

<p style="text-align: center;">Health Education Grade 5 Objectives and Content</p>

National Standards

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors
- Access valid information, products, and services to enhance health
- Use interpersonal communication skills to enhance health and avoid or reduce health risks
- Use decision-making skills to enhance health
- Use goal-setting skills to enhance health
- Practice health-enhancing behaviors and avoid or reduce risks
- Advocate for personal, family, and community health.

UNIT I: Social and Emotional Health

MSC Standard: Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

Objectives- The student will be able to:

- a. Identify sources and symptoms of stress and the effect of stress on one's health
 - School and community stressors
 - b. Examine constructive and age-appropriate strategies for managing stress
 - Time management
 - c. Describe appropriate responses to emotions
 - Helpful and harmful emotional responses
 - How to modify emotional responses
 - d. Identify components of personal well being and explain why they are important
 - Physical, Intellectual, Spiritual, Emotional/Mental, Social, Environmental
 - Describe how conditions of the environment affect personal health
 - e. Investigate one component of personal wellness, other than physical, and develop a plan for positive self-change
 - f. Apply a decision-making model to personal issues and problems
 - Variations in the decision-making process
 - Influences on decision making
 - Individual
 - Family
 - Community
 - Model decision-making process
 - g. Explain the importance of assuming responsibility for personal health behaviors
 - Personal health needs
 - Skills and strategies to improve and maintain personal health
 - h. Identify current health care issues and health services available in the school and community
- Enrichment/Optional
- i. *Define "depression," recognize symptoms, and identify resources for help*

NOTE: Suicide and suicide prevention are NOT to be addressed at this grade level.

- j. *Develop and practice strategies to resolve conflicts nonviolently.*

UNIT II: Safety, First Aid, and Injury Prevention

MSC Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Objectives- The student will be able to:

- a. Identify safe practices for potentially dangerous household products
- b. Describe how conditions of the environment affect personal health
- c. Recognize characteristics of sexual child abuse
- d. Identify strategies for the prevention of sexual child abuse
- e. Identify intervention resources for sexual child abuse

Enrichment/Optional

- f. *Identify ways to prevent sports related injuries*
 - *Warming-up and cooling-down*
 - *Using proper sports equipment*
 - *Drinking plenty of fluids*
 - *Using sunscreen*
- g. *Practice first aid procedures used for injuries involving blood*
 - *Never touch someone else's blood*
 - *Get adult help*
- h. *Identify ways to prevent injuries involving weapons including bb guns*
 - *Don't touch, leave the area, tell an adult.*
 - *Use a bb gun only with adult supervision.*

UNIT III: Tobacco, Alcohol, and Other Drugs

MSC Standard: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs.

Objectives- The student will be able to:

- a. Identify the effects of tobacco, alcohol, and marijuana use and nonuse on the body
 - Define physical and psychological addiction
 - How abuse of alcohol may affect others, i.e. drunk driving
 - Identify tobacco and alcohol as drugs that can lead to additional drug use
 - Identify marijuana as a psychoactive and illegal drug
- b. Distinguish between internal and external influences on use of tobacco, alcohol, and marijuana
 - Family
 - Culture
 - Laws
 - Peers
 - Ways to encourage others not to use
- c. Recognize and analyze media influences on the use of tobacco and alcohol products
 - Types of media – music, TV, movies, art, billboards, radio, clothing, and magazines
 - Purpose of ads
 - Implied messages in ads
 - Effects of advertising and business practices, including sales techniques (Financial Literacy)
- d. Describe and practice effective refusal skills

- Types of behavior – passive, assertive, aggressive
- Ways to say no

NOTE: Students should not be placed in the role of perpetrator in roleplay situations

- e. Identify strategies to promote a drug-free lifestyle
- f. Identify and practice ways of dealing with peer pressure

Enrichment/Optional

- g. *Practice effective decision-making skills with regard to risky behavior*
 - *Apply decision making models*
- h. *Identify community resources that can help with problems involving tobacco, alcohol, and other drugs.*

UNIT IV: Puberty Education

MSC Standard: Students will demonstrate the ability to use human development knowledge, social skills, and health-enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

NOTE: Sexual intercourse is NOT to be addressed at this grade level.

Objectives- The student will be able to:

- a. Identify expectations for a positive classroom environment for puberty education
- b. Identify ways to communicate issues related to puberty with the family
- c. Describe the role society plays in the perception of normal body image
 - How body image affects eating habits
- d. Define “puberty” and describe how it affects the male and female body
 - Describe the parts of the human reproductive systems
 - Describe the function of human reproductive organs
 - Describe the menstrual cycle and nocturnal emissions
 - Discuss the appropriate use of personal hygiene products
- e. Examine the effects of puberty on emotional and social growth
 - Changes in family relationships
 - Positive and negative social groups
- f. Examine the transition from behavior and attitudes of childhood to the behavior, attitudes, and responsibilities of the adolescent
 - Male and female stereotypes and their impact on the individual and society.