Health Education

Curriculum Framework
Grade 5

Loudoun County Public Schools
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INTRODUCTION

The Health Education Standards of Learning for Virginia Public Schools identifies the concepts, processes, and skills for health education in kindergarten through grade ten. This framework provides school divisions and teachers with a guide for creating aligned curricula and learning experiences in health education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The three learning goals focus on key health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

The health education standards are grouped into three strands: Knowledge and Skills, Information Access and Use, and Community Health and Wellness. The standards in each strand are sequenced to progress in complexity from grade level to grade level. The standards are intended to provide students with the necessary knowledge, processes, and skills to make healthy choices and avoid health-risk behaviors (e.g., tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, alcohol and other drug use, behaviors that result in intentional and unintentional injuries) identified by the Centers for Disease Control and Prevention.

Each school division’s school board is responsible for incorporating the Virginia Standards of Learning into its curriculum. The Board of Education recognizes that school divisions will adopt an instructional sequence that best serves their own students.

Goals and Descriptions

The purpose of health education is to help students acquire an understanding of health concepts and the skills needed to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health. As a result of health education instruction, the student will be able to do the following:

1. **Act with skill and reason to demonstrate an understanding of the concepts and behaviors that reduce health risks and enhance the health of self and others.** *(Knowledge and Skills)*

   The intent of this goal is for students to become health-literate, self-directed learners who skillfully apply health-promotion and disease-prevention strategies to establish a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts, and the development of a range of health skills. Through blending an understanding of health concepts with use of various health skills, students will recognize the relationship between personal behavior and personal health. By the end of their school health education experiences, students will have an understanding of health concepts related to health promotion and risk/disease prevention, and they will have the ability to use health knowledge and skills effectively to lead healthy lives.

2. **Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.** *(Information Access and Use)*

   The intent of this goal is for students to demonstrate their ability to identify valid and accurate health information, products, and services. The ability to access valid health information and health promoting products and services is important in the
prevention, early detection, and treatment of most health problems. Students will experience many opportunities across their school years to use information-analysis skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will have the ability to influence their health and wellness in a positive manner by applying the skills of information access and evaluation and by accepting responsibility for personal health decisions and practices.

**LCPS Elementary Health Curriculum Framework**

This guide is intended to serve as an outline for health standards that are included in elementary grades. Health instruction should be delivered by the elementary classroom teacher and may be integrated with lessons in other subject areas or taught in isolation, when appropriate. Many integrated lessons are included in this resource and each grade level has a health framework document. Elementary guides consist of an introduction to the standards, the Virginia Department of Education goals for the standards in each grade level, followed by curriculum resources that include the following areas:

- the stated standard
- understanding the standard
- essential knowledge and skills
- sample lessons
- instructional resources
- assessment ideas

**LCPS Health Education Internet Safety Guidelines**

*Teachers should:*

- review all sites and links to ensure appropriateness of site, checking for broken links and pop-ups or solicitation of information
- caution students about sharing personal information on the web
- circulate about the room to ensure that students are using the correct websites for the particular assignment (and not minimizing inappropriate sites)
- verify that the website content is consistent with the lesson objectives
- periodically check and update any web addresses included on their LCPS web pages
Grade Five

Students in grade five distinguish reliable from unreliable health information and resources. Students’ practices and behaviors demonstrate health knowledge and skills. Emphasis is placed on demonstrating interpersonal skills, assuming responsibility for personal health habits, and practicing behaviors that promote active, healthy lifestyles. Students critique advertising and various media displays and work with others to improve community health.

Knowledge and Skills

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;
   b) the use of refusal and conflict-resolution skills;
   c) effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.

5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include
   a) the relationship between health promotion and disease prevention;
   b) the connection between nutritional guidelines and weight management;
   c) strategies for managing stress;
   d) the importance of exercise and recreation;
   e) the effects of personal health habits on cardiovascular fitness;
   f) the importance of developing and maintaining a positive self-image.

5.3 The student will analyze the risks associated with dependence on and addiction to alcohol, tobacco, inhalants and other drugs. Key concepts/skills include
   a) the effects on the integrated functioning of the body’s systems;
   b) the effects on academic performance;
   c) the effects on relationships with family, peers, and other individuals.

Information Access and Use

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
   a) strategies for validating health information;
   b) tools for the critical evaluation of advertisements and promotions.

Community Health and Wellness

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) the existence of customs and traditions;
   c) promotion of the value of community health and wellness;
   d) examination of community health issues;
   e) development of community health projects;
   f) promotion of volunteerism and community service.
Fifth Grade SOL Resources

Students in grade five distinguish reliable from unreliable health information and resources. Students’ practices and behaviors demonstrate health knowledge and skills. Emphasis is placed on demonstrating interpersonal skills; assuming responsibility for personal health habits; and practicing behaviors that promote active, healthy lifestyles. 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.

Sample Lessons

Character Education Lesson Plan: Building A Better Me
Grade(s) 2-5
Lesson designed to teach elementary school children how to give compliments and show compassion.
http://www.dpi.state.nc.us/nccep/lp/lp99h.html
Free

Education World> Communication Comparisons
Students work in teams to research and learn about methods of communication. They use graphic organizers to compare the methods and share findings with others. Students navigate the Internet and use print sources to find and record information on several types of communication, work in teams of three or four to choose three methods of communication to compare, work in teams to choose some type of graphic organizer to represent their findings and share them with peers. Sponsor: Education World
The Educator's Reference Desk> Mystery Pictures: Following Oral Directions
Many children have difficulty accurately giving or following verbal instructions. The purpose of this lesson plan is to encourage students to focus on the importance of clear, oral communication. Students will distinguish between words/phrases that help clarify communication and those that impede it. Students will practice giving clear oral directions and will see the results produced by students who follow their instructions.
Sponsor: The Educator’s Reference Desk & Information Institute of Syracuse
http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons.html
Free

"Friendship Qualities"
Grade 5
This lesson plan focuses on fifth graders learning the skills of recognizing valuable qualities in friendships and how to become better friends.
http://www.csee.net/LessonPlans.asp?id=12
Free

Intel Education: "Flat Stanley"
Grade(s) 3-5
In this lesson students read a story about "Flat Stanley," then afterwards make a flat friend to send to a class in another country. From this students learn skills of communicating with other people they normally do not talk to and cultural differences of the class they sent their flat friend to.
http://www97.intel.com/en/ProjectDesign/UnitPlanIndex/FlatStanley/
Free

LifeSkills Training
Grades: K-5
Model substance abuse prevention and competency enhancement program focusing on the major social and psychological factors causing substance use and abuse. Teaches drug resistance skills, personal management skills, and general social skills. Focuses on self-esteem, decision-making, influence of media, stress, communication, and assertiveness issues.
Contact: http://www.lifeskillstraining.com
Cost

Project Towards No Tobacco Use (TNT)
Grades 5-10
Model program to prevent or reduce tobacco use in youth. Ten core and 2 booster lessons. Includes effective refusal and coping skills; effects of media and advertisers; methods to build self-esteem; and strategies for advocating no tobacco use.
Sponsor: Department of Preventive Medicine, USC
Contact: http://www.etr.org
Cost

Promoting Alternative Thinking Strategies (PATHS)
Grades K-6
Model program to promote emotional & social competencies and reduce aggression and acting out. Includes emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills.
Sponsor: Pennsylvania State University and Channing Bete Company
Contact: http://www.preventionscience.com
Cost

Social Emotional Learning Lesson
Grade 5
Students will find strategies to deal with another’s anger and to accept consequences.
Texas Department of Health
This lesson will help children recognize that personal health decisions and behaviors affect health throughout life. Following this lesson students will be able to identify and practice personal health habits that help individuals stay healthy. Sponsor: Texas Department of Health
Contact: [http://www.dshs.state.tx.us/kids/lessonplans/default.shtm](http://www.dshs.state.tx.us/kids/lessonplans/default.shtm)
Free

"What did you say?"
Grade(s) 4-6
After participating in the lesson, the students should know why communication is important and the various ways people can communicate with each other, through their participation in the various activities.
Free

Who’s in the Bag?
Grades: 4-6
Many students do not know how to develop relationships. Their negative social attitudes and low self-esteem hinder interaction.
Sponsor: Ask Eric
Contact: [http://www.eduref.org](http://www.eduref.org) (select lesson plans – health – mental health)
Free

Additional Instructional Resources

- American Museum of Natural History - [http://www.amnh.org/nationalcenter/infection/](http://www.amnh.org/nationalcenter/infection/)
- Caring for Self and Others; Mental and Emotional Health; Respecting Myself and Others - [http://www.healthteacher.com](http://www.healthteacher.com)
- Get Smart Virginia - [http://www.vdh.state.va.us/epi/getsmart/index.asp](http://www.vdh.state.va.us/epi/getsmart/index.asp)
- Penn State - [http://betterkidcare.psu.edu/ParentsCount/pc11Dec03.pdf](http://betterkidcare.psu.edu/ParentsCount/pc11Dec03.pdf)
- Social & Emotional Health - [http://www.pbs.org/teachersource](http://www.pbs.org/teachersource) (health & fitness 3-5)
- 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.

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.

### Sample Lessons

**Conflict Management Techniques**  
Grade(s) 4-12  
The objective of this lesson is to identify personal management style(s), develop an awareness of strategies used in each conflict management style. It is useful to assess our predominant conflict management style(s) because we tend to get stuck in one or two styles and apply them inappropriately. The emphasis is not on judging any style right or wrong. Each person determines their predominant conflict management style.  
[http://www.youth.net/cec/cecmisc/cecmisc.33.txt](http://www.youth.net/cec/cecmisc/cecmisc.33.txt)  
Free

**It's My Life: "The Dangers of Drug Abuse"**  
Grade(s) 4-7  
This lesson teaches students that they will be faced with a variety of decisions regarding their health, and that some of them might involve substances of abuse. Experimentation with drugs often begins in early adolescence.  
Free

**LifeSkills Training**  
Grades: K-5  
Model substance abuse prevention and competency enhancement program focusing on the major social and psychological factors causing substance use and abuse. Teaches drug resistance skills,
personal management skills, and general social skills. Focuses on self-esteem, decision-making, influence of media, stress, communication, and assertiveness issues.

Contact: [http://www.lifeskillstraining.com](http://www.lifeskillstraining.com)

Cost

"Making Decisions"
Grade(s) 4-6
In this lesson students will learn to make decisions other than by default, by whim or chance, on the basis of emotions, or because of influence from others. This lesson helps children develop tools that they can use in a variety of situations requiring decisions. When this approach is practiced and becomes familiar, it can provide a way for children to decide not to use drugs and or make other harmful choices in life.

[http://www.sodat.org/Lesson%20Plan%204-6.htm](http://www.sodat.org/Lesson%20Plan%204-6.htm)

Free

Project Towards No Tobacco Use (TNT)
Grades 5-10
Model program to prevent or reduce tobacco use in youth. Ten core and 2 booster lessons. Includes effective refusal and coping skills; effects of media and advertisers; methods to build self-esteem; and strategies for advocating no tobacco use.
Sponsor: Department of Preventive Medicine, USC

Contact: [http://www.etr.org](http://www.etr.org)

Cost

Promoting Alternative Thinking Strategies (PATHS)
Grades K-6
Model program to promote emotional & social competencies and reduce aggression and acting out. Includes emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills.
Sponsor: Pennsylvania State University and Channing Bete Company

Contact: [http://www.preventionscience.com](http://www.preventionscience.com)

Social Emotional Learning Lesson
Grade(s) 3-6
After reading a story, students will figure out a situation when someone has accepted "no" and dealt with the anger. From this students will learn to solve problems and deal with anger.

[http://www.dist102.k12.il.us/internal/SELWebPg/COPArtIWantaDog.htm](http://www.dist102.k12.il.us/internal/SELWebPg/COPArtIWantaDog.htm)

Free

Grade 5
Students will find strategies to deal with another’s anger and to accept consequences.

[http://www.dist102.k12.il.us/internal/SELWebPg/COP5SamiandtheTime.htm](http://www.dist102.k12.il.us/internal/SELWebPg/COP5SamiandtheTime.htm)

Free

Grade(s) 5-8
Students will learn to recognize own anger and develop appropriate responses

[http://www.dist102.k12.il.us/internal/SELWebPg/COP5-8Oregon.htm](http://www.dist102.k12.il.us/internal/SELWebPg/COP5-8Oregon.htm)

Free

### Additional Instructional Resources

- DARE Officers or Local Police Programs
- Life Skills Programs
Assessment Ideas

The student will:

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

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 that convey care, consideration, and respect for self and others.

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)

Sample Lessons

Education World> Communication Comparisons

Students work in teams to research and learn about methods of communication. They use graphic organizers to compare the methods and share findings with others. Students navigate the Internet and use print sources to find and record information on several types of communication, work in teams of three or four to choose three methods of communication to compare, work in teams to choose some type of graphic organizer to represent their findings and share them with peers.

Sponsor: Education World
**The Educator’s Reference Desk** > **Mystery Pictures: Following Oral Directions**

Many children have difficulty accurately giving or following verbal instructions. The purpose of this lesson plan is to encourage students to focus on the importance of clear, oral communication. Students will distinguish between words/phrases that help clarify communication and those that impede it. Students will practice giving clear oral directions and will see the results produced by students who follow their instructions.

Sponsor: The Educator’s Reference Desk & Information Institute of Syracuse

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual.html

**Emotional Intelligence Summarizing the Mental Health Skills Needed to Live Happy, Healthy and Productive Lives**

Grade(s) 4-6

In many ways the topic of emotional intelligence is seldom mentioned by adults or amongst young people themselves. In these lessons, students will learn to use the skills of decision-making, communication, risk assessment, assertiveness and many more along the way.

http://www.hsph.harvard.edu/peereducation/PDFdownloads.pdf

**Intel Education: "Flat Stanley"**

Grade(s) 3-5

In this lesson students read a story about "Flat Stanley," then afterwards make a flat friend to send to a class in another country. From this students learn skills of communicating with other people they normally do not talk to and cultural differences of the class they sent their flat friend to.

http://www97.intel.com/en/ProjectDesign/UnitPlanIndex/FlatStanley/

**LifeSkills Training**

Grades: K-5

Model substance abuse prevention and competency enhancement program focusing on the major social and psychological factors causing substance use and abuse. Teaches drug resistance skills, personal management skills, and general social skills. Focuses on self-esteem, decision-making, influence of media, stress, communication, and assertiveness issues.

Contact: http://www.lifeskillstraining.com

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Grades 5-10

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Sponsor: Department of Preventive Medicine, USC

Contact: http://www.etr.org

**Promoting Alternative Thinking Strategies (PATHS)**

Grades K-6

Model program to promote emotional & social competencies and reduce aggression and acting out. Includes emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills.

Sponsor: Pennsylvania State University and Channing Bete Company

Contact: http://www.preventionscience.com

**Social Emotional Learning Lesson**

**Grade 5** Students will find strategies to deal with another’s anger and to accept consequences.
Students will learn to recognize own anger and develop appropriate responses

"What did you say?"
Grade(s) 4-6
After participating in the lesson, the students should know why communication is important and the various ways people can communicate with each other, through their participation in the various activities.

Who’s in the Bag?
Grades: 4-6
Many students do not know how to develop relationships. Their negative social attitudes and low self-esteem hinder interaction.

Additional Instructional Resources

- Active Listening Techniques - http://7-12educators.about.com/library/weekly/aa081700a.htm
- DARE Officers - http://www.healthteacher.com
- Life Skills Programs
- Local Police
- Penn State - http://betterkidcare.psu.edu/ParentsCount/pc11Dec03.pdf
- Social & Emotional Health - http://www.pbs.org/teachersource/ (health & fitness 3-5)

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.

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

- 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.)

Sample 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](http://www.pbs.org/teachersource) (select Health & Fitness - Grades 3-5 - Fitness & Nutrition)
Free

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)
+Cost

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](http://www.pbs.org/foodancestors/midplan.html)
Free

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](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: K-1, 5 A Day for Better Health (focus - five fruits and vegetables a day)
Curriculum to promote healthy food choices.
Sponsor: Pennsylvania Department of Education
http://www.pde.state.pa.us/food_nutrition/cwp

**5 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, recipes.
Sponsor: Dole Food Company
http://www.5aday.com
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://www.eduref.org (select lesson plans – health – nutrition)
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
+Cost

**Germs Experiment**
Students observe the growth of germs on three germ-covered potato slices and one "control" potato slice.
Sponsor: Education World
Contact: http://www.education-world.com/a_lesson/00-2/lp2189.shtml
Free

**Germs and the Body**
To illustrate where germs exist, how they can get into and affect the body, and how the body defends itself against them.
Sponsor: Science NetLinks, AAAS and Marcopolo
Free

**Graphing a Healthy Lifestyle**
Grade(s): 5
Students will, over a week, record the amount of time they spend sleeping, attending school, watching T.V., exercising and doing homework. At the end of the week the students will graph all of their information and discuss how sleep impacts their learning. The graphs will be used to discuss daily habits and ways to improve overall health.
http://www.uen.org/Lessonplan/preview.cgi?LPid=66
Free
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://www.eduref.org (select lesson plans – 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.)
--"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 (select HeartPower!)
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://www.eduref.org (select lesson plans – 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/missionnutrition/eng/educators
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://www.eduref.org (select lesson plans – health – nutrition)
Free

**Nutrition Education - Balance Benefits**
Grade(s): 5
Students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.
http://www.uen.org/Lessonplan/preview.cgi?LPid=956
Free

**Nutrition Education - Dietary Guidelines**
Grade(s): 5
Students will learn about suggested dietary guidelines and from that will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.
http://www.uen.org/Lessonplan/preview.cgi?LPid=955
Free

**Nutrition Education - Evaluate Your Eating Habits**
Grade(s): 5
Through this lesson students will learn that their eating habits can improve by evaluating their choices.
http://www.uen.org/Lessonplan/preview.cgi?LPid=957
Free

**Oral Health Education: Saving Smiles Series- “Healthy Mouth, Healthy Body”**
**Grades: 4 & 5**
Lesson Plan (1) Identify the components of a balanced meal and describe carbohydrates and their impact on oral health. (SOL 4.1b, d ; 5.2b)
Lesson Plan (2) Develop an awareness of community health resources available (SOL 4.5a,b ; 4.6a ; 5.4a,b ; 5.5c,d,e,f)
Lesson Plan (3) Describe the causes of dental diseases including the role of bacterial plaque, and describe how dental diseases can be prevented. (SOL 4.4b,d ; 5.2a)
Lesson Plan (4) Identify laws related to the purchase of tobacco products and describe the effects of tobacco on oral health and the body. (SOL 4.4b,d ; 5.2a)
Sponsor: Virginia Department of Health, Division of Dental Health
Contact: http://www.vahealth.org/teeth/OralHealthEducation.asp (curriculum resources)
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://www.eduref.org (select lesson plans – health – nutrition)
Free
**Popcorn Nutrition**  
Grade(s): 3-8  
Students will compare nutrition levels of snack foods and correctly calculate differences in nutritional value.  
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](http://www.nutritionexplorations.org)  
Free

### Additional Instructional Resources

- American Museum of Natural History - [http://www.amnh.org/nationalcenter/infection/](http://www.amnh.org/nationalcenter/infection/)
- Center for Disease Control - [http://www.fda.gov/hearthealth/healthyheart/healthyheart.html](http://www.fda.gov/hearthealth/healthyheart/healthyheart.html)

### 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.

### 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

- the connection between nutritional 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)

**Sample 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](http://www.pbs.org/teachersource) (select Health & Fitness - Grades 3-5 - Fitness & Nutrition)
Free

**BAM! Body and Mind> Teachers’ Corner> Active or Not Here it Comes!**
The goal of this section is to expand students understanding of physical activity beyond organized sports. By extending their view of physical activity, students will recognize that organized sports (e.g., playing on the football or soccer team), less competitive or personal fitness activities (e.g., swimming with friends or weight training), lifetime sports (e.g., golfing or walking), and some everyday activities (e.g., walking their dog, dancing to their favorite song, or mowing the lawn) are all forms of physical activity. As student’s understanding grows, they will determine that they already participate in physical activities to some extent and gain confidence to expand upon their activities.
Sponsor: Center for Disease Control
[http://www.bam.gov/teachers/activities/active_or_not.htm](http://www.bam.gov/teachers/activities/active_or_not.htm)
Free

**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/andhttp://www.flaghouse.com
+Cost

**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.htmlFree

**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: K-1, 5 A Day for Better Health (focus - five fruits and vegetables a day)
Curriculum to promote healthy food choices.
Sponsor: Pennsylvania Department of Education
http://www.pde.state.pa.us/food_nutrition/cwp

**5 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, recipes.
Sponsor: Dole Food Company
http://www.5aday.com
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://www.eduref.org (select lesson plans – health – nutrition)
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
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://www.eduref.org (select lesson plans – health – nutrition)
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

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
--"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
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://www.eduref.org  (select lesson plans – 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/missionnutrition/eng/educators
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://www.eduref.org  (select lesson plans – health – nutrition)
Free

Oral Health Education: Saving Smiles Series- “Healthy Mouth, Healthy Body”
Grades: 4 & 5
Lesson Plan (1) Identify the components of a balanced meal and describe carbohydrates and their impact on oral health. (SOL 4.1b, d ; 5.2b)
Lesson Plan (2) Develop an awareness of community health resources available (SOL 4.5a,b ; 4.6a ; 5.4a,b ; 5.5c,d,e,f)
Lesson Plan (3) Describe the causes of dental diseases including the role of bacterial plaque, and describe how dental diseases can be prevented. (SOL 4.4b,d ; 5.2a)
Lesson Plan (4) Identify laws related to the purchase of tobacco products and describe the effects of tobacco on oral health and the body. (SOL 4.4b,d ; 5.2a)
Sponsor: Virginia Department of Health, Division of Dental Health
Contact:  http://www.vahealth.org/teeth/OralHealthEducation.asp  (curriculum resources)
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://www.eduref.org  (select lesson plans – health – nutrition)
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
Additional Instructional Resources

- Review 4.1a-e
- Dietary Guidelines - http://www.agctr.lsu.edu/Subjects/eatsmart

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.

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:
   o exercise lessens muscle tension, helps you sleep well, and uses up the extra sugar in your bloodstream;
   o talk to your parents;
   o plan your day;
   o do something you enjoy with friends or play with a pet; and
   o get plenty of sleep and eat healthful foods.

**Sample Lessons**

**LifeSkills Training**
Grades: K-5
Model substance abuse prevention and competency enhancement program focusing on the major social and psychological factors causing substance use and abuse. Teaches drug resistance skills, personal management skills, and general social skills. Focuses on self-esteem, decision-making, influence of media, stress, communication, and assertiveness issues.
Contact: [http://www.lifeskillstraining.com](http://www.lifeskillstraining.com)

**Organizational Skills**
Grade(s) K-12
Upon completion of this lesson students will understand how to become more organized and will display good time management techniques. Additionally, students will be able to better handle stress and change.
[http://www.daltonstate.edu/faculty/lswennie/work_ethics](http://www.daltonstate.edu/faculty/lswennie/work_ethics)
Free

**Project Towards No Tobacco Use (TNT)**
Grades 5-10
Model program to prevent or reduce tobacco use in youth. Ten core and 2 booster lessons. Includes effective refusal and coping skills; effects of media and advertisers; methods to build self-esteem; and strategies for advocating no tobacco use.
Sponsor: Department of Preventive Medicine, USC
Contact: [http://www.etr.org](http://www.etr.org)

**Additional Instructional Resources**

- Life Skills Programs
- Social & Emotional Health – [http://www.pbs.org/teachersource](http://www.pbs.org/teachersource) (health & fitness 3-5)
- Stress Management - [http://stress.about.com](http://stress.about.com)
- Teaching Children About Health, A Multidisciplinary Approach - [http://www.morton-pub.com](http://www.morton-pub.com) - "Childhood Stress"

**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.

**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)

**Sample Lessons**

**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

**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
Graphing a Healthy Lifestyle
Grade(s): 5
Students will, over a week, record the amount of time they spend sleeping, attending school, watching T.V., exercising and doing homework. At the end of the week the students will graph all of their information and discuss how sleep impacts their learning. The graphs will be used to discuss daily habits and ways to improve overall health.
http://www.uen.org/Lessonplan/preview.cgi?LPid=66
Free

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

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

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.)
--"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 (select HeartPower!)
Free
Interactive Heart Rate Worksheet  
Grade(s): 4-5  
This interactive worksheet is meant to teach students basic facts about the heart, how to find target heart rate, and the importance of aerobic exercise. A secondary purpose of this lesson is to give students more experience using the computer.  
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4874  
Free

It's Sugar Time!  
Grade(s): 5  
Good health depends upon many things, including heredity, lifestyle, personality traits, mental health, attitudes, and the environment. Good eating habits for both animals and humans, proper exercise, and a moderate use of sugars can help keep you healthy.  
http://www.uen.org/Lessonplan/preview.cgi?LPid=233  
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

Nutrition Education - Balance Benefits  
Grade(s): 5  
Students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.  
http://www.uen.org/Lessonplan/preview.cgi?LPid=956  
Free

Nutrition Education - Dietary Guidelines  
Grade(s): 5  
Students will learn about suggested dietary guidelines and from that will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.  
http://www.uen.org/Lessonplan/preview.cgi?LPid=955  
Free

Nutrition Station Circuit  
Grade(s): 3-5  
The purpose of this lesson plan is to have the kids review and understand the different fitness concepts along with different basketball skills.  
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5786  
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  
http://www.sparkpe.org
**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](http://www.take10.net/funforstudents.asp)

**Texas Department of State Health Services: "Anatomy" (Fifth Grade)**  
Grade(s): 5  
The purpose of this lesson is to teach students about the basic structures and functions of the human body and how they relate to personal health.  
[http://www.dshs.state.tx.us/kids/lessonplans/5thgrade.htm](http://www.dshs.state.tx.us/kids/lessonplans/5thgrade.htm)  
Free

### Additional Instructional Resources

- American Heart Association - Jump Rope For Heart (fund-raising activity for AHA - elementary schools) - [http://www.americanheart.org](http://www.americanheart.org)
- Benefits of Physical Activity - [http://www.cdc.gov/nccdphp/sgr/ataglan.htm](http://www.cdc.gov/nccdphp/sgr/ataglan.htm)
- 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
- Project ACES - [http://members.aol.com/acesday](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

### 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

- [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)

**Sample 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](http://www.pbs.org/teachersource) (select Health & Fitness - Grades 3-5 - Fitness & Nutrition)
Free

**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)
+Cost

**Discovering Foods of Mexico**
Grades 5-6
Compares nutritional and wellness practices between cultural groups.
Sponsor: PBS
One-two class periods

**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
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

5 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, recipes.
Sponsor: Dole Food Company
http://www.5aday.com
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
Contact:  http://www.eduref.org (select lesson plans – health – nutrition)
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
+Cost

Graphing a Healthy Lifestyle
Grade(s): 5
Students will, over a week, record the amount of time they spend sleeping, attending school, watching T.V., exercising and doing homework. At the end of the week the students will graph all of their information and discuss how sleep impacts their learning. The graphs will be used to discuss daily habits and ways to improve overall health.
http://www.uen.org/Lessonplan/preview.cgi?LPid=66
Free

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
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
Contact: http://www.eduref.org (select lesson plans – health – nutrition)
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.
Contact local County Extension Office
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.)
--"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 (select HeartPower!)
Free

Interactive Heart Rate Worksheet
Grade(s): 4-5
This interactive worksheet is meant to teach students basic facts about the heart, how to find target heart rate, and the importance of aerobic exercise. A secondary purpose of this lesson is to give students more experience using the computer.
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4874
Free

Is Our Health Inherited or Acquired?
Grade(s): 5
Students will be able to list the traits they get from their parents. They will be able to distinguish inherited traits from acquired ones, especially those relating to health.
Lessons for human body materials
Grade(s): 1-5
This unit investigates some of the systems of the human body. The lessons are designed to use the various human body models from ARC. These lessons focus on four systems: skeletal, circulatory, respiratory and digestive.
http://www.colby.edu/cpse/equipment2/human/human.html#Circulatory%20System
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/missionnutrition/eng/educators
Free

Nutrition 3: Got Broccoli?
Grade(s): 3-5
In this lesson students will understand why the body needs food, and how it takes necessary nutrients as food passes through the digestive system.
Free

Nutrition Education - Balance Benefits
Grade(s): 5
Students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.
http://www.uen.org/Lessonplan/preview.cgi?LPid=956
Free

Nutrition Education - Dietary Guidelines
Grade(s): 5
Students will learn about suggested dietary guidelines and from that will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.
http://www.uen.org/Lessonplan/preview.cgi?LPid=955
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.
Contact: http://www.eduref.org (select lesson plans – health – nutrition)
Free

**Nutrition Station Circuit**
Grade(s): 3-5
The purpose of this lesson plan is to have the kids review and understand the different fitness concepts along with different basketball skills.
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5786
Free

**Salt, To Use or Not To Use**
Grade(s): 5
Salt is important to human life. Potassium, added to salt, helps the kidneys regulate the body's fluid levels. Salt, made from sodium and chloride, is found in many beverages and foods we eat. Some people consume 10 times more salt than required daily. What are the real risks connected to our salt intake?
http://www.uen.org/Lessonplan/preview.cgi?LPid=248
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
http://www.sparkpe.org
+Cost

**Straight from the Heart**
Grade(s): K-12
The main objectives of this mini-teach are to define and demonstrate the functions of the heart; observe the vibration of a match due to the pulsation of blood in the wrist; to construct a simple stethoscope and use it to listen to your heartbeat; to measure your heart rate (pulse); to compare your heart rate with your partner's heart rate; and to calculate the number of times your heart beats in one hour.
http://www.iit.edu/~smile/bi9514.html
Free

**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

**Texas Department of State Health Services: "Anatomy" (Fifth Grade)**
Grade(s): 5
The purpose of this lesson is to teach students about the basic structures and functions of the human body and how they relate to personal health.
http://www.dshs.state.tx.us/kids/lessonplans/5thgrade.htm
Free
**Additional Instructional Resources**

- American Heart Association - Jump Rope For Heart (fund-raising activity for AHA - elementary schools) - [http://www.americanheart.org](http://www.americanheart.org)
- "Eating and Exercise" - [http://www.healthteacher.com](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.

**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

- 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.)

**Sample Lessons**

**Graphing a Healthy Lifestyle**

Grade(s): 5

Students will, over a week, record the amount of time they spend sleeping, attending school, watching television,, exercising and doing homework. At the end of the week the students will graph all of their
information and discuss how sleep impacts their learning. The graphs will be used to discuss daily habits and ways to improve overall health.

http://www.uen.org/Lessonplan/preview.cgi?LPid=66
Free

A Healthy Body Image
Grade(s): 5
Students will explore the impact of magazine advertisements on body image and individual purchasing.

http://www.uen.org/Lessonplan/preview.cgi?LPid=73
Free

LifeSkills Training
Grades: K-5
Model substance abuse prevention and competency enhancement program focusing on the major social and psychological factors causing substance use and abuse. Teaches drug resistance skills, personal management skills, and general social skills. Focuses on self-esteem, decision-making, influence of media, stress, communication, and assertiveness issues.
Contact: http://www.lifeskillstraining.com
Cost

Project Towards No Tobacco Use (TNT)
Grades 5-10
Model program to prevent or reduce tobacco use in youth. Ten core and 2 booster lessons. Includes effective refusal and coping skills; effects of media and advertisers; methods to build self-esteem; and strategies for advocating no tobacco use.
Sponsor: Department of Preventive Medicine, USC
Contact: http://www.etr.org
Cost

Promoting Alternative Thinking Strategies (PATHS)
Grades K-6
Model program to promote emotional & social competencies and reduce aggression and acting out. Includes emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills.
Sponsor: Pennsylvania State University and Channing Bete Company
Contact: http://www.preventionscience.com
Cost

Nutrition Education - Balance Benefits
Grade(s): 5
Students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

http://www.uen.org/Lessonplan/preview.cgi?LPid=956
Free

Nutrition Education - Dietary Guidelines
Grade(s): 5
Students will learn about suggested dietary guidelines and from that will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

http://www.uen.org/Lessonplan/preview.cgi?LPid=955
Free

Nutrition Education - Evaluate Your Eating Habits
Grade(s): 5
Through this lesson students will learn that their eating habits can improve by evaluating their choices.
Who’s in the Bag?
Grades: 4-6
Many students do not know how to develop relationships. Their negative social attitudes and low self-esteem hinder interaction.
Sponsor: Ask Eric
Contact: http://www.eduref.org (select lesson plans – health – mental health)
Free

Additional Instructional Resources

- Guidance Services
- Life Skills Programs
- Social & Emotional Health – http://www.pbs.org/teachersource/ (health & fitness 3-5)

Assessment Ideas

The student will:

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

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.)

**Sample Lessons**

**The Bone Connection**
**Grade(s):** K-5
The goal of this lesson is for the students to be able to name some bones in the human skeletal system and at least one function of each.
[http://www.iit.edu/~smile/bi8702.html](http://www.iit.edu/~smile/bi8702.html)
Free

**Drug Abuse Resistance Education (DARE)**
**Grades:** K-5
Police officer led program of classroom lessons that teaches youth how to resist peer pressure and live drug and violence-free lives. Includes active learning strategies. Focuses on decision-making skills. Includes 9 lessons.
Contact: [http://www.dare.com](http://www.dare.com)

**Graphing a Healthy Lifestyle**
**Grade(s):** 5
Students will, over a week, record the amount of time they spend sleeping, attending school, watching T.V., exercising and doing homework. At the end of the week the students will graph all of their information and discuss how sleep impacts their learning. The graphs will be used to discuss daily habits and ways to improve overall health.
[http://www.uen.org/Lessonplan/preview.cgi?LPid=66](http://www.uen.org/Lessonplan/preview.cgi?LPid=66)
Free

**HeartPower!**
**Grades:** 3-5
Teaches student about the heart and how to keep it healthy. Science-based. Lessons, handouts.
- Target: No Smoking Game
- A Bunch of Reasons Not to Smoke Quick Activity
- Smoking in the Cellar Lesson Idea
Sponsor: American Heart Association
Contact: [http://www.americanheart.org](http://www.americanheart.org) (select HeartPower!)
Free

**Human Body Simon Says Game**
**Grade(s):** K-12
In this lesson adapt the game of Simon Says for use as part of a unit on the human body. Include the names and locations of body parts and their locations as students learn them.
Free

**Lessons for human body materials**
**Grade(s):** 1-5
This unit investigates some of the systems of the human body. The lessons are designed to use the various human body models from ARC. These lessons focus on four systems: skeletal, circulatory, respiratory and digestive.
Free
LifeSkills Training
Grades: K-5
Model substance abuse prevention and competency enhancement program focusing on the major social and psychological factors causing substance use and abuse. Teaches drug resistance skills, personal management skills, and general social skills. Focuses on self-esteem, decision-making, influence of media, stress, communication, and assertiveness issues.
Contact: http://www.lifeskillstraining.com
Cost

Mind over Matter
Grades: 5-9
Students learn about the effects of drug abuse on the body and brain. Includes marijuana, opiates, inhalants, hallucinogens, methamphetamine, nicotine, stimulants, and steroids.
Sponsor: National Institute on Drug Abuse, National Institutes of Health
Contact: http://www.nida.nih.gov
Cost: Free

Nutrition Education - Balance Benefits
Grade(s): 5
Students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.
http://www.uen.org/Lessonplan/preview.cgi?LPid=956
Free

Nutrition Education - Dietary Guidelines
Grade(s): 5
Students will learn about suggested dietary guidelines and from that will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.
http://www.uen.org/Lessonplan/preview.cgi?LPid=955
Free

Nutrition Education - Health Definition
Grade(s): 5
Students will understand from this lesson that being healthy is more than just not being sick.
http://www.uen.org/Lessonplan/preview.cgi?LPid=958
Free

Project Towards No Tobacco Use (TNT)
Grades 5-10
Model program to prevent or reduce tobacco use in youth. Ten core and 2 booster lessons. Includes effective refusal and coping skills; effects of media and advertisers; methods to build self-esteem; and strategies for advocating no tobacco use.
Sponsor: Department of Preventive Medicine, USC
Contact: http://www.etr.org
Cost

Protecting You/Protecting Me
Grades 1-5
Model 5-year alcohol use prevention curriculum designed to reduce alcohol-related injury and death. Includes student’s intentions not to drive with an impaired driver; focuses on risks of using alcohol; and includes parental involvement.
Sponsor: Mothers Against Drunk Driving
Contact: http://www.pypm.org
Cost

Straight from the Heart
Grade(s): K-12
The main objectives of this mini-teach are to define and demonstrate the functions of the heart;
observe the vibration of a match due to the pulsation of blood in the wrist; to construct a simple stethoscope and use it to listen to your heartbeat; to measure your heart rate (pulse); to compare your heart rate with your partner's heart rate; and to calculate the number of times your heart beats in one hour.

http://www.iit.edu/~smile/bi9514.html
Free

Texas Department of State Health Services: "Anatomy" (Fifth Grade)
Grade(s): 5
The purpose of this lesson is to teach students about the basic structures and functions of the human body and how they relate to personal health.

http://www.dshs.state.tx.us/kids/lessonplans/5thgrade.htm
Free

Additional Instructional Resources

- Al-Anon/Alateen – http://www.al-anon.org
- Center for Enforcing Underage Drinking Laws – http://www.udetc.org
- Drugs and the Body - http://www.learn.co.uk/default.asp?WCI=Unit&WCU=1580
- Global Youth Network - http://www.unodc.org/youthnet
- http://www.healthteacher.com – "Alcohol and Other Drugs" and "Tobacco"
- Inhalant Abuse – http://www.inhalant.org
- Monitoring the Future – http://www.monitoringthefuture.org
- Mothers Against Drunk Driving – http://www.maddva.org or http://www.madd.org
- National Inhalant Preventon Coalition – http://www.inhalants.org
- National Youth Anti-Drug Media Campaign – http://www.mediacampaign.org
- Parenting Is Prevention – http://www.parentingsprevention.org
- Partners for Substance Abuse Prevention – http://www.samhsa.gov/preventionpartners
- Partnership for a Drug-Free America – http://www.drugfreeamerica.org
- Reality Check – http://www.health.org/reality
- Safety - http://www.pbs.org/teachersource/- (health & fitness 3-5)
- Students Against Destructive Decisions (SADD) – http://www.saddonline.com
- Substance Abuse and Mental Health Services Administration (SAMHSA) – http://www.samhsa.gov
- Tips 4 Youth - http://www.cdc.gov/tobacco/tips4youth.htm
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.

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.)
**Sample Lessons**

**LifeSkills Training**  
Grades: K-5  
Model substance abuse prevention and competency enhancement program focusing on the major social and psychological factors causing substance use and abuse. Teaches drug resistance skills, personal management skills, and general social skills. Focuses on self-esteem, decision-making, influence of media, stress, communication, and assertiveness issues.  
Contact: [http://www.lifeskillstraining.com](http://www.lifeskillstraining.com)  
Cost

**Mind over Matter**  
Grades: 5-9  
Students learn about the effects of drug abuse on the body and brain. Includes marijuana, opiates, inhalants, hallucinogens, methamphetamine, nicotine, stimulants, and steroids.  
Sponsor: National Institute on Drug Abuse, National Institutes of Health  
Contact: [http://www.nida.nih.gov](http://www.nida.nih.gov)  
Cost: Free

**Project Towards No Tobacco Use (TNT)**  
Grades 5-10  
Model program to prevent or reduce tobacco use in youth. Ten core and 2 booster lessons. Includes effective refusal and coping skills; effects of media and advertisers; methods to build self-esteem; and strategies for advocating no tobacco use.  
Sponsor: Department of Preventive Medicine, USC  
Contact: [http://www.etr.org](http://www.etr.org)  
Cost

**Protecting You/Protecting Me**  
Grades 1-5  
Model 5-year alcohol use prevention curriculum designed to reduce alcohol-related injury and death. Includes student’s intentions not to drive with an impaired driver; focuses on risks of using alcohol; and includes parental involvement.  
Sponsor: Mothers Against Drunk Driving  
Contact: [http://www.pypm.org](http://www.pypm.org)  
Cost

**Additional Instructional Resources**

- Al-Anon/Alateen – [http://www.al-anon.org](http://www.al-anon.org)  
- Center for Enforcing Underage Drinking Laws – [http://www.udetc.org](http://www.udetc.org)  
- Global Youth Network - [http://www.unodc.org/youthnet](http://www.unodc.org/youthnet)  
- Guidance Counselor  
  [http://www.healthteacher.com](http://www.healthteacher.com)  
- Healthy Competition Foundation (dangers of performance-enhancing drugs) - [http://www.healthycompetition.org](http://www.healthycompetition.org)  
- Inhalant Abuse – [http://www.inhalant.org](http://www.inhalant.org)
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.

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.

**Sample Lessons**

**The Brain Reflex System and How It Works**
Grade(s): K-5
The students will learn the basic facts about the reflex systems of the brain.
http://www.iit.edu/~smile/bi8902.html
Free

"Friendship Qualities"
Grade 5
This lesson plan focuses on fifth graders learning the skills of recognizing valuable qualities in friendships and how to become better friends.
http://www.csee.net/LessonPlans.asp?id=12
Free

**Graphing a Healthy Lifestyle**
Grade(s): 5
Students will, over a week, record the amount of time they spend sleeping, attending school, watching T.V., exercising and doing homework. At the end of the week the students will graph all of their information and discuss how sleep impacts their learning. The graphs will be used to discuss daily habits and ways to improve overall health.
http://www.uen.org/Lessonplan/preview.cgi?LPid=66
Free

**Intel Education: "Flat Stanley"**
Grade(s) 3-5
In this lesson students read a story about "Flat Stanley," then afterwards make a flat friend to send to a class in another country. From this, students learn skills of communicating with other people they normally do not talk to and cultural differences of the class they sent their flat friend to.
http://www97.intel.com/en/ProjectDesign/UnitPlanIndex/FlatStanley/
Free
It's Sugar Time!
Grade(s): 5
Good health depends upon many things, including heredity, lifestyle, personality traits, mental health, attitudes, and the environment. Good eating habits for both animals and humans, proper exercise, and a moderate use of sugars can help keep you healthy.
http://www.uen.org/Lessonplan/preview.cgi?LPid=233
Free

LifeSkills Training
Grades: K-5
Model substance abuse prevention and competency enhancement program focusing on the major social and psychological factors causing substance use and abuse. Teaches drug resistance skills, personal management skills, and general social skills. Focuses on self-esteem, decision-making, influence of media, stress, communication, and assertiveness issues.
Contact: http://www.lifeskillstraining.com
Cost

Mind over Matter
Grades: 5-9
Students learn about the effects of drug abuse on the body and brain. Includes marijuana, opiates, inhalants, hallucinogens, methamphetamine, nicotine, stimulants, and steroids.
Sponsor: National Institute on Drug Abuse, National Institutes of Health
Contact: http://www.nida.nih.gov
Cost: Free

Nutrients In Our Foods
Grade(s): 5
Students will use the Internet to learn of, and research, information on health and nutrition. Students will study the six essential nutrients.
http://www.uen.org/Lessonplan/preview.cgi?LPid=259
Free

Nutrition 3: Got Broccoli?
Grade(s): 3-5
In this lesson students will understand why the body needs food, and how it takes necessary nutrients as food passes through the digestive system.
Free

Nutrition Education - Balance Benefits
Grade(s): 5
Students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.
http://www.uen.org/Lessonplan/preview.cgi?LPid=956
Free

Nutrition Education - Dietary Guidelines
Grade(s): 5
Students will learn about suggested dietary guidelines and from that will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.
http://www.uen.org/Lessonplan/preview.cgi?LPid=955
Free

Nutrition Education - Evaluate Your Eating Habits
Grade(s): 5
Through this lesson students will learn that their eating habits can improve by evaluating their choices.
Nutrition lesson plans - fun hands on activities.
Grade(s): 3-5
Students learn about the four food groups by cutting pictures of food out of newspapers to make projects.

Project Towards No Tobacco Use (TNT)
Grades 5-10
Model program to prevent or reduce tobacco use in youth. Ten core and 2 booster lessons. Includes effective refusal and coping skills; effects of media and advertisers; methods to build self-esteem; and strategies for advocating no tobacco use.
Sponsor: Department of Preventive Medicine, USC
Contact: http://www.etr.org

Protecting You/Protecting Me
Grades 1-5
Model 5-year alcohol use prevention curriculum designed to reduce alcohol-related injury and death. Includes student’s intentions not to drive with an impaired driver; focuses on risks of using alcohol; and includes parental involvement.
Sponsor: Mothers Against Drunk Driving
Contact: http://www.pypm.org

Social Emotional Learning Lesson
Grade 5
Students will actively participate in writing a class book and will develop strategies to deal with losing or failure.
http://www.dist102.k12.il.us/internal/SELWebPg/COP5HowToBeFriend.htm

We're All Different Alike
Grade(s) K-5
This lesson is designed to provide students the opportunity to feel united with their peers by both their similarities and their differences. It will create a forum in which students can talk about why name-calling often occurs when an individual or group is deemed different, and how this targeting can be reframed into something positive.
http://www.nonamecallingweek.org/NoNameCalling.pdf

Additional Instructional Resources
- Al-Anon/Alateen – http://www.al-anon.org
- Center for Enforcing Underage Drinking Laws – http://www.udetc.org
Global Youth Network - http://www.unodc.org/youthnet
Guidance Counselor
http://www.healthteacher.com
Inhalant Abuse – http://www.inhalant.org
Local Health and Mental Health Departments Monitoring the Future – http://www.monitoringthefuture.org
Mothers Against Drunk Driving – http://www.maddva.org or http://www.madd.org
National Inhalant Prevention Coalition – http://www.inhalants.org
National Youth Anti-Drug Media Campaign – http://www.mediacampaign.org
Parenting Is Prevention – http://www.parentingisprevention.org
Partners for Substance Abuse Prevention – http://www.samhsa.gov/preventionpartners
Partnership for a Drug-Free America – http://www.drugfreeamerica.org
Reality Check – http://www.health.org/reality
School Resource Officers
Students Against Destructive Decisions (SADD) – http://www.saddonline.com
Substance Abuse and Mental Health Services Administration (SAMHSA) – http://www.samhsa.gov
Tips 4 Youth - http://www.cdc.gov/tobacco/tips4youth.htm
U.S. Department of Justice, Office of Justice Programs, National Criminal Justice Reference Service – http://www.ncjrs.org
Virginia Department of Alcoholic Beverage Control, Education Section – http://www.abc.state.va.us
Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services (Office of Substance Abuse) – http://www.dmhmrsas.virginia.gov
Virginia Department of State Police – http://www.vsp.state.va.us
Virginia Tobacco Settlement Foundation – http://www.vtsf.org

**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.
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

a. 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.

Sample Lessons

The Educator’s Reference Desk: Lesson Plans> Health>Consumer Health Lesson Plans>Magazine Ads and You, the Teenager
Advertising is often aimed directly at young people. Not only do they spend $70 billion a year, but they influence their parents’ purchases also. Youth are hit by certain appeals - appeals to be like everybody else, sex appeal, even negative appeal. This activity is to increase student awareness of persuasion tactics as seen in magazine advertising.
Sponsor: The lesson was developed by a teacher at Daly Middle School, Lakeview, OR. The site is part of the Gateway to Educational Materials (GEM). GEM is a Consortium effort to provide educators with quick and easy access to thousands of educational resources found on various federal, state, university, non-profit, and commercial Internet sites. GEM is sponsored by the U.S. Department of Education.
Contact: http://www.eduref.org/cgi-bin/printlessons.cgi
Free

Kellogg Special K Ads
This lesson helps students understand the relationship between body image and marketing by exploring the Kellogg’s Special K "look good on your own terms" advertising campaign. Students begin by reading about this award-winning, controversial campaign which uses humor to skewer traditional advertising stereotypes about thinness. Students will deconstruct a series of Special K ads and discuss how marketers target "ideal beauty" messages to both men and women. Students will also look at the differences between the different marketing campaigns for Special K that have been used with Canadian and American women.
Sponsor: Media Awareness Network
Contact: http://www.media-awareness.ca/english/resources
Free

Macmillan McGraw Hill Lesson Plans and Activity Sheets Cybersmarts Identifying High Quality Sites
Students learn that, because anyone can publish on the Web, they must carefully evaluate the sites they use for research. They review evaluation criteria and use a checklist to "grade" informational sites. Students will learn how the ease of publishing on the World Wide Web may affect the usefulness of some sites' content. Students will interpret the criteria on a site evaluation checklist and apply the
checklist to a site, evaluating its usefulness. The activity sheet may be downloaded in PDF format.
Grades 6-8
Contact: http://www.cybersmartcurriculum.org
Free

**Magazine Ads and You, the Teenager**
Grades: 6-8
Advertising is often aimed directly at young people. Not only do they spend $70 billion a year, but they influence their parents' purchases also. Youth are hit by certain appeals - appeals to be like everybody else, sex appeal, even negative appeal. This activity is to increase student awareness of persuasion tactics as seen in magazine advertising.
Sponsor: Ask Eric
Contact: http://www.eduref.org (select lesson plans – health – consumer health)
Free

**Media Literacy Lesson Plan: Recognizing Propaganda—Unreliable Testimony**
After completing this lesson, students will be able to: Recognize the importance of personal hygiene and grooming, demonstrate health advocacy skills in an original advertisement and apply the media literacy skill of recognizing unreliable testimony to an ad for a hair care product.
Sponsor: Glencoe & McGraw-Hill
Contact: http://www.glencoe.com/sec/health/teachres/lessonplans/mlshampoo.shtml
Free

**MedlinePlus: Evaluating Health Information**
Filled with tips on how to evaluate health information. This well organized web site links the reader to reliable resource, for instance the NLM and NIH Guide to Healthy Web Surfing, the Federal Trade Commission Health Claims on the Internet: Buyer Beware and American Psychological Association Watch for Commercial Influences. Sponsor: National Library of Medicine & National Institute of Health
Contact: http://www.nlm.nih.gov/medlineplus
Free

**New York Times Daily Lesson Plan>Diagnosing Delusions: Debunking Common Medical Myths Through Education**
In this lesson, after reading a background article from the New York Times, students learn how widespread medical myths can be potentially dangerous. They then synthesize their knowledge by creating pamphlets that help patients learn the facts behind some commonly believed medical myths.
Sponsor: The New York Times in partnership with the Bank Street College of Education in NYC.
Contact: http://www.nytimes.com/learning/teachers/lessons
Free

Evaluating Images of Health in American Society: A Science Lesson
In this lesson, students examine where one develops his or her views about health and ways in which different products promote specific ideas of what should be seen as healthy. Students then investigate different ways in which people alter their bodies to become more like the "ideal" picture of health promoted in American society and assess the marketing of dolls, action figures, and nutritional supplements, focusing on the images of health that they present.
Sponsor: The New York Times in partnership with the Bank Street College of Education in NYC.
Contact: http://www.nytimes.com/learning/teachers/lessons
Free

**Selecting and Using Health-Care Products**
This Web site offers a lesson plan entitled "Selecting and Using Health-Care Products". Registration is required in order to access the lesson plans.
Sponsor: Health Teacher
Contact: http://www.healthteacher.com/lessonguides
$100 for all teachers in a school to access the middle school lesson plan.
Oral Health Education: Saving Smiles Series- "Healthy Mouth, Healthy Body"
Grades: 4 & 5
Lesson Plan (1) Identify the components of a balanced meal and describe carbohydrates and their impact on oral health. (SOL 4.1b, d ; 5.2b)
Lesson Plan (2) Develop an awareness of community health resources available (SOL 4.5a,b ; 4.6a ; 5.4a,b ; 5.5c,d,e,f)
Lesson Plan (3) Describe the causes of dental diseases including the role of bacterial plaque, and describe how dental diseases can be prevented. (SOL 4.4b,d ; 5.2a)
Lesson Plan (4) Identify laws related to the purchase of tobacco products and describe the effects of tobacco on oral health and the body. (SOL 4.4b,d ; 5.2a)
Sponsor: Virginia Department of Health, Division of Dental Health
Contact:  http://www.vahealth.org/teeth/OralHealthEducation.asp (curriculum resources)
Free

Additional Instructional Resources

- The Harden Directory of Internet Health Resources - http://www.lib.uiowa.edu/hardin/md
- HealthFinder Current and Timely Information - http://www.healthfinder.gov
- How Quackery Sells - http://www.quackwatch.org/01QuackeryRelatedTopics
- Internet Detectives - http://www.madison.k12.wi.us/tnl/detectives
- 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
- Quackwatch, Your Guide to Health Fraud, Quackery, and Intelligent Decisions - http://www.quackwatch.com

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.

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.

**Sample Lessons**

**The Educator’s Reference Desk: Lesson Plans> Health>Consumer Health Lesson Plans>Magazine Ads and You, the Teenager**
Advertising is often aimed directly at young people. Not only do they spend $70 billion a year, but they influence their parents' purchases also. Youth are hit by certain appeals - appeals to be like everybody else, sex appeal, even negative appeal. This activity is to increase student awareness of persuasion tactics as seen in magazine advertising.

Sponsor: The lesson was developed by a teacher at Daly Middle School, Lakeview, OR. The site is part of the Gateway to Educational Materials (GEM). GEM is a Consortium effort to provide educators with quick and easy access to thousands of educational resources found on various federal, state, university, non-profit, and commercial Internet sites. GEM is sponsored by the U.S. Department of Education.

Contact: [http://www.eduref.org/cgi-bin/printlessons.cgi](http://www.eduref.org/cgi-bin/printlessons.cgi)
Free

**Kellogg Special K Ads**
This lesson helps students understand the relationship between body image and marketing by exploring the Kellogg’s Special K “look good on your own terms” advertising campaign. Students begin by reading about this award-winning, controversial campaign which uses humor to skewer traditional advertising stereotypes about thinness. Students will deconstruct a series of Special K ads and discuss how marketers target “ideal beauty” messages to both men and women. Students will also look at the differences between the different marketing campaigns for Special K that have been used with Canadian and American women.

Sponsor: Media Awareness Network

Contact: [http://www.media-awareness.ca/english/resources](http://www.media-awareness.ca/english/resources)
Free

**Macmillan McGraw Hill Lesson Plans and Activity Sheets Cybersmarts Identifying High Quality Sites**
Students learn that, because anyone can publish on the Web, they must carefully evaluate the sites they use for research. They review evaluation criteria and use a checklist to "grade" informational sites. Students will learn how the ease of publishing on the World Wide Web may affect the usefulness of some sites' content. Students will interpret the criteria on a site evaluation checklist and apply the checklist to a site, evaluating its usefulness. The activity sheet may be downloaded in PDF format.

Grades 6-8

Contact: [http://www.cybersmartcurriculum.org](http://www.cybersmartcurriculum.org)
Free

**Magazine Ads and You, the Teenager**

Grades: 6-8

Advertising is often aimed directly at young people. Not only do they spend $70 billion a year, but they influence their parents' purchases also. Youth are hit by certain appeals - appeals to be like everybody else, sex appeal, even negative appeal. This activity is to increase student awareness of persuasion tactics as seen in magazine advertising.

Sponsor: Ask Eric

Contact: [http://www.eduref.org](http://www.eduref.org) (select lesson plans - health - consumer health)
Free
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Contact: http://www.glencoe.com/sec/health/teachres/lessonplans/mlshampoo.shtml
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Oral Health Education: Saving Smiles Series- “Healthy Mouth, Healthy Body”
Grades: 4 & 5
Lesson Plan (1) Identify the components of a balanced meal and describe carbohydrates and their impact on oral health. (SOL 4.1b, d ; 5.2b)
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Lesson Plan (3) Describe the causes of dental diseases including the role of bacterial plaque, and describe how dental diseases can be prevented. (SOL 4.4b,d ; 5.2a)
Lesson Plan (4) Identify laws related to the purchase of tobacco products and describe the effects of tobacco on oral health and the body. (SOL 4.4b,d ; 5.2a)
Sponsor: Virginia Department of Health, Division of Dental Health
Contact: http://www.vahealth.org/teeth/OralHealthEducation.asp (curriculum resources)
Free
Additional Instructional Resources

- The Harden Directory of Internet Health Resources - http://www.lib.uiowa.edu/hardin/md
- How Quackery Sells – http://www.quackwatch.org/01QuackeryRelatedTopics
- Internet Detectives - http://www.madison.k12.wi.us/tnl/detectives
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- Quackwatch, Your Guide to Health Fraud, Quackery, and Intelligent Decisions - http://www.quackwatch.com

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.

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;

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.
Sample Lessons

EnviroMysteries
Grades 5-9
Students investigate the connection between where they live and how they feel.
"Breaking the Mold" http://enviromysteries.thinkport.org/breakingthemold/
Sponsor: National Institute of Environmental Health Sciences
Contact: http://enviromysteries.thinkport.org

Tox RAP
Grades K-9
Students understand basic environmental health sciences concepts and make informed decisions to reduce their health risks associated with potential environmental pollutants. Lessons use a risk assessment framework.
'The Case of the Green Feathers' (air pollution) Grade 3
'What is Wrong with the Johnson Family?' (investigate unexplained health problems) Grades 3-6
'Mystery Illness Strikes the Sanchez Household' (simulated health hazard) Grades 6-9
Sponsor: National Institute of Environmental Health Sciences
Contact: http://www.eohsi.rutgers.edu/rc/toxrap/index.htm

Additional Instructional Resources

- Game and Inland Fisheries
- Local and State Volunteer Organizations
- Local Health Department
- Parks and Recreation Departments
- Service Learning
- Waste Management

Assessment 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.

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

b. the existence of customs and traditions;

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.

### Sample Lessons

**EnviroMysteries**  
Grades 5-9  
Students investigate the connection between where they live and how they feel.  
Sponsor: National Institute of Environmental Health Sciences  
Contact: [http://enviromysteries.thinkport.org](http://enviromysteries.thinkport.org)

**Tox RAP**  
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Students understand basic environmental health sciences concepts and make informed decisions to reduce their health risks associated with potential environmental pollutants. Lessons use a risk assessment framework.  
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Sponsor: National Institute of Environmental Health Sciences  
Contact: [http://www.eohsi.rutgers.edu/rc/toxrap/index.htm](http://www.eohsi.rutgers.edu/rc/toxrap/index.htm)

### Additional Instructional Resources

- Game and Inland Fisheries  
- Local and State Volunteer Organizations  
- Local Health Department  
- Parks and Recreation Departments  
- Service Learning  
- Waste Management

### Assessment 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.
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

c. promotion of the value of community health and wellness;

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.

Sample Lessons

**Oral Health Education: Saving Smiles Series- “Healthy Mouth, Healthy Body”**

**Grades: 4 & 5**

Lesson Plan (1) Identify the components of a balanced meal and describe carbohydrates and their impact on oral health. (SOL 4.1b, d ; 5.2b)

Lesson Plan (2) Develop an awareness of community health resources available (SOL 4.5a,b ; 4.6a ; 5.4a,b ; 5.5c,d,e,f)

Lesson Plan (3) Describe the causes of dental diseases including the role of bacterial plaque, and describe how dental diseases can be prevented. (SOL 4.4b,d ; 5.2a)

Lesson Plan (4) Identify laws related to the purchase of tobacco products and describe the effects of tobacco on oral health and the body. (SOL 4.4b,d ; 5.2a)

Sponsor: Virginia Department of Health, Division of Dental Health

Contact: [http://www.vahealth.org/teeth/OralHealthEducation.asp](http://www.vahealth.org/teeth/OralHealthEducation.asp) (curriculum resources)

Free

Additional Instructional Resources

- Game and Inland Fisheries
- Local and State Volunteer Organizations
- Local Health Department
- Parks and Recreation Departments
Service Learning
Waste Management

**Assessment 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.

**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. examination of community health issues;

**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.

**Sample Lessons**

**Oral Health Education: Saving Smiles Series- “Healthy Mouth, Healthy Body”**

**Grades: 4 & 5**

Lesson Plan (1) Identify the components of a balanced meal and describe carbohydrates and their impact on oral health. (SOL 4.1b, d ; 5.2b)
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Sponsor: Virginia Department of Health, Division of Dental Health
Contact: [http://www.vahealth.org/teeth/OralHealthEducation.asp](http://www.vahealth.org/teeth/OralHealthEducation.asp) (curriculum resources)
Free
**Additional Instructional Resources**

- Dances of Mexico and the U.S. - [http://www.uen.org/Lessonplan/LPview?core=7](http://www.uen.org/Lessonplan/LPview?core=7)
- Health Department
- Local Bike Clubs
- Local Health Clubs
- Local Hospital
- Parks and Recreation Departments
- School Nurse
- Service Learning
- Volunteer Organizations
- YMCA or YWCA

**Assessment 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.

**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

e. 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.
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**Sample Lessons**

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- list different health customs and traditions in the community.
- create a community health project.

### 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

- promotion of volunteerism and community service.

### 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.
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