

# Elementary K-4 Health

Lexa Jones





# Health Education Curriculum

- Alcohol and Other Drugs
- Tobacco
- Nutrition (Healthy Eating focus)
- Mental and Emotional Health
  - Communication
  - Healthy Relationships
  - Conflict Resolution
- Physical Activity
- Personal Health and Wellness
  - Hygiene
- Safety
- Violence Prevention
- Sexual Health

I teach using an active learning model. That means the majority of my lessons involve cooperation, some movement and hands on activities.

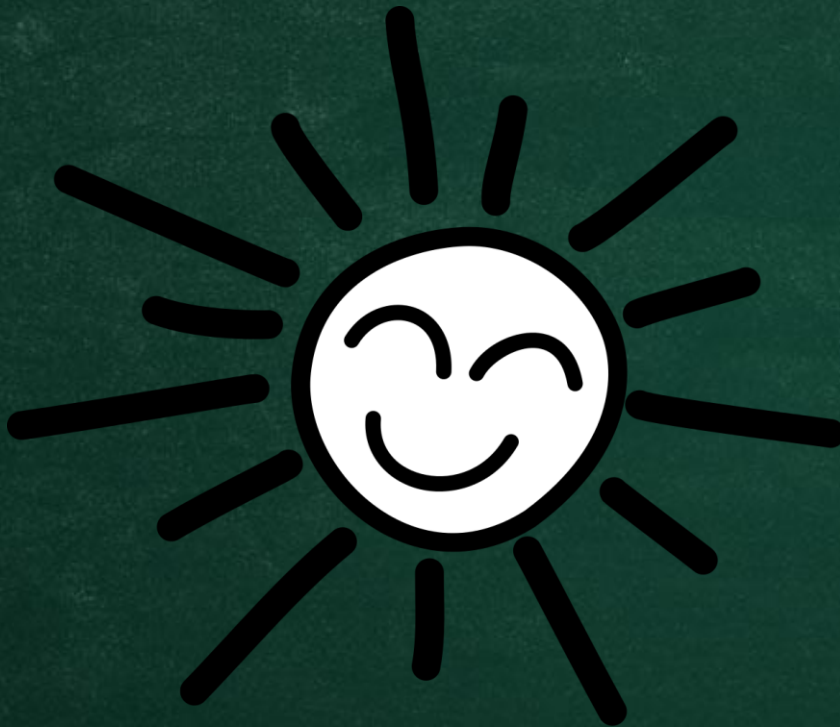
All lessons are age appropriate and encourage higher level thinking.



- I meet with my students once a week for 40 minutes.
- I meet with the 2<sup>nd</sup> and 4<sup>th</sup> grade students during first and third quarters. I meet with the Kindergarten, 1<sup>st</sup> and 3<sup>rd</sup> graders during the second and fourth quarters of the school year.
- I follow the current curriculum as designated by the BSU with modifications to adapt to my active learning model.

I started the year teaching/reinforcing transferrable skills  
**INTERPERSONAL COMMUNICATION.**

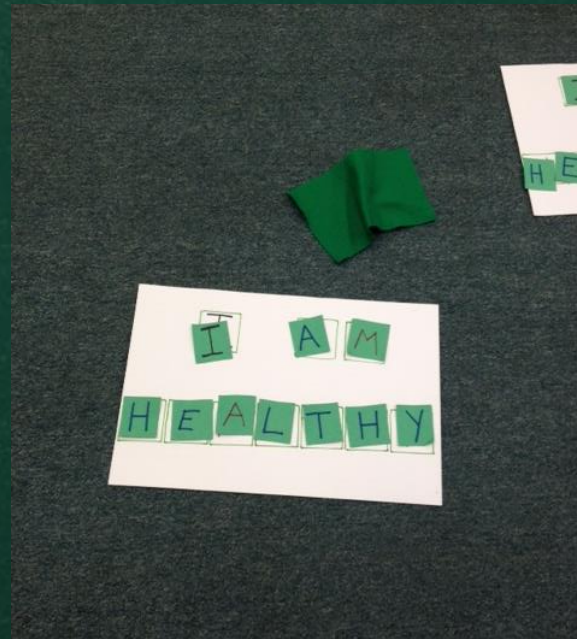
- We learned about effective communication.





I started the year teaching/reinforcing transferrable skills – INTERPERSONAL COMMUNICATION.

- We played a game using cooperation and “nice talk” that also incorporated movement, letter and word recognition.





# I started the year teaching/reinforcing transferrable skills – GOAL SETTING.

- We learn

Name Noah Date 9/28/15

My S.M.A.R.T. Goal

**S** – My specific goal Play in the NHL

**M** – How will I measure my progress toward my goal?  
flexibility

**A** – I can achieve my goal. ☒ Yes ☐ No

**R** – These are the steps I will take to reach my goal:

- 1 glove saves
- 2 Practice butterfly saves
- 3 practice practice practice

**T** – By this time I will achieve my goal. BY the time 21 Years old

What will I do if I do not reach my goal by my designated time?  
Keep practicing and ccp play  
hockey



I started the year teaching/reinforcing transferrable skills  
– DECISION MAKING.

- We learned about the steps to make a decision.
  - We then played an active game where the students had to make decisions. 2<sup>nd</sup> grade played a rock, paper, scissors game and 4<sup>th</sup> grade had to use decision making skills to get their team from one place to another using only hula hoops to travel.

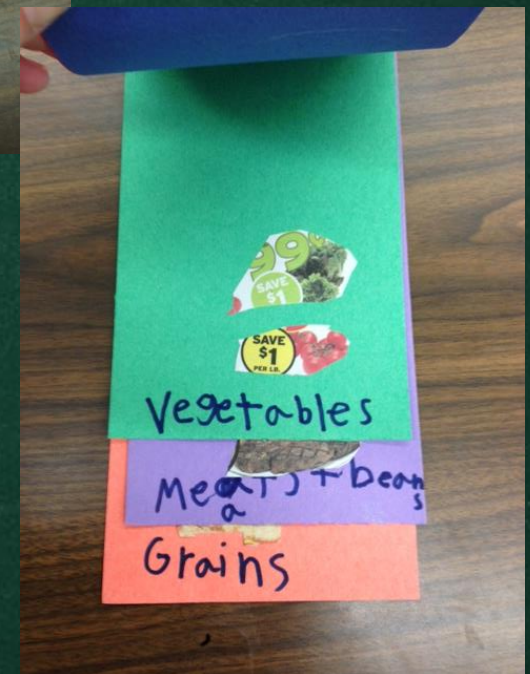
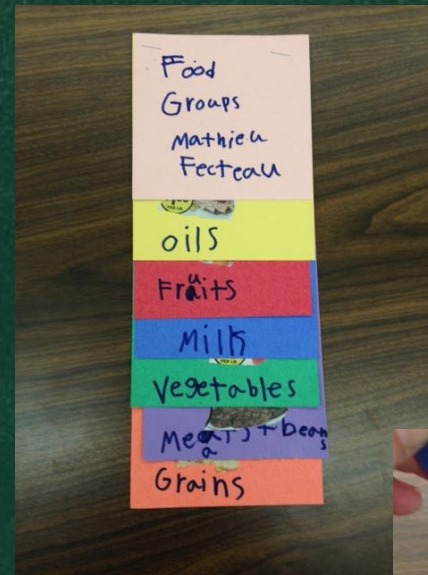
# Physical Activity

- We did a variety of physical activities that involved zero equipment to show students that they can be active without needing any specialized equipment.



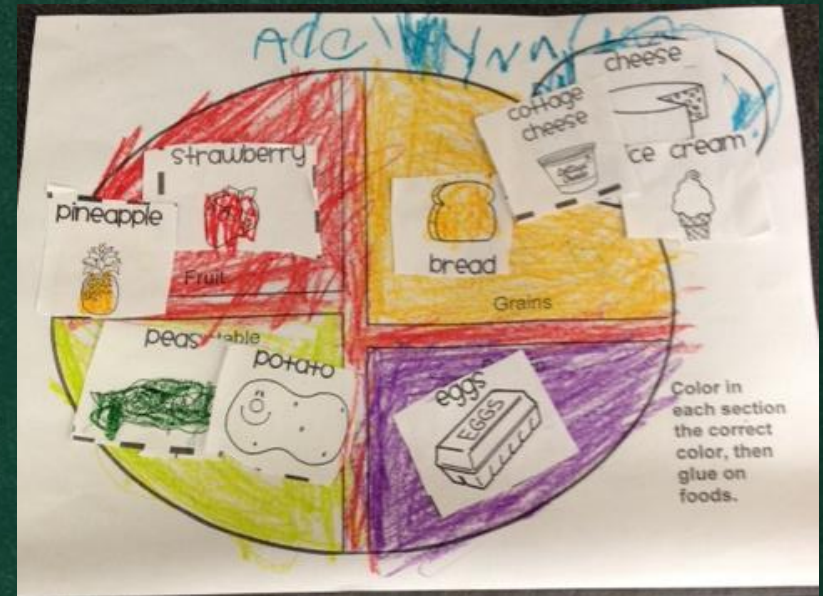
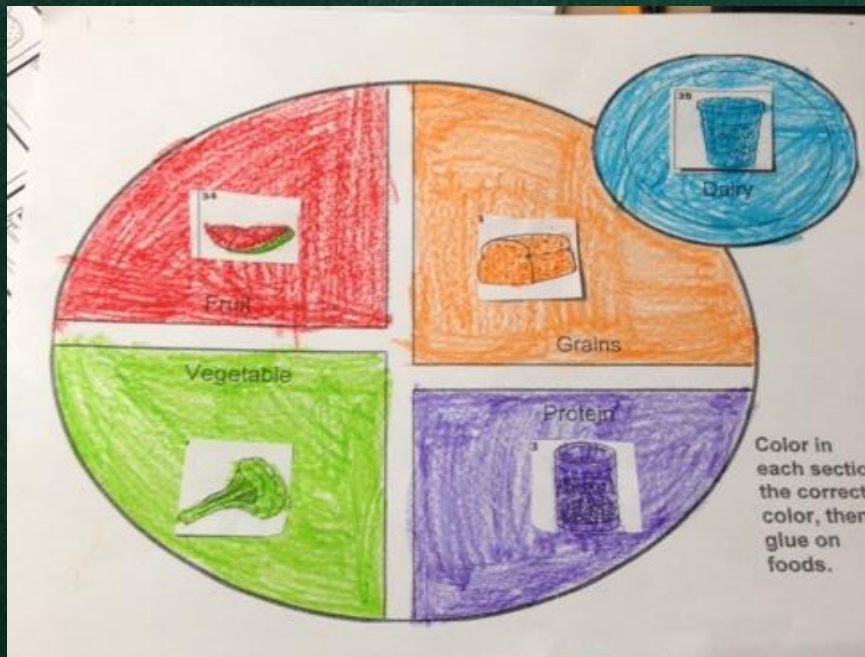
# NUTRITION

- 2<sup>nd</sup> , 3<sup>rd</sup> and 4<sup>th</sup> graders created nutrition foldables that followed the Food Guide Pyramid. The students filled their foldables with the correct foods for each category. We used advertisements from the local grocery stores.



# NUTRITION

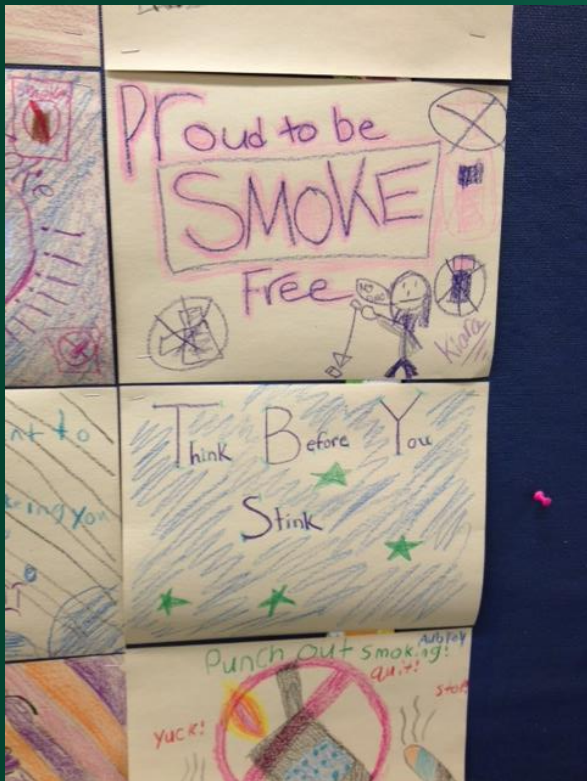
- Kindergarten and 1<sup>st</sup> graders use a handout from [www.Choosemyplate.gov](http://www.Choosemyplate.gov) to learn about food groups.





# Tobacco

After our lesson, 4<sup>th</sup> grade students became advocates for a tobacco free lifestyle.



# HYGIENE

Kindergarten and 1<sup>st</sup> Grade tried to find where germs could hide in our classroom. Third grade presented to the class about bacteria, viruses and antibiotics.

