

## Health Education Grade 5

The following health education standards are incorporated into each of the instructional units where appropriate:

- Accessing Information
- Self Management
- Analyzing Influences
- Interpersonal Communication
- Decision Making
- Goal Setting
- Advocacy.

### **UNIT I: Mental Health**

**Goal.** The student will demonstrate the ability to develop knowledge, skills, and attitudes that promote self-awareness and positive relationships 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.
- b. Examine constructive and age-appropriate strategies for managing stress.
- c. Describe appropriate responses to emotions.
- d. Identify components of personal well-being and explain why they are important.
- 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.
- g. Define "depression", recognize its symptoms, and identify resources for help.
- h. Develop and practice strategies to resolve conflicts nonviolently.
- i. Explain the importance of assuming responsibility for personal health behaviors.

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

### **UNIT II: Safety, First Aid and Injury Prevention**

**Goal.** The student will demonstrate the ability to develop knowledge, skills, and attitudes that promote safe living in the home, school, and community.

**Objectives-** The student will be able to:

- a. Identify ways to prevent sports related injuries.
- b. Practice first aid procedures for injuries involving blood.
- c. Identify ways to prevent injuries involving weapons including bb guns.
- d. Identify safe practices for potentially dangerous household products.
- e. Recognize characteristics of sexual child abuse.
- f. Identify strategies for the prevention of sexual child abuse.
- g. Identify intervention resources for sexual child abuse.

### **UNIT III: Tobacco, Alcohol, and Other Drugs**

**Goal.** The students will demonstrate the ability to utilize knowledge of tobacco, alcohol, and other drugs to develop skills and attitudes that promote drug and violence free living.

**Objectives-** The student will be able to:

- a. Identify the effects of tobacco, alcohol, and marijuana use and nonuse on the body.
- b. Distinguish between internal and external influences on use of tobacco, alcohol, and marijuana.
- c. Recognize and analyze media influences on the use of tobacco and alcohol products.
- d. Describe and practice effective refusal skills.
- e. Practice effective decision-making skills with regard to risky behavior.
- f. Identify strategies to promote a drug-free lifestyle.
- g. Identify and practice ways for dealing with peer pressure.
- h. Identify community resource that can help with problems involving tobacco, alcohol, and other drugs.

### **UNIT IV: Family Life and Human Sexuality**

**Goal.** The student will demonstrate the ability to develop knowledge and understanding of growth and development during puberty.

**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.
- d. Define “puberty” and describe how it affects the male and female body.
- e. Examine the effects of puberty on emotional and social growth.
- f. Examine the transition from behavior and attitudes of childhood to the behavior, attitudes, and responsibilities of the adolescent.