



Health Education Today



Health Curriculum 4th Grade



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Your invaluable commitment and enthusiasm empower students
to lead healthier and happier lives 🌱*

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Welcome to the 4th Grade Health Elementary Health Curriculum!

This 28-lesson program integrates content-focused instruction, skill development, and project-based lessons.

Lesson include core skill-building exercises, optional content-focused instruction, and project-based learning opportunities. Activities include:

- **Skills-based learning** helps students practice and apply knowledge in real-world scenarios.
- **Content-based learning** introduces meaningful concepts to enhance comprehension.
- **Hands-on and immersive experiences** encourage deeper understanding and skill refinement.
- You can also choose to do the “**Optional Activities**” listed at the end of each lesson as an additional day; thus extending the 28 lessons to a once a week full-year program.

This well-rounded approach ensures students confidently grasp and master 4th Grade health topics.

Lesson Structure

Each lesson includes:

- Topic/Title
- State Standards
- National Standard Skills

Navigation & Accessibility

A **Table of Contents** on the next page provides an overview of the program and standards, with clickable links to each lesson for easy navigation.

Lessons are available in **editable Word format** and as a **PDF on Google Drive**. You'll be prompted to make a copy, which will save to your own Google Drive.

Thank you for being part of this journey in supporting students' health education!

Click here to access this 4th Grade Elementary Health Curriculum on Google Drive:

<https://docs.google.com/presentation/d/19dMmWI7ua9QtdEVO3xRyzKsizv2kXjFcMi7mgG3ibQc/copy?usp=sharing>

4th Grade Health Table of Contents: Headings are clickable to lessons.

Week and Clickable Link:	Activity:	National Standards:	Washington State Standards:	Common Core Standards:	Write in Your Standards Here:
Health Education Core Ideas: Nutrition					
1	I Will Learn What "Wellness" Means and Why Sleep is Important	1,2,5	W.8 R.IT. 7	H1.N1.4a H1.N1.4b H1.N1.4c H1.W1.4	
2	I Will Learn to Eat Healthy From the Healthy Eating Plate	1,2,3,5	W.8 R.I.T. 7	H1.N3.4 H1.W1.4	
3	I Will Understand the Actual Amount in Serving Sizes	1,2,3,5	R.I.T. 7	H1.N2.4 H1.N3.4 H3.N3.4 H1.N5.4a H1.N5.4b H1.W1.4 H1.N4.4a	
4	I Will Learn How to Read a Food Label	1, 5		H6.N6.4 H1.W1.4	
5	I Will Learn the Importance of Exercise	1,5	W.4	H1.N4.4b H1.W1.4 H3.W5.4	
6	I Will Understand the 3 Keys to a Healthy Body	1,5,8	W.3	H1.W1.4 H1.W3.4b	
7	I Will Recognize Different Body Systems	1,5	W.7 L .3	H1.Se1.4 H1.W1.4	
8	I Will Learn How to Take Care of My Bones	1,5	R.L 4 W.2 L.3	H1.N2.4 H1.W1.4	
9	I Will Understand Why Water is Important and See if I am Getting Enough Daily	1,5	W.4 R.I. 7	H1.W1.4 H6.W8.4 H1.N2.4	
Health Education Core Ideas: Sexual Health and Unhealthy Relationships					
10	I Will Learn Facts About Puberty and the Importance of Good Hygiene	1,2,5	W.4 RL.4	H1.Se2.4a H1.Se2.4b H1.W2.4 H1.W1.4 H1.Se1.4	

				H1.Se3.4 H1.Se4.4 H2.Se5.4 H4.Se5.4 H1.Se5.4	
11	I Will learn that I Can Control My Mood, Emotions, and Attitude	1,4	W.8	H1.Se2.4a H1.Se2.4b H1.W1.4	
12	I Will Learn About Childhood Illnesses	1,2,3,5	W.4 W.7 R.L.1	H1.W3.4a H1.W1.4 H1.W3.4b H2.W4.4 H1.N5.4c	
13	I Will Learn Traits and Health Issues Can be Hereditary and that it Can be Helpful to Know What Issues are in my Own Family	1,2,4,5	SL. 1	H2.Se6.4a H4.Se6.4 H2.Se6.4b H1.W1.4 H2.W4.4	
Health Education Core Ideas: Safety					
14	I Will learn What Items Should be in a First Aid Kit and How the Specific Items Can Help	1,3	Read. Lit.1	H1.W1.4 H1.Sa1.4 H7.Sa1.4 H1.Sa2.4b H1.Sa2.4a	
Lesson # and Link:	Activity:	National Standards:	Washington State Standards:	Common Core Standards:	Write in Your Standards Here:
Health Education Core Idea: Social Emotional Health					
Note: Several "Social emotional" topics were introduce in the first 3 lessons of this program.					
15	I Will Learn How to Relieve Stress in Healthy Ways	1,4,5	Read. I.T. 4	H1.So3.4a H1.So3.4b H1.So3.4c H1.W1.4	
16	I Will Learn How to Protect Myself From Stranger Danger	1,4,5	R.I.T. 4 R.I. 7	H2.Se6.4a H1.W1.4 H4.W6.4	
17	I Will Demonstrate I Know the Traits of Positive Self-Esteem	1,4,5	W.4 W.8	H1.So1.4a H1.W1.4	

<u>18</u>	I Will Demonstrate a Way to Improve Self-Esteem by Practicing Positive Self-Talk at Night Homework	1,4,5	W.8	H1.So1.4a H1.W1.4 H1.So1.4b	
Health Education Core Idea: Substance Use and Abuse					
<u>19</u>	I Will Learn the Dangers of Tobacco, Alcohol, and Drugs and Cautions for not Using	1,4,5	W.4 W.8	H1.Su1.4a H1.Su1.4b H1.Su1.4c H1.Su2.4 H1.Su3.4 H1.W1.4 H1.Su3.4	
<u>20</u>	I Will Learn How Drugs Can Change Kids and Teens and Cause Them to Lose Their Goals and Dreams	1,4,5	S.L. 1	H1.Su2.4 H1.Su3.4 H1.W1.4	
<u>21</u>	I Will Learn How to Recognize Someone Else's Emotions by Looking at Them	1,4,5		H4.Se6.4 H4.So4.4a H4.So4.4b H1.W1.4	
Lesson # and Link:	Activity:	<u>National Standards:</u>	<u>Washington State Standards:</u>	<u>Common Core Standards:</u>	Write in Your Standards Here:
Health Education Core Ideas: Wellness					
<u>22</u>	I Will Learn How to Calm Down and Control my Anger	1,4,5		H4.So4.4b H4.W6.4 H1.Se6.4	
<u>23</u>	I Will Understand What Child Abuse is and What to Do if it's Happening to Me	1,3,4,5		H2.Se6.4a H4.Se6.4 H2.Se6.4b H1.Se6.4	
<u>24</u>	I Will Learn Why Put-downs Hurt, and I Will Practice Put-Ups	1,4,5	W.4	H2.Se6.4b H4.So4.4b H1.So5.4 H4.So5.4 H1.Se6.4	

<u>25</u>	I Will Understand the Traits of a Good Friend	1,4,5	RI.T. 7	H2.Se6.4b H1.Se6.4 H4.So4.4b	
<u>26</u>	I Will Learn Decision-Making Skills and How to Get out of Negative Situations in a Healthy Way	1,4,5	W.7	H1.So1.4b H1.W1.4 H4.W6.4 H5.W6.4 H5.W7.4	
Ending a Term					
<u>27</u>	I Will Choose a Positive Life Slogan	1,2,3,4,8	R.L.1	1, 2, 3, 4, 5	
<u>28</u>	I Will Review Everything I Learned This Year and Take the Final Test	1,2,3,4,5,6,7,8			

#1. I Will Learn What "Wellness" Means and Why Sleep is Important

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Learning Standard: Identify dimensions of health. H1.W1.4

-Develop a plan to achieve a healthy eating goal. H6.N6.4

National Standard Skills: Health promotion and disease prevention/ Decision-making

Objective: To understand the concept of wellness and identify healthy habits that support physical, mental, and emotional well-being

Need: 1 fist size rock for each student (or substitute with poster paper, empty soup cans to make a pencil holder, old T-shirts, or anything o write the "Tips for a Good Night's Sleep" on!)



Activity: Explain that "Wellness" is a state of overall well-being that includes taking care of your body, mind, and emotions. Wellness is not just about avoiding illness-it's about making choices that help you feel healthy, balanced, and able to do your best each day.

1. Ask students if they know what the word "Wellness" means. There are several important parts of wellness:

- **Physical Wellness:** Taking care of your body through healthy eating, exercise, sleep, and hygiene.
- **Mental Wellness:** Using positive thinking skills, learning new things, and solving problems.
- **Emotional Wellness:** Understanding and managing emotions in healthy ways.
- **Social Wellness:** Building positive relationships with family, friends, and others.

2. Many things can affect a person's sense of wellness. For example:

- Too much stress
- Strong emotions that are difficult to manage
- Lack of exercise
- Poor eating habits
- Not getting enough sleep

Optional Video: "Wellbeing for Children: Healthy Habits" (6 min.) This video is a good one to show in this first lesson as it does a good overview of habits that actually include many of the Health topics in this curriculum.

<https://www.youtube.com/watch?v=dhpCdqOtuj0>

*Note: video links may change so search for the title above is the given link doesn't open.

3. One of the most important habits for wellness is getting enough sleep. Sleep gives the body and brain time to rest, recover, and prepare for a new day. During sleep, the body grows, repairs tissues, stores memories, and processes information learned throughout the day. Most school-aged children need approximately **9-12 hours of sleep each night**.

4. Display the "Tips for a good night's Sleep Project" poster for students. They will choose one sleep tip from the list provided and design a rock, or poster or can with one that tip can help improve sleep and wellness.

#1. Tips For a Good Night's Sleep Project:

Choose 1 tip on the list below to create a sleep project.



Tips for a Good Night's Sleep:

1. Try to have a set time for bed
2. Have a relaxing routine
3. Try drinking a glass of milk (tryptophan)
4. Discipline yourself-quit what you're doing and go to bed!
5. Avoid: caffeine too close to bed
6. Avoid: exercise too close to bed
7. Avoid: playing video games too close to bed
8. Avoid: eating or drinking too close to bed
9. Avoid: pets that keep you awake (interrupt REM sleep)
10. Avoid: napping too long

2. Topic: I Will Learn to Eat from The Healthy Eating Plate

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Learning Standard: Identify dimensions of health. H1.W1.4

-Create a balanced daily food plan. H1.N1.4a

-Classify nutrients found in foods. H1.N1.4b

-Describe how each nutrient contributes to a healthy body. H1.N1.4c

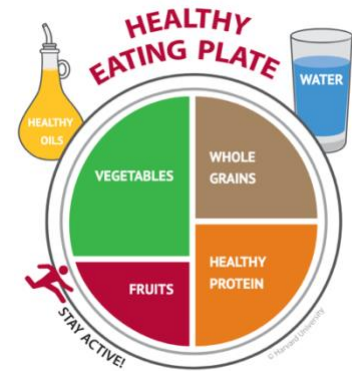
National Standard Skills: Health promotion and disease prevention/ Outside influence/ Decision-making

Objective: To identify foods from different food groups and learn to make healthy choices from all food groups

Need: Print the “Taking Responsibility For My Own Eating” worksheet for each student, or use online

Activity: The food groups in this lesson are based on the Harvard University “Healthy Eating Plate.” To learn more before you teach it, or if you want a printable copy of the “Healthy Eating Plate” go to this website:

<https://nutritionsource.hsph.harvard.edu/healthy-eating-plate/>



1. Use this clickable website above on a front screen to discuss the food groups with your students. Start by asking students: “Why should you eat a variety of foods each day?” The answer could include any of these ideas:

Following the [Harvard Healthy Eating Plate](#) helps **prevent chronic diseases like type 2 diabetes, cardiovascular disease, and cancer** while promoting long-term weight management.

It also reduces cardiovascular risks by prioritizing plant oils, nuts, and fish over saturated and trans fats to lower harmful cholesterol and protect heart health. “

It also stabilizes blood sugars by focusing on intact whole grains instead of refined carbohydrates, preventing harmful insulin spikes. “Refined grains, such as white bread and white rice, act like sugar in the body. Eating too many refined grains can raise the risk of heart disease and type 2 diabetes.”, according to Harvard Health.

2. Here are the main sections of the “Healthy Eating Plate:

Make most of your meal [vegetables and fruits](#) – ½ of your plate.

Aim for color and variety, and remember that [potatoes](#) don’t count as vegetables on the Healthy Eating Plate because of their negative impact on blood sugar.

Go for [whole grains](#) – ¼ of your plate.

Whole and intact grains—whole wheat, barley, wheat berries, [quinoa](#), [oats](#), [brown rice](#), and foods made with them, such as whole wheat pasta—have a milder effect on blood sugar and insulin than white bread, white rice, and other refined grains.

[Protein power](#) – ¼ of your plate.

Fish, poultry, [beans](#), and [nuts](#) are all healthy, versatile protein sources—they can be mixed

into salads, and pair well with vegetables on a plate. Limit red meat, and avoid processed meats such as bacon and sausage.

Healthy plant oils – in moderation.

Choose healthy vegetable oils like olive, canola, soy, corn, sunflower, peanut, and others, and avoid partially hydrogenated oils, which contain unhealthy trans fats. Remember that low-fat does not mean “healthy.”

Drink water, coffee, or tea.

Skip sugary drinks, limit milk and dairy products to one to two servings per day, and limit juice to a small glass per day.

Stay active.

The red figure running across the Healthy Eating Plate’s placemat is a reminder that staying active is also important in [weight control](#).

2. Explain the worksheet directions and do the first one out loud. Students then complete the "Taking Responsibility for My Own Eating" worksheet. For each section, choose foods that belong to the food group listed. Use what **YOU** like, and what you have learned about the Healthy Eating Plate today to help you make your selections.

#2. Taking Responsibility For My Own Eating Name: _____

Using the "Food Group List" below, fill in a day of healthy meals on the lines below. Try to choose only foods **YOU** like if you can!

Breakfast:

1 fruit: _____

1 Protein/Dairy: _____

Snack:

1 Whole Grain: _____

1 fruit: _____

Lunch:

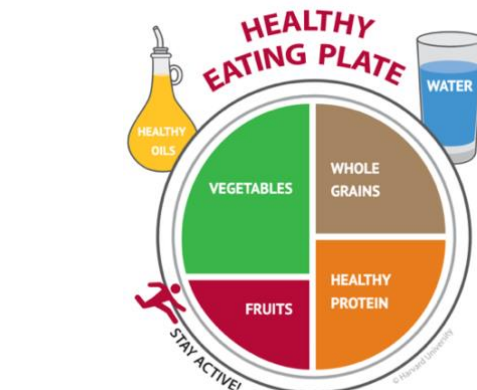
2 Whole Grain: _____

+ 1 _____

1 Vegetable: _____

Snack:

1 Vegetable _____



Dinner:

2 Vegetables: _____

+ _____

1 Protein/Dairy: _____

1 Whole Grain: _____:

Dessert: _____

1 fruit: _____

Food Group List:

Fruits



Avocados
Bananas
Apples
Canned Apricots
Canned Fruit
Grapefruit
Mandarin Oranges
Mangoes
Peaches
pomegranate
Pears
cherries
Pineapple
Plums
Rasp+ blk. berries
Strawberries
Tropical Fruit Salad
Dehydrated Fruits
grapes
Dried Fruits
Guavas
Limes. Kiwi
Lemons
Papaya
Blueberries
Raisins
Watermelon
Honeydew
Cantaloupe

Vegetables

Asparagus
Corn
Carrots
Green Beans
Green Peas
beets
Sweet Corn
Tomatoes
onions
Mushrooms
Cucumbers
Olives
Broccoli
Spinach
Cauliflower
Corn on cob
lettuce
Brussels Sprouts
celery
artichokes
potatoes
cabbage
bean sprouts
bamboo shoots
peppers
pickles
zucchini

Whole Grains

crackers
chips
tortillas
bread
rolls
pancakes
waffles
French toast
bagels
pasta
oatmeal

cream of wheat
cereals
graham crack.
English muff
rice

pita bread
granola bars

Healthy Protein (Includes Dairy)

milk
choc. milk
yogurt
ice-cream
frozen yogurt
almonds
cheese
fruit smoothie
fish, sushi, shrimp
eggs
fish-salmon,
Halibut, cod
chicken
hamburger
steak
chili beans
refried beans
peanuts
peanut butter
walnuts
turkey
ham
soy
tofu
sunflower seeds
pork

any beans - lima, black eyed
peas, hummus (chick peas)



#3. Topic: I Will Understand the Actual Amount in Serving Sizes

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Learning Standard: Identify dimensions of health. H1.W1.4

-Explain how to use information found on a Nutrition Facts label. H1.N3.4

National Standard Skills: Health promotion and disease prevention/ Outside influence/ Decision-making

Objective: To understand the amount in different serving sizes

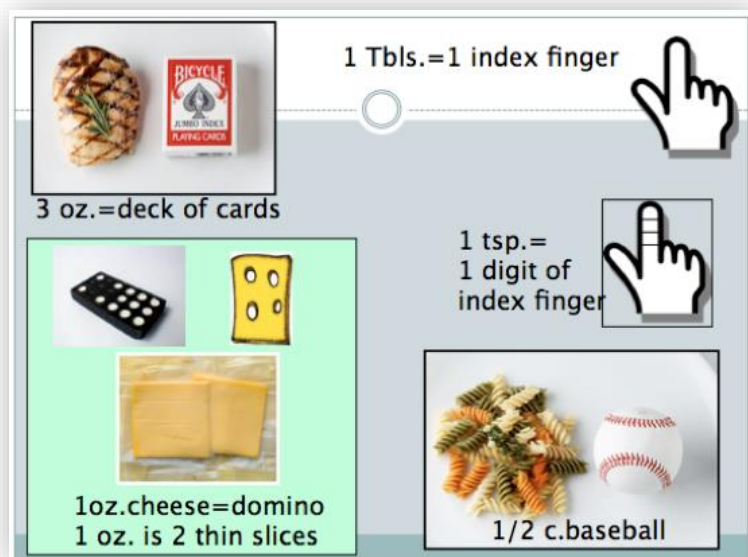
Need: Front screen projector, or printed copies of the "Understanding Serving Sizes" handout for each student and optional (but helpful) to have the real objects as examples for the pictures on the poster (a deck of cards, a domino, and a baseball.)

Activity: Today's lesson is on serving sizes.

1. Discuss with students: One thing you need to know if you are trying to eat healthy from the "Healthy Eating Plate," is how big your serving sizes are!

2. Ask students, "Do you know how much one serving of fruit actually is?" "How about how much 1 serving of cheese is, or 1 serving of meat?"

3. There is a simple guide that uses objects you should recognize to help you remember serving sizes.



4. Tell students that they will draw their own serving size "cheat sheet" poster by using the picture on the next page that you can project onto a front screen (or print and have around the room for students to share.)

Students will use a piece of printer paper and make their pictures of the objects as life-sized as possible (Like the baseball drawn the real size of a baseball.)

5. If you are grading their posters, after you graded them, hand it back to students so they can put it on their refrigerator at home and remember to try to eat the correct serving sizes from each food group!

#3. Understanding Serving Sizes:



3 oz.=deck of cards

1 Tbls.=1 index finger

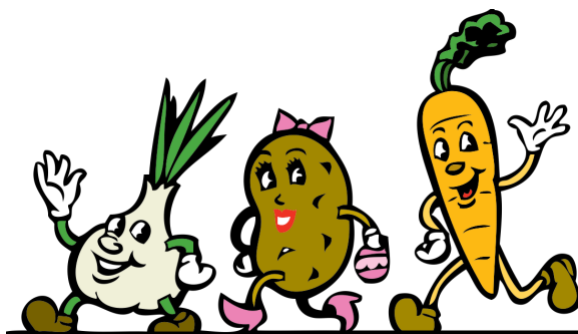


1oz.cheese=domino
1 oz. is 2 thin slices

1 tsp.=
1 digit of
index finger



1/2 c.baseball



#4. Topic: I Will Learn How to Read a Food Label

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Learning Standard: Identify dimensions of health. H1.W1.4

-Identify impact of high-sugar and high caffeine drinks. H1.N2.4

-Explain how to use information found on a Nutrition Facts label. H1.N3.4

-Create a balanced daily food plan. H1.N1.4a

-Compare and contrast Nutrition Facts labels for nutrition information. H3.N3.4

-Identify foods that are high in fat and low in fat. H1.N5.4a

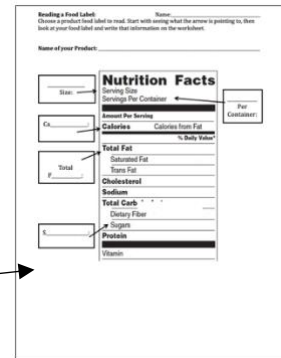
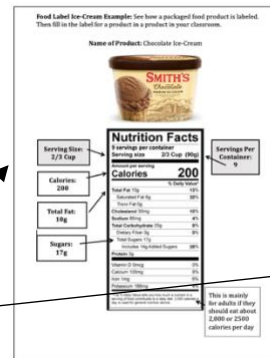
-Describe benefits and consequences of consuming fats. H1.N5.4b

National Standard Skills: Health promotion and disease prevention/ Outside influences/
Access valid information/ Decision-making

Objective: To learn the skill of reading a food label

Need: 1) Front Screen to project Snicker Candy Bar image, or print on paper to be able to show students, and an optional idea is to also have a real “King-size Snickers Bar” for a great visual

2) Print **front to back** the “Food Label Ice-Cream Example” page and the “Reading a Food Label” worksheet for each student, or use online



3) Also print the “2 Food Labels” page” one for each pairs of students, or one for each student (depending on if you want students to work with a partner) or use online

4) This is a great website to look at food labels. Be sure to click on “All categories” so you can choose some fast food or high sugar items for your students to analyze!: <https://foodnutri.com/>



Activity: Today on the next pages, I am giving you a lot of background information, so you can decide how in-depth to go on reading a food label. You can certainly edit the food label in this lesson to have less information.

1. If you brought a “King-size Snickers Bar” today hold it up, or show the snicker candy bar page below on a front screen and say, “Raise your hand if you think you could eat all of this candy bar?” If anyone does not raise their hand, ask if they might be able to eat half the candy bar.

2. Explain that every packaged food product you buy is required to tell you about every ingredient that's in the food. It's important to know how to read food labels so when you eat something you know what you are putting into your body!

3. Tell students to look again at the food label of the Snickers Candy Bar on the front screen to see a few other things that are required on a food label. Discuss “Calories.” A calorie is a unit of energy. When you hear something has 100 calories, it's a way of saying how much energy your body could get from eating or drinking it. But not all calories are equal! While

some calories provide lots of energy, some calories (like from sugar) ...are digested rapidly, causing a sharp spike in blood sugar and insulin levels that often leads to increased fat storage and premature hunger!

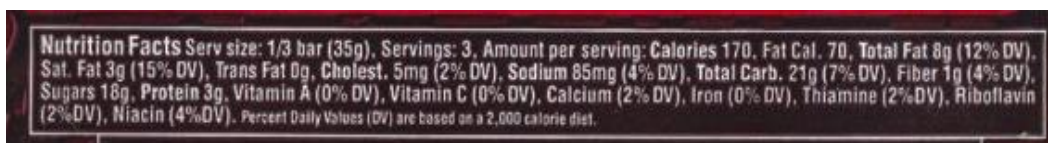
Calories aren't bad for you. Your body needs calories for energy. But eating too many calories-and not burning enough of them off by doing activity-can lead to weight gain. Kids come in all sizes and each person's body burns energy (calories) at different rates, so there isn't one perfect number of calories that every kid should eat. Most kids between 6 and 12 years old need 1,600 to 2,200 per day, depending on how active they are.

4. Next explain to students that today you are going to show them how to read a food label so they can know if a food is healthy to eat, **and also when a company might try to trick them into buying their product.**

For instance, show the Snickers label and point out that it has 170 calories. That may not seem like it would be too unhealthy, only 1/10 of the 1600 calories suggested for a 3rd Grader.

But, now point out the "Servings Per Container." It's 3; so you must multiply the 170 calories they listed by 3 if you eat the whole candy bar!

So instead of 170 calories, it's really 510 Calories, and that's 31% of a 3rd graders calories! And, ask students if a 1/3 of a candy bar realistic to eat? Whoever divides it like that into thirds?



Serv size: 1/3 bar (35g). Servings: 3. Amount per serving:	
Calories	170
Fat Cal. 70, Total Fat 8g (12% DV), Sat. Fat 3g (15% DV), Trans Fat 0g, Cholest. 5mg (2% DV), Sodium 85mg (4% DV), Total Carb. 21g (7% DV), Fiber 1g (4% DV), Sugars 18g, Protein 3g, Vitamin A (0% DV), Vitamin C (0% DV), Calcium (2% DV), Iron (0% DV), Thiamine (2% DV), Riboflavin (2% DV), Niacin (4% DV). Percent Daily Values (DV) are based on a 2,000 calorie diet.	

Your students certainly don't need to count calories, but it is a good example of label deception.

5. If you want to discuss fat, tell students that fat is an important part of a healthy diet. Fat from your diet gives you energy. As a bonus, fat in food helps you feel full, so you don't eat too much.

But, some kinds of fat are better than others and are actually good for your health. Here are the three major types:

- **Unsaturated fats:** These fats are good for heart health, and are found in salmon, avocados, olives, walnuts, and vegetable oils like soybean, corn, canola, and olive oil
- **Saturated fats:** These fats are found in meat and other animal products, such as butter and cheese. Saturated fats are unhealthy and can raise blood cholesterol levels and increase the chance of getting heart disease.
- **Trans fats:** These fats are also unhealthy. They are found in stick margarine, or some snack foods, cookies and cakes, and fried foods. When you see "hydrogenated"

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 240mg	6%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

or "partially hydrogenated" oils on an ingredient list, the food contains trans fats and these can raise cholesterol and increase the chance of getting heart disease.

6. Hand out to each student (or pair of students) a

-4a. "Food Label Example"

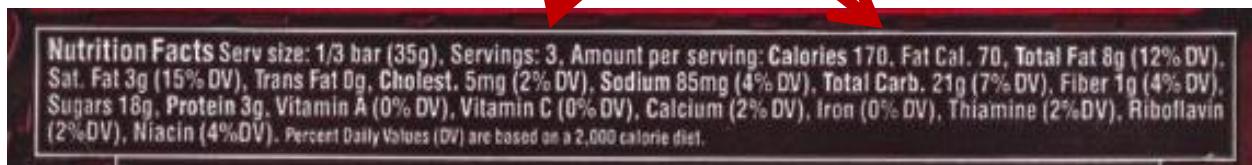
(and printed on back) the "4b. Reading a Food Label" worksheet.

- "4c. Two Food Labels Page"

Use the "4a. Food Label Example" page to go over the "Mrs. Smith's Ice-Cream" label and discuss each boxed topic. Here you can choose how much detail to go into for each section.

Next, have students turn sheet over and hand out to each student the "Food Labels Page." Students will choose one of the labels to look at to fill in their worksheet.

Finally, possibly even on a different day, you can go over the correct food label answers for both the "Sweet n Salty Granola Bar" and the "McDonald's Quarter Pounder Cheese Burger."



#4a. **Food Label Ice-Cream Example:** See how a packaged food product is labeled. Then fill in the label for a product in class.

Name of Product: Chocolate Ice-Cream



Serving Size:
2/3 Cup

Calories:
200

Total Fat:
10g

Sugars:
17g

Nutrition Facts

9 servings per container

Serving size2/3 Cup (90g)

Amount per serving

Calories200

% Daily Value*

Total Fat 10g13%

Saturated Fat 6g30%

Trans Fat 0g

Cholesterol 30mg10%

Sodium 85mg4%

Total Carbohydrate 25g9%

Dietary Fiber 0g0%

Total Sugars 17g

Includes 14g Added Sugars28%

Protein 3g

Vitamin D 0mcg0%

Calcium 105mg8%

Iron 1mg6%

Potassium 188mg4%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Servings Per Container:
9

This is mainly for adults if they should eat about 2,000 or 2500 calories per day

#4b. Reading a Food Label:

Name: _____

Choose a product food label to read. Start with seeing what the arrow is pointing to, then look at your food label and write that information on the worksheet.

Name of your Product: _____

Nutrition Facts	
_____ Size: →	Serving Size
	Servings Per Container ← Per Container: _____
	Amount Per Serving
Ca _____: →	Calories Calories from Fat
	% Daily Value*
Total F _____: →	Total Fat
	Saturated Fat
	Trans Fat
	Cholesterol
	Sodium
	Total Carb
	Dietary Fiber
S _____: →	Sugars
	Protein
	Vitamin

#4c. Two Food Labels:

Granola Bars:



Nutrition Facts	
6 servings per container	
Serving size 1 bar (35g)	
Amount per serving	
Calories	170
% Daily Value*	
Total Fat 8g	11%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 140mg	6%
Total Carbohydrate 20g	7%
Dietary Fiber 2g	5%
Total Sugars 7g	
Includes 6g Added Sugars 13%	
Protein 4g	
Vitamin D 0mcg	0%
Calcium 0mg	0%
Iron 0.4mg	2%
Potassium 0mg	0%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

McDonald's Quarter Pounder Burger:



Nutrition Facts	
Mcdonalds Quarter Pounder	
1 serving per container	
Serving Size	1 Burger (206 g)
Amount per serving	
Calories	530
% Daily Value*	
Total Fat 28g	43%
Saturated Fat 13g	65%
Trans Fat 1.5g	
Cholesterol 100mg	33%
Sodium 1110mg	46%
Total Carbohydrates 39g	13%
Dietary Fiber 2g	8%
Sugars 10g	Includes 5g Added Sugars
Protein 31g	

#5. Topic: I will Learn the Importance of Exercise!

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Learning Standard: Identify dimensions of health. H1.W1.4

-Identify influences on violence and violence prevention. H2.Sa3.4

-Investigate validity of health and wellness information, products, and services. H3.W5.4

National Standard Skills: Health promotion and disease prevention/ Decision-making

Objective: To understand the benefits of physical activity and participate in an exercise that increases heart rate and strengthens muscles

Need: Paper for drawing an obstacle course map-one for each student, outdoor or indoor space for physical activity, and (optional) a stopwatch, timer, or clock

Activity: Explain to students that physical activity is one of the best things people can do to support their health. The great news is that regular exercise helps keep us from being sick! Exercise keeps the heart, lungs, muscles, and bones strong. It can also improve mood and energy, reduce stress, and help people sleep better.

1. Research shows that physically active people are often healthier and may miss fewer days of school or work due to illness. Being active helps support the body's immune system and overall health. <https://www.health.harvard.edu/topics/exercise-and-fitness>

2. One of the most important muscles in your body is your **heart**. Like other muscles, the heart becomes stronger when it is exercised regularly. Health experts recommend that children get about **60 minutes of physical activity each day**, including activities that raise the heart rate and strengthen muscles and bones.

3. Activities that make your heart beat faster are called **aerobic activities** and can include: walking, running, biking, swimming, dancing, playing sports and active game

Optional Video: "PHYSICAL EXERCISE for Children. Benefits of SPORTS for Children. Physical Education" (6 min.)

https://www.youtube.com/watch?v=lSuekPtI_Kc

4. The best kind of exercise is often the activity you enjoy doing because you are more likely to keep doing it regularly. Being active does not always mean playing organized sports. Many fun activities help keep the body healthy, such as: walking a dog, playing catch, hiking, playing active video games, creating an obstacle course.

5. Today you will create your own "Obstacle Course" for outside (or indoor if outdoor space is unavailable). The teacher can decide if students design their courses on the school playground, or if they do this assignment at home in a yard, house, or park. Further directions are on the assignment handout.

Optional Activity: Have students share their obstacle courses with the class. Have each student take notes while other students present to compile an individual list of ideas of activities **they feel they would enjoy** and would like to do on their own to be active. Encourage students to try to post their own lists in their bedroom at home as a reminder to be active!

#5. My Obstacle Course:

Name: _____

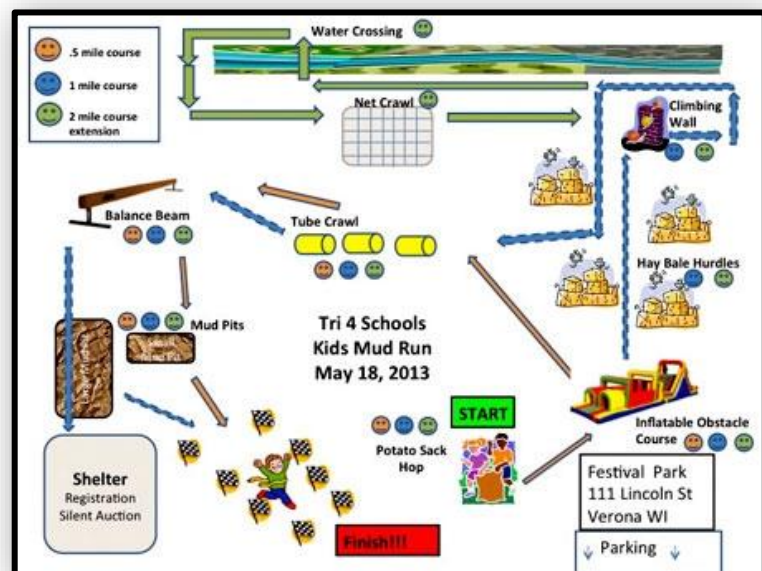
1. Create an "Obstacle Course" and time yourself going through it.
2. Your course can be in a backyard if you have one, or in your house, around the edges of your parking lot (be careful-have an adult help you!) at a local park or school, along the sidewalk, etc. Get creative with the equipment you use.
3. **You must be sure you have each of these elements in your course:** Use this check off list as you go!

- ___ Stretching
- ___ Balancing
- ___ Hopping
- ___ Jumping
- ___ Push Ups
- ___ Sit Ups
- ___ Throwing
- ___ Running
- ___ Skipping
- ___ Jumping Jacks
- ___ Punching
- ___ Stretching/Cool-Down



4. Once your course is complete:

1. Draw a map of your obstacle course on a separate sheet of paper.
2. Label each obstacle.
3. Time yourself going through the course.
4. Try the course several times and see if you can improve your time. The goal is to get your heart pumping and keep it elevated (ideally for about 60 minutes each day)



#6. Topic: I Will Understand the 3 Keys to a Healthy Body

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Learning Standard: Identify dimensions of health. H1.W1.4

-Explain importance of communicating and interacting safely when using electronic media.
H1.Sa3.4b

National Standard Skills: Health promotion and disease prevention/ Decision-making
setting skills/ Health enhancing behaviors/ Advocate for health

Objective: To understand that eating healthy foods, getting enough sleep, and exercising regularly work together to help keep our bodies healthy and prevent illness

Need: “Staying Healthy is a Gift You Give Yourself” worksheet for each student, or use online. Crayons, markers, or colored pencils

Activity: This week we are putting together two important health habits we have learned about so far in this Health curriculum:

- Eating healthy foods
- Exercising regularly
- And we are adding a third habit:
Getting enough sleep!

2. Students will write the 3 cornerstones of health on the lid of the present. (“Eat healthy foods,” “Exercise and stay active,” and “Get enough sleep.” Then in each column students will list ways that they will try to do these activities in their own lives.



Optional Activity: Becoming a better sleeper is a skill that students can work on! Have students keep a “Sleep Log” for one week. Each day record:

- What time you went to bed
- What time you woke up
- How many hours of sleep you got
- How rested you felt in the morning

At the end of the week, write 3–5 sentences describing any patterns you noticed and how sleep affected your mood, energy, or ability to focus. A “Reflection Question” could be: Why do you think getting enough sleep is important for both your body and your brain?

#6. Staying Healthy is a Gift You Give Yourself:

Name: _____

Eating Healthy, Exercise and Sleep are cornerstones of health. They benefit nearly every system in the body, and help produce reduced anxiety and lower blood pressure. Consistent exercise burns calories, creates stronger bones, and a reduced risk of more than 35 diseases.

Write the 3 cornerstones of health on the lid of the present. Then in each column list ways that YOU will try to do these activities in your life. "Write *"To: Your Name"* on the ribbon.



#7. Topic: I Will Recognize Different Body Systems

[Return to Table of Contents](#)

Learning Standard: Identify dimensions of health. H1.W1.4

-Label medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.4

National Standard Skills: Health promotion and disease prevention/ Decision-making/ Health enhancing behaviors

Objective: To identify major body systems and understand that all body systems work together to keep the body healthy and functioning properly

Need: “Full Body Poster Example” to display on a front screen (or print some for classroom) blank paper, poster paper or butcher paper, crayons, markers

Activity: The human body is made up of many different body systems. A body system is a group of organs and body parts that work together to do an important job. For example, the skeletal system supports the body, the muscular system helps us move, and the respiratory system helps us breathe.

1. Tell students to give their body systems a big round of applause-Clap-clap! We need to appreciate our body systems, because **we couldn't live without them!** Discuss with students that even though each body system has a different job, they all work together every day. If one system stops working properly, it can affect other systems in the body. That is why every body system is important and deserves recognition for helping us stay healthy, active, and alive.

Optional Video: “Twelve Body Systems Song” (4 min.)

https://www.youtube.com/watch?v=9eu1bbOy5xw&list=RD9eu1bbOy5xw&start_radio=1

2. Using the information students have learned about body systems, they will create a “**Full-body Poster**” of themselves on a blank sheet of paper. These turn out great if students trace or draw their entire body on butcher paper!.

3. Then, choose **five body systems** and label them on your picture. Draw arrows pointing to the correct locations on your body. Be sure your labels are neat and easy to read. Some examples of body systems include:

- Skeletal System
- Muscular System
- Respiratory System
- Digestive System
- Circulatory System
- Nervous System

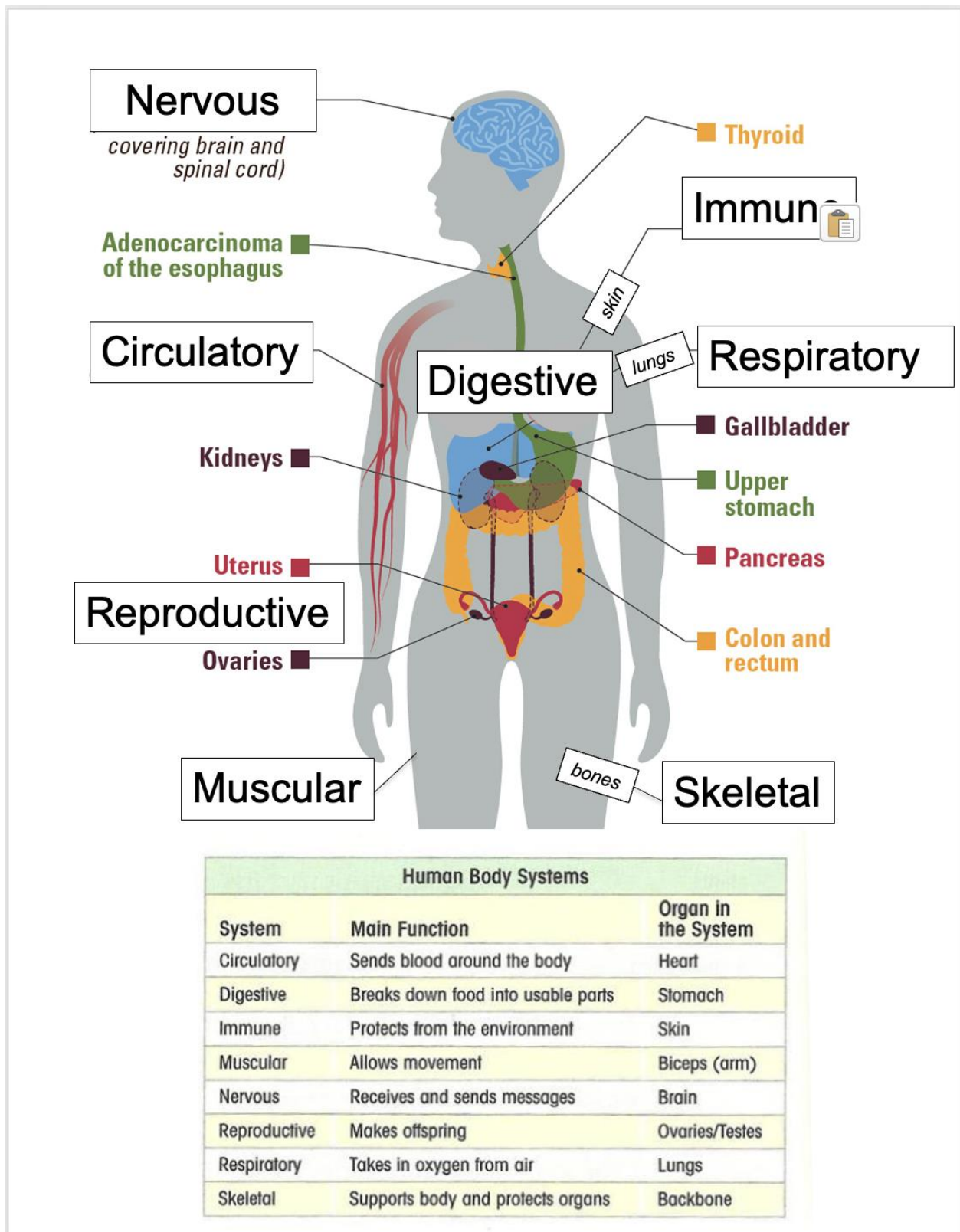
Optional Activity: Here is a video on the “Muscular System” that references the other body systems as well. You could allow students to watch this video while they work on their posters if you want.

Muscular System for Kids | Muscles for kids | A fun intro to the muscular system” (8 min.)

<https://www.youtube.com/watch?v=OSsntU6sTWI>

#7. Full-Body Poster Example:

Use this example to help you label your own “Full-body Poster. Your poster should have 5 body systems, and you should draw arrows to where that body system is on your body picture.



#8. Topic: I will Learn How to Take Care of My Bones

[Return to Table of Contents](#)

Learning Standard: Identify dimensions of health. H1.W1.4

-Label medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.4

National Standard Skills: Health promotion and disease prevention/
Decision-making/ Health enhancing behaviors

Objective: To understand why healthy bones are important and identify habits that help build strong bones during childhood

Need: Print the “Bone Up on Bones” worksheet for each student, or use online

Activity: Discuss that when 4th graders think about their health, they may not think about their bones. But building healthy bones by adopting healthy nutritional and lifestyle habits in childhood is important to help prevent osteoporosis (bone disease) and fractures (broken bones) later in life.

1. Write these “Fun Bone Facts: on your front board:

- The adult human body has 206 bones.
- There are 26 bones in the human foot.
- The human hand, including the wrist, contains 54 bones.
- Arms are among the most commonly broken bones.

2. Bones give our bodies structure, protect important organs, and help us move. Bones may seem hard and unchanging, they are actually living tissue that grows and becomes stronger throughout childhood.

3. The habits you develop now can affect your bone health **for the rest of your life!** During childhood and teenage years, your body builds most of the bone mass you will have as an adult. In fact, up to 90% of your bone mass is built by age 18 for girls and age 20 for boys.

4. One disease that can affect bones is called osteoporosis. Osteoporosis causes bones to become weak and more likely to break. Even though osteoporosis is usually seen in older adults; again, the foundation for strong bones is built when people are young. That is why eating nutritious foods, being physically active, and practicing healthy habits are so important.

5. Optional: For further discussion, go over the “Bone Up on Bones” section on the worksheet.

6. Students will come up with one good habit that they have to protect their bones for each of the situations listed on the worksheet.

Optional Video: This website includes “How the Body Works” (Info and videos)

http://kidshealth.org/kid/htbw/htbw_main_page.html

#8. Bone Up on Bones:

Name: _____

Write one good habit that you could have that would protect your bones for each of the situations listed below. Read the "Bone Up on Bones" tips below

Situations:	What Can You do to Protect Your Bones?:
1. You are going skateboarding.	
2. You are deciding if you should drink soda pop or milk.	
3. Milk is not your favorite drink, but you could disguise it by...	
4. You could just sit around all day watching T.V. or...	
5. You are going for a bike ride.	
6. It's bedtime and you don't feel like brushing your teeth...	

Bone up on Bones:

The same healthy habits that keep kids going and growing will also benefit their bones.

One of the best ways to encourage healthy habits in children is for a parent to be a good role model. Believe it or not, kids are watching, and parents' habits, both good and bad, have a strong influence on theirs.

The two most important lifelong bone health habits to encourage now are proper nutrition and plenty of physical activity. Eating for healthy bones means getting plenty of foods that are rich in calcium and vitamin D. Most kids do not get enough calcium in their diets to help ensure optimal peak bone mass. Are your kids getting enough calcium? Chocolate milk and cocoa made with milk are also ways to increase the milk in your child's diet.

Sources of calcium also might include an ounce or two of cheese on pizza or a cheeseburger, a cup of calcium-enriched orange juice, or a small carton of yogurt. Your kids can also get calcium from dark green, leafy vegetables like kale or bok choy, or foods such as broccoli, almonds, tortillas, or tofu made with calcium. Many popular foods such as cereals, breads, and juices now have calcium added too.



#9. Topic: I Will Understand Why Water is Important and See if I am Getting Enough Daily

[Return to Table of Contents](#)

Learning Standard: Identify dimensions of health. H1.W1.4

-Identify impact of high-sugar and high caffeine drinks. H1.N2.4

-Create a personal health goal and track progress toward achieving it. H6.W8.4

National Standard Skills: Health promotion and disease prevention/ Access valid information / Decision-making /Health enhancing behaviors

Objective: To understand why water is important for the body and to develop awareness of daily water-drinking habits

Need: Print “Drinking Water Tracking for My Health” worksheet for each student, or use online, and optional student water bottles

Activity: Water is one of the most important things our bodies need to stay healthy. In fact, our bodies are made up mostly of water! Water helps carry nutrients throughout the body, regulates body temperature, cushions joints, and helps many organs function properly.

1. Drinking enough water can help you stay energized, focused, and physically active throughout the day. Water also helps replace fluids lost through sweating, breathing, and everyday activities. When people do not drink enough water, they may become dehydrated. Signs of dehydration can include thirst, headaches, tiredness, difficulty concentrating, or feeling sluggish.

2.Choosing water instead of sugary drinks is often a healthy choice because water hydrates the body without adding extra sugar.

3. For the next five days, students will track and record how much water they drink using the recording sheet below.

4th graders water goal is to try to drink **56 ounces of water each day.**

<https://nutritionsource.hsph.harvard.edu/water/>

Tell students they will not be graded on how much water they drink. Instead, they will be graded on whether they are making an effort and accurately recording their daily water intake.

As they complete the activity, they should pay attention to how drinking water affects their energy level, focus, and overall well-being.

#9. Drinking Water for My Health

Name: _____

Using this recording sheet, you will try to drink 56 ounces of water per day. You will not be graded on how much you drink, but just that you are trying and that you are recording daily.

	<u>Date:</u>	<u>Record after each container or glass of water you drank</u>	<u>Total Ounces in One Day:</u>	<u>Get Parent Signature Daily:</u>
<u>Example:</u>	8/1/26	-1 20-ounce bottle of water -1 glass of water	28 oz.	<i>KSmith</i>
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				



#10. Topic: I Will Learn Facts About Puberty and the Importance of Good Hygiene

[Return to Table of Contents](#)

Learning Standard: Identify dimensions of health. H1.W1.4

-Understand physical social, and emotional changes occur during puberty. H1.Se2.4a

-Recognize puberty and physical development can vary considerably. H1.Se2.4b

-Understand reproductive organs allow living things to reproduce. H1.Se3.4

-Demonstrate ways to show respect for all people. H4.Se5.4

National Standard Skills: Health promotion and disease prevention/ Access valid information / Decision-making / Health enhancing behaviors

Objective: To understand that puberty is a normal part of growing up and identify healthy ways to handle physical, emotional, and social changes

Need: Print the "Puberty" worksheet for each student, or use online

Activity: Puberty is a stage of growth when a child's body begins changing into an adult body. Most people begin puberty sometime between ages 8 and 18, but everyone develops at their own pace. Some people begin earlier, while others begin later. Both are normal. And "Puberty" happens to everyone!

1. During puberty, there may be physical changes, emotional changes, and social changes. These changes are caused by hormones, which are natural chemicals that help the body grow and develop. Sometimes puberty can feel exciting, confusing, awkward, or even frustrating. Many people experience a combination of these feelings.

Some common changes during puberty include:

- Growing taller and gaining weight as your body develops
- Changes in muscles, body shape, and strength
- Stronger emotions and changing moods
- New feelings of attraction or "crushes"
- Increased sweating and body odor
- Growth of body hair in new places
- Changes in skin, including pimples or acne

2. Remember that everyone experiences puberty differently. Comparing yourself to others is not helpful because every person's body grows according to its own schedule. If you have questions or concerns about the changes you are experiencing, a trusted parent, guardian, family member, school counselor, or healthcare professional can help.

3. Students will complete the "Puberty" poster on the next page. Here are two additional resources they could use to complete the worksheet: Be sure to preview first!

- "All About Puberty" <https://kidshealth.org/en/kids/puberty.html?ref=search>
- "Puberty and Reproductive System Glossary" <https://kidshealth.org/en/kids/puberty-reproductive-system-glossary.html?ref=search>

5. To meet more standards on puberty, hygiene, and reproduction this website has a lot of information:

<https://kidshealth.org/classroom/index.jsp?Grade=35&Section=personal>

Optional Activity: If you want to meet these additional standards “Identify how friends and family can influence ideas regarding gender roles, identity, and expression. H2.Se5.4 Define sexual orientation. H1.Se5.4” here is are some resources for you:

Welcoming School's website has many resources if you want to meet “Gender” standards

<https://welcomingschools.org/resources/definitions-lgbtq-elementary-school>

#10. Tips on Dealing With Puberty:

Name: _____

Write 5 tips for 4th graders about how to deal with puberty issues anywhere inside the "Puberty Penguin." Then make a background design behind the Penguin. For ideas to write on puberty check out: <http://kidshealth.org/kid/grow/>

Puberty is kind of like when a penguin molts. Before the molt, the penguin looks and feels one way. Then, over time, it sheds old feathers and grows new ones. During that, it might look a little awkward and different. When it's done, it's still the same penguin—just bigger and more grown up.



#11. Topic: I Will Learn That I Can Control My Mood, Emotions, and Attitude

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Learning Standard: Identify dimensions of health. H1.W1.4

-Understand physical social, and emotional changes occur during puberty. H1.Se2.4a

-Recognize puberty and physical development can vary considerably. H1.Se2.4b

National Standard Skills: Health promotion and disease prevention/ Communication skills

Objective: To recognize different emotions, understand how moods can change during puberty, and learn the skill of positively responding to challenging feelings

Need: Print a “Mood Puzzle” worksheet for each student, or use online, scissors, glue, sheet of paper

Activity: As children grow and develop, they experience many changes. During puberty, one common change involves emotions and moods. A mood is the way you feel at a particular time. Everyone experiences a variety of emotions, such as happiness, excitement, frustration, disappointment, nervousness, or sadness.

1. During puberty, changing hormone levels can sometimes make emotions feel stronger than usual. You may notice that your mood changes more quickly than it did when you were younger. This is a normal part of growing up.

While we can't always control how we feel, we can control how we respond to our feelings. Healthy ways to manage emotions include talking to someone you trust, exercising, spending time with friends or family, practicing a hobby, listening to music, reading, or thinking about things you are grateful for.

Remember that all emotions are normal. Negative emotions are not "bad" emotions. They can help us understand what we need or what is important to us. The goal is to learn healthy ways to cope with difficult feelings and make positive choices.

2. Students will complete the puzzle. For each negative emotion listed, they should write a positive emotion or mindset that they could work toward experiencing instead. Then, underneath that word, they will write one action they could take to help themselves move in that direction. For example: Negative emotion: Sad / Positive emotion: Cheerful /Action: Spend time doing a favorite hobby

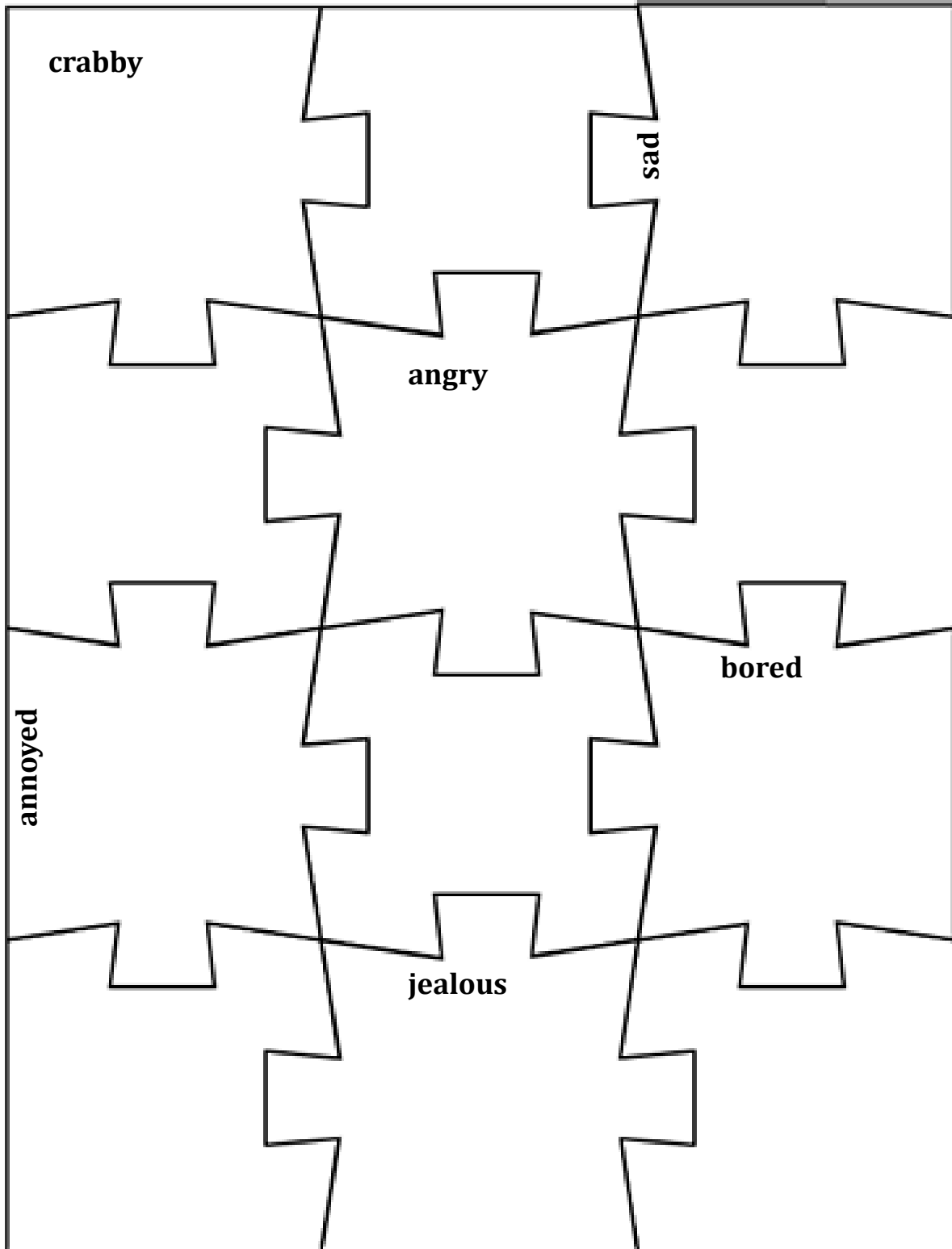
3. After completing the puzzle, students will cut out the puzzle pieces and see how many different ways they can assemble them. They then choose their favorite arrangement and glue it onto a separate sheet of paper to turn in.

#11. Turning Negatives Into Positives:

Name: _____

Cross out each negative emotion word, and under it write a positive emotion you could choose to work at feeling instead! On a puzzle piece that connects, write one thing **you could actually DO** to help you feel that more positive emotion (For example, if you wrote the word "happy" then you might write, "Play with my dog.")

Figure it out so each piece has a match! Glue it on a sheet of paper and turn in



#12. Topic: I Will Learn About Childhood Illnesses

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Learning Standard: Identify dimensions of health. H1.W1.4

-List ways to prevent debilitating or life threatening diseases. H1.W3.4a

-Understand how communicable diseases are transmitted. H1.Se4.4

-Identify ways to keep the immune system strong. H1.W3.4b

-Identify how culture influences health decisions and behaviors. H2.W4.4

-Describe how vitamins and minerals contribute to disease prevention. H1.N5.4c

National Standard Skills: Health promotion and disease prevention/ Outside influences/
Access valid information/ Decision-making/ Goal-setting skills

Objective: To learn about common childhood illnesses, recognize their symptoms, and to learn the skill of practicing healthy habits to help prevent the spread of disease

Need: Print one class set of the 4 “Disease Information” pages and print one “Disease Story” worksheet for each student, or use online

Activity: Ask students to raise their hand if they have ever been sick. Throughout their lives, most people will experience illnesses caused by germs such as viruses, bacteria, or parasites. Some illnesses are communicable, meaning they spread easily from person to person through coughing, sneezing, touching contaminated surfaces, or close contact with someone who is sick.

1. Learning about diseases helps us understand how to protect ourselves and others. Doctors often look at a person's symptoms, such as fever, coughing, itching, or redness of the eyes, to help determine what illness they may have. Good hygiene habits, including washing hands, covering coughs and sneezes, avoiding sharing personal items, and staying home when sick, can help reduce the spread of many diseases.

2. This week, you will learn about four common and communicable childhood illnesses:

- Influenza (the flu)
- Chickenpox
- Pink Eye
- Head Lice

3. Here is some background information:

The 4 Main Types of Germs:

- Bacteria: Tiny, one-celled living creatures. They can reproduce on their own and cause illnesses like strep throat or cavities. Many are also helpful, living in your stomach to help digest food.
- Viruses: Even smaller than bacteria, viruses cannot live or reproduce on their own. They need to be inside a "host" (like a human or plant cell) to survive. They cause the common cold, chickenpox, and the flu.

- Fungi: Multi-celled, plant-like organisms. Instead of making food from sunlight, they get their food from plants, people, or animals. They thrive in warm, damp places and cause things like athlete's foot.
- Protozoa: One-celled organisms that love moisture. They often spread through contaminated water and can cause stomach aches.

How Germs Spread & Hide

- Sneezing & Coughing: When you sneeze or cough without covering your mouth, tiny drops with germs fly into the air.
- Dirty Hands: Germs love to stick to hands when you touch doorknobs or dirty surfaces. When you touch your eyes, nose, or mouth, germs can sneak into your body.

How to Stop Germs

- Wash Your Hands: Use warm water and soap, scrubbing for 20 seconds (the time it takes to sing "Happy Birthday" twice). Always wash after using the bathroom, before eating, and after blowing your nose.
- The "Dracula" Cough: Cough or sneeze into your elbow to keep germs off your hands.
- Don't Share: Never share water bottles, eating utensils, or lip balm with others.
- Stay Healthy: Get plenty of sleep, exercise, and eat nutritious foods to keep your immune system strong.

4. Here is a link for more background information: "What Are Germs?"

[KidsHealth.org/en/kids/germs.html](https://kidshealth.org/en/kids/germs.html)

Optional Videos: To further help students understand diseases, show these videos:

"WHAT IS DISEASE? Types of Illnesses Explained for Kids" (5 min.)

<https://www.youtube.com/watch?v=2muqPd3RfoE>

"COMMUNICABLE DISEASES | What? Why? How? (5 min.)

https://www.youtube.com/watch?v=LBkXQ_mBO3Q

5. The teacher has the choice of using one, or all four of the disease sheets; and can choose how to present the information to your students (reading outloud, discussing, group reading, video, etc.) As you read about each illness, pay attention to: How the disease spreads, the symptoms it causes, ways it can be prevented, how it is treated

6. Students will choose one of the four diseases on the following pages and write a story about a 10-year-old child who becomes sick after not following the recommended precautions. They should write your story on notebook paper. Their story should be at least one page long.

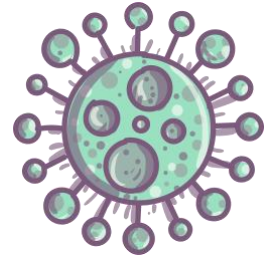
Optional Video: If your standards require HIV information, here is a good video: HIV and Me: Marissa's Story (9:00 min) https://www.youtube.com/watch?v=lvjcQ_I9JZU

#12. Disease Story:

Name: _____

Using one of the 4 diseases attached to this task card, (Influenza, Chicken Pox, Pink Eye, or Head lice) write a story about a 10 year old (boy or girl your choice) who does not take the precautions listed to prevent this disease and they get it. You must include each of the following in your story:

- 1) Type of illness
- 2) The symptoms they are showing that would help a doctor know what they have
- 3) The precautions they DID NOT take which caused them to get this disease
- 4) How they were treated and made better!



Write your story on your own piece of notebook paper, and it should be at least 1 page long. Have your parent or a classmate proof-read your story!

Chickenpox (Varicella)

What is it?

Chickenpox is an infection caused by varicella-zoster virus.

Signs and symptoms of chickenpox may include:

- Slight fever may be present before a rash develops.
- Rash usually first appears on body, face, and scalp. It then spreads to limbs.
- Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters.
- Blisters are usually less than ¼" wide and have a red base.
- After the blister breaks, open sores will crust over to form dry, brown scabs.

Usually lasts for about 10 days.

For some people, the virus can become active again later in life and cause shingles (see [Shingles](#) for more information).

How is it spread?

- Direct contact with an infected person's blisters or fluid from the blisters.
- Contact with an infected person's saliva.
- Breathing in air contaminated with the virus when an infected person has coughed or sneezed.
- A pregnant woman with chickenpox can pass it on to her baby during pregnancy.
- A mother with chickenpox can pass it on to her newborn.



The virus does not live on objects like sheets, counters, or toys.

Incubation period

Usually 8 - 21 days from contact with an infected person

When is the person contagious?

From 2 days before spots appear and until all blisters have crusted over (which is usually 5 days after the first blisters appear).
Child is most infectious 12 - 24 hours **before** the rash appears.

How to prevent spread of the illness to other children.



Exclude child from child care or school when spots first appear until all sores are crusted over (usually 5 days after onset of blisters).

Alert other parents when a case of chickenpox occurs in a child care facility.

Alert pregnant staff members and staff members with weakened immune systems.

For more information, refer to [Routine Practices](#).

Handwashing is the best way to stop the spread of infections.

Head Lice (Pediculosis)

What is it?	Head lice are tiny insects that live on the scalp. Lice have 3 stages in their life cycle: • Nits (eggs) are whitish gray, tan, or yellow ovals, about the size of a grain of sand. They are found stuck to the hair, often behind the ears or at the back of the neck. Nits hatch in 9 – 10 days. • Nymphs are young lice. They look like adults but are smaller. • Adult lice are about the size of a sesame seed. Adult lice can live up to 30 days on a person's head. They move around on the scalp and are much more difficult to see than nits. Detection of a live louse is the best way to confirm head lice. The most effective method of detecting live lice is by using a fine tooth lice comb on dry or wet hair. Signs and symptoms of head lice may include: ➢ Itchy scalp (may be worse at night) ➢ Scratching marks or small red lesions like a rash ➢ Child may have head lice and not have any symptoms Nymphs and adult lice can live for up to 2 days away from the scalp. Eggs can live for up to 3 days away from the scalp but need the higher temperature near the scalp to hatch.
How is it spread?	➢ Direct hair to hair contact is the most common method of spread. ➢ Indirect contact when children share hats, combs, hairbrushes, hair accessories, helmets, or headphones. Head lice cannot fly or hop, but they do crawl very quickly. Head lice that live on people cannot live on pets, such as cats and dogs.
Incubation period	Period from laying of eggs to emerging adult lice is 14 – 23 days
How long can head lice be spread?	As long as live lice and live nits are present
How to prevent spread of the infestation to other children.	Child does not need to be excluded from a child care facility or school. ➢ Provide parents with information regarding checking for head lice and treatment options. ➢ Discourage direct head to head contact between children. ➢ Encourage children not to share things like hats, combs, hairbrushes, helmets, or headphones. ➢ Items that may have been in prolonged or intimate contact with the child's head at the school or child care facility can be washed in hot water. Items that can't be washed can be placed in a plastic bag for 2 weeks or in the freezer for 48 hours.

Pink Eye (Conjunctivitis)

What is it?	Pink eye is an infection of the covering of the eyeball and the inside of the eyelid. It is usually caused by a virus, but may be caused by bacteria or other irritant. Children under 5 years of age are most often affected. Signs and symptoms of pink eye may include: ➤ Teary, red, itchy, painful eye(s) ➤ Eyelid(s) may be swollen ➤ Pus or thick discharge (yellow or yellowish-green color) can make eyelids sticky, especially during sleep ➤ Fever ➤ Eye(s) may be sensitive to sunlight
How is it spread?	Spreads easily through direct and indirect contact with discharge from an infected child's eye: ➤ touching the discharge from an infected child's eye ➤ a child with pink eye touches the discharge from his eye and then touches another child ➤ an object that is contaminated with the virus or bacteria (e.g., tissue, facecloth, eye dropper, makeup applicator) is touched by another child's hand or touches another child's eye When pink eye is caused by a cold virus, the droplets from a sneeze or cough can also spread the virus. 
Incubation period	Usually 1 – 3 days from contact with an infected person
When is the person contagious?	During active infection when the child has symptoms ➤ If the pink eye is caused by bacteria and the child is started on antibiotic treatment, he/she will not be contagious 24 hours after starting antibiotic treatment.
How to prevent spread of the illness to other children. 	If a child is started on antibiotics, exclude child from school or child care facility until 24 hours after antibiotics started. If pink eye is caused by a virus or other irritant, child may return to school or child care facility after seeing a primary health care provider. Ensure children do not share washcloths, towels, or bedding. Carefully dispose of articles (or clean, if applicable) contaminated with

#13. Topic: I will Learn That Traits and Health Issues Can be Hereditary and it Can be Helpful to Know What Issues are in My Own Family

[Return to Table of Contents](#)

Learning Standard: Identify dimensions of health. H1.W1.4

- Identify how culture influences health decisions and behaviors. H2.W4.4
- Understand physical social, and emotional changes occur during puberty. H1.Se2.4a
- Recognize puberty and physical development can vary considerably. H1.Se2.4b
- Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships. H4.Se6.4

National Standard Skills: Health promotion and disease prevention/ Outside influences / Communication skills/ Decision-making

Objective: To understand that some health traits and medical conditions can run in families and knowing family health history can help us make informed health decisions

Need: Print one “Family Medical History Worksheet” for each student, or use online. Also print a “Thinking Back on Illness” for each student if you want to do the “Optional” assignment, or use this worksheet online

Activity: Ask students if they know their family history might be one of the strongest influences on their health in the future? Every person inherits traits from their biological family members. Traits such as eye color, hair color, height, and other characteristics are influenced by genes, which are instructions passed from parents to children.

1. Some health conditions can run in families. This does not mean that a person will definitely develop a certain disease, but it may mean they have a higher chance of developing it. Knowing about your family's health history can help you make informed decisions about healthy habits, screenings, and medical care in the future.

2. While we cannot change the genes we inherit, we can make choices that support good health. Healthy habits such as eating nutritious foods, being physically active, getting enough sleep, avoiding tobacco products, and visiting a healthcare provider regularly can help people reduce their risk for many health problems.

Learning about your family health history can help you:

- Understand possible health risks
- Recognize signs and symptoms of certain condition and share important information with healthcare providers
- Make healthy lifestyle choices

3. Students will complete the “Family Medical History” worksheet. They will work with a parent, guardian, or trusted family member for information about health conditions that may have affected people in your family. Because this information is personal, the worksheet is designed so that students’ family medical information can be removed before they return the signed lesson. Remember, it is okay if a family does not know all of the answers.

Optional Activity: Do the “Thinking Back on an illness” worksheet. Students will think back to a time when someone you know was sick and answer the questions.

#13a. Family Medical History Homework:

Name: _____

Fill out this worksheet with your parent/guardian(s) and/or grandparent(s).

Have a parent write a note that you completed this homework, but don't return this sheet since this is personal info and you don't need to turn it in. If you are adopted or aren't able to get information on your own genetics, have your parent/guardian just say that on their note.

<u>Health Condition:</u>	<u>"x"</u> if I have	<u>Name of Family Member(s) Who Had or Have and Their Relationship to Me:</u>	<u>Age Family Member Was When they Got it / Age of Death if They are Deceased:</u>	<u>Research at least one health issue in your family. Use reliable websites such as .govs, .edus or .orgs. Try www.cdc.gov.</u> <u>Optional:</u> Use this space to list warning signs, symptoms, and precautions for all your family's medical issues:
Alzheimer's Disease				
Arthritis				
Asthma/Allergies				
Breast Cancer				
Ovarian Cancer				
Prostate Cancer				
Testicular Cancer				
Colon Cancer				
Diabetes				
Heart Disease or Stroke				
Eye Condition(s)				
Thyroid Disorder				
High Blood Pressure				
High Cholesterol				
Kidney Disease				

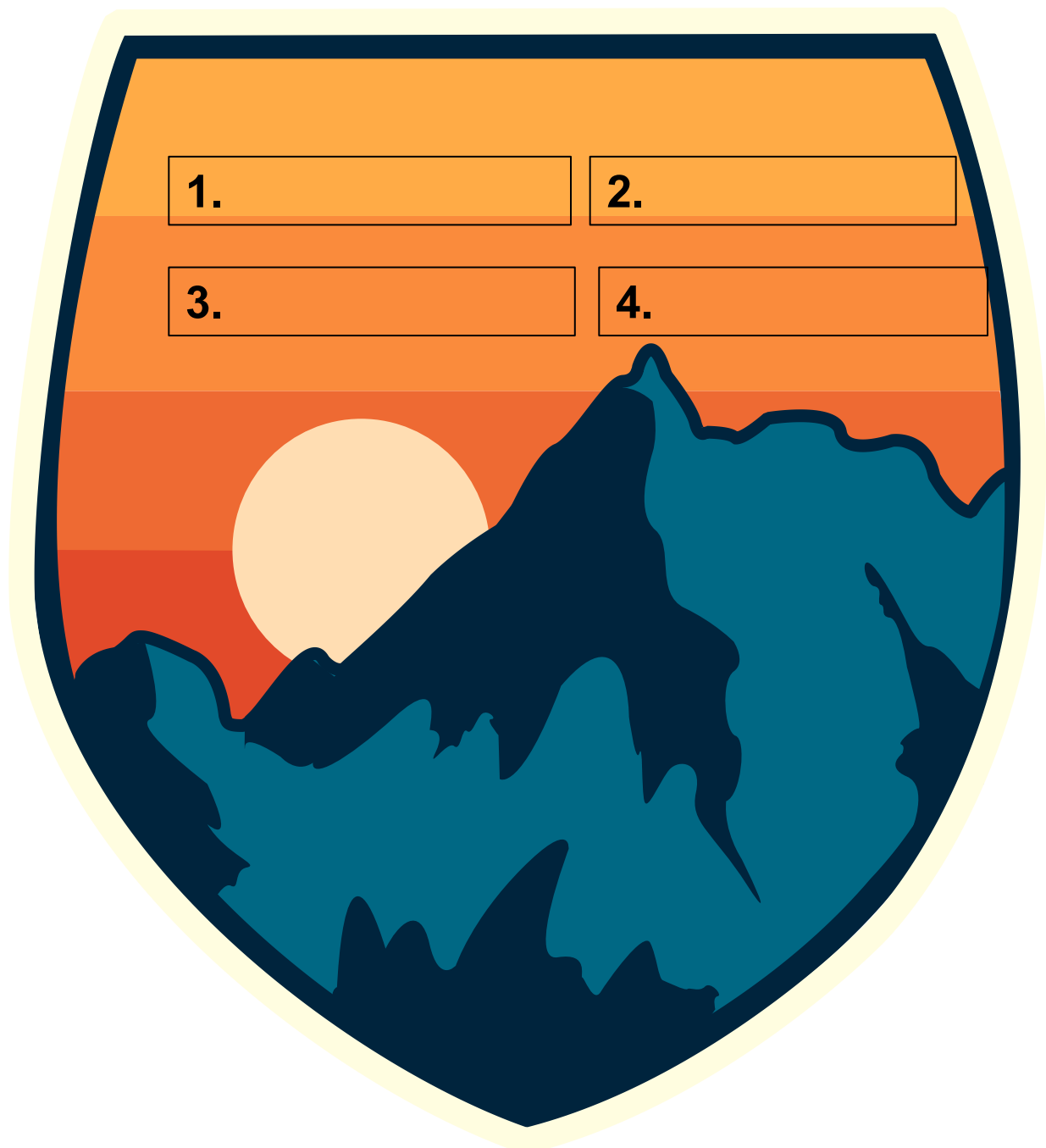
#13b. Thinking Back on an illness:

Name: _____

Think back to a time when someone you know was sick. Answer these questions inside the sun picture:

1. List one way their life changed during their illness.
2. List one thing you did (or wanted to do) to help them during their illness.
3. List one lesson you have learned watching someone live through this illness.
4. List some advice you would tell a person if they had this illness.

“No matter how high a mountain is, it cannot block the sun”



#14. Topic: I Will Learn What Items Should be in a First Aid Kit and How the Specific Items Can Help

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Learning Standard: Identify dimensions of health. H1.W1.4

-Identify ways to prevent injuries in recreational activities. H1.Sa1.4

Describe practices and behaviors that promote safety and reduce or prevent injuries. H7.Sa1.4

-Describe how to prepare for an emergency. H1.Sa2.4a

-Understand basic first aid for minor injuries. H1.Sa2.4b

National Standard Skills: Health promotion and disease prevention/
Access valid information/

Objective: To identify common items found in a first aid kit and explain how those items can be used to help someone who is injured or ill until professional medical care is available

Need: Print “First Aid Scenarios” worksheet for each student, or use online

Activity: Start today by telling students that a first aid kit can save a life! Ask “Do you know what should be in one?” Accidents and injuries can happen at home, at school, during sports, or while playing outside. A first aid kit contains supplies that can be used to provide basic care for minor injuries and emergencies until further help is available.

1. Knowing what is in a first aid kit and how each item is used can help people respond quickly and safely when someone is hurt. First aid supplies can help clean wounds, stop bleeding, protect injuries, reduce swelling, and prevent infection. Some common items found in a first aid kit include:

- Adhesive bandages (Band-Aids)
- Gauze pads and bandages
- Antiseptic wipes
- Antibiotic ointment
- Gloves
- Scissors/Tweezers
- Cold packs
- Thermometers

2. Remember that first aid is meant to provide immediate help, but serious injuries or illnesses should always be handled by a trained adult or healthcare professional. Good health habits can also help prevent illness. For example, always having a barrier from another person’s blood, covering your mouth and nose with your elbow when you cough or sneeze can help reduce the spread of germs.

3. Students will complete the “First Aid Kit” worksheet. For each item listed, they will identify what it is used for and write a situation in which that item could help someone who is injured or sick. Example: Safety Pins: If someone has a gauze bandage that needs to be held in place, safety pins can help hold it.

They should try to think of realistic situations where each first aid item would be helpful.

Name: _____

<https://kidshealth.org/en/parents/firstaid-safe>

Describe a scenario where this object would help with an injury:

Describe a scenario where this object would help with an injury:

a needle: Describe a scenario where this object would help with an injury:

A collection of various emergency supplies and items. At the top left is a large blue plastic water bottle. Next to it are two rolls of white band-aids. To the right is a blue cylindrical container, a roll of yellow band-aids, and a pink box. Further right is a brown first aid kit with a red cross. Below these are three batteries (two green, one yellow), a large orange flashlight, and two blister packs of pills (one with red and yellow capsules, one with white capsules). In the center, the word "emergency" is written in red cursive. To the left of the word are two white gloves. To the right is a blue-handled knife and an orange bank card with the word "BANK" and some Chinese characters. Below the word "emergency" are two pieces of clothing: a green polka-dot shirt and a brown star-patterned shirt. To the right of the clothing is a small orange flashlight and a red first aid kit. At the bottom center is a grey portable radio with an antenna. To the right of the radio is a plaid blanket.

Roller gauze: Describe a scenario where this object would help with an injury:

#15. Topic: I Will Learn How to Relieve Stress in Healthy Ways

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Learning Standard: Identify dimensions of health. H1.W1.4

-Explain emotional reactions to stress. H1.So3.4a

-Describe relationship between attitude and stress. H1.So3.4b

-Explain how stress management techniques positively impact health. H1.So3.4c

-Demonstrate appropriate strategies to manage or resolve conflict. H4.W6.4

National Standard Skills: Health promotion and disease prevention/
Communication skills/ Decision-making

Objective: To understand what stress is, recognize how stress can affect their health and daily life, and practice the skill of coping positively with stress

Need: Print the "Time Out, Work Out, and Reach Out" worksheet for each student, or use online

Activity: Ask students "Do you know why stress can be bad for you?" Everyone experiences stress from time to time. Stress is the body's natural response to challenges, worries, or changes. Some stress can help motivate us to prepare for a test, practice a skill, or complete a task. However, too much stress over a long period of time can affect both physical and emotional health.

1. When people feel stressed, they may have trouble concentrating, sleeping, relaxing, or getting along with others. Stress can also affect school performance, sports, hobbies, and overall well-being. Some people may experience headaches, stomachaches, muscle tension, or feel tired when they are stressed.

The good news is that there are healthy ways to manage stress. One helpful strategy is to remember the "3 Outs":

- **TIME OUT** – Take time to relax and enjoy activities you like, such as reading, drawing, listening to music, or spending time outdoors.
- **WORK OUT** – Exercise and physical activity can help reduce stress and improve mood. Activities such as walking, biking, playing sports, dancing, or stretching can help your body and mind feel better.
- **REACH OUT** – Talk to a trusted adult, family member, friend, teacher, or counselor about what is bothering you. You can also connect with others through clubs, activities, sports, or by doing something kind for someone else.

2. Students will complete the worksheet. They will think of ideas for each of the "3 Outs": Time Out, Work Out, and Reach Out. For each category, write activities that could help a person manage stress in a healthy way.

Optional Activity: Have students create "Mood Envelops" by making a list of at least five healthy activities that help improve **their** mood when they are feeling upset, stressed, frustrated, or worried. Examples might include:

- Slow breathing
- Listening to music
- Going for a walk

- Drawing or creating art
- Reading a book
- Talking with a friend or trusted adult
- Listening to music
- Playing outside

Have students decorate their “Mood Envelops” and keep them in their school desks where they can easily find it when they need ideas for feeling their best.

#15. Time Out, Work Out, and Reach Out:

Name: _____

Use what we learned in class about relieving stress and think of ideas for what to do for TIME OUT, WORK OUT and REACH OUT in these scenarios. Give examples of how the "3 outs" will help.

1. Jason is in a big fight with his best friend and they haven't talked for 2 days. Jason feels so stressed he has a stomach ache. What could he do to relieve his stress?

Which out could he use?	What could he do?	How would it help him?

2. Rachel has two big tests tomorrow. Her mom told her if she doesn't do well on both tests she doesn't get to go to the movie with her friend this weekend. What could she do to relieve her stress?

Which out could he use?	What could he do?	How would it help him?

3. Tim is trying out for the basketball team. He played on the team last year, but there are 3 new kids who are really good. What could he do to relieve his stress?

Which out could he use?	What could he do?	How would it help him?

4. Siena feels really left out. All the girls in her class are friends and no one will talk to her. What could she do to relieve her stress?

Which out could he use?	What could he do?	How would it help him?

5. Caleb is not getting along with his parents right now. They are always on his case about cleaning his room or getting along with his brother. Everything is always his fault. What could he do to relieve his stress?

Which out could he use?	What could he do?	How would it help him?

#16. Topic: I Will Learn How to Protect Myself From Stranger Danger

[Return to Table of Contents](#)

Learning Standard: Identify dimensions of health. H1.W1.4

-Explain importance of communicating with trusted adults about relationships. H2.Se6.4a

National Standard Skills: Health promotion and disease prevention/
Communication skills/ Decision-making

Objective: To learn skills for staying safe around strangers and understand that safety decisions should be based on behavior and situations, not on a person's appearance

Need: Print the “Stranger Safety Quiz” for each student, or use online

Activity: Most people in the community are kind and trustworthy, but it is important to know how to stay safe when interacting with people you do not know. A stranger is simply someone you do not know well, regardless of what they look like.

1. Sometimes people mistakenly think that only certain types of people can be dangerous. In reality, you cannot tell whether someone is safe or unsafe just by looking at them. A person may look friendly, helpful, young, old, or trustworthy and still be a stranger.

Learning safety skills can help children make good decisions in unfamiliar situations. Some important safety habits include:

- Staying with trusted adults
- Knowing how to say "no" to unsafe situations
- Telling a trusted adult if something makes you uncomfortable
- Avoiding going anywhere with someone you do not know without permission from a parent or guardian
- Trusting your feelings if a situation seems unsafe

Remember: Stranger safety is about recognizing situations and making safe choices, not judging people based on how they look.

2. Students will complete the “Stranger Danger Quiz.” Or, you can do the quiz outloud.

As they complete the quiz, encourage them to think about why each person shown would be considered a stranger and what safe choices you could make if that person approached you.

3. Here is the “Answer Key”:

Part 1: True or False Answers

1. **True** — A stranger is simply **anyone you do not know well**, even if they look nice or friendly.
2. **False** — Adults should **never ask children for help**. If a stranger asks you to find a pet, say no and tell a trusted adult.

3. **True** — Yelling "No!" and **running away immediately** protects you and draws attention to the situation.
4. **False** — You must **never give personal details** like your name, address, or phone number to anyone you do not know.
5. **True** — Staying put makes it **easier for your parents to find you**, and store employees are safe people who can help

Part 2: Multiple Choice Answers

6. **B) Say no, walk away, and find a trusted adult.**
 - **Why:** Taking anything from someone you do not know is unsafe. Leaving the situation and alerting an adult keeps you protected.
7. **C) Do not open the door and call your parents.**
 - **Why:** You should never open the door for a stranger when home alone. Keep the door locked and contact your parents or guardians immediately.
8. **C) "This is not my mother/father, this person is trying to take me!"**
 - **Why:** Shouting "Help" can sometimes sound like playing. This specific phrase makes it clear to bystanders that an actual abduction is taking place.
9. **B) A police officer in uniform**
 - **Why:** Uniformed officers, security guards, and store employees with name tags are identifiable "safe strangers" trained to help lost children.
10. **B) Never tell anyone online where you live or what school you go to.**
 - **Why:** People online are still strangers, even if you play games with them. Protecting your location, school, and identity is a critical safety rule.

#16. Stranger Danger Quiz:

Name: _____

This 4th-grade stranger danger quiz tests essential personal safety skills. In Part 1 write "T" for True or "F" for False for all 5 questions. In Part 2 circle the correct answer for each.

Part 1: True or False

1. ____ A stranger is anyone you, your family, or your friends do not know well.
2. ____ It is safe to help a stranger look for a lost pet if they seem friendly.
3. ____ If a stranger approaches you, you should yell "No!" and run away.
4. ____ It is okay to tell a stranger your name, address, or phone number if they ask nicely.
5. ____ If you're lost in a store, you should stay in one place and ask an employee for help.

Part 2: Multiple Choice

6. What's the very first thing you should do if an unknown person offers you candy or a toy?
 - A) Take it and say thank you.
 - B) Say no, walk away, and find a trusted adult.
 - C) Ask if they have any other flavors.
 - D) Try to run away before answering.
7. You're at home alone and someone you don't know knocks on the door. What should you do?
 - A) Open the door a little bit to see what they want.
 - B) Yell that your parents are busy right now.
 - C) Do not open the door and call your parents.
 - D) Let them in so they can wait.
8. If a stranger grabs you, what is the best thing to shout so others know you are in danger?
 - A) "Help!"
 - B) "Leave me alone!"
 - C) "This is not my mother/father, this person is trying to take me!"
 - D) "Stranger danger!"
9. Which of these people is usually considered a "safe" adult to ask for help if you are lost?
 - A) A teenager at the park
 - B) A police officer in uniform
 - C) An adult walking their dog
 - D) Someone offering to give you a ride home
10. What is an internet "stranger danger" rule?
 - A) Only share your passwords with your closest online friends.
 - B) Never tell anyone online where you live or what school you go to.
 - C) It is safe to meet up with someone you met in an online game if they are your age.
 - D) You can send photos of yourself to anyone who asks nicely.

#17. Topic: I Will Demonstrate I Know the Traits of Positive Self-esteem

[Return to Table of Contents](#)

Learning Standard: Identify dimensions of health. H1.W1.4

-Compare and contrast high and low self-esteem. H1.So1.4a

National Standard Skills: Health promotion and disease prevention/
Communication skills/ Decision-making

Objective: To understand the concept of self-esteem and to practice the skill of positive thoughts and habits that can help build confidence and a healthy self-image

Need: Print “26 Positive Affirmations” and the “Self-Esteem iPhone” worksheet front-to-back for each student, or use online, crayons, markers, or colored pencils

Activity: Self-esteem is how you think and feel about yourself. It includes the beliefs you have about your abilities, strengths, and value as a person. Everyone has things they do well and things they are still learning. Having healthy self-esteem means recognizing your strengths, accepting that nobody is perfect, and treating yourself with kindness and respect.

1. People with healthy self-esteem are more likely to:

- Try new things
- Learn from mistakes
- Believe in their abilities
- Show kindness to themselves and others
- Handle challenges in positive ways

2. One way to build self-esteem is through positive self-talk. Positive self-talk means using encouraging words and thoughts instead of putting yourself down. These encouraging statements are sometimes called affirmations.

Examples of positive affirmations include:

- I can learn new things.
- I am kind and caring.
- I am proud of my effort.
- Mistakes help me learn and grow.
- I have unique talents and strengths.

3. Remember that everyone has difficult days sometimes. Building self-esteem is not about being perfect—it is about believing in yourself and continuing to grow.

4. Students will imagine that a friend wants to create an iPhone screen that helps kids feel confident and improve their self-esteem. They will design the screen using the “26 Affirmations” page to fill in the iPhone with 4 tips on the phone in a creative way. Then draw some pictures or designs on or around the phone.

#17a. 26 Positive Affirmations:

Self-Worth & Identity

1. I am unique and special in my own way.
2. I deeply love and accept myself.
3. I am enough just the way I am.
4. My voice and my opinions matter.
5. I am a great person and I deserve good things.
6. My family and friends love me for exactly who I am.



Resilience & Growth Mindset

7. Mistakes help me learn and grow.
8. I can do hard things.
9. I learn from my challenges.
10. I am brave enough to try new things.
11. Every day is a fresh start.
12. I get better and better every single day.
13. Practice makes me better.

Confidence & Power

14. I believe in myself and my abilities.
15. My brain and my body are powerful.
16. I am a problem-solver.
17. I have great ideas.
18. I can learn anything I put my mind to.
19. I am in control of my own happiness and feelings.



Kindness & Social Skills

20. I am a kind and helpful friend.
21. I care about others.
22. I can make a difference in the world.
23. I choose to be kind to myself.

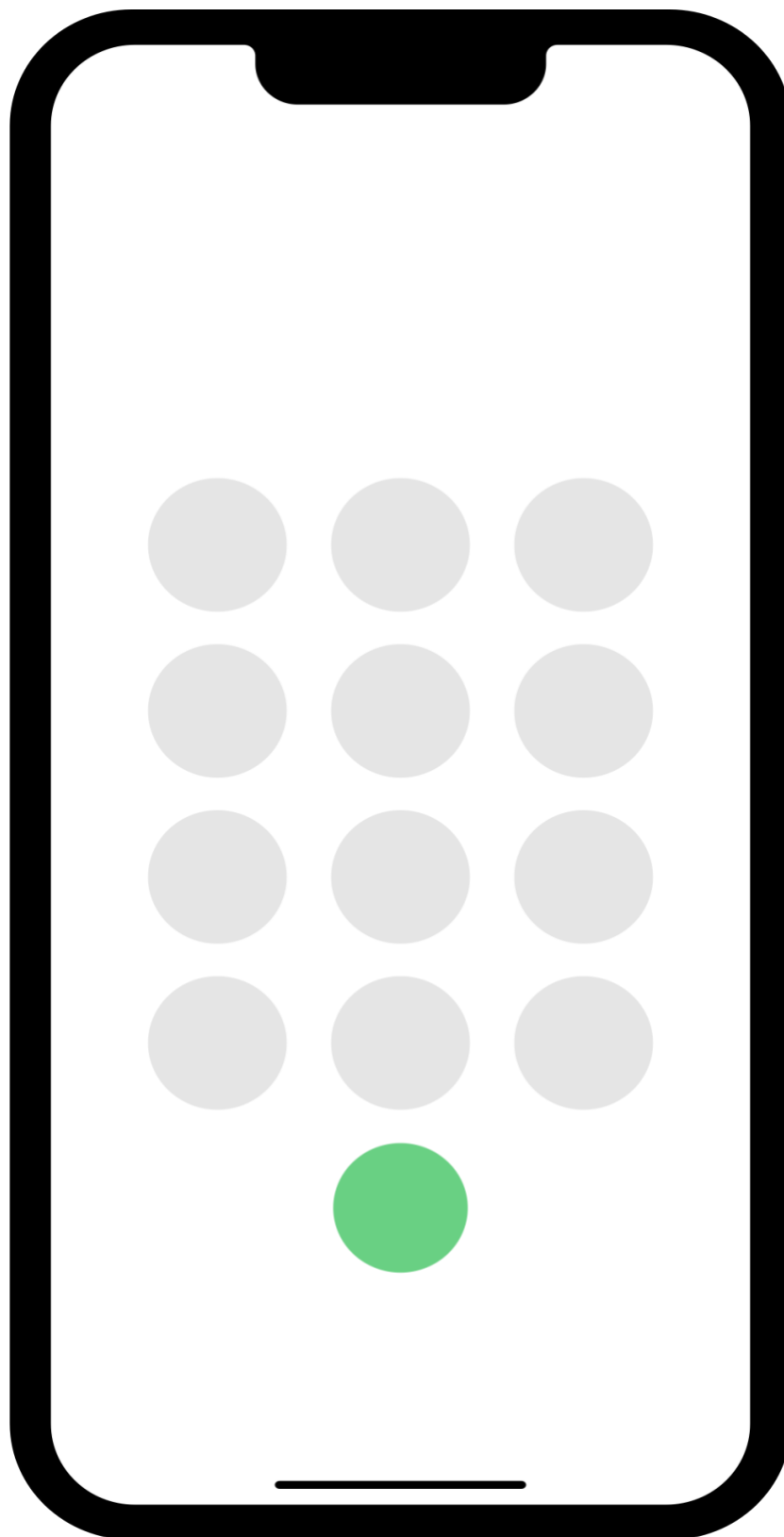
Daily Positivity

24. Today is going to be a good day.
25. I choose to focus on the good.
26. I am safe, loved, and surrounded by positivity.

Optional Activity: Here is a great website with more positive affirmations. They have a great list that you could print and post in your classroom!

[Big Life Journal: Positive Affirmations for Kids](http://BigLifeJournal.com/PositiveAffirmationsforKids)

Help yourself and other kids your age to feel good about themselves and improve their self-esteem by writing 4 tips on the phone below in a creative way . Then draw some pictures or designs on or around the phone.



#18. Topic: I Will Demonstrate a Way to Improve Self-esteem by Practicing Positive Self-talk at Night Homework

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Learning Standard: Identify dimensions of health. H1.W1

-Compare and contrast high and low self-esteem. H1.So1.4a

-Understand the connection between self-esteem and healthy decision-making. H1.So1.4b

National Standard Skills: Health promotion and disease prevention/
Communication skills/ Decision-making

Objective: To understand how positive self-talk can influence self-esteem and practice the skill of recognizing positive qualities, accomplishments, and experiences in their daily lives

Need: Print the “Thinking Positive Thoughts” worksheet for each student, or use online

Activity: Self-esteem is basically the way you think and feel about yourself. Healthy self-esteem helps people feel confident, handle challenges, learn from mistakes, and build positive relationships with others.

1. One way to strengthen self-esteem is through positive self-talk. Positive self-talk means choosing encouraging and realistic thoughts about yourself. It does not mean pretending everything is perfect. Instead, it means recognizing your strengths, celebrating your effort, and treating yourself with kindness when things do not go as planned.

Research shows that our thoughts can affect how we feel and behave. When we focus on our successes, positive qualities, and things we are grateful for, it can help us feel more confident and optimistic. Everyone has strengths, talents, and positive characteristics worth recognizing.

Examples of positive self-talk include: “I worked hard today.” “I can learn from my mistakes.” “I am a good friend.” “I am improving every day.” “I can handle challenges.”

2. Remember that building self-esteem takes practice. The more you notice positive things about yourself and your day, the easier it becomes to develop a healthy and confident mindset.

3. Students will place this sheet beside their bed and complete the chart on the back each day. They will take a few moments to reflect on the positive parts of their day and the strengths they bring to their family, school, and community.

Optional Activity: If you want students to complete this lesson at school, you may have them fill out the chart at the end of the school day. One fun idea is to do your class “Class Positive Self- Talk” poster as a class outloud. Ask students to raise their hand if they would like to go up to the class poster and write a positive thought on...Any of the ideas on the next page!

#18. Thinking Positive Thoughts:

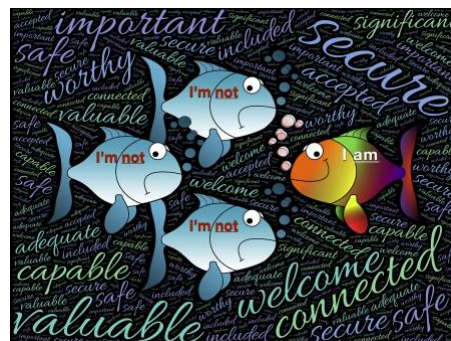
Name: _____

Put this sheet beside your bed and each night when you go to bed, fill it out and THINK POSITIVE THOUGHTS about yourself and about your day! If you are asked do this task at school fill the chart out at the end of each school day before you leave. If you like doing this, you can answer some of the extra questions, without writing them down!

	Day 1: Date: _____	Day 2: Date: _____	Day 3: Date: _____	Day4: Date: _____
Write 1 thing that made you smile or laugh today				
Write 1 thing you did today that showed you care about your education				
Write 1 thing that you like about yourself				

Extra Questions:

- List a time you put yourself in someone else's shoes and thought what it would be like to be them.
- List one thing you did for someone else today to help them out.
- List one thing you did today just to relax.
- Did you manage your anger today? Give one example.
- List one example that you had a **positive attitude** today.
- List one person you are thankful for.
- List one thing you are thankful for.
- Did you give someone else a compliment today? If yes, what was it?



#19. Topic: I Will Learn the Dangers of Tobacco, Alcohol, and Drugs and Cautions for Not Using

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Learning Standard: Identify dimensions of health. H1.W1.4

- Understand differences between medically accurate use and abuse of prescriptions and over-the-counter medicines. H1.Su1.4a
 - Understand tobacco, alcohol, and marijuana are illegal for minors. H1.Su1.4b
 - Describe reasons people use tobacco, alcohol, and other drugs. H1.Su1.4c
 - Describe harmful effects of medicines, tobacco, alcohol, and marijuana. H1.Su2.4
 - Describe how to ask for help to avoid situations in which others are using tobacco, alcohol, or marijuana. H4.Su3.4
 - Determine benefits of abstaining from or discontinuing use of tobacco, alcohol, and marijuana. H1.Su3.4
- National Standard Skills:** Health promotion and disease prevention/ Communication skills/ Decision-making

Objective: To understand what drugs are, recognize the difference between medicines and recreational drugs, and explain why it's important to use medicines safely and avoid harmful substances

Need: Print the "Tobacco, Alcohol, and Drug Dangers" worksheet for each student, or use online. It's optional to have the "Stop" warning signs and/ "Cherish Your Brain" picture on a front board as you discuss drug dangers today.

Activity: A drug is a chemical that changes the way a person's body or brain works. Some drugs are medicines that help people feel better when they are sick or injured. Doctors may prescribe medicines to help treat illnesses, reduce pain, or help the body heal.

1. Even though medicines can be helpful, they must be used correctly. Taking medicine that was not prescribed for you, taking too much medicine, or not following directions can be dangerous. This is why medicines should only be taken with the guidance of a parent, guardian, or healthcare provider.

There are also substances that people use for non-medical reasons. These are often called recreational drugs. Recreational drug use can be especially harmful for children because their brains and bodies are still growing and developing.

2. Just because a substance is legal for adults does not mean it is safe for children or healthy for the body. Making healthy choices helps protect your brain, body, and future well-being.

3. Complete the worksheet on the back of this lesson. This website can help students understand more about the dangers of drugs as they fill out their worksheet:

What You Need to Know About Drugs

<https://kidshealth.org/en/kids/know-drugs.html>

As you work through the activities think about:

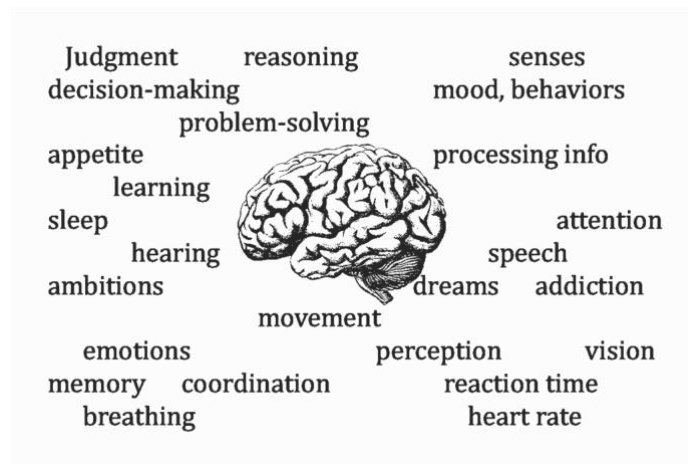
- What makes medicines different from recreational drugs
- Why medicines should only be used as directed

- How drugs can affect the brain and body

Here are some reasons why children should avoid alcohol, tobacco, and other harmful substances:



Cherish Your Brain. Here is a reminder of why we should all cherish our brains. Look at all the brain functions that we sometimes take for granted, and that drugs can alter and damage in our brains!



#19. Tobacco, Alcohol, and Drug Dangers

Name: _____

Complete the A - Z sentence as a warning against the harmful effects of tobacco, alcohol, and drugs. Be sure to include positive things kids can do instead of using these substances.

Always _____

Before you _____

Careful, _____

Don't _____

Everyone should know that _____

FOR SAFETY, _____

Gosh, don't you _____

Hey- _____

If you want to be healthy, _____

Just don't _____

Keep _____

Listen- _____

~~Never~~ _____

Oh! You _____

Please _____

Quick- _____

REALLY? _____

Snap! You _____

Try to _____

Unless you _____

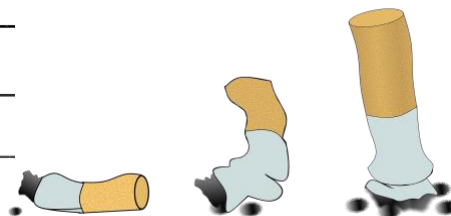
Value _____

Whaaat? _____

E"K"AMINE YOURSELF! _____

You should never _____

Zero % of _____



#20. Topic: I Will See How Drugs Can Change Kids and Teens and Cause Them to Lose Their Goals and Dreams

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Learning Standard: Identify dimensions of health. H1.W1.4

-Describe harmful effects of medicines, tobacco, alcohol, and marijuana. H1.Su2.4

-Describe how to ask for help to avoid situations in which others are using tobacco, alcohol, or marijuana. H4.Su3.4

National Standard Skills: Health promotion and disease prevention/
Communication skills/ Decision-making/ Goal-setting skills

Objective: To compare healthy and unhealthy lifestyle choices and practice saying outloud the positive attitudes, habits, and decisions can affect a person's health, goals, and future opportunities

Need: Print "Marijuana Card Game Sheets" one-sided so you will have enough decks for your students to play in groups of 2 or 4. If possible, print decks on different colored paper so decks don't get mixed up, or mark each deck with a symbol or sticker on the back of cards! These can be re-used year after year! Then cut out with scissors. (If you would like, glue or tape another sheet of paper to the backs of the cards so that the pictures or words cannot be seen through them.)

Activity: Many drugs, especially Marijuana, can make kids unmotivated in life. They find that more and more things in life that don't involve drugs are "boring." They may lose the drive to work hard for their dreams...**This card game can show students the difference between kids that work hard at their education, value their health, and have goals for their lives; as opposed to kids who are using drugs.** Their attitudes can be very different!

1. Every day, people make choices that can affect their health, learning, relationships, and future goals. Healthy habits such as exercising, eating nutritious foods, attending school, working hard, and setting goals can help people stay healthy and achieve success.

2. On the other hand, unhealthy choices can make it harder to reach goals and may negatively affect a person's physical and mental health, relationships, and ability to learn.

3. One way to understand the importance of healthy choices is by comparing different attitudes and behaviors. For example, a student who studies, takes care of their health, and works toward goals may have different opportunities and experiences than someone who regularly makes unhealthy decisions.

4. This week, you will use a card game to explore how different choices can lead to different outcomes. Play the "Concentration" matching game using the directions provided on the worksheet. Each partner turns over one then another card to see if they get a pair. NOTE: A pair has matching symbols in the top left corner! If you get a pair you keep it and go again. If not, turn the cards back over and the next person goes. The person with the most pairs wins. For more impact, require students to read the cards they turn over outloud!

5. As you play, pay attention to the healthy and unhealthy attitudes, habits and choices shown on the cards. Think about how those choices might affect a person's life.

#20. How Marijuana Hurt Me Card Game: Print and cut out the deck of cards. Students can learn the negative side effects of using drugs as they play! The card with the line shows some of the negative side-effects of using Marijuana. NOTE: A pair has matching symbols in the top left corner!

\$*@

My family drives me crazy, but I love them.



\$*@

My family is totally annoying.



\$}}



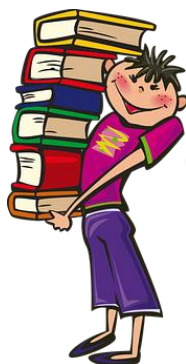
I know I'm going to graduate and have a good future.

\$}}

School is so boring.



{ \$



Sometimes school sucks, but I know grades are important.

\$



I hate school- I'm just going to get my G.E.D.

}0



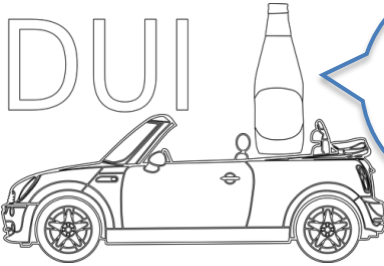
I need to take a shower and wash my hair.

}0



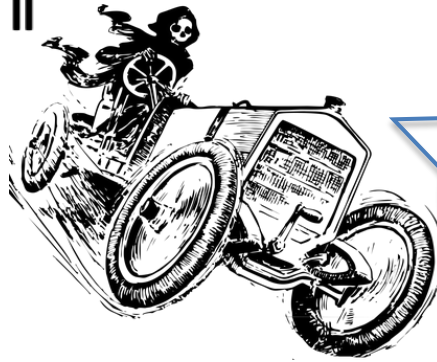
What do you mean my clothes are dirty?

II



I'd never drive under the influence of any drug.

II



I drive better when I'm high.

++



Pot is illegal and I don't want to get in trouble with the law.

++



I won't get caught-pot should be legal for all ages anyway.

\$\$



Maybe the biggest danger of pot is that teens don't think it's dangerous! That's a laugh!

\$\$



Pot is a safe drug-it's just a plant.

XX



I know that pot is a gateway to other drugs-I choose not to use any drug.

XX



I only smoke pot - I'd NEVER use a harder drug.

aaa



4th grade:
I'll never use any
drugs...

aaa



10th grade:
When can I
buy more
drugs?...

bb



I don't feel like
doing my
homework, but I
know I have to get
it done.

bb



I'm just not
motivated to do
school work
right now.

c-



I've had to work
through some issues
with my friend but
the
relationship is
worth it.

c-



I don't have
energy for that
person right
now - let's go
get high instead.

@



I value myself
because I like
who I am.

@



I don't
think
people like
me unless
I'm high. :(

A+



I've been
depressed for
2 weeks, I'm
going to make
a Dr. appt.

A+



When I smoke
pot I don't
really feel
"anything"...



More teens go
to treatment for
marijuana
addiction than
all other drugs



Pot's not
addicting.
That's
whv I

#21. Topic: I Will Learn How to Recognize Someone Else's Emotions by Looking at Them

[Return to Table of Contents](#)

Learning Standard: Identify dimensions of health. H1.W1.4

-Describe characteristics of healthy friendships and other relationships. H1.Se6.4

National Standard Skills: Health promotion and disease prevention/
Communication skills/ Decision-making

Objective: To identify different emotions, recognize emotional expressions in others, and practice the skill of showing empathy through supportive and caring responses

Need: Print “Recognizing Emotion” worksheet for each student, or use online

Activity: Emotions are feelings we experience in response to situations, thoughts, and events in our lives. People experience many different emotions, including happiness, excitement, pride, surprise, sadness, frustration, disappointment, nervousness, and anger.

1. Ask students, “Did you know that there are hundreds of different emotions we can feel?” Being able to recognize emotions in ourselves and others is an important social skill. We often learn how someone is feeling by paying attention to facial expressions, body language, tone of voice, and the situation they are experiencing.

2. Another important skill is **empathy**. Empathy means trying to understand how another person might be feeling and imagining what it would be like to be in their situation. Empathy helps people build strong friendships, communicate effectively, solve problems peacefully, and support others during difficult times.

When we recognize someone else's feelings, we can:

- Offer encouragement
- Show kindness and understanding
- Celebrate their successes
- Help them when they are struggling

3. Our emotions help us connect with other people. Being able to understand and respond to emotions is an important part of being a caring friend, family member, and community member. Look at the people shown on the back of this lesson. For each person:

1. Identify the emotion you think they are showing.
2. Write the name of the emotion.
3. Write one kind, supportive, or encouraging comment you could say to that person.

If the person appears sad, frustrated, worried, or upset, write something that might help comfort or encourage them.

If the person appears happy, excited, proud, or joyful, write something that shows you are happy for them and can celebrate their feelings with them. Answers will vary!

#21. Recognizing Emotions:

Name: _____

Can you tell what emotions someone is feeling when you look at them? Draw a line from the emotion word to the person who you think is feeling it. Then write one nice or helpful comment to them (and give an idea to help them deal with their emotion if it's a negative!)



1. Bored

2. Exhausted



3. Sleepy

4. Excited



5. Happy

6. Depressed

7. Content



8. Sad



#22. Topic: I Will Learn How to Calm Down and Control my Anger

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Learning Standard: Identify dimensions of health. H1.W1.4

-Understand the connection between self-esteem and healthy decision-making. H1.So1.4b

-Demonstrate appropriate strategies to manage or resolve conflict. H4.W6.4

-Recognize steps to a decision-making model. H5.W6.4

-Predict potential long- term outcomes of a health-related decision. H5.W7.4

National Standard Skills: Health promotion and disease prevention/
Communication skills/ Decision-making

Objective: To understand that anger is a normal emotion, recognize signs that they are becoming angry, and practice the skill of healthy strategies for managing anger

Need: Print the “Anger Cartoon Template” and “Cooling Down if Angry” Reminder Statements” (front to back) for each student, colored pencils work well for the cartoon

Activity: Ask students, “Did you know that it’s O.K. to feel angry?” Everyone feels angry sometimes. Anger is a normal emotion that people experience when they feel frustrated, disappointed, treated unfairly, or hurt. Feeling angry is not wrong or bad. In fact, anger can sometimes motivate people to solve problems, stand up for themselves, or work harder to achieve a goal.

1. But, one very important thing is not whether we feel angry, but how we respond to that feeling. When anger becomes too intense or is expressed in unhealthy ways, it can lead to hurt feelings, poor decisions, damaged relationships, or consequences at school or at home.

2. One helpful anger-management strategy is learning to recognize warning signs that your body is becoming angry. Different people experience anger differently, but common signs include: a faster heartbeat, tight muscles, clenched jaw or fists, or wanting to yell or argue.

3. Once you notice these warning signs, you can use healthy calming strategies such as the examples on the “Reminder Statements” hand-out. Remember: You cannot always control what other people do, but you can control how you respond.

Optional Video: “Anger Management Techniques For Kids - Strategies To Calm Down When Your Temper Rises” (5 min.) <https://www.youtube.com/watch?v=lxxpDF45TPA>

4. Complete the “Anger Cartoon” template by showing the three steps of healthy anger management. Be sure your cartoon clearly shows all three steps and includes words or captions explaining what is happening. After your teacher grades it, **post in your room!**

Panel 1: Show a situation that makes your character feel angry. Keep the situation school-appropriate.

Panel 2: Show how the character notices signs of anger in their body. For example, they may have a racing heart, clenched fists, or feel frustrated.

Panel 3: Show the character using calming thoughts or healthy coping strategies to cool down and manage their anger appropriately. The “Reminder Statements” can help you.

#22a. Cooling Down if Angry:

Name: _____

Use any of these calming ideas for Box 3 of your "Anger Cartoon."

Reminder Statements: (Cool talk to yourself to calm down...)

They're not worth it

I'm not going to give them power over me

It's O.K.

I don't want to get in trouble

It could be worse

I need to let it go

I need to calm down

I'm going to try to be positive

I'm going to show EMPATHY

I'm going to my "happy" place

It's just so and so

Getting mad won't help

I'm wasting my time being mad

I can handle this

I need to think through the consequences

I know I can change this

What is the outcome **I** want?

I'm not going to let them bug me

I'm in control

I'm going to empty my mind

Getting mad won't change things

I'm better than this situation

It won't matter a month from now

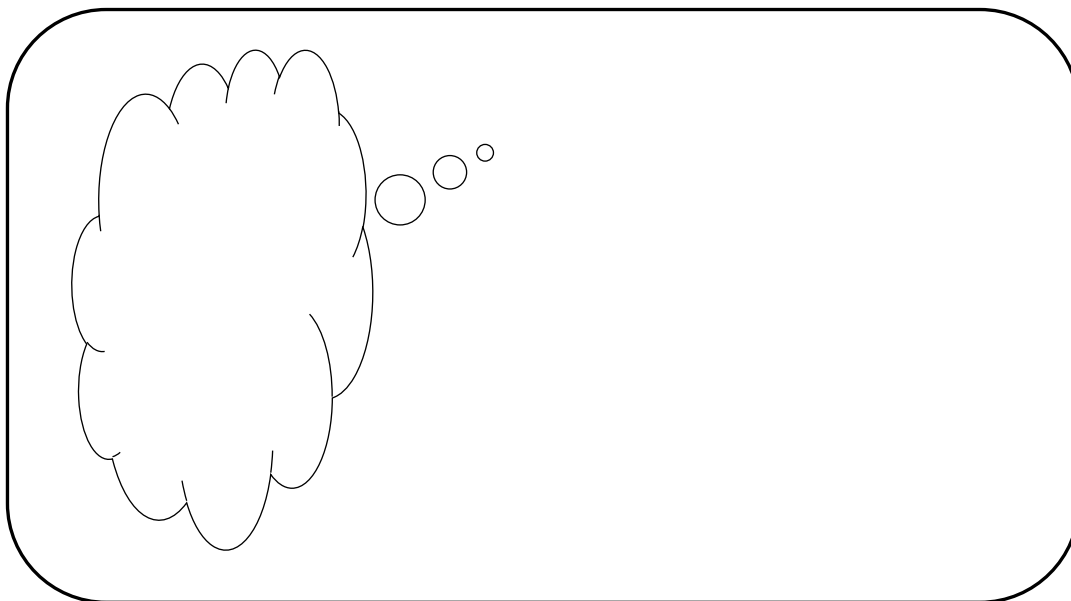
-Have you ever said, "They make me so mad" ?

-The **external** trigger is what they said and you can't control that, but the **internal** trigger is what **you** think and it's your choice to be mad or not!

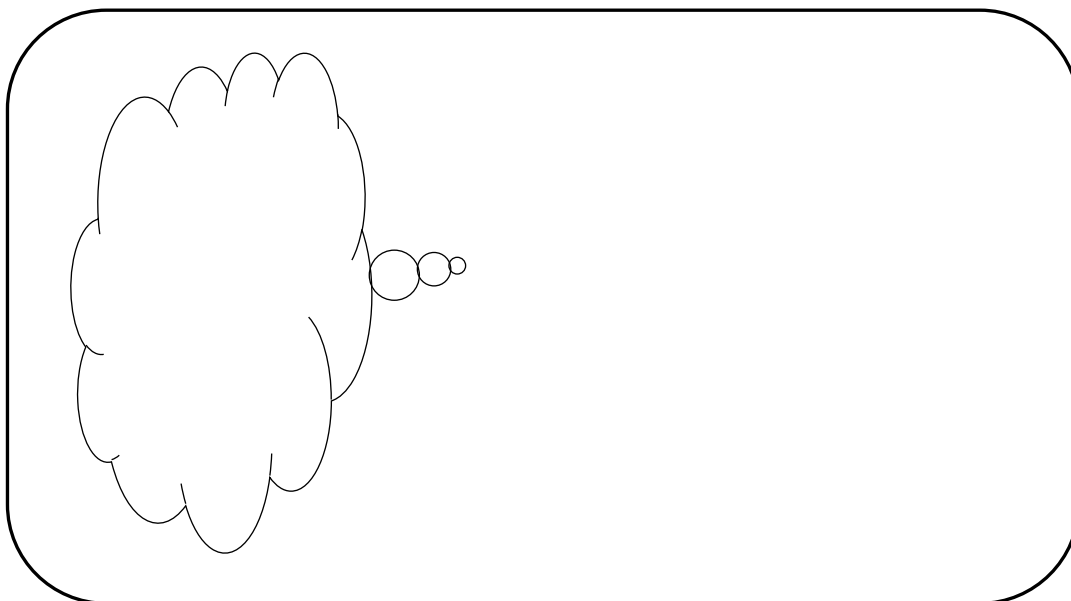
-DON'T GIVE SOMEONE POWER OVER YOU!



#22b. Name: _____



Something is making your character mad.



3 ways their body reacts that they feel
and know they're mad.

1.

2.

3.

3 calming thoughts or words.

#23. Topic: I Will Understand What Child Abuse is and What to Do if it's Happening to Me

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Learning Standard: Explain importance of communicating with trusted adults about relationships. H2.Se6.4a

-Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships. H4.Se6.4

-Understand ways family, friends, and peers can have a positive or negative influence on relationships. H2.Se6.4b

-Describe characteristics of healthy friendships and other relationships. H1.Se6.4

National Standard Skills: Health promotion and disease prevention/ Access valid information/ Communication skills/ Decision-making/ Goal-setting skills

Objective: To understand that everyone has the right to be safe; students will recognize unsafe situations, and identify trusted adults and resources that can help when someone feels unsafe or is being harmed

Need: Print a class set of the "What to Do to Protect Yourself from Abuse" handout (These can be used year after year) or use online. Print 1 "Stopping Child Abuse" and 1 "Stopping Child Abuse Backside" for each student. These will be cut out and taped so they flip open so **printing must be precise (try 1 first before printing the whole class set) Also have scissors for each student.**

Activity: Tell students, "This week's topic is tough because it is a hurtful thing that can happen to kids." Every child has the right to feel safe, respected, and cared for. Most adults work hard to protect children, but it is important to know what to do if you ever feel unsafe or if someone is treating you in a way that is harmful, frightening, or inappropriate.

Unsafe situations can happen in many places, including at home, at school, online, or in the community. Learning about safety helps children recognize when something is wrong and know where to turn for help.

1. Some examples of situations that may make a child feel unsafe include:

- Someone yelling, threatening, or constantly putting them down
- Someone hurting them physically
- Someone touching them in a way that makes them uncomfortable
- Being asked to keep a secret that feels unsafe
- Being bullied online or receiving hurtful messages
- Not having basic needs such as food, shelter, supervision, or medical care

2. There are different types of abuse and neglect, including:

- **Physical abuse:** intentionally hurting someone's body
- **Emotional abuse:** repeated actions that harm a person's feelings or self-worth
- **Sexual abuse:** unwanted sexual touching, behavior, or communication
- **Neglect:** failing to provide basic care and protection

3. One of the most important safety rules is this: **If something makes you feel unsafe, uncomfortable, confused, or scared, tell a trusted adult. If the first adult is unable to help, keep telling other trusted adults until someone helps.**

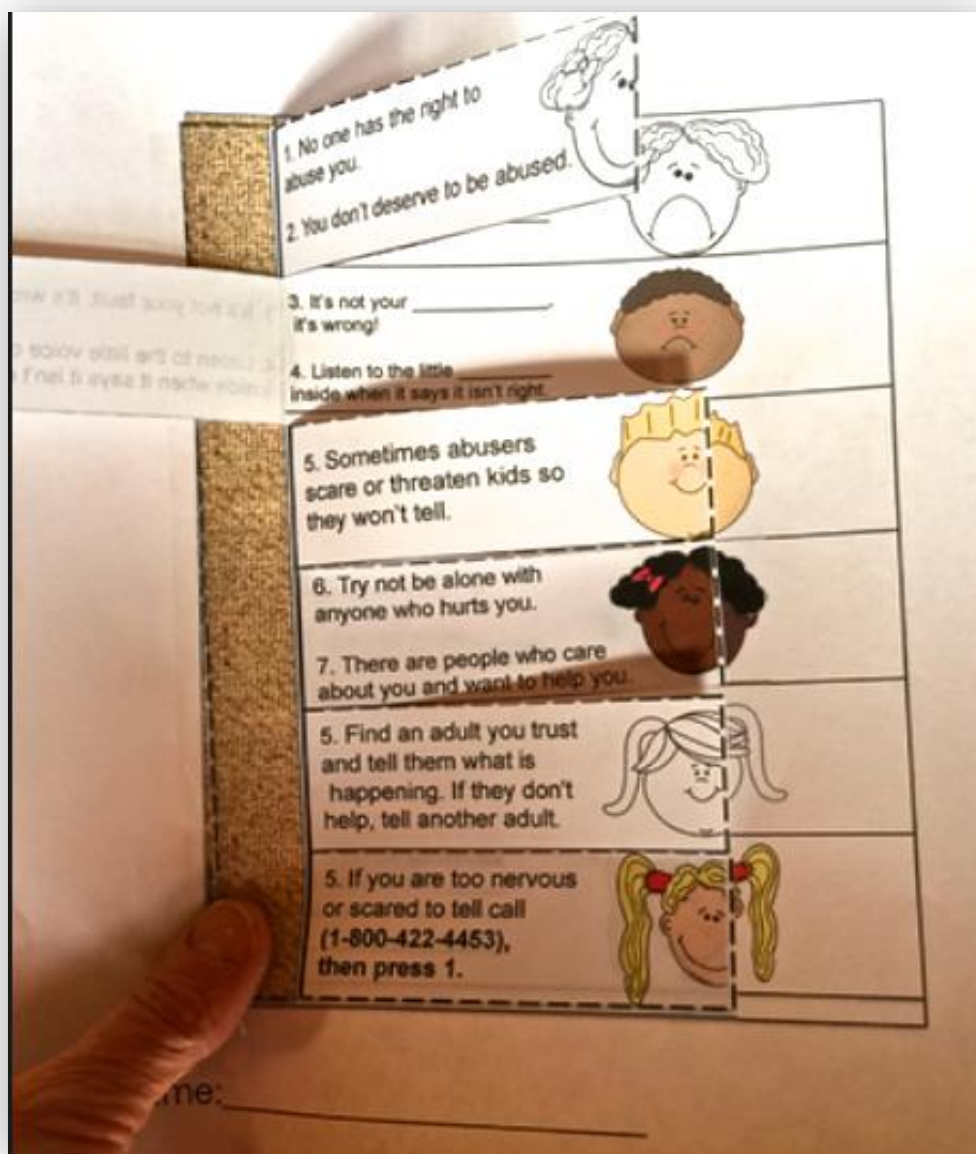
Trusted adults may include: Parents or Guardians, Grandparents, Teachers, School Counselors, Coaches, Religious Leaders, Aunts or Uncles, Family Friends, Neighbors you know and trust

Remember: Abuse is never the child's fault.

4. Read the "What to Do to Protect Yourself from Abuse" information with students. Then students will follow the directions on the "Stopping Child Abuse" fold and flip pages to complete the information.

Another option would be to create just one fold and flip project together as a class.

Here is a real example:



23a. "What to Do to Protect Yourself from Abuse" Handout. Use this information to fill out the "Child Abuse Worksheet" attached to this assignment.

What to do to protect yourself from abuse:

-Tell the person who is bullying or harassing you that you are going to report what they are doing to the teacher and to your parents.

Then do it!

-Keep telling until the problem is dealt with and you feel safe.

-This is not 'telling tales' or 'tattling.' It is keeping

yourself safe, and you have the right to do that.

-Get out of the way and go to a safe place like your room, or a friend's house.

-When everyone is calm again, tell them how you feel about their fighting.

-Talk to your teacher or school counselor. You can keep yourself safe.

-Touching - safe or unsafe?? If you feel uncomfortable about being touched by someone, speak up!

-If the person who is touching you doesn't stop when you ask them to - then that may be abuse.

-If someone is asking you to touch them in 'rude' places, then that is abuse.

-What can you do? Tell the person very loudly that you want them to stop and tell a trusted adult.

Remember that your body is your body and if yelling, hitting, mean words, or touching is making you feel uncomfortable, then you have the right to say stop. And, don't keep unsafe secrets!



23b. Stopping Child Abuse:

Name: _____

This is a "Stopping Child Abuse" worksheet" on the rules of what to do about child abuse.

1. Cut out the whole box on this page. Cut out the second page on the dotted lines only on 3 sides so it can fold back and open. Then tape it onto the first page so it flips open.

2. Lastly, use the information on the top page to fill in the worksheet second page and to help you understand just what child abuse is and how to keep yourself safe!

1. No one has the right to
_____.

2. You _____
to be abused.

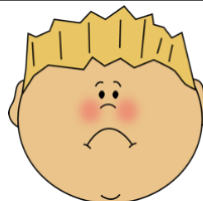


3. It's not your _____,
it's wrong!

4. Listen to the little _____
inside when it says it isn't right.



5. _____



6. _____
anyone who hurts you.

7. There are people _____
_____about you + want to help.

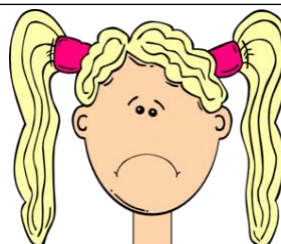


8. Find an adult you trust

what is happening. If they
don't help, _____
_____.



9. If you are too nervous
or scared to tell _____



23.c Stopping Child Abuse Backside:

1. No one has the right to abuse you.

2. You don't deserve to be abused.

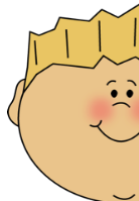


3. It's not your fault, it's wrong!

4. Listen to the little voice or feeling inside when it says it isn't right.



5. Sometimes abusers scare or threaten kids so they won't tell.

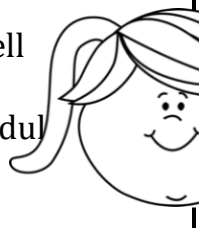


6. Try not be alone with anyone who hurts you.

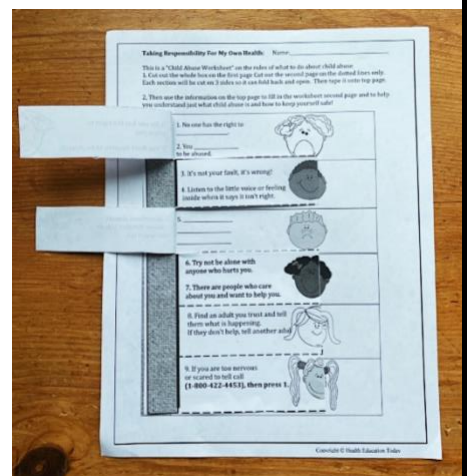
7. There are people who care about you and want to help you.



8. Find an adult you trust and tell them what is happening.
If they don't help, tell another adult.



9. If you are too nervous or scared to tell call
(1-800-422-4453), then press 1.



cut out on the dotted lines only - these shapes will fold open!

24. Topic: I Will Learn Why Put-Downs Hurt, and I Will Practice Put-Ups

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Learning Standard: Explain importance of communicating with trusted adults about relationships. H2.Se6.4a

-Explain how expression of emotions may impact others. H4.So4.4a

-Understand how to express empathy. H4.So4.4b

-Compare and contrast bullying, teasing, harassment, and intimidation. H1.So5.4

-Demonstrate how to respond appropriately to bullying, harassment, and intimidation. H4.So5.

-Describe characteristics of healthy friendships and other relationships. H1.Se6.4

National Standard Skills: Health promotion and disease prevention/ Access valid information/Communication skills/ Decision-making/ Goal-setting skills

Objective: To understand the impact that words can have on others, recognize the importance of empathy, and practice the skill of using kind and encouraging language

Need: “Put Others Up – Not Down” worksheet for each student, or use online

Activity: Tell students “Words can be a super-power!” They can make people feel happy, encouraged, included, and respected. They can also hurt feelings, damage friendships, and make people feel left out. A put-down is a mean or hurtful comment that makes another person feel bad about themselves.

1. People sometimes use put-downs for different reasons. They may:

- Want attention
- Be trying to be funny
- Feel angry or frustrated
- Want power or control
- Be seeking revenge
- Feel insecure and try to make themselves feel better

2. Even if someone does not intend to hurt another person's feelings, their words can still have an impact. One important skill that helps people treat others kindly is **empathy**.

Empathy means trying to understand how another person feels. It involves asking questions such as:

- How might this person be feeling?
- How would I feel in this situation?
- What could I do or say to help?

3 Empathy helps people build strong friendships, solve conflicts, work well with others, and create a caring community. When we practice empathy, we look beyond our own thoughts and feelings and consider the experiences of others.

Kind words, sometimes called **put-ups**, can encourage people, brighten someone's day, and help others feel valued and respected.

Examples of put-ups include:

- You did a great job!
- I like your idea.
- Thank you for helping me.
- You are a good friend.
- Keep trying—you can do it!

Showing empathy and using kind words are two of the most important skills for building healthy relationships.

4. Complete the worksheet by exploring the difference between put-downs and put-ups. As you work: Think about how it feels when someone says something mean or hurtful. Practice replacing put-downs with positive and encouraging comments. Consider how empathy can help people choose

5. Address bullying. Bullying is when someone is mean to another person on purpose, uses power to hurt or control them, and does it over and over again. For 4th graders, it often happens on the playground or online, leaving the victim feeling powerless and unsafe.

Bullying is never okay and is different from a regular disagreement or playful teasing where everyone is having fun. For an action to be considered bullying, it must include these three things:

1. **Aggressive Behavior:** Intentional actions to physically, emotionally, or socially harm someone.
2. **Imbalance of Power:** The person bullying uses their power (such as popularity, physical size, or access to embarrassing info) to control or hurt others.
3. **Repetition:** The unkind behaviors happen more than once, or they have the potential to happen over and over again.

Optional Videos: “Protect Yourself Rules – Bullying” (4:30) Be sure to preview.

<https://www.youtube.com/watch?v=4mrE5zgEvt4&t=13s>

Here is an amazing resource for more on “bullying”:

<https://www.weareteachers.com/?s=bullying>

Optional Activity: Kindness Recess Challenge! Ask students to challenge themselves today at recess and see if they can show one of these skills:

- Kindness: Invite someone to join a game.
- Honesty: Tell the truth even when it is difficult.
- Empathy: Listen when a friend is having a bad day.

After recess have some class sharing. Ask students which friendship trait they think is the most important and why. Which trait is the hardest to show others? What friendship trait would you most like your friends to use to describe you?

#24. Put Others Up – Not Down:

Name: _____

Read the put-down, write how the person might feel, and then write a put-up!



Read the Put-Down: 😞	Write a Put-Up: 😊
1. Why are you wearing that shirt? It looks stupid. HOW DOES THE PERSON FEEL?	1.
2. Ha-Ha-You read like a first grader. HOW DOES THE PERSON FEEL?	2.
3. Your brother is a jerk. HOW DOES THE PERSON FEEL?	3.
4. It looks like you didn't comb your hair today. HOW DOES THE PERSON FEEL?	4.
5. You don't have any friends HOW DOES THE PERSON FEEL?	5.
6. No one likes you. HOW DOES THE PERSON FEEL?	6.

Put-Up Check Off Sheet: It's one thing to fill out a worksheet, but it's another to really put this into practice! This week try to find 10 people to put up. Circle a number below each time you give a put-up:

1 2 3 4 5 6 7 8 9 10

#25. Topic: I Will Understand the Traits of a Good Friend

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Learning Standard: Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships. H4.Se6.4

-Describe characteristics of healthy friendships and other relationships. H1.Se6.4

-Understand how to express empathy. H4.So4.4b

National Standard Skills: Health promotion and disease prevention/ Access valid information/ Communication skills/ Decision-making/ Goal-setting skills

Objective: To identify qualities of a good friend and understand how positive friendship skills help build healthy relationships

Need: Have a copy of the “What is Friendship” list to post in your room or project on a front screen. Print a large “Friendship Wheel Template” and a small “Friendship Wheel Template” for each student to cut out and use. Also have one brad for each student to spin their wheel, scissors and crayons or markers.

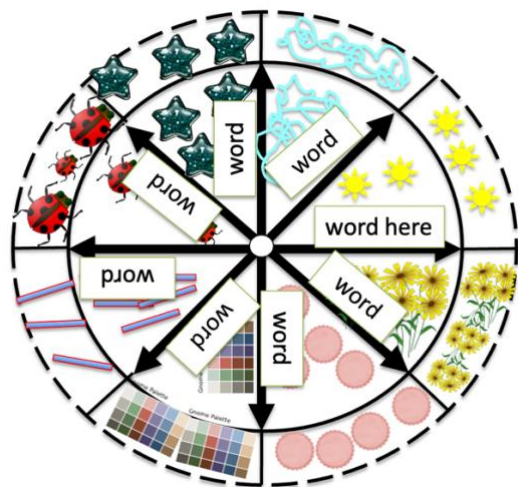
Activity: Tell students that “Friendships are one of the most important parts of life!” Good friends can help us feel supported, included, valued, and understood. They celebrate our successes, help us through challenges, and make activities more enjoyable.

1. Healthy friendships are built on positive character traits and behaviors. A trait is a quality or characteristic that describes how a person acts. Some friendship traits include:

- Kindness
- Honesty
- Respect
- Loyalty
- Patience
- Encouragement
- Cooperation
- Empathy

2. No one is a perfect friend all the time. Building strong friendships takes practice, communication, and effort. One way to become a better friend is to think about the qualities that are most important in a healthy relationship.

3. This week, students will create a “Friendship Wheel” to help you explore the traits that make someone a good friend. Allow time for designs and decorating!

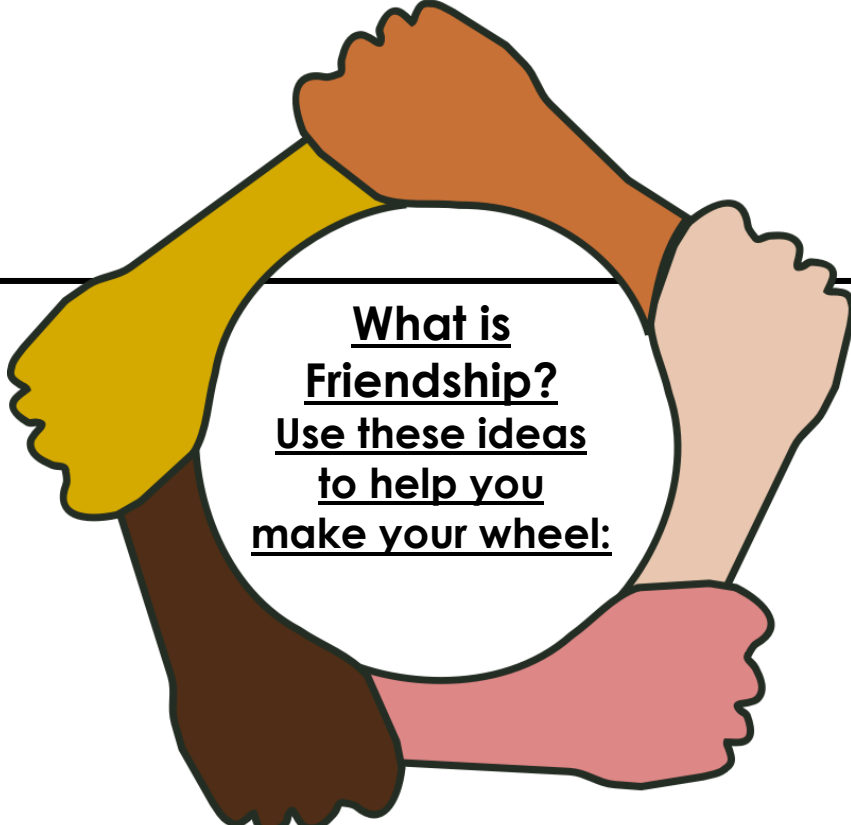


Optional Video: This video is worth a look to see if you feel your students would learn from it! “PBS KIDS Talk About: Friendship” (9 min.) The “Buddy Bench” is a great idea your class might like to try!

https://thinktv.pbslearningmedia.org/resource/pkta-friendship-media/pbs-kids-talk-about-media-gallery/?utm_source=chatgpt.com

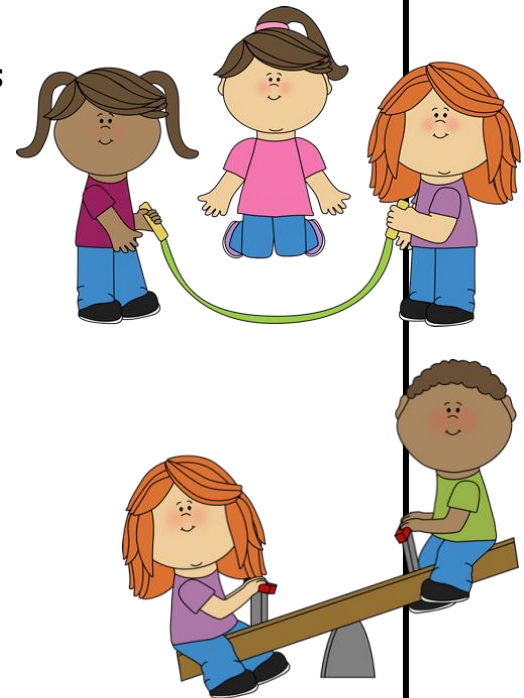
#25a. What is Friendship? Choose **8 traits** you believe are important for being a good friend. You may select words from the list or think of your own friendship traits.

Write one trait in each section of the Friendship Wheel.



What is Friendship?
Use these ideas
to help you
make your wheel:

- Spending time together
- Caring
- Sharing
- Having fun
- Respecting each other's differences
- Being loyal
- Sticking up for each other
- Caring for each other's safety
- Be a good listener
- Talk
- Helpful
- No put-downs
- No fighting
- Kind
- Laughing
- Joking
- Sharing secrets
- Trust
- Work to keep your friendship



#25b. Friendship Wheel Templates:

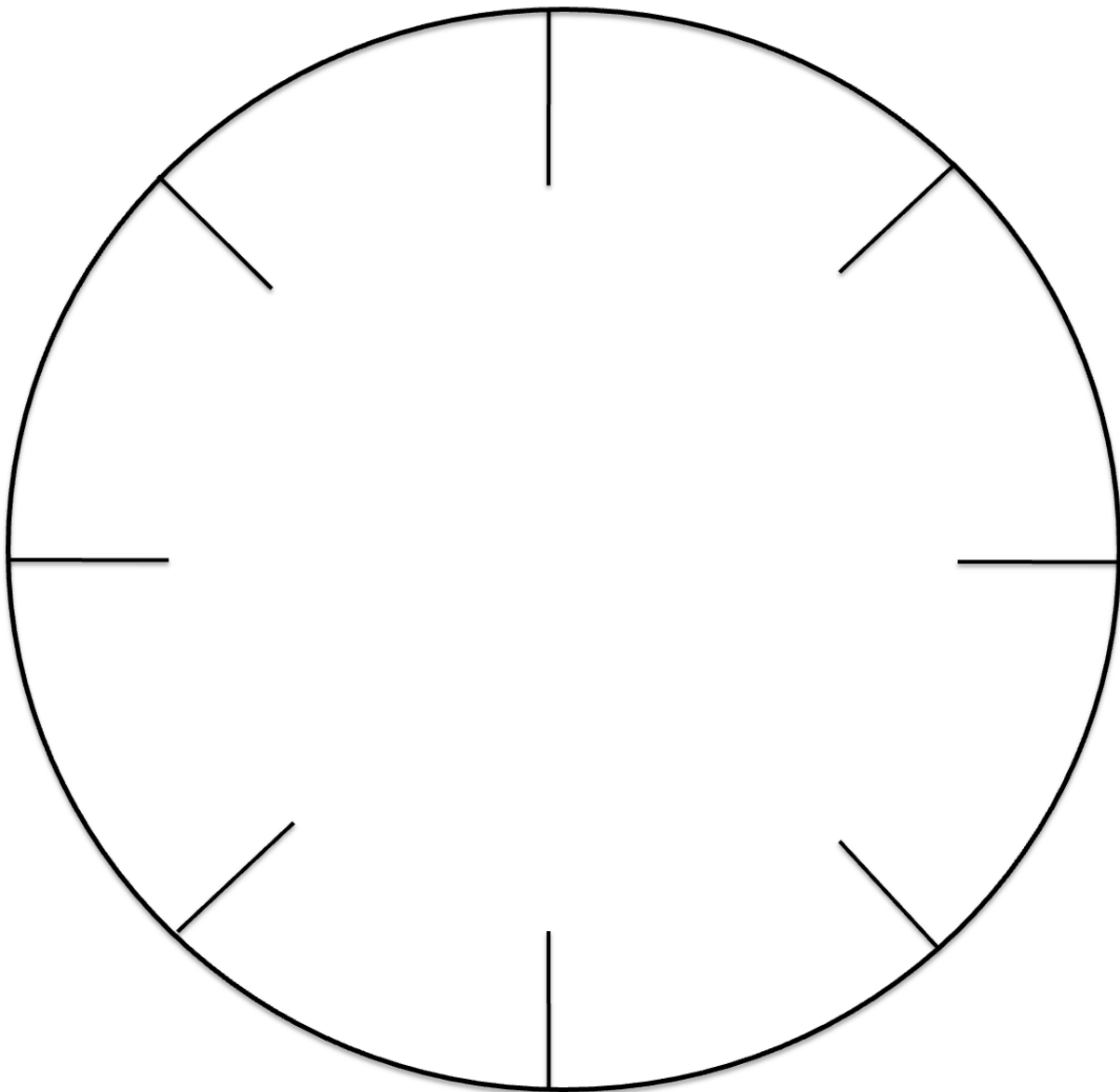
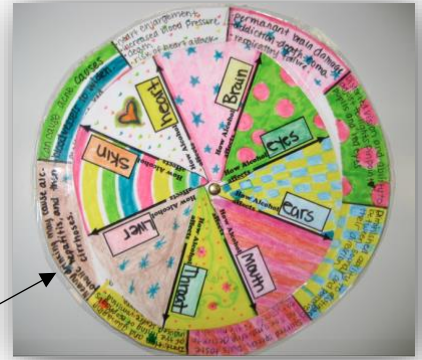
Name: _____

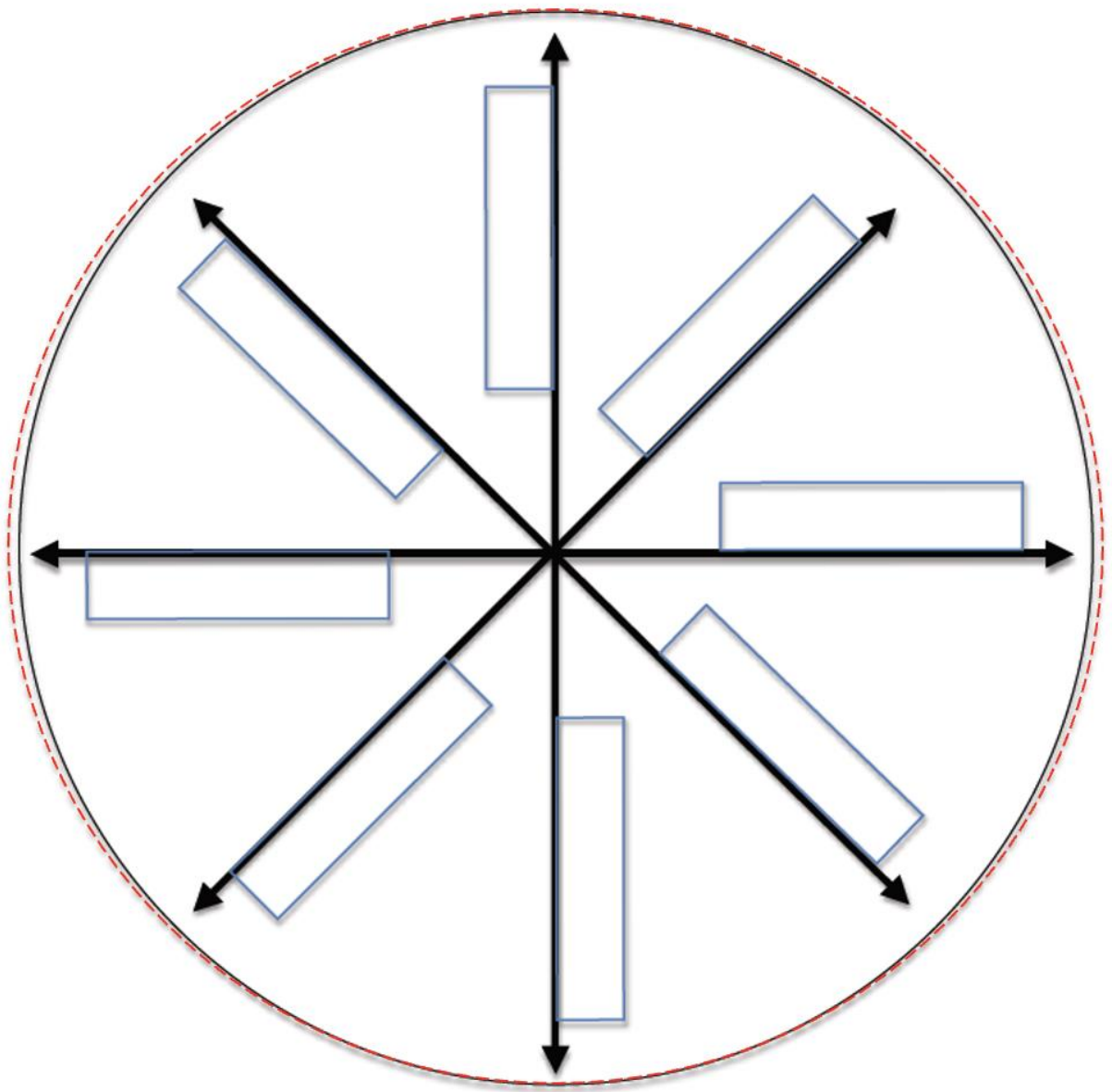
1. Write your 8 "traits of a friendship" words inside **the box of each section of the smaller wheel on the next page.**

2. Cut out the smaller wheel and attach it to this bigger wheel with a brad (or you can use a paper clip bent so the wheel spins.)

3. Last, line up the wheel so the arrows point to the dividing Section lines on the big circle.

4. Then decorate each section **so someone spinning it will know where to line it up.** Use 8 different patterns. You can also write a description of each trait if you want in the section on the edge. Like for "Caring" you could list ""Say nice words."





#26 Topic: I will Learn Decision-Making Skills and How to Get Out of Negative Situations in a Healthy Way

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Learning Standard: Identify dimensions of health. H1.W1.4

- Understand the connection between self-esteem and healthy decision-making. H1.So1.4b

- Demonstrate appropriate strategies to manage or resolve conflict. H4.W6.4

- Recognize steps to a decision-making model. H5.W6.4

National Standard Skills: Health promotion and disease prevention/ Outside influences/ Access valid information/ Communication skills/ Decision-making/ Goal-setting skills/ Health enhancing behaviors/ Advocate for health

Objective: To learn a decision-making strategy, recognize how choices can affect the person making the decision and others, and practice healthy skills to respond to peer pressure and unsafe situations

Need: Print 1 “W-H-O Decision-Making” worksheet” for each student, or use online

Activity: Every day, people make decisions. Some decisions are small, such as what to eat for lunch, while others are more important and can affect health, safety, friendships, and future opportunities.

1. Sometimes people feel pressure from others to do something they know is not a good choice. This is called “**peer pressure**.” Peer pressure can make it difficult to make healthy decisions, especially when someone feels uncomfortable saying “no.”

Optional Video: “LEARN TO MAKE DECISIONS Education for Kids (5:00 min.)

<https://www.youtube.com/watch?v=5hrWtoD3XWk>

2. One way to make better decisions is to slow down and think about the possible consequences before acting. This lesson uses the **W-H-O Decision-Making Model**:

W = Who Could It Hurt?

Before making a decision, think about who might be affected. Could it hurt:

- You?
- A friend?
- A family member?
- A teacher?
- Someone in your community?

Thinking about the people who could be affected can help you make safer and more responsible choices.

H = How Can I Get Out of It?

If someone is pressuring you to do something unhealthy, unsafe, or against the rules, it helps to have a plan. Thinking ahead can make it easier to respond confidently when a difficult situation occurs.

Some healthy ways to get out of an uncomfortable situation include:

- Saying "No" firmly and confidently
- Walking away
- Suggesting a safer activity
- Changing the subject
- Calling or texting a parent or trusted adult
- Going home or leaving the situation
- Asking a trusted adult for help
- Yelling for help if you are in danger
- Encouraging others to make a healthier choice

Often, when one person suggests a positive alternative, others may choose the healthier option as well.

O = Outcomes (What Could Happen?)

Think about the possible results of your decision. Ask yourself:

- What could happen if I make this choice?
- Could someone get hurt?
- Could I get into trouble?
- Could this affect my friendships or reputation?
- Would I feel proud of this decision later?

Considering outcomes can help you choose actions that are safe, respectful, and responsible.

3. Use the W-H-O Decision-Making Model to work through the decision scenarios on the back of the lesson.

For each scenario:

1. Identify who could be affected by the decision.
2. Think of healthy ways to get out of the situation if you feel pressured.
3. Consider the possible outcomes of the decision.

#26. W-H-O Decision-Making Model:

Name: _____

Answer the "WHO" questions on the right side for each scenario.

Scenario:	Who Could it Hurt?
An older kid in your neighborhood wants you to hide something he's stolen from the local grocery store.	<u>W</u> ho could it hurt? <u>H</u> ow to get <u>O</u> t of it?
Your friend Sue is in a fight with Sarah, who is friend of both of yours. Sue wants you to ignore Sarah too.	<u>W</u> ho could it hurt? <u>H</u> ow to get <u>O</u> t of it?
Your friend wants you to smoke some cigarettes.	<u>W</u> ho could it hurt? <u>H</u> ow to get <u>O</u> t of it?
A boy in your class wants you to cheat on a test and tell him an answer.	<u>W</u> ho could it hurt? <u>H</u> ow to get <u>O</u> t of it?
A friend of yours named Tim wants you to lie to your teacher and say he didn't hit a 3 rd grader at recess, but you saw it happen.	<u>W</u> ho could it hurt? <u>H</u> ow to get <u>O</u> t of it?
Your older sister wants you to help her take revenge on another girl by posting mean things on the Internet.	<u>W</u> ho could it hurt? <u>H</u> ow to get <u>O</u> t of it?



#27 Topic: I Will Choose a Positive Life Slogan

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Learning Standard: All Standards

National Standard Skills: Health promotion and disease prevention/ Outside influences/Access valid information/Communication skills/ Decision-making/ Goal-setting skills/ Health enhancing behaviors/ Advocate for health

Objective: To evaluate positive messages, and set a personal goal for a healthy future

Need: Print the “Inspiring Life Slogans” one for each student (students will not write on these and you can save and re-use in the future). Also print one “Taking Responsibility for my Own Health Treasure Chest” and one “Lid Cut Out” page for each student. Students will also need scissors.

Activity: Explain to students: We have learned that advertisements can influence the way people think and feel. Magazine and T.V. ads can be deceptive (not tell the truth) and it's important to remember this.

1. A company may try to make kids and teens feel bad about themselves so they think they NEED their product. Like the ad here is making girls feel like their hair may be "fine and flat" so that they need Vive shampoo.

2. When you are looking through magazines, always remember what YOU know to be true-like most girls know their hair would NOT look like this ad, even if they did try a new type of shampoo!



Optional Video: Here is a fun video showing just how advertisers can be deceiving!
“30 SHOCKING TRICKS ADVERTISERS USE TO MAKE FOOD LOOK DELICIOUS (12 min.)
<https://www.youtube.com/watch?v=9k7PJoNAXkk>

This video is long, so you could play the second half after students start working on their “Taking Responsibility For My Own Health” project for today!

3. It is important to think critically about advertisements and ask questions such as:

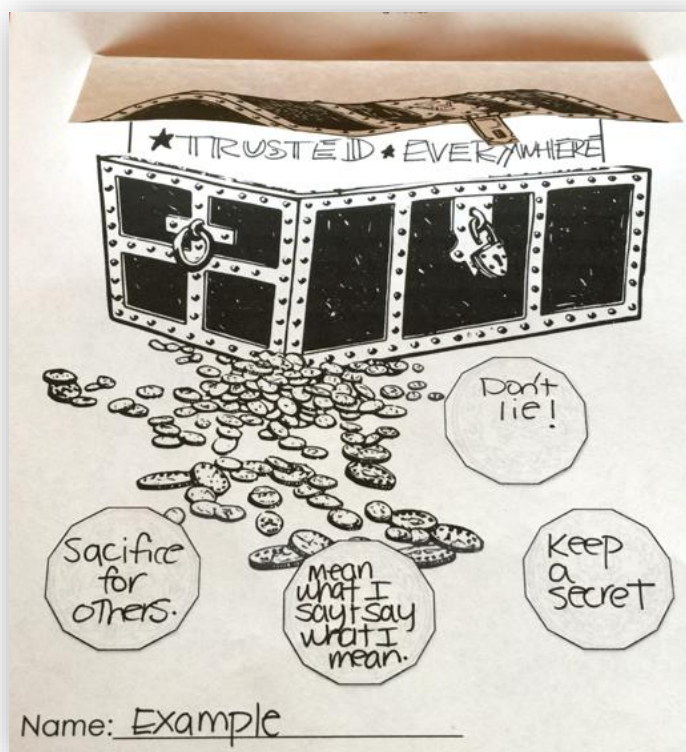
- Is this advertisement realistic?
- What message is it trying to send?
- Is it trying to persuade me to buy something?
- Is the information truthful and helpful?

At the same time, some advertisements and slogans can inspire people to work toward positive goals. Motivational slogans often encourage perseverance, confidence, healthy choices, and personal growth.

Optional: Show students this website page on a front screen and see how many brand names they recognize! “Best Advertising Slogans: 40 Phrases That Built Billion-Dollar Brands” <https://www.advergize.com/slogans/40-best-advertising-slogans-modern-brands/>

4. Hand out:

- 1) The “Inspiring Life Slogans” handout printed front to back
- 2) The “Taking Responsibility for my Own Health” page
- 3) The “Treasure Chest” page to each student.
 1. Choose the slogan that inspires you the most.
 2. Complete the Treasure Chest poster according to the directions provided so the lid of the treasure chest will flip open, revealing your ad slogan inside the chest.
 3. On each of the four large coins, write one action you can take to help make your chosen slogan become true in your life.



27a. Inspiring Life Slogans:

Recreation, entertainment, and travel

Get out there	Royal Caribbean cruise lines
The happiest place on Earth	Disneyland
God's own country	Kerala
Where wonders never cease	Alton Towers

Transportation

Getting There Is Half The Fun	Cunard Line
Going beyond expectations	Malaysia Airlines
A symbol of freedom	Southwest Airlines
Simplify	Air Deccan
Being there is everything.	Air New Zealand
Where the journey begins.	Air Tahiti Nui
The Power of Dreams	Honda
Born to lead	Yamaha
The Drive of your life.	Peugeot
Drivers wanted.	Volkswagen
Escape from the ordinary.	Oldsmobile
Grab life by the horns	Dodge
Like a rock	Chevrolet Tru
When Good is not enough	Chevrolet
Move your mind	Saab
Moving you forward.	Toyota
Oh what a feeling	Toyota
Quality is job one	Ford
The Real Thing	Ford
State of Independence	Saab
Never Follow	Audi
Let's go	Maruti Alto
Reclaim your life.	Tata Safari
Driven By Passion	Fiat
Passion For Excellence	Bridgestone
A Better Way forward	Michelin



Social, public service

A mind is a terrible thing to waste.	United Negro College Fund
Unstoppable	Mike's Marbles
Heart to God, hand to man	The Salvation Army
Getting Things Done.	AmeriCorps national service program
The toughest job you'll ever love.	United States Peace Corps

Healthcare

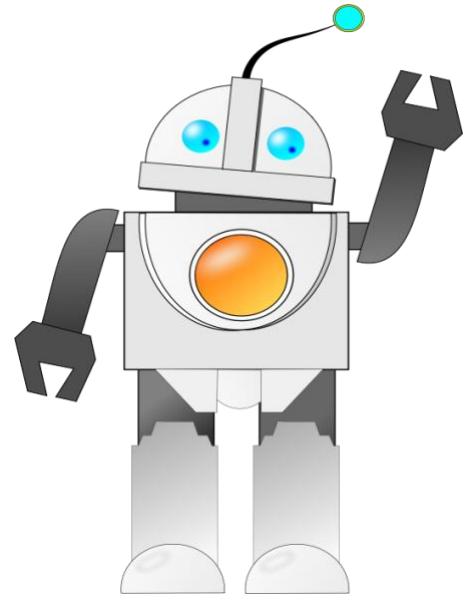
Working For A Healthier World	Pfizer
The Promise Of Life	Abbot Laboratories
Dedicated To Life	Cadila Healthcare
Touching Lives, Improving Life	Procter & Gamble
Do More, Feel Better, Live Longer	GlaxoSmithKline
Science For A Better Life	Bayer
In Business For Life	Genentech
Because Health Matters	Sanofi Aventis
Life Inspiring Ideas	AstraZeneca

Fashion

Can't stop walking	Titas Footwear India
For successful living	Diesel
Impossible is nothing.	Adidas
It takes a licking and keeps on ticking.	Timex Corporation, 1956
Just do it	Nike, Inc.
Because you're worth it	L'oreal Cosmetics

Electronics

Leading the way
 Like no other Sony
 Life's Good LG
 Inspired Living Haier
 The Perfect Experience JVC
 Challenge everything EA Games
 Connecting people. Nokia,
 Choose Freedom Toshiba
 Intelligence Everywhere Motorola
 He keeps going and going and going. Energizer Batteries
 sense and simplicity Philips
 Make yourself heard Ericsson
 Trusted Everywhere Duracell Batteries
 Now You're Playing With Power! Nintendo Entertainment System, Duracell Batteries
 The Quest for Zero Defect w:Panasonic
 See what the future has in store. Future Shop
 Thousands of possibilities. Get yours. Best Buy
 We bring good things to life. GE (General Electric till 2002)
 Imagination at Work. GE (General Electric current slogan)
 Play It Loud. Game Boy and Super Nintendo Entertainment System
 For a better world for you. T-Mobile
 Jump in Xbox 360
 Finish the Fight Halo 3

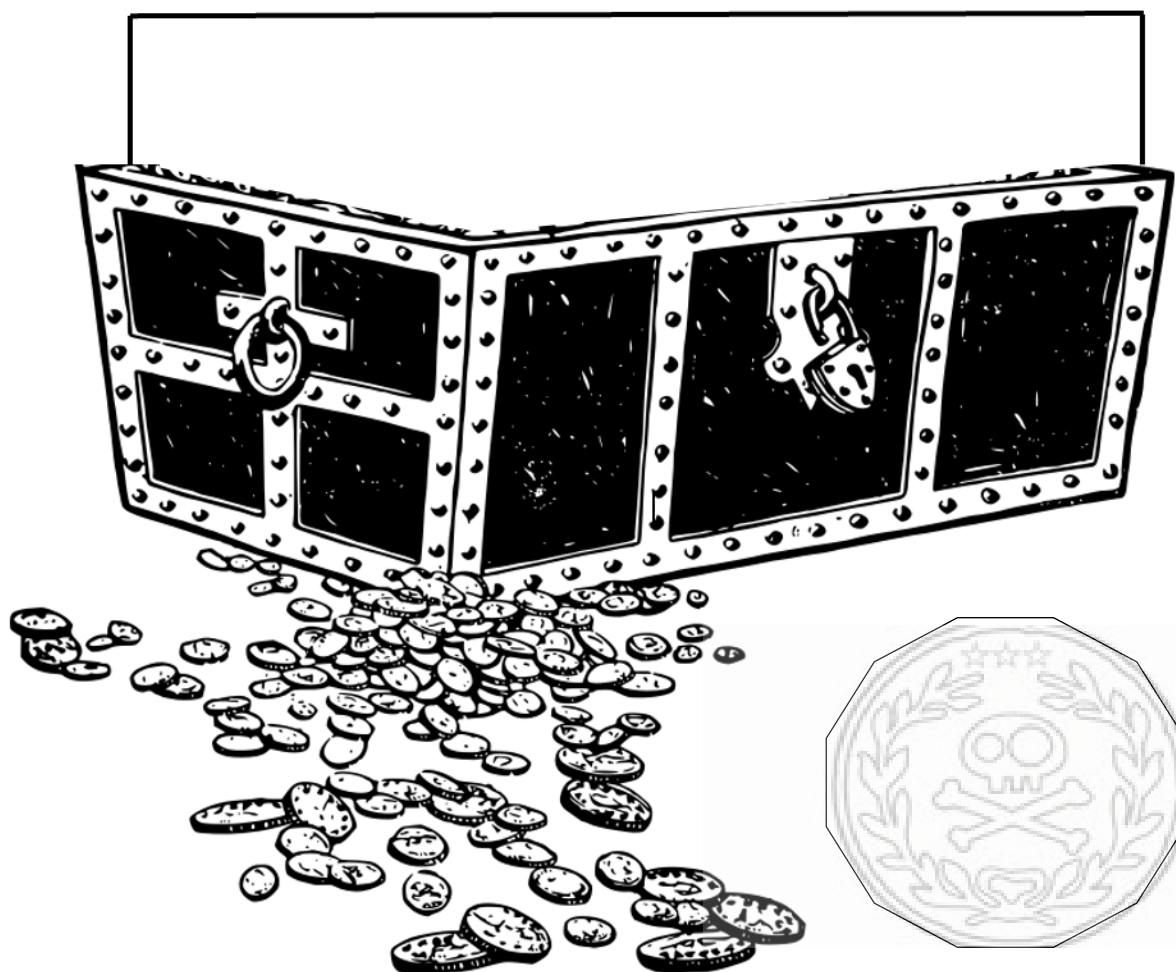


Computing

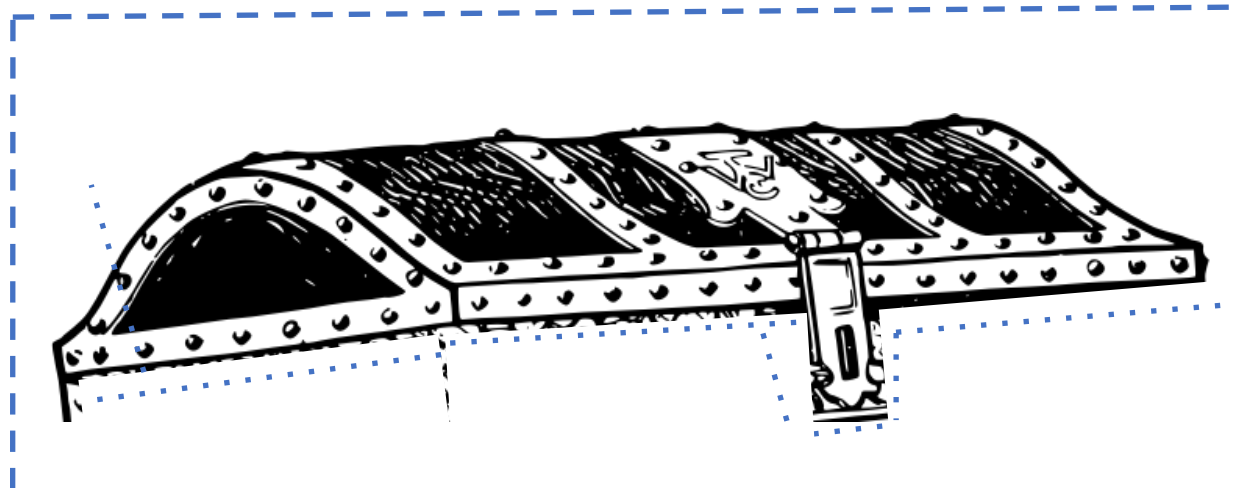
Come Together Nortel
 Innovation.Insight.Integrity 3i Infotech
 Enabling Transformation Keane
 Integrating Technology with Life Infinsys Technologies
 Welcome To The Human Network Cisco Systems
 The Way It's Meant To Be Played NVIDIA
 Information Driven Oracle
 Powered by Intellect. Driven by Values Infosys
 Invent. Hewlett-Packard
 Purely You. Dell Computer
 So powerful, it's kind of ridiculous 3dfx (for Voodoo3 video cards)
 sound.vision.soul 3dfx Pioneer
 The power to be your best Apple Computer, 1990s
 Think IBM
 Think different Apple Computer
 Think outside the box Apple Computer
 Where do you want to go today? Microsoft
 Passion for Making a Difference Cognizant Technology Solutions
 Applying Thought Wipro
 Consider IT Done Syntel
 Be Fearless Symantec

#27b. Taking Responsibility For My Own Health: Name: _____

Write a favorite slogan of your choice inside the box below. Then cut out the lid on the next page along the dotted lines and tape it on top of the line on this page so it flips open. See next page for a picture. Last, write 4 ways you can help make your slogan come true in your future in the big coins (writing 1 way in each of the 4 big coins.)

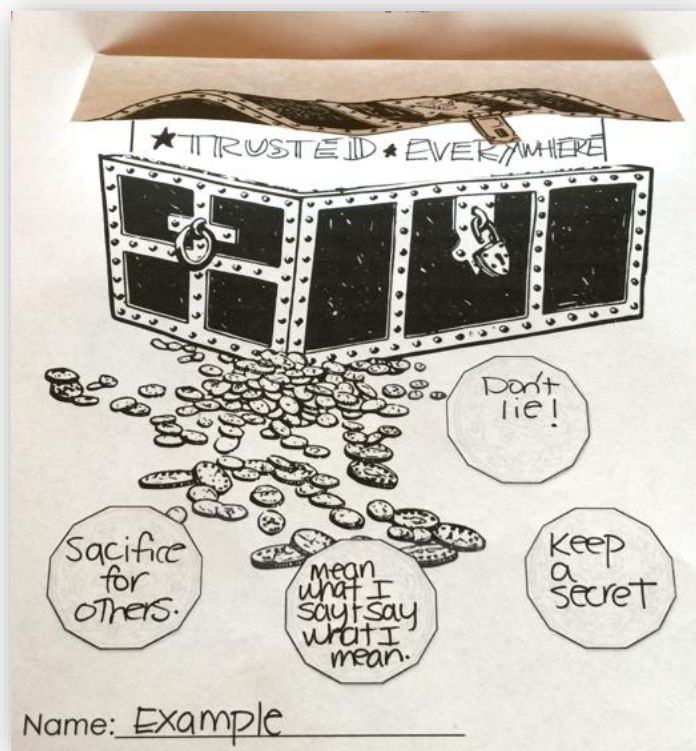


#27c. Lid Cut Out ~~Page~~ exactly along the straight side lines and top



Cut as close to the lid as you can on the bottom with the hinge.

Here is a picture of what the finished page looks like:



#28 Topic: I Will Review Everything I Learned This Year and Show My Knowledge on the Final Health Test

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Learning Standard: All Standards

National Standard Skills: Health promotion and disease prevention/ Outside influences/Access valid information/Communication skills/ Decision-making/ Goal-setting skills/Health enhancing behaviors/ Advocate for health

Objective: To review important health concepts and skills learned throughout the year, and show their knowledge on the “Showing What I’ve Learned in Health” worksheet

Need: Print 1 “Showing What I’ve Learned in Health” worksheet for each student, or use online. Also print the 2 pages of the “4th Grade Core Health Concepts” and teacher will cut out the sections so you have at least one section for each group.

Activity: Ask students to raise their hand if they learned anything in our Health lessons this year!” Tell them that “Hopefully throughout this school year, you have learned many important health concepts that can help you stay healthy, safe, and successful.” Some of the topics you may have studied include:

- Healthy eating and nutrition
- Physical activity and exercise
- Sleep and wellness
- Body systems and bone health
- Water and hydration
- Puberty and personal hygiene
- Managing emotions and stress
- Friendship and empathy
- Safety and first aid
- Making healthy decisions
- Avoiding harmful substances
- Setting goals and building self-esteem

1. As you review these topics, think about the healthy habits and skills that can help you throughout your life.

2. Put students into groups of 3 or 4 and give each group a section you cut out.

Health Education Core Ideas: Safety
I Will learn What Items Should be in a First Aid Kit and How the Specific Items Can Help

3. The group will choose one “I Will” line in their cut-out section and come up with how the healthy habits and life skills they learned in this activity will help 4th graders in their lives.

4. Ask each group to share out to class and discuss.

5. Continue to have students choose another lesson in their cut-out section, or trade cut-out sections with a different group and discuss and share out about another lesson not yet presented.

6. Decide if you want to give the final “Showing What I Learned In Health Class” test. You can do it outloud as a class, with students in pairs, or have each student take the test.

Teacher will cut out the sections so they have at least one section for each group.

Health Education Core Ideas: Nutrition

I Will Learn to Eat Healthy From the Healthy Eating Plate

I Will Understand the Actual Amount in Serving Sizes

I Will Learn How to Read a Food Label

I Will Learn What the Word "Wellness" Means and Why Sleep is Important

I Will Learn the Importance of Exercise

I Will Understand the 3 Keys to a Healthy Body

I Will Recognize Different Body Systems

I Will Learn How to Take Care of My Bones

I Will Understand Why Water is Important and See if I am Getting Enough Daily

Health Education Core Ideas: Sexual Health and Unhealthy Relationships

I Will Learn Facts About Puberty and the Importance of Good Hygiene

I Will learn that I Can Control My Mood, Emotions, and Attitude

I Will Learn About Childhood Illnesses

I Will Learn Traits and Health Issues Can be Hereditary and that it Can be Helpful to Know What Issues are in my Own Family

Health Education Core Ideas: Safety

I Will learn What Items Should be in a First Aid Kit and How the Specific Items Can Help

Health Education Core Idea: Social Emotional Health

I Will Learn How to Relieve Stress in Healthy Ways

I Will Learn How to Protect Myself From Stranger Danger

I Will Demonstrate that I Know the Traits of Positive Self-Esteem

I Will Demonstrate a Way to Improve Self-Esteem by Practicing Positive Self-Talk at Night

Health Education Core Idea: Substance Use and Abuse
I Will Learn the Dangers of Tobacco, Alcohol, and Drugs and Cautions for not Using
I Will Learn How Drugs Can Change Kids and Teens and Cause Them to Lose Their Goals and Dreams
I Will Learn How to Recognize Someone Else's Emotions by Looking at Them
Health Education Core Ideas: Wellness
I Will Learn How to Calm Down and Control my Anger
I Will Understand What Child Abuse is and What to Do if it's Happening to Me
I Will Learn Why Put-downs Hurt, and I Will Practice Put-Ups
I Will Understand the Traits of a Good Friend
I Will Learn Decision-Making Skills and How to Get out of Negative Situations in a Healthy Way
Ending a Term
I Will Review Everything I Learned This Year and Choose a Positive Life Slogan
I Will Review Everything I Learned This Year and Take the Final Test

#28a. Showing What I've Learned in Health:

Name: _____

Final 4th Grade Health Test:

Score: ____/20

1. Why is it important to try to eat from all the food groups each day?

2. How much is one serving a fruit or vegetable? Describe it using an object!

3. Why is it important to look at the serving size of something you are eating?

4. Give one tip for getting a good night's sleep: _____

5. List one benefit of exercise: _____

6. List one part of your body that especially needs milk: _____

7. Give one reason water is important for good health: _____

8. True or False: Puberty is a stage of life that is the same for everyone:

_____ True or _____ False

9. Complete this sentence: _____ your hands can protect you from getting sick!

10. Imagine your friend is really stressed out. Give them one "out" they could do to relieve

their stress. _____ out

11. List one thing they could actually do in the "out" category from #10:

_____.

12. List one way to help yourself have good self-esteem:

_____.

13. Write 3 reasons a kid should not use tobacco, alcohol, or drugs:

1) _____

2) _____

3) _____

14. Write one thing you could do to keep a new friend:

15. "Empathy" is being able to put yourself in

_____.

Give a real situation where a 4th grade student could do this:

16. List two healthy habits that you want to continue daily for LIFE:

#28b. Final 4th Grade Health Test: Answer Key

Each line on the test is worth one point:

Score: ____/20

1. Why is it important to try to eat from all the food groups each day? ____.

-To get a variety of foods, to have a balance of foods, because all the food groups are good for you and you need each one for different reasons

2. How much is one serving a fruit or vegetable? Describe it using an object! ____.

- ½ cup, the size of a baseball, fits in the palm of your hand

3. Why is it important to look at the serving size of something you are eating? ____.

-Because companies can try to trick you by making it unrealistically small

-Because you might not realize how many servings are actually in the container

-So you can know how many calories or other nutrients you're really getting if you eat the whole container

4. Give one tip for getting a good night's sleep: ____.

-Have a set routine, no caffeine before bed, no exercise right before bed, drink a glass of milk, don't have pets sleep in your room, no video games right before bed, stop what you're doing and go to bed

5. List one benefit of exercise: ____.

-You won't get sick as easily, your heart gets strong, you stay in shape, your muscles get stronger, you feel good, you have less stress...

6. List one part of your body that especially needs milk: ____.

-Bones

7. Give one reason water is important for good health: ____.

-Keeps you hydrated, lets your liver do its job, gives you energy, flushes fat

8. True or False: Puberty is a stage of life that is the same for everyone:

____ True

___X___ False

9. Complete this sentence: _____ Wash _____ your hands
often can protect you from getting sick!

10. Imagine your friend is really stressed out. Give them one "out" they could do to relieve their stress. _____ out.

- Time out, Work out or Reach out.

11. List one thing they could actually do in the "out" category from #10: ____.

-Time out-play outside, read, watch T.V.

-Work out: run, play a sport, walk the dog

-Reach out: anything that's with people-play with a friend, go to church, see a counselor, volunteer...

12. List one way to help yourself have good self-esteem: ____.

-Think positive thoughts, smile, laugh, don't think negatively, be brave, take risks, introduce yourself, believe in yourself, think of your good traits...

13. Write 3 reasons a kid should not use tobacco, alcohol, or drugs:

- 1) _____
- 2) _____
- 3) _____

-It's bad for your body, it's addicting, it's against the law, parents would be disappointed, it can hurt you, it can make you not care about things...

14. Write one thing you could do to keep a new friend: _____.

-Laugh, joke, listen, don't judge, care about them, be kind, stick up for them, compliment them, ...

15. "Empathy" is being able to put yourself in _____.

- Someone else's shoes.

Washington State 4th Grade Health Education Standards:
<https://ospik12.wa.us/sites/default/files/2023-08/healtheducationk-12learningstandards.pdf>

Health Education Core Idea: Wellness (W)

Identify dimensions of health. H1.W1.4

Describe personal hygiene needs associated with the onset of puberty. H1.W2.4

List ways to prevent debilitating or life threatening diseases. H1.W3.4a

Identify ways to keep the immune system strong. H1.W3.4b

Identify how culture influences health decisions and behaviors. H2.W4.4

Investigate validity of health and wellness information, products, and services. H3.W5.4

Demonstrate appropriate strategies to manage or resolve conflict. H4.W6.4

Recognize steps to a decision-making model. H5.W6.4

Predict potential long- term outcomes of a health-related decision. H5.W7.4

Create a personal health goal and track progress toward achieving it. H6.W8.4

Health Education Core Idea Safety (Sa)

Identify ways to prevent injuries in recreational activities. H1.Sa1.4

Describe practices and behaviors that promote safety and reduce or prevent injuries.
H7.Sa1.4

Describe how to prepare for an emergency. H1.Sa2.4a

Understand basic first aid for minor injuries. H1.Sa2.4b

Explain how potentially violent situations can be avoided. H1.Sa3.4a

Explain importance of communicating and interacting safely when using electronic media.
H1.Sa3.4b

Identify influences on violence and violence prevention. H2.Sa3.4

Health Education Core Idea: Nutrition (N)

Create a balanced daily food plan. H1.N1.4a

Classify nutrients found in foods. H1.N1.4b

Describe how each nutrient contributes to a healthy body. H1.N1.4c

Identify impact of high-sugar and high caffeine drinks. H1.N2.4

Explain how to use information found on a Nutrition Facts label. H1.N3.4

Compare and contrast Nutrition Facts labels for nutrition information. H3.N3.4

Describe why individuals have different caloric needs. H1.N4.4a

Identify ways to balance caloric intake and expenditure. H1.N4.4b

Identify foods that are high in fat and low in fat. H1.N5.4a

Describe benefits and consequences of consuming fats. H1.N5.4b

Describe how vitamins and minerals contribute to disease prevention. H1.N5.4c

Describe how family, school, community, peers, media, and technology influence food and beverage choices and eating behaviors. H2.N6.4

Identify resources that can help achieve a healthy eating goal. H3.N6.4

Develop a plan to achieve a healthy eating goal. H6.N6.4

Health Education Core Idea: Sexual Health (Se)

Label medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.4

Understand physical social, and emotional changes occur during puberty. H1.Se2.4a

Recognize puberty and physical development can vary considerably. H1.Se2.4b

Understand reproductive organs allow living things to reproduce. H1.Se3.4

Understand how communicable diseases are transmitted. H1.Se4.4

Identify how friends and family can influence ideas regarding gender roles, identity, and expression. H2.Se5.4

Define sexual orientation. H1.Se5.4

Demonstrate ways to show respect for all people. H4.Se5.4

Describe characteristics of healthy friendships and other relationships. H1.Se6.4

Explain importance of communicating with trusted adults about relationships. H2.Se6.4a

Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships. H4.Se6.4

Understand ways family, friends, and peers can have a positive or negative influence on relationships. H2.Se6.4b

Health Education Core Idea: Social Emotional Health (So)

Compare and contrast high and low self-esteem. H1.So1.4a

Understand the connection between self-esteem and healthy decision-making. H1.So1.4b

Understand influences of family, culture, and media on body image. H2.So2.4

Explain emotional reactions to stress. H1.So3.4a

Describe relationship between attitude and stress. H1.So3.4b Explain how stress management techniques positively impact health. H1.So3.4c

Explain how expression of emotions may impact others. H4.So4.4a Understand how to express empathy. H4.So4.4b

Compare and contrast bullying, teasing, harassment, and intimidation. H1.So5.4

Demonstrate how to respond appropriately to bullying, harassment, and intimidation. H4.So5.4

Health Education Core Idea: Substance Use and Abuse (Su)

Understand differences between medically accurate use and abuse of prescriptions and over-the-counter medicines. H1.Su1.4a

Understand tobacco, alcohol, and marijuana are illegal for minors. H1.Su1.4b

Describe reasons people use tobacco, alcohol, and other drugs. H1.Su1.4c

Identify how peers, media, and technology influence decisions related to tobacco, alcohol, marijuana. H2.Su1.4

Describe harmful effects of medicines, tobacco, alcohol, and marijuana. H1.Su2.4

Describe how to ask for help to avoid situations in which others are using tobacco, alcohol, or marijuana. H4.Su3.4

Determine benefits of abstaining from or discontinuing use of tobacco, alcohol, and marijuana. H1.Su3.4

National Standards Shortened Titles:

National Standard 1 Skill: Health promotion and disease prevention

National Standard 2 Skill: Outside influences

National Standard 3 Skill: Access valid information

National Standard 4 Skill: Communication skills

National Standard 5 Skill: Decision-making

National Standard 6 Skill: Goal-setting skills

National Standard 7 Skill: Health enhancing behaviors

National Standard 8 Skill: Advocate for health

See here for full version:

<https://www.schoolhealtheducation.org/>

For “Common Core Standards” see:

https://corestandards.org/wp-content/uploads/2023/09/ELA_Standards1.pdf

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Please email if you have any questions.

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Reviews are always appreciated!

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Your invaluable commitment and enthusiasm empower students

to lead healthier and happier lives 🌱

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