

## 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

Massachusetts Standards

Language: 2.2

Writing: 19.13

### 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

#### Massachusetts Standards

Language: 2.2 , 3.4

Writing: 19.13

Reading: 13.7

Composition: 19.18

### 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:

#### National Health Education Standards

**1.5.1** Describe the relationship between healthy behaviors and personal health

**1.5.3** Describe ways in which a safe and healthy school and community environment can promote personal health

**5.5.1** Identify health-related situations that might require a thoughtful decision

**5.5.5** Choose a healthy option when making a health related decision

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

Massachusetts Standards

Language: 2.2

Writing: 19.13

### Understandings:

#### *Students will understand...*

- 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.

#### *Students will be able to...*

- 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:

- 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

<b>Established Goals:</b>	
<p><b><u>National Health Education Standards</u></b></p> <p><b>2.5.1</b> Describe how family influences personal health practices and behaviors</p> <p><b>2.5.5</b> Explain how media influences thoughts, feelings, and health behaviors</p> <p><b>3.5.1</b> Identify characteristics of valid health information, products and services</p> <p><b>5.5.1</b> Identify health-related situations that might require a thoughtful decision</p> <p><b>5.5.2</b> Analyze when assistance is needed when making a health-related decision</p> <p><b>5.5.5</b> Choose a healthy option when making a decision</p> <p>Massachusetts Standards</p> <p>Language: 2.2          Writing: 19.13, 19.20          Reading 8.20          Media 26.1</p>	
<b>Understandings:</b>	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>•Media has three purposes: Educational, Entertainment and Advertisement</li> <li>•Not all media sources are credible</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Recognize the different types of media: print, TV, Internet and movies</li> <li>•Recognize who they should listen to about topics concerning health.</li> <li>•Recognize the effects of media on their thoughts, feelings and behaviors</li> <li>•Apply their knowledge about media and make a thoughtful and healthy decision</li> </ul>
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>•How often do students watch TV, get on the internet or look at print materials?</li> <li>•Is the content that is viewed monitored by parents, teachers or other responsible adults?</li> <li>•Are students’ parents a credible source for health information?</li> </ul>	

## Lesson 5: Advertising Food and Drink

### Established Goals:

#### **National Health Education Standards:**

- 2.5.2 Identify the influence of culture on health practices and behaviors
- 2.5.5 Explain how media influences thoughts, feelings and health 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
- 5.5.5 Choose a healthy option when making a decision
- 8.5.1 Express options and give accurate information about health issues

Massachusetts Standards

Language: 2.2, 3.8

Writing: 19.13, 19.14, 19.16

Media 26.1, 27.3

### Understandings:

#### *Students will understand...*

- The effect that advertising has on the choices we make and ultimately on our health
- The four techniques that are commonly used in advertisements.

#### *Students will be able to...*

- 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:

- 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

Massachusetts Standards

Language: 2.2  
Writing: 19.13

### 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

Massachusetts Standards

Language: 2.2

Writing: 19.13

### 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

Massachusetts Standards

Language: 2.2

Writing: 19.13

Reading: 7.9

Mathematics: 6.P.4

### 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)

<b>Established Goals:</b>	
<p><b><u>National Health Education Standards:</u></b></p> <p><b>1.5.1</b> Describe the relationship between healthy behaviors and personal health  <b>1.5.2</b> Identify examples of emotional, intellectual, physical and social health  <b>2.5.5</b> Explain how media influences thoughts, feelings, and health behaviors  <b>8.5.1</b> Express opinions and give accurate information about health issues</p> <p>Massachusetts Standards</p> <p>Language: 2.2  Reading: 7.10</p>	
<b>Understandings:</b>	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>•The relationship between the general health lessons and the definition of health, including physical, social and mental health.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>•Identify healthy and unhealthy behaviors when they are presented in a fictional story.</li> <li>•Make recommendations on how someone can improve their health.</li> </ul>
<b>Lessons Reviewed:</b>	
<ul style="list-style-type: none"> <li style="width: 50%;">•Introduction to Health (1)</li> <li style="width: 50%;">•Advertising Food and Drink (5)</li> <li style="width: 50%;">•Community Physical Activity Options (2)</li> <li style="width: 50%;">•Personal Goal Setting (6)</li> <li style="width: 50%;">•Healthy Community (3)</li> <li style="width: 50%;">•Personal Image (7)</li> <li style="width: 50%;">•Introduction to Media Influence (4)</li> <li style="width: 50%;">•Time Management (8)</li> </ul>	

## 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

Massachusetts Standards

Language: 2.2

Writing: 19.13

Reading: 8.15

Mathematics: 4.N.4

### 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

Massachusetts Standards

Language: 2.2

Writing: 19.13, 19.16

Earth Science: 5

Mathematics: 4.M.1, 6.P4

### 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

Massachusetts Standards

Language: 2.2

Writing: 19.13

Mathematics: 4.N.10

### 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

Massachusetts Standards

Language: 2.2

Writing: 19.12

### 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

Massachusetts Standards

Language: 2.2

Mathematics: 4.N.4, 6.N.16

### 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

#### Massachusetts Standards

Language: 2.2

Writing: 19.12, 19.16

### 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:

#### **National Health Education Standards:**

**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

Massachusetts Standards

Writing: 19.10, 19.12

Mathematics: 4.D. 1, 4.D.3, 4.N.10

### Understandings:

#### *Students will understand...*

- 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.

#### *Students will be able to...*

- 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:

- 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

Massachusetts Standards

Language: 2.2 , 3.8

Writing: 19.13

### 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.

#### Massachusetts Standards

- Language: 2.2  
Writing: 19.13, 19.16  
Earth Science:10

### 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

#### Massachusetts Standards

- Language: 2.2  
Writing: 19.12, 19.13  
Mathematics: 4.D.1

### 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

#### Massachusetts Standards

Language: 2.2

Writing: 19.13

Mathematics 4.N.10

### 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)

<b>Established Goals:</b>			
<p><b><u>National Health Education Standards:</u></b>  <b>2.5.1</b> Describe how family influences personal health practices and behaviors  <b>3.5.2</b> Locate resources from home, school and community that provide valid health information  <b>5.5.4</b> Predict the outcomes of each option when making a health-related decision  <b>5.5.6</b> Describe the outcomes of a health-related decision  <b>7.5.3</b> Demonstrate a variety of behaviors to avoid or reduce health risks  <b>8.5.1</b> Express opinions and give accurate information about health issues.</p> <p>Massachusetts Standards</p> <p>Language: 2.2  Writing: 19.12, 19.13</p>			
<b>Understandings:</b>			
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>•The impact nutrition has on our health.</li> <li>•The diseases that they are at risk for due to family history.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>•Discuss one disease that is affected by nutrition.</li> <li>•Discuss the importance of nutrition and how the choices we make can either prevent disease or increase our risk.</li> <li>•Discuss what a person can do to become healthier through nutrition.</li> </ul>		
<b>Lessons Reviewed:</b>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <li>•Food Groups and the Food Guide Pyramid (10)</li> <li>•Growing Essentials (11)</li> <li>•Reading Nutrition Labels (12)</li> <li>•Fruits and Vegetables Inside &amp; Out (13)</li> <li>•5 to 9 a Day (14)</li> </ul> </td> <td style="width: 50%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <li>•The Importance of Breakfast (15)</li> <li>•Snack Math (16)</li> <li>•Food is our Energy Source (17)</li> <li>•The Importance of Water (18)</li> <li>•To Drink or not to Drink (19)</li> </ul> </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"> <li>•Food Groups and the Food Guide Pyramid (10)</li> <li>•Growing Essentials (11)</li> <li>•Reading Nutrition Labels (12)</li> <li>•Fruits and Vegetables Inside &amp; Out (13)</li> <li>•5 to 9 a Day (14)</li> </ul>	<ul style="list-style-type: none"> <li>•The Importance of Breakfast (15)</li> <li>•Snack Math (16)</li> <li>•Food is our Energy Source (17)</li> <li>•The Importance of Water (18)</li> <li>•To Drink or not to Drink (19)</li> </ul>
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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

Massachusetts Standards

Language: 2.2

Writing: 19.13

Mathematics: 6.P.4, 4.N.4

### 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

<b>Established Goals:</b>	
<p><b><u>National Health Education Standards:</u></b>  <b>1.5.1</b> Describe the relationship between healthy behaviors and personal health  <b>1.5.2</b> Identify examples of emotional, intellectual, physical, and social health  <b>6.5.1</b> Set a personal goal and track progress toward its achievement  <b>7.5.2</b> Demonstrate a variety of health practices and behaviors to maintain or improve personal health</p> <p>Massachusetts Standards</p> <p>Language: 2.2          Writing: 19.13          Mathematics: 4.N.10</p>	
<b>Understandings:</b>	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>•The cardiovascular system and the functions of the heart.</li> <li>•The positive attributes of doing a cardiovascular fitness plan.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>•Determine where and how to take a pulse.</li> <li>•Calculate the Target Heart Rate.</li> <li>•Trace and diagram the important components of the circulatory system.</li> </ul>
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>•How does a cardiovascular fitness program help to improve fitness?</li> <li>•What are the major components in the circulatory system?</li> </ul>	
<b>Three Part Series:</b>	
<p><b>Fitness is comprised of three components including strength, endurance, and flexibility.</b>  <b>Each physical activity lesson targets components of fitness.</b>  <b>Part One: Active Every Day – Strength with minor emphasis on Endurance</b>  <b>Part Two: Cardiovascular Health – Endurance with minor emphasis on Strength</b>  <b>Part Three: Stretching – Flexibility</b></p>	

## 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

#### Massachusetts Standards

Language: 2.2

Writing: 19.13

### 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)

<b>Established Goals:</b>	
<b><u>National Health Education Standards:</u></b> 1.5.1. Describe the relationship between healthy behaviors and personal health 5.5.3. List healthy options to health-related issues or problems 5.5.5. Choose a healthy option when making a decision 6.5.1. Set a personal health goal and track progress toward its achievement 6.5.2. Identify resources to assist in achieving a personal health goal 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  Massachusetts Standards  Language: 2.2 Writing: 19.12, 19.13	
<b>Understandings:</b>	
<i>Students will understand...</i>  •The process of change and how each stage plays a role in altering a behavior permanently.	<i>Students will be able to...</i>  •Identify a task and make a plan to accomplish a long-term goal.  •Use tools to help maintain a behavioral change.
<b>Lessons Reviewed:</b>	
• 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

#### Massachusetts Standards

Language: 2.2

Writing: 19.13

Mathematics 4.N.10

### 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

<b>Established Goals:</b>	
<p><b><u>National Health Education Standards:</u></b></p> <p><b>1.5.1</b> Describe the relationship between healthy behaviors and personal health</p> <p><b>2.5.1</b> Describe how family influences personal health practices and behaviors</p> <p><b>2.5.3</b> Identify how peers can influence healthy and unhealthy behaviors</p> <p><b>4.5.1</b> Demonstrate effective verbal and non-verbal communication skills to enhance health</p> <p><b>4.5.2</b> Demonstrate refusal skills to avoid or reduce health risks</p> <p><b>5.5.1</b> Identify health-related situations that might require a thoughtful decision</p> <p><b>5.5.4</b> Predict the potential outcomes of each option when making a health-related decision</p> <p><b>5.5.5</b> Choose a healthy option when making a decision</p> <p><b>5.5.6</b> Describe the outcomes of health-related decision</p> <p><b>7.5.1</b> Identify responsible personal health behaviors</p> <p><b>7.5.2</b> Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health</p> <p><b>7.5.3</b> Demonstrate a variety of behaviors to avoid or reduce health risks</p> <p>Massachusetts Standards</p> <p>Language: 2.2 Writing: 19.13 Reading: 7.10</p>	
<b>Understandings:</b>	
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Say no to using tobacco with confidence.</li> <li>• Communicate with their peers about the consequences of using tobacco.</li> <li>• Name at least one way you can communicate with peers without addressing them face to face.</li> </ul>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• The importance of using “I” statements.</li> <li>• What it means to communicate effectively.</li> <li>• When it is necessary to go to a trusted adult about the behavior of a peer or family member.</li> <li>• The consequences of giving into peer pressure.</li> </ul>
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What are the reasons that students give in to peer pressure?</li> <li>• Why do students fear communicating with peers and adults about tobacco?</li> <li>• Is there a simple formula for dealing with pressure from peers to do things students know are wrong?</li> </ul>	

## 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

Massachusetts Standards

Language: 2.2 , 3.8

Writing: 19.13

### 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

#### Massachusetts Standards

Language: 2.2, 3.12, 3.13

Writing: 19.13, 19.18

Social Studies: 3.6, 4.4, 5.9

### 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)

<b>Established Goals:</b>	
<p><b><u>National Health Education Standards:</u></b>  <b>3.5.1.</b> Identify characteristics of valid health information, products and services  <b>5.5.3.</b> List healthy options to health-related issues or problems  <b>5.5.6.</b> Describe the outcomes of a health-related decision  <b>8.5.1.</b> Express opinions and give accurate information about health issues  <b>8.5.2.</b> Encourage others to make positive health choices</p> <p>Massachusetts Standards</p> <p>Language: 2.2, 3.8            Composition: 25.2</p>	
<b>Understandings:</b>	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>•The negative consequences of tobacco use.</li> <li>•How to develop materials that can impact the community.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>•Design health education materials to combat tobacco use.</li> <li>•Promote healthy behaviors by presenting pamphlets, posters, or songs.</li> </ul>
<b>Lessons Reviewed:</b>	
<ul style="list-style-type: none"> <li>• Health Risks and Costs of Tobacco Use (26)</li> <li>•Talking to Peers about Tobacco (27)</li> <li>•Healthy Alternatives to Smoking (28)</li> <li>•Secondhand Smoke (29)</li> </ul>	

## Lesson 31: Conclusion

<b>Established Goals:</b>			
<p><b><u>National Health Education Standards:</u></b>  <b>1.5.1.</b> Describe the relationship between healthy behaviors and personal health  <b>8.5.1.</b> Express opinions and give accurate information about health issues  <b>8.5.2.</b> Encourage others to make positive health choices</p> <p>Massachusetts Standards</p> <p>Language: 2.2          Composition: 21.2</p>			
<b>Understandings:</b>			
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>•The components of a healthy lifestyle which include general health skills, nutrition, physical activity, and tobacco use prevention awareness.</li> <li>• The importance of self and peer revision.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify, edit, and revise appropriate materials to include in a comprehensive writing portfolio.</li> <li>•Present the writing portfolio.</li> </ul>		
<b>Lessons Reviewed:</b>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Community Physical Activity Options (2)</li> <li>• Advertising Food and Drink (5)</li> <li>•Growing Essentials (11)</li> <li>• The Importance of Breakfast (15)</li> <li>•Food is our Energy Source and More (17)</li> <li>• To Drink or Not to Drink (19)</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• The Importance of Water (18)</li> <li>•Snack Math (16)</li> <li>• Active Every Day (22)</li> <li>•Cardiovascular Health (23)</li> <li>• Talking to Peers about Tobacco (27)</li> <li>•Secondhand Smoke (29)</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• Community Physical Activity Options (2)</li> <li>• Advertising Food and Drink (5)</li> <li>•Growing Essentials (11)</li> <li>• The Importance of Breakfast (15)</li> <li>•Food is our Energy Source and More (17)</li> <li>• To Drink or Not to Drink (19)</li> </ul>	<ul style="list-style-type: none"> <li>• The Importance of Water (18)</li> <li>•Snack Math (16)</li> <li>• Active Every Day (22)</li> <li>•Cardiovascular Health (23)</li> <li>• Talking to Peers about Tobacco (27)</li> <li>•Secondhand Smoke (29)</li> </ul>
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