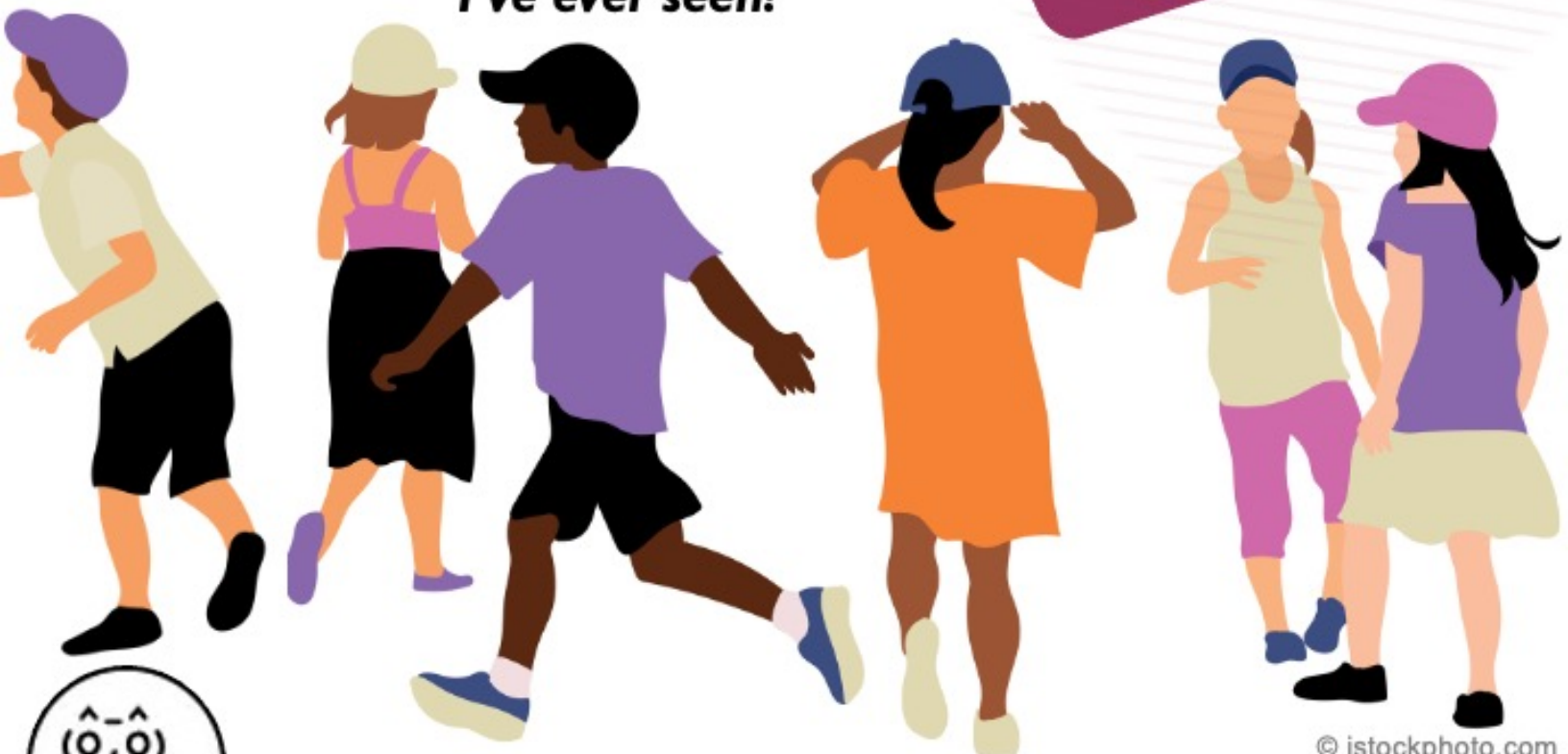


Full Year 5th Grade Health Preview

Health Curriculum for Grade 5



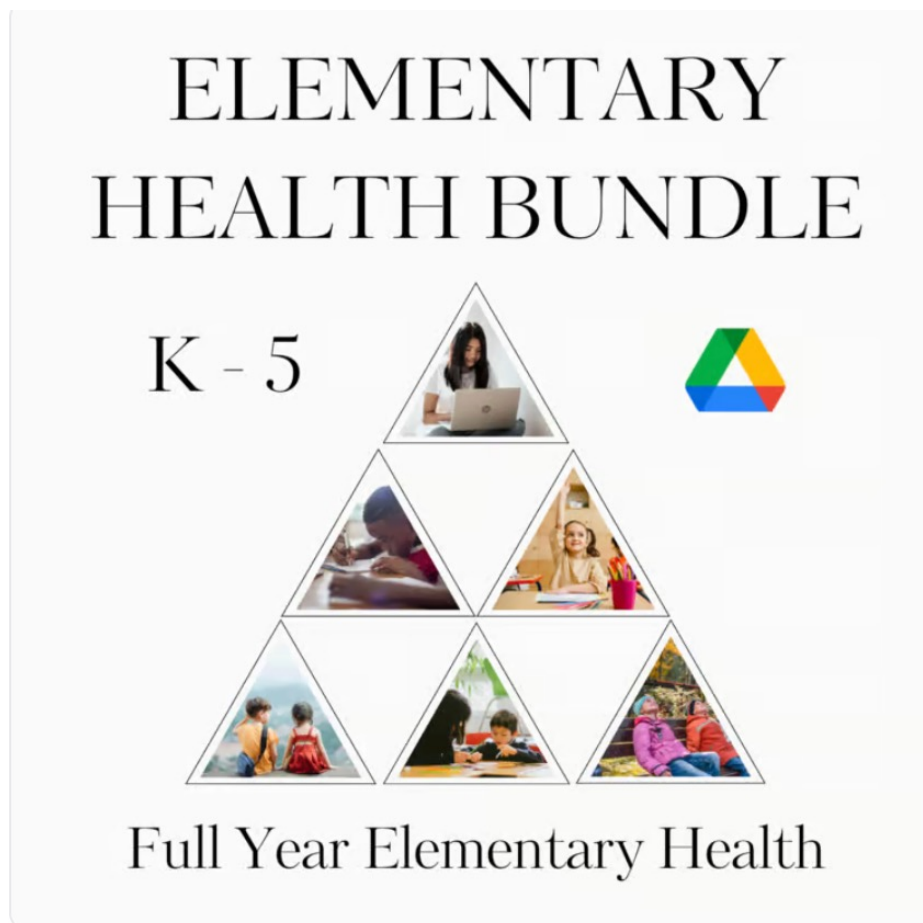
*"The most
complete, easy to use,
easy to follow,
beautifully crafted
Health curriculum
I've ever seen!"*



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Health Education Today

**This resource is also
included in this
bundle:**



Ways to Use this Program:

5TH
HEALTH

1 Teach in class

2 Teach online

3 Student work as homework

4 A combination of these!



This program is standards-based:

5th Grade Health Table of Contents:

Here is the first page of the "Table of Contents:

Week and Link:	Activity:	National Standards:	Common Core Standards: (See End of Doc)	Washington State Standards:	Write in Your Standards Here:
Health Education Core Ideas: Wellness					
1	I Will Learn the Traits of a Good Friend	2	W.3	H1.W1.5 H2.W4.5 H4.W6.5	State Standards
2	I Will Recognize the Traits of a Healthy and Unhealthy Relationships	2 / 7 National Standards	R.L. 4 W. 9	H1.W1.5 H4.W6.5 H1.Sa3.5a H1.Sa3.5b H1.Se6.5a H1.So4.5b H1.So5.5a	
3	I Will Learn and Practice Good, Assertive Refusal Skills	1/4/ 7	R.I.9 S.L.1	H1.W1.5 H4.W6.5 H4.Su3.5	
4	I Will Learn How to Assertively Stand up to Peer Pressures	1/ 4/ 7	L.5 Common Core	H1.W1.5 H4.W6.5 H1.Sa3.5a H1.Sa3.5b H1.So4.5b H1.So5.5a	
5	I Will Learn Conflict Resolution Skills and Practice "I" Statements	2 / 4	R.L.4	H1.W1.5 H4.W6.5 H4.Sa3.5 H1.So4.5b	

Low-Prep!

29 Lessons Sample:

Perfect for once-a-week **5TH GRADE** lessons!

A collection of 29 sample lessons for 5th grade, organized in a grid. Each lesson includes a title, a brief description, and a visual element (e.g., a diagram, a table, a drawing, or a photograph).

- Lesson 1: The 5th Grade Science of the Earth's Surface** - Includes a diagram of the Earth's surface and a table of landforms.
- Lesson 2: The 5th Grade Science of the Earth's Interior** - Includes a diagram of the Earth's interior and a table of rock types.
- Lesson 3: The 5th Grade Science of the Earth's Atmosphere** - Includes a diagram of the Earth's atmosphere and a table of weather conditions.
- Lesson 4: The 5th Grade Science of the Earth's Hydrosphere** - Includes a diagram of the Earth's hydrosphere and a table of water bodies.
- Lesson 5: The 5th Grade Science of the Earth's Biosphere** - Includes a diagram of the Earth's biosphere and a table of organisms.
- Lesson 6: The 5th Grade Science of the Earth's Geosphere** - Includes a diagram of the Earth's geosphere and a table of geological features.
- Lesson 7: The 5th Grade Science of the Earth's Lithosphere** - Includes a diagram of the Earth's lithosphere and a table of minerals.
- Lesson 8: The 5th Grade Science of the Earth's Crust** - Includes a diagram of the Earth's crust and a table of rocks.
- Lesson 9: The 5th Grade Science of the Earth's Mantle** - Includes a diagram of the Earth's mantle and a table of minerals.
- Lesson 10: The 5th Grade Science of the Earth's Core** - Includes a diagram of the Earth's core and a table of minerals.
- Lesson 11: The 5th Grade Science of the Earth's Plate Tectonics** - Includes a diagram of the Earth's plate tectonics and a table of plate boundaries.
- Lesson 12: The 5th Grade Science of the Earth's Volcanoes** - Includes a diagram of a volcano and a table of volcanic features.
- Lesson 13: The 5th Grade Science of the Earth's Earthquakes** - Includes a diagram of an earthquake and a table of seismic features.
- Lesson 14: The 5th Grade Science of the Earth's Climate** - Includes a diagram of climate and a table of weather conditions.
- Lesson 15: The 5th Grade Science of the Earth's Weather** - Includes a diagram of weather and a table of weather conditions.
- Lesson 16: The 5th Grade Science of the Earth's Seasons** - Includes a diagram of seasons and a table of weather conditions.
- Lesson 17: The 5th Grade Science of the Earth's Ecosystems** - Includes a diagram of an ecosystem and a table of organisms.
- Lesson 18: The 5th Grade Science of the Earth's Biomes** - Includes a diagram of a biome and a table of organisms.
- Lesson 19: The 5th Grade Science of the Earth's Habitats** - Includes a diagram of a habitat and a table of organisms.
- Lesson 20: The 5th Grade Science of the Earth's Niches** - Includes a diagram of a niche and a table of organisms.
- Lesson 21: The 5th Grade Science of the Earth's Food Chains** - Includes a diagram of a food chain and a table of organisms.
- Lesson 22: The 5th Grade Science of the Earth's Food Webs** - Includes a diagram of a food web and a table of organisms.
- Lesson 23: The 5th Grade Science of the Earth's Energy Flow** - Includes a diagram of energy flow and a table of organisms.
- Lesson 24: The 5th Grade Science of the Earth's Matter Cycle** - Includes a diagram of matter cycle and a table of organisms.
- Lesson 25: The 5th Grade Science of the Earth's Water Cycle** - Includes a diagram of water cycle and a table of weather conditions.
- Lesson 26: The 5th Grade Science of the Earth's Carbon Cycle** - Includes a diagram of carbon cycle and a table of organisms.
- Lesson 27: The 5th Grade Science of the Earth's Nitrogen Cycle** - Includes a diagram of nitrogen cycle and a table of organisms.
- Lesson 28: The 5th Grade Science of the Earth's Phosphorus Cycle** - Includes a diagram of phosphorus cycle and a table of organisms.
- Lesson 29: The 5th Grade Science of the Earth's Sulfur Cycle** - Includes a diagram of sulfur cycle and a table of organisms.

**Student worksheets
can be done in class...**

**or be sent home and
done as homework!**



Here are 2 Sample Lessons from the Program:

Feel free to download
and use these
free lessons!



#4. Topic: I Will Learn How to Assertively Stand up to Peer Pressures

Learning Standard: Describe dimensions of health. H1.W1.5

-Demonstrate appropriate interpersonal communication skills. H4.W6.5

-Describe ways to prevent, reduce, and avoid violent situations. H1.Sa3.5a

-Analyze how violent behavior impacts self and others. H1.Sa3.5b

-Identify resources for managing emotions. H1.So4.5b

-Explain how bullying, intimidation, and harassment affect individuals. H1.So5.5a

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

Objective: To understand why it can be difficult to say "no" to peer pressure and then practice assertiveness skills for making healthy and responsible choices.

Need: Print "Assertively Stand up to Peer Pressures" handout for each student, and each student needs one piece of white construction paper if possible, or printer paper

Activity: Peer pressure occurs when someone tries to influence another person's choices or behavior. Sometimes peer pressure can be positive, such as encouraging a friend to study or participate in a healthy activity. Other times, peer pressure can encourage people to make choices they know are unsafe, unhealthy, or against their values.

1. Many people find it difficult to say "no" because they do not want to disappoint friends, be teased, feel left out, or lose a friendship. However, making healthy decisions sometimes requires the courage to stand up for what you believe is right.

2. One important skill for handling peer pressure is **assertiveness**. Being assertive means expressing your thoughts and decisions clearly, respectfully, and confidently. Assertive people do not have to be rude or angry. Instead, they communicate their choices in a calm and direct way.

3. Some strategies for resisting negative peer pressure are:

- Having the courage to say "No."
- Choosing friends who respect your decisions.
- Avoiding situations that could lead to trouble.
- Suggesting a different activity
- Walking away from an uncomfortable situation.
- Talking to a trusted adult if you need help.

4. For this activity, imagine that someone is pressuring you to do something you don't want to do. Complete the worksheet by identifying reasons why refusing may be the healthier choice. Think about how your decision could affect your safety, health, family, and future. Saying "no" to an unhealthy choice often shows strength, confidence, and good judgment.

5. The example on this page is for teachers to see what a "flip-up poster with designs in the background looks like!



#4. Assertively Stand up to Peer Pressures

Name: Put name on your project

Cut out the pressure lines. Tape them to a piece of paper just across the top so they flip up. Underneath write an assertive answer to the pressure. Example: "Everybody's doing it." Answer: "Well I'm not!" Decorate around your page so your design goes across the flip ups!

We won't get caught	Everybody's doing it
IF WE GET CAUGHT, I'LL TAKE THE BLAME	<i>Just this once</i>
Don't you want to try it?	WHAT'S THE BIG DEAL?
<i>Don't be a chicken!</i>	No one will find out

#20. Topic: I Will Understand the Dangers of Over-the-Counter Drugs

Learning Standard: Describe dimensions of health. H1.W1.5

-Identify dangerous or risky behaviors that might lead to injuries. H1.Sa1.5a

-Identify healthy alternatives for decisions related to substance use. H5.Su3.5

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

Objective: To learn how to use over-the-counter (OTC) medicines safely and identify important safety precautions that help prevent harmful side effects and medication mistakes.

Need: Print the “How to Safely Use OTC Products” worksheet

Activity: Medicines can help people feel better and treat illnesses when they are used correctly. Some medicines require a prescription from a doctor, while others can be purchased without a prescription. These medicines are called **over-the-counter (OTC) medicines**.

1. Common OTC medicines may help treat:

- Colds and flu symptoms
- Allergies
- Headaches
- Upset stomachs
- Constipation
- Minor aches and pains

2. Even though OTC medicines are available without a prescription, they are still powerful drugs and must be used carefully.

If medicines are not taken correctly, they can cause unwanted side effects called **adverse effects**. These may include:

- Allergic reactions
- Interactions with other medicines
- Interactions with certain foods or drinks
- Taking too much medicine
- Taking medicine incorrectly



Optional: Here is an additional website with information on more drugs and their dangers. If you scroll down to the last section you will see a link to more on “Opioids”

<https://opa.hhs.gov/adolescent-health/substance-use-adolescence>

3. One of the most important health skills is learning how to read and follow medicine directions carefully. Children should only take medicine with permission and supervision from a parent, guardian, or other trusted adult.

4. For this activity, imagine you are organizing a medicine cabinet. Inside the medicine cabinet on the worksheet, draw **at least eight different medicine containers** of various shapes and sizes.

[illegible]

This collage features a variety of medical and pharmaceutical items. It includes several types of pills and capsules, some in blister packs and others loose. There are multiple bottles of different shapes and sizes, some labeled 'Vitamin C' and others with generic labels. Medical equipment such as syringes, a drip chamber, and a small laboratory flask are also depicted. The items are arranged in a grid-like fashion, showcasing a wide range of healthcare products.

[illegible][illegible]

- [illegible]

[illegible]

#20. How to Safely Use OTC Products:

Name: _____

Draw pictures of at least 8 OTC products in this medicine cabinet and write one “how to use medicine safely” tip on each product as the label.



Lessons are based on State & National Health Standards and Skills:

#1. Topic: I Will Learn the Traits of a Good Friend

[Return to Table of Contents](#)

Learning Standard: Describe dimensions of health. H1.W1.5

-Analyze how family, peers, media, culture, and technology influence health decisions and behaviors. H2.W4.5

-Demonstrate appropriate interpersonal communication skills. H4.W6.5

National Standard Skills: Outside influences

Objective: To understand the traits of friendship and develop the skills to meet new friends.



Lessons 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.

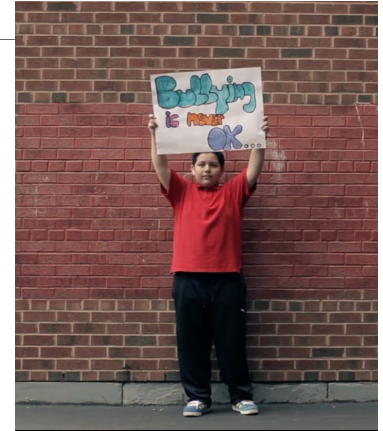
Hands-on and immersive experiences encourage deeper understanding and skill refinement.

You can also choose to do the “**Optional Activities**” listed at the end of each lesson as an additional day; extending the 29 lessons to a once a week full-year program.

Links to 50 Optional Websites + Videos



Alcohol harms the brain in teen years -- before and after that, too



Tins for Kids | What are safety rules for kids? Video for Kids

Dove Commercial #2 (2026)



Make sure your emergency kit is stocked with the items on the checklist below. [Download printable version](#) to take with you to the store. Once you take a look at the basic items cor what [unique needs](#) your family might have, such as supplies for [pets](#) or [seniors](#).

Emergency Supply List

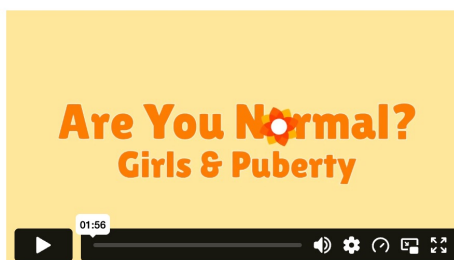
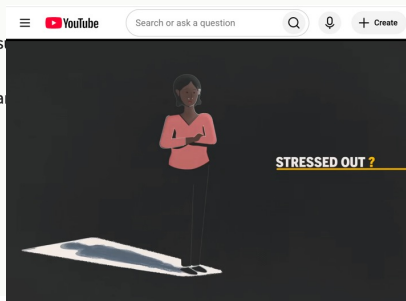
Emergency Supply Kit Checklist Translations

Basic Disaster Supplies Kit

To assemble your kit store items in airtight plastic bags and put your entire disaster supplies kit in one or carry containers such as plastic bins or a duffel bag.

A basic emergency supply kit could include the following recommended items:

- ✓ [Water](#) (one gallon per person per day for several days, for drinking and sanitation)
- ✓ [Food](#) (at least a several-day supply)
- ✓ Battery-powered or hand crank radio
- ✓ Flashlight
- ✓ First aid kit
- ✓ Extra batteries



Medically reviewed by: [KidsHealth Medical Experts](#)

Healthy Eating Plate

Use the Healthy Eating Plate as a guide for creating healthy, balanced meals—whether served at the table or packed in a lunch box. Click on each section of the interactive image below to learn more.



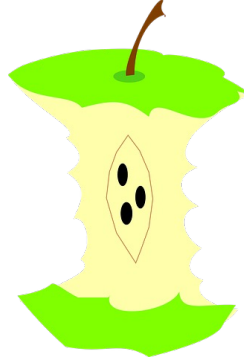
Lessons are editable!

Healthy Eating for Life Survey

Everyone has different negative eating habits, so losing weight or eating healthier is a very individual task. There's no need to go on a diet, simply take small steps towards changing your eating habits for life! Circle any statements you feel are a problem for you.

WHAT I EAT (or don't eat):

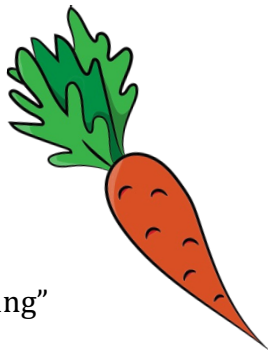
- I eat too much fast food
- I eat too much junk food
- I eat too much fat
- I do too much munching between meals
- I eat too many sweets
- I don't take vitamins or minerals
- I eat too much sodium (salt)
- I eat out of the bag/container too often
- I get too many calories from drinks (lattes, mochas, juice, pop)



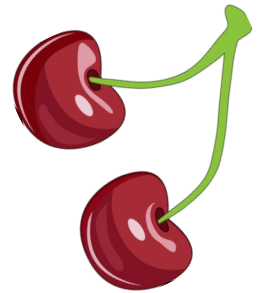
- I don't eat enough fruit
- I don't eat enough dairy
- I don't eat enough vegetables
- I don't drink enough water
- I never read food labels
- I drink too much pop
- I munch too much between meals

WHEN I EAT (or don't eat):

- I eat too much on the weekends
- I eat too much late at night



- I skip breakfast
- I skip meals



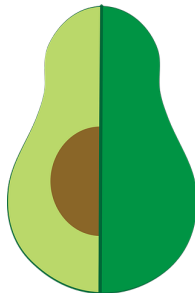
WHY: I EAT (or don't eat):

- I eat because I always seem to be "starving"
- I eat when I'm stressed
- I figure I've blown it for the day anyway...
- I eat rather than "waste" leftovers
- Once I get started, I can't stop myself

- I eat to reward myself
- I can't control my eating
- I eat when I'm depressed
- I don't eat when I'm depressed
- I eat when I'm bored

HOW / HOW MUCH: I EAT (or don't eat!):

- I always feel the need to clear my plate
- I never allow myself to be hungry
- My portions are too big
- I get seconds when I don't need it
- OTHER: I don't get enough exercise



- I don't stop when I'm full
- I eat too fast

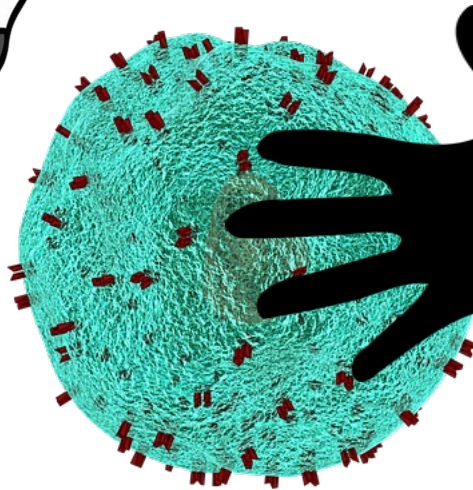
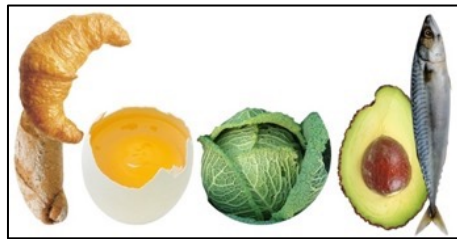
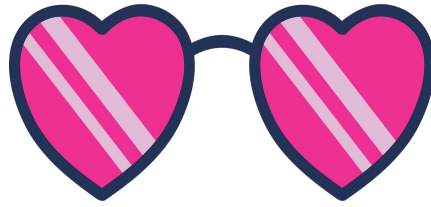


CHOOSE **1** HABIT YOU CIRCLED THAT YOU FEEL IS MAKING THE BIGGEST NEGATIVE IMPACT ON YOUR HEALTH. Write a **specific** goal (for instance, "When I want to skip breakfast, I will eat one small thing." Or, "When I want a dessert, I will only let myself have one serving of it.")

When I _____

I will _____

Fun Graphics:



HELPER T CELL



The whole program is on 93 Google Slides!

#26. Practicing My Decision-Making Skills

Name: _____

Copy the WWWWH question and then answer if for each scenario question:

Who - could it hurt?

What - do adults think?

When - is it illegal?

Where - do I draw my line?

How - to get out of it? (alternative?)

1. You are with a friend and their older brother decides to go break the windows of a car belonging to someone who disrespected him at school that day. They get a baseball bat and are ready to go. Should you go with them?

Example: Who could it hurt?

Me

W _____ ? : _____

W _____ ? : _____

W _____ ? : _____

H _____ ? : _____

5TH GRADE HEALTH

Including fill-in-able Worksheets



#27a. Recognizing Technology Dangers

Name: _____

Imagine that you are in charge of making up rules for 5th graders concerning Internet safety. After reading a bad decision someone made, you write 1 rule for each of the following scenarios.



1. Your friend signed up for a “free” magazine subscription - they will get 1 free issue every week for a year. That’s a great deal, right?

YOUR RULE: _____

2. There is a girl at school that Sue really argues with. She emails only her two best friends and talks trash about this girl because they would never tell anyone else.

YOUR RULE: _____

#24. Grocery Store Scavenger Hunt

Name: _____

This is a “Food Label Scavenger Hunt.” Ideally, you can do the activity in the grocery store, but it’s fine to do it at home too. Use online website at: <https://foodnutri.com/>

(Browse by category, then “All Categories”)

1. Find your favorite candy bar. Write the following:

Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

2. Now find another candy you still like, but one that has less calories or fat, list this “healthier” candy: (remember, it’s all about choices!)

Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

3. Go to the yogurt section. List 2 different kinds of yogurts:

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

4. Go to the cereal aisle, or look at all the types of cereal you have at home. Look through to find these:

1) Cereal brand that’s the high in sugar: _____ Serv. size: _____ Total Sugar: _____

2) Cereal that’s low in sugar: _____ Serv. size: _____ Total Sugar: _____

What did you learn? _____

#28a. Coat of Many Colors Worksheet:

Name: _____

Health is not about being perfect—it is about making positive choices, learning from mistakes, and continuing to grow. Take pride in all the healthy skills you have developed this year and remember that every healthy choice you make helps build a healthier future.

Fill the coat with **positive thoughts** that someone can think to remain positive and be empowered for their own future. Write any goals you have for your own future!



Click on the right side “Stock & web” and find pictures to cut and paste

Copyright © Health Education Today

29 Lessons

Activities and Skills for This 5th Grade Health Curriculum:



1. "I will learn the traits of a good friend."
2. "I will recognize the traits of a healthy and unhealthy relationships."
3. "I Will learn and practice good, assertive refusal Skills."
4. "I will learn how to assertively stand up to peer pressures."
5. "I will learn conflict resolution skills and practice "I" statements."
6. "I will understand why servings size, fats, and sugars on a food label are important."
7. "I will be able to figure out if a product is 'healthy' or not."
8. "I will learn what food groups are required, and analyze my eating for one day for the correct amounts."
9. "I will understand why calcium is important and see if I am getting enough daily."
10. "I will learn what eating habits are unhealthy and determine any unhealthy eating habits I have."
11. "I will learn the characteristics of puberty and know that they're normal."
12. "I will learn the importance of good hygiene during puberty."
13. "I will learn the importance off understanding puberty."
14. "I will understand truths about what the HIV virus is and how it is spread."
15. "I will learn what illnesses are in my own family genetics."
16. "I will coordinate an emergency plan for my family."
17. "I will know how to correctly apply basic first aid for common conditions."
18. "I will learn how to relieve stress in healthy ways."
19. "I will learn the dangers of tobacco and alcohol."
20. "I will understand the dangers of over-the-counter drugs."
21. "I will celebrate my family heritage and culture."
22. "I will respect, and be proud of, differences and have empathy for everyone."
23. "I will know what to do if I am bullied or I see bullying."
24. "I will not be manipulated at the grocery store."
25. "I will know how to determine if a magazine ad reflects the truth."
26. "I will gain decision-making skills."
27. "I will recognize technology dangers and how to avoid them."
28. "I will review everything I learned this year and set some goals to be above negative influences."
29. "I Will Show My Knowledge on a Final Test."

Thank you for previewing:

5TH GRADE HEALTH

This Program's Creator is a Qualified Teacher

- ◆ I am a National Board Certified Teacher with a Masters of Education Degree and I have experience teaching Elementary, Jr. High, and High School P.E.; and High School Health.

Experience
is the best
teacher!

