Established Goals:	
<p><u>National Health Education Standards:</u></p> <p>1.5.1. Describe the relationship between healthy behaviors and personal health</p> <p>5.5.3. List healthy options to health-related issues or problems</p> <p>5.5.5. Choose a healthy option when making a decision</p> <p>6.5.1. Set a personal health goal and track progress toward its achievement</p> <p>6.5.2. Identify resources to assist in achieving a personal health goal</p> <p>7.5.1. Identify responsible personal health behaviors</p> <p>7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health</p> <p>7.5.3. Demonstrate a variety of behaviors to avoid or reduce health risks</p> <p><u>Washington Grade Level Expectations (Grades 3, 4 and 5)</u></p> <p><i>English Language Arts and Reading</i></p> <p style="padding-left: 20px;"><i>Reading:</i> 3.2.1; 4.1.2</p> <p style="padding-left: 20px;"><i>Communication:</i> 4.2.1</p> <p style="padding-left: 20px;"><i>Writing:</i> 2.2.1; 4.2.1</p>	
Understandings:	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> •The process of change and how each stage plays a role in altering a behavior permanently. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> •Identify a task and make a plan to accomplish a long-term goal. •Use tools to help maintain a behavioral change.
Lessons Reviewed:	
<ul style="list-style-type: none"> • Active Every Day (22) •Cardiovascular Health (23) •Stretching (24) 	

Lesson 26: Health Risks and Costs of Tobacco Use

Established Goals:

National Health Education Standards:

- 1.5.1. Describe the relationship between healthy behaviors and personal health
- 2.5.3. Identify how peers can influence healthy and unhealthy behaviors
- 3.5.1. Identify characteristics of valid health information, products, and services
- 5.5.1. Identify health-related situations that might require a thoughtful decision
- 5.5.4. Predict the potential outcomes of each option when making a health-related decision
- 5.5.6. Describe the outcomes of a health-related decision
- 7.5.3. Demonstrate a variety of behaviors to avoid or reduce health risks
- 8.5.2. Encourage others to make positive health choices

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Communication: 1.1.1

Writing: 2.2.1

Science: 2.1.2; 2.1.3; 2.1.5

Washington Grade Level Expectations (Grade 3)

Mathematics: 3.1.C; 3.2.D

Washington Grade Level Expectations (Grade 4)

Mathematics: 4.1.F

Washington Grade Level Expectations (Grade 5)

Mathematics: 5.2.F

Understandings:

Students will understand...

- How teeth are discolored during smoking.
- The cost of smoking over various lengths of time.

Students will be able to...

- Conduct an experiment.
- Read a selection and identify the appropriate answer.
- Calculate the price of tobacco.

Essential Questions:

- What are the long-term and short-term consequences of using tobacco?

Lesson 27: Talking to Peers about Tobacco

Established Goals:

National Health Education Standards:

- 1.5.1 Describe the relationship between healthy behaviors and personal health
- 2.5.1 Describe how family influences personal health practices and behaviors
- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors
- 4.5.1 Demonstrate effective verbal and non-verbal communication skills to enhance health
- 4.5.2 Demonstrate refusal skills to avoid or reduce health risks
- 5.5.1 Identify health-related situations that might require a thoughtful decision
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision
- 5.5.5 Choose a healthy option when making a decision
- 5.5.6 Describe the outcomes of health-related decision
- 7.5.1 Identify responsible personal health behaviors
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Communication: 1.1.1; 3.1.1; 3.2.1; 3.3.1

Writing: 1.5.1; 2.2.1; 3.1.2

Understandings:

Students will be able to...

- Say no to using tobacco with confidence.
- Communicate with their peers about the consequences of using tobacco.
- Name at least one way you can communicate with peers without addressing them face to face.

Students will understand...

- The importance of using “I” statements.
- What it means to communicate effectively.
- When it is necessary to go to a trusted adult about the behavior of a peer or family member.
- The consequences of giving into peer pressure.

Essential Questions:

- What are the reasons that students give in to peer pressure?
- Why do students fear communicating with peers and adults about tobacco?
- Is there a simple formula for dealing with pressure from peers to do things students know are wrong?

Lesson 28: Healthy Alternatives to Smoking

Established Goals:

National Health Education Standards:

- 1.5.1 Describe the relationship between healthy behaviors and personal health
- 2.5.2 Identify the culture on health practices and behaviors
- 3.5.1 Identify characteristics of valid health information, products, and services
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health
- 5.5.3 List healthy options to health-related issues or problems
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision
- 5.5.5 Choose a healthy option when making a decision
- 5.5.6 Describe the outcomes of a health-related decision
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks
- 8.5.1 Express opinions and give accurate information about health
- 8.5.2 Encourage others to make positive health choices

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.1.1

Communication: 1.1.1; 3.1.1; 3.2.1; 3.3.1

Writing: 2.2.1; 4.1.1;

Science: 1.2.8

Understandings:

Students will understand...

- The value of meditative practices and how they can be productive alternatives to smoking.
- The breathing process and the function of the respiratory system.

Students will be able to...

- Conduct an interview to extract essential information.
- Evaluate the performance of another students' presentation.

Essential Questions:

- How does the respiratory system operate?
- What are healthy alternatives to smoking?

Lesson 29: Secondhand Smoke

Established Goals:

National Health Education Standards:

- 1.5.3 Describe ways in which a safe and healthy school and community environment can promote personal health
- 2.5.2 Describe the influence of culture on health practices and behaviors
- 4.5.1 Demonstrate effective verbal non-verbal communication skills to enhance health
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health
- 5.5.3 List healthy options to health-related issues or problems
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health
- 8.5.2 Encourage others to make positive health choices

Washington Grade Level Expectations (Grades 3, 4 and 5)

English Language Arts and Reading

Reading: 3.2.1

Communication: 1.1.1; 3.1.1; 3.2.1; 3.3.1

Writing: 1.5.1; 2.2.1; 2.4.1; 4.1.1

Washington Grade Level Expectations (Grade 4)

Social Studies: 1.2.1; 1.2.2; 1.4.1

Washington Grade Level Expectations (Grade 5)

Social Studies: 1.4.1

Understandings:

Students will understand...

- How secondhand smoke can be avoided
- The importance of voicing your opinion to legislators
- How to communicate with lawmakers and/or representatives

Students will be able to...

- Name the harmful effects of secondhand smoke
- Name the three branches of government and how they function
- Name four ways they can participate in promoting change for the common good.

Essential Questions:

- How is your local government structured?
- How can students make a change at the school level?
- How will students implement change at home (i.e. a smoke-free environment) if necessary?

Lesson 30: Review of lessons 26-29
(Tobacco)

Established Goals:	
<p><u>National Health Education Standards:</u> 3.5.1. Identify characteristics of valid health information, products and services 5.5.3. List healthy options to health-related issues or problems 5.5.6. Describe the outcomes of a health-related decision 8.5.1. Express opinions and give accurate information about health issues 8.5.2. Encourage others to make positive health choices</p> <p><u>Washington Grade Level Expectations (Grades 3, 4 and 5)</u> <i>English Language Arts and Reading</i> <i>Reading:</i> 3.1.1; 3.2.1 <i>Communication:</i> 1.1.1; 3.1.1; 3.2.1; 3.3.1 <i>Writing:</i> 1.5.1</p>	
Understandings:	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> •The negative consequences of tobacco use. •How to develop materials that can impact the community. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> •Design health education materials to combat tobacco use. •Promote healthy behaviors by presenting pamphlets, posters, or songs.
Lessons Reviewed:	
<ul style="list-style-type: none"> • Health Risks and Costs of Tobacco Use (26) •Talking to Peers about Tobacco (27) •Healthy Alternatives to Smoking (28) •Secondhand Smoke (29) 	

Lesson 31: Conclusion

Established Goals:			
<p><u>National Health Education Standards:</u> 1.5.1. Describe the relationship between healthy behaviors and personal health 8.5.1. Express opinions and give accurate information about health issues 8.5.2. Encourage others to make positive health choices</p> <p><u>Washington Grade Level Expectations (Grades 3, 4 and 5)</u> <i>English Language Arts and Reading</i> Reading: 1.2.1 Communication: 1.1.1 Writing: 1.2.1; 1.3.1; 1.4.1; 2.2.1; 4.1.1; 4.2.1</p>			
Understandings:			
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> •The components of a healthy lifestyle which include general health skills, nutrition, physical activity, and tobacco use prevention awareness. • The importance of self and peer revision. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify, edit, and revise appropriate materials to include in a comprehensive writing portfolio. •Present the writing portfolio. 		
Lessons Reviewed:			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Community Physical Activity Options (2) • Advertising Food and Drink (5) •Growing Essentials (11) • The Importance of Breakfast (15) •Food is our Energy Source and More (17) • To Drink or Not to Drink (19) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • The Importance of Water (18) •Snack Math (16) • Active Every Day (22) •Cardiovascular Health (23) • Talking to Peers about Tobacco (27) •Secondhand Smoke (29) </td> </tr> </table>		<ul style="list-style-type: none"> • Community Physical Activity Options (2) • Advertising Food and Drink (5) •Growing Essentials (11) • The Importance of Breakfast (15) •Food is our Energy Source and More (17) • To Drink or Not to Drink (19) 	<ul style="list-style-type: none"> • The Importance of Water (18) •Snack Math (16) • Active Every Day (22) •Cardiovascular Health (23) • Talking to Peers about Tobacco (27) •Secondhand Smoke (29)
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