

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

KINDERGARTEN

CENTRAL ISLIP UNION FREE SCHOOL DISTRICT

Personal & Family Health

Core Concepts

- Valuing uniqueness (1.1)
- Understanding feelings (1.2)
- Expressing anger in healthy ways (1.2)
- Identifying people who care (1.3)
- Knowing your body (2.1)
- Reading body signals (2.2)
- Responding to injuries (2.3)
- Getting help when sick or hurt (2.4)
- Washing hands to be healthy (2.5)
- Brushing teeth to be healthy (2.5)
- Taking medicines safely (2.5)

Skills/Actions

- Self-assessment (1.3 2.2 2.3)
- Accessing resources (2.4)
- Demonstrating health-enhancing behaviors (2.5)
- Interpersonal communication (1.1 1.2)

Personal & Family Health

Lesson 1: Keeping Myself Healthy

Activity 1: We're All Different and Special

- Describe ways they are different
- Illustrate ways they are special

Activity 2: Having Feelings

- Identify the facial expressions related to the feelings of being happy, sad, angry, bored, curious or afraid
- Identify reasons people might feel happy, sad, angry, bored, curious or afraid
- Demonstrate with body language the feelings of being happy, sad, angry, bored, curious or afraid
- Explain how they can express anger in healthy ways

Activity 3: Having People Who Care

- Explain the importance of having people who care
- Identify people in their lives who care about them
- Assess the existence of a personal support system

Lesson 2: Keeping My Body Healthy

Activity 1: My Body Puzzle

- Identify different parts of the human body

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<ul style="list-style-type: none"> • Locate the parts on their own bodies • Describe some things the human body can do <p>Activity 2: Reading Body Signals</p> <ul style="list-style-type: none"> • Describe what happens when they feel sick • Identify different signals from the body to help them recognize an illness <p>Activity 3: Responding to Injuries</p> <ul style="list-style-type: none"> • Describe signs of common injuries • Identify signals from the body that can help them recognize an injury <p>Activity 4: Getting Help When Sick or Hurt</p> <ul style="list-style-type: none"> • Demonstrate how to get help when sick or hurt <p>Activity 5: Washing Hands, Brushing Teeth and Taking Medicines Safely</p> <ul style="list-style-type: none"> • Demonstrate the proper way to wash their hands • Demonstrate the proper way to brush their teeth • Explain the proper way to take medicine with the help of an adult • Identify adults who can help them take medicine <p>National Health Education Standards / Indicators 1.2 1.3 1.4 1.5 1.6 1.7 1.8 2.2 2.4 2.6 3.1 3.2 3.4 5.1 5.3</p>

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
<p><u>Safety & Injury Prevention</u></p> <p>Core Concepts</p> <ul style="list-style-type: none">• Identifying safe people and places (1.1)• Finding help to be safe (1.2)• Being safe in traffic (2.1)• Being safe when you walk (2.2)• Being safe when you cross the street (2.3)• Getting help to cross the street (2.3)• Making Street Smart choices (2.4)• Being safe riding in a car (3.1)• Evaluating emergency situations (4.1)• Getting help in emergencies (4.2) <p>Skills/Actions</p> <ul style="list-style-type: none">• Accessing resources (1.1 4.2)• Demonstrating health-enhancing behaviors (2.4 4.2)• Decision making (4.1)	<p><u>Unit 2: Safety & Injury Prevention</u></p> <p>Lesson 1: Safe and Healthy</p> <p>Activity 1: Safe Feelings are Healthy Feelings</p> <ul style="list-style-type: none">• Name people who make you feel safe• Name places where they feel safe• Illustrate a person or place that makes them feel safe <p>Activity 2: Help to Be Safe</p> <ul style="list-style-type: none">• People who can help keep them safe• Identify what others do to help them stay safe <p>Lesson 2: Street Smart</p> <p>Activity 1: Safe in Traffic</p> <ul style="list-style-type: none">• Explain that rules can help solve traffic problems <p>Activity 2: You Can Be Safe When You Walk</p> <ul style="list-style-type: none">• State that they need to think and look ahead when walking• State that they should see and be seen when walking <p>Activity 3: You Can Be Safe When You Cross the Street</p> <ul style="list-style-type: none">• State that they should stop and look both ways before crossing the street• Explain that they should not cross a street from between parked cars• Identify people and things that help them cross the street safely <p>Activity 4: Street Smart Me</p>

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<ul style="list-style-type: none">• Demonstrate walking safely• Demonstrate how to cross the street safely <p>Lesson 3: Car Smart</p> <p>Activity 1: You Can Be Safe Riding in a Car</p> <ul style="list-style-type: none">• Illustrate how to ride in a car safely <p>Lesson 4: Getting Help</p> <p>Activity 1: Emergencies</p> <ul style="list-style-type: none">• Classify situations as needing “little help” or “big help”• Identify whom they would ask or where they would go for little help and for big help <p>Activity 2: You Can Call for Help When You Need It</p> <ul style="list-style-type: none">• Demonstrate how to call 9-1-1 or 0 for help <p>National Health Education Standards / Indicators 1.1 1.2 1.4 1.5 1.8 2.2 3.1 3.3 3.4 3.5 3.6 4.1 6.1</p>

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
<p data-bbox="92 344 735 391"><u>Nutrition & Physical Activity</u></p> <p data-bbox="92 431 394 472">Core Concepts</p> <ul data-bbox="142 480 819 797" style="list-style-type: none">• Eating to be healthy (1.1)• Understanding hungry and full body signals (1.2)• Choosing to eat healthy foods (1.2)• Identifying healthy food favorites (1.2)• Drinking plenty of water (2.1)• Setting a goal to drink plenty of water (2.2)• Knowing and liking your body (3.1)• Using your body in different ways (3.1)• Setting a goal to move every day (3.2) <p data-bbox="92 902 373 943">Skills/Actions</p> <ul data-bbox="142 951 688 1049" style="list-style-type: none">• Interpersonal communication (1.1 3.1)• Decision making (1.2)• Goal setting (2.2 3.2)	<p data-bbox="984 344 1791 391"><u>Unit 3: Nutrition & Physical Activity</u></p> <p data-bbox="984 431 1560 472">Lesson 1: Healthy Food Choices</p> <p data-bbox="984 472 1560 505">Activity 1: Eating Is Part of Being Healthy</p> <ul data-bbox="1035 513 1801 643" style="list-style-type: none">• Identify reasons they eat• Explain how they know when they are hungry and full• Demonstrate how they act or feel when they are hungry and full <p data-bbox="984 675 1675 708">Activity 2: You Can Choose to Eat Healthy Foods</p> <ul data-bbox="1035 716 1560 781" style="list-style-type: none">• Identify healthy foods they like to eat• Select healthy food favorites <p data-bbox="984 821 1518 862">Lesson 2: Water and the Body</p> <p data-bbox="984 862 1812 894">Activity 1: Drinking Plenty of Water Is Part of Being Healthy</p> <ul data-bbox="1035 902 1770 967" style="list-style-type: none">• Explain how water is used• Demonstrate how much of the body is made of water <p data-bbox="984 1000 1665 1032">Activity 2: Setting a Goal: Plenty of Water for Me!</p> <ul data-bbox="1035 1040 1644 1073" style="list-style-type: none">• Set a goal to drink plenty of water each day <p data-bbox="984 1105 1602 1146">Lesson 3: Body Image and Fitness</p> <p data-bbox="984 1146 1791 1211">Activity 1: Knowing and Liking Your Body Is Part of Being Healthy</p> <ul data-bbox="1035 1219 1843 1382" style="list-style-type: none">• Identify activities they can do with their hands, arms, feet, legs, eyes, ears, nose and mouth• Illustrate activities they can do with their hands, arms, feet, legs, eyes, ears, nose and mouth• Describe why their bodies are special

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<p>Activity 2: Setting a Goal: Come Move with Me!</p> <ul style="list-style-type: none">• Explain things they can do to move their bodies and be active• Set a goal to move their bodies each day• Illustrate how they will actively move their bodies each day <p>National Health Education Standards / Indicators 1.1 1.3 3.1 3.4 5.4 6.1 6.4</p>

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
<p><u>Tobacco, Alcohol & Other Drug Prevention</u></p> <p>Core Concepts</p> <ul style="list-style-type: none">• Understanding the effects of tobacco on the lungs (1.1)• Understanding the effects of tobacco on the body (1.2)• Being tobacco free and healthy (1.3)• Describing the effects of tobacco to others (2.1)• Avoiding secondhand smoke (2.2)• Getting help to stay away from secondhand smoke (2.2)• Choosing to be tobacco free (2.3)• Expressing tobacco-free intentions (2.3) <p>Skills/Actions</p> <ul style="list-style-type: none">• Assessing resources (2.2)• Demonstrating health-enhancing behaviors (1.1)• Interpersonal communication (2.1)• Advocacy (2.1)	<p><u>Unit 4: Tobacco, Alcohol & Other Drug Prevention</u></p> <p>Lesson 1: Tobacco and the Body</p> <p>Activity 1: Check Out Your Lungs</p> <ul style="list-style-type: none">• Express a desire to be healthy• Identify how smoking tobacco affects breathing <p>Activity 2: Tobacco Hurts Your Body</p> <ul style="list-style-type: none">• Identify ways that tobacco hurts the body• Illustrate how tobacco hurts the body <p>Activity 3: I'm Healthy and Tobacco Free!</p> <ul style="list-style-type: none">• Illustrate an activity they can do because they are tobacco free and healthy• Describe what healthy, tobacco-free kids look like <p>Lesson 2: Why Do People Use Tobacco?</p> <p>Activity 1: Loving Family and Friends Who Smoke</p> <ul style="list-style-type: none">• Demonstrate what to say to someone when asked about how tobacco hurts the body <p>Activity 2: What to Do When Smoke Bothers You</p> <ul style="list-style-type: none">• Explain what they would do if someone was smoking near them• Ask for help to stay away from secondhand smoke <p>Activity 3: You Can Choose to Be Tobacco Free!</p> <ul style="list-style-type: none">• Express their intent to be tobacco free <p>National Health Education Standards / Indicators 1.1 1.2 1.3 2.2 2.4 3.1 3.4 5.3 7.1 7.2</p>

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
---------------------------------------	--

1st GRADE

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Personal & Family Health

Core Concepts

- Recognizing feelings of belonging (1.1)
- Understanding that families are special and different in their own ways (1.2)
- Understanding how friends help you be healthy (1.3)
- Listening to others (1.5)
- Washing hands to be healthy (2.1)
- Choosing clothing to protect yourself from weather (2.2)
- Getting plenty of sleep (2.3)

Skills / Actions

- Self-assessment (2.1 2.3)
- Self-management (2.1 2.3)
- Demonstrating health-enhancing behaviors (2.1)
- Analyzing influences (1.3)
- Interpersonal communication (1.1 1.4 1.5)
- Decision making (2.1 2.2)

UNIT 1: Personal & Family Health

Lesson 1: Keeping Myself, My Family and Others Healthy

Activity 1: Belonging Helps Keep Me Healthy

- Describe people with whom they feel a sense of belonging
- Explain how it feels to have a sense of belonging
- Illustrate ways they belong

Activity 2: Families Are Special and Different in Their Own Ways

- Describe their own families
- Analyze ways families are alike and different
- Illustrate their own families

Activity 3: Having Friends

- Explain what friends do for each other
- Describe how friends can help them be healthy
- Illustrate themselves and a friend doing something healthy

Activity 4: Having All Kinds of Feelings

- Identify different kinds of feelings
- Identify body language commonly associated with certain kinds of feelings
- Describe reasons for having different kinds of feelings

Activity 5: Talking and Listening to Others

- Identify words and facial expressions associated with

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<p>common feelings</p> <ul style="list-style-type: none"> • Demonstrate body language that depicts common feelings • Describe the body language of others <p>Lesson 2: Keeping My Body Healthy</p> <p>Activity 1: Hand washing for Health</p> <ul style="list-style-type: none"> • Assess their own hand washing • Demonstrate the proper way to wash their hands • Decide when they should wash their hands at school <p>Activity 2: Dressing for the weather</p> <ul style="list-style-type: none"> • Illustrate the proper clothing to wear during different seasons • Decide on the proper clothing to wear each day • Describe ways to protect themselves from sunburn <p>Activity 3: Getting Enough Sleep</p> <ul style="list-style-type: none"> • State how much sleep children their age need • Assess and manage their own sleep patterns for better health • Explain why getting enough sleep is important <p>National Health Education Standards / Indicators 1.1 1.2 1.4 1.7 1.8 2.4 3.1 3.2 3.4 3.5 3.6 4.1 4.4 5.1 5.3 5.4 6.1</p>

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Safety & Injury Prevention

Core Concepts

- Identifying feeling safe (1.2)
- Accessing people who can help you stay safe (1.2 2.2)
- Walking safely (2.1)
- Crossing the street safely (2.1)
- Planning a safe route (2.2)
- Understanding passenger safety (3.1)
- Advocating for passenger safety (3.1)
- Thinking ahead to prevent fires (4.1)
- Demonstrating proper school fire drill procedures (4.2)
- Demonstrating safe actions during a fire (4.3)
- Calling for emergency help (4.4)

Skills / Actions

- Accessing resources (1.2 2.2 4.4)
- Demonstrating health-enhancing behaviors (2.1 4.2 4.3)
- Decision making (2.1 3.1 4.3)
- Advocacy (3.1 5.1)

Unit 2: Safety & Injury Prevention

Lesson 1: Being Safe

Activity 1: Being Safe Is a Good Feeling

- Provide a personal definition of "being safe"
- Describe how they feel when they are safe
- Illustrate something they do to be safe

Activity 2: Help to Be Safe

- Identify people who can help them stay safe

Lesson 2; Street Smart

Activity 1: You can be Safe Walking and Crossing

- Describe what to do to be safe on the street
- Demonstrate how to walk and cross the street safely
- Identify a crosswalk and a stop sign as pedestrian safety aids
- Choose Street Smart actions

Activity 2: You Can Think Ahead to Get Places Safely

- Explain why having a safe route is a good idea
- Identify examples of safe places to go if they need help
- Identify family and friends they can walk with to be safe

Lesson 3: Passenger Smart

Activity 1: You Can Be Safe in a Car

- Describe what to do to be safe in a car
- Advocate for riding in the back seat and wearing a safety belt

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<ul style="list-style-type: none"> • Explain the proper way to wear a safety belt • Choose Car Smart actions <p>Lesson 4: Fire Smart</p> <p>Activity 1: You Can Think Ahead to Prevent Fires</p> <ul style="list-style-type: none"> • Define <i>emergency</i> • Describe ways to prevent fires <p>Activity 2: Practicing Fire Drill Procedures</p> <ul style="list-style-type: none"> • Demonstrate proper fire drill procedures <p>Activity 3: What to Do During a Fire</p> <ul style="list-style-type: none"> • Demonstrate how to crawl; low to avoid smoke from a fire • Demonstrate how to stop, drop and roll to put out flames • Choose Fire Smart actions <p>Activity 4: Fire! Calling for Help</p> <ul style="list-style-type: none"> • Demonstrate the proper way to call 9-1-1 or 0 for emergency help <p>Lesson 5: Using What You Know to Be Safe</p> <p>Activity 1: Sharing the Safety Smart Message</p> <ul style="list-style-type: none"> • Illustrate 1 way to be safe • Advocate for others to be safe <p>National Health Education Standards / Indicators</p> <p>1.1 1.2 1.4 1.8 2.1 2.4 3.1 3.3 3.4 3.5 3.6 4.1 4.3 4.4 6.1 6.2 6.3 7.1 7.2 7.4</p>

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Nutrition & Physical Activity

Core Concepts

- Drinking water to be healthy (1.1)
- Pledging to drink more water (1.1)
- Understanding the importance of breakfast (2.1)
- Identifying healthy breakfast foods (2.1)
- Choosing healthy breakfast foods (2.1)
- Pledging to eat a healthy breakfast daily (2.1)
- Knowing and liking your body (3.1)
- Moving your body to be healthy (3.2)
- Pledging to move more (3.2)

Skills / Actions

- Goal setting (1.1 2.1 3.2)
- Advocacy (1.1)

Unit 3: Nutrition & Physical Activity

Lesson 1: Water and the Body

Activity 1: Drink Water to Be Healthy

- Identify what type of drink is healthiest for the body
- Describe ways to advocate drinking water
- Pledge to drink more water every day

Lesson 2: Having a Healthy Breakfast

Activity 1: Healthy Breakfast Choices

- Select healthy breakfast food items
- Classify healthy breakfast food choices
- Pledge to eat a healthy breakfast every day

Lesson 3: Body Image and Fitness

Activity 1: Know and Like Your Body

- Illustrate 3 things about their growing, changing bodies that they are proud of

Activity 2: Move Your Body to Be Healthy

- Pledge to move their bodies more to be healthy

National Health Education Standards / Indicators

1.1 1.2 1.3 1.4 1.8 2.4 3.1 3.3 3.4 3.6 4.1 4.2 4.3 4.4
5.3 5.4 6.1 6.2 6.3 7.1 7.2 7.4

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Tobacco & Alcohol Prevention

Core Concepts

- Understanding the negative outcomes of smoking (1.1)
- Understanding dangers of secondhand smoke (1.2)
- Identifying why people start smoking tobacco (1.3)
- Choosing to be tobacco free (1.3)
- Identifying personal reasons for being tobacco free (2.1)
- Advocating to be tobacco free (2.1)
- Exploring family desires about being tobacco free (2.2)

Skills / Actions

- Interpersonal communication (1.3)
- Decision making (1.2 2.1)
- Goal setting (1.3)
- Advocacy (2.1)

Unit 4: Tobacco & Alcohol Prevention

Lesson 1: The Tobacco Habit

Activity 1: Tobacco Hurts the Body

- State the negative outcomes of smoking tobacco

Activity 2: Secondhand Smoke Hurts the Body Too

- Define secondhand smoke
- Explain the negative effects of secondhand smoke
- Decide what to do to avoid secondhand smoke

Activity 3: Why People Smoke

- Explain why kids start smoking tobacco
- Express intent to stay tobacco free

Lesson 2: Tobacco-Free Me!

Activity 1: Sharing the Tobacco-Free Message

- Advocate being tobacco free
- Identify personal reasons for being tobacco free

Activity 2: Family and Friends Want You to Be Tobacco Free

- Explain what their families want to decide about tobacco

National Health Education Standards / Indicators

1.1 1.2 1.3 1.4 1.8 2.4 3.1 3.3 3.4 3.6 4.1 4.2 4.3 4.4 5.3
5.4 6.1 6.2 6.3 7.1 7.2 7.4

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
---------------------------------------	--

2nd GRADE

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Personal & Family Health

Core Concepts

- Living in a growing and changing family (1.1)
- Understanding that families are special and different in their own ways (1.1)
- Analyzing families on TV (1.2)
- Recognizing that families can help their members be healthy (1.2)
- Identifying healthy role models (1.3)
- Getting help with troublesome feelings (1.4)
- Understanding a growing and changing body (2.1)
- Preventing colds (2.2)
- Washing hands to be healthy (2.2)
- Preventing cuts and burns (2.3)
- Treating cuts and burns (2.3)

Skills / Actions

- Self-assessment (1.4)
- Demonstrating health-enhancing behaviors (2.2)
- Analyzing influences (1.2 1.3 1.4)
- Interpersonal communication (1.4 2.1)
- Decision making (1.4)

Unit 1: Personal & Family Health

Lesson 1: Keeping Myself, My Family and Others Healthy

Activity 1: How Do Families Grow and Change?

- Describe how families grow and change
- Describe the size and shape of their families
- Compare their family size and shape to others

Activity 2: Are Families on TV Real?

- Identify differences between real families and TV families
- Analyze how TV affects what they think, feel and do
- Illustrate how their families can help them be healthy

Activity 3: Meet My Role Model

- Explain how healthy role models can help them act in healthy ways
- Identify a healthy role model
- Illustrate themselves and a role model participating in a healthy activity

Activity 4: Getting Help with Troublesome Feelings

- Identify examples of troublesome feelings
- Identify people who can help them with troublesome feelings
- Decide what to do and whom to go to for help when they have troublesome feelings
- Demonstrate asking for help when they have troublesome feelings

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<p>Lesson 2: Keeping My Body Healthy</p> <p>Activity 1: How Do Bodies Change and Grow?</p> <ul style="list-style-type: none"> • Analyze how their bodies have changed and grown since they were babies • Illustrate how their bodies have changes and grown since they were babies • Describe thoughts and feelings that go with a growing, changing body <p>Activity 2: Preventing Colds and Fighting Germs</p> <ul style="list-style-type: none"> • Explain ways to prevent colds at school and at home • Demonstrate how to wash their hands properly to prevent the spread of germs <p>Activity 3: Preventing and Treating Cuts and Burns</p> <ul style="list-style-type: none"> • Describe ways to prevent burns • Illustrate the steps to treat a minor burn • Describe ways to prevent cuts and scratches • Illustrate the steps to treat minor cuts and scratches <p>National Health Education Standards / Indicators 1.2 1.4 1.5 1.6 1.7 1.8 2.2 2.4 3.1 3.4 3.5 3.6 4.1 4.2 5.3 5.4</p>

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Safety & Injury Prevention

Core Concepts

- Identifying safe people, places and things (1.1)
- Choosing to be smart and safe (1.2)
- Being safe on the street (1.2)
- Advocating for safe behaviors (1.2)
- Being safe as a passenger (1.3)
- Understanding how strong emotions can influence safety choices (1.2 1.3)
- Being safe when home alone (2.1)
- Being safe on a bike (2.3)
- Making Bike Smart decisions (2.3)
- Expressing intentions to be safe (3.1)

Skills / Actions

- Decision making (1.2 1.3 2.2 2.3)
- Advocacy (1.2 1.3 2.2 3.1)

Unit 2: Safety & Injury Prevention

Lesson 1: Street and Car Safety Smart

Activity 1: What Is Being Safety Smart

- Name some people, places and things that make them feel safe
- Define the concept of being Safety Smart

Activity 2: Street Smart

- Describe how they can be smart and safe on the street
- Analyze how emotions can influence behaviors
- Choose to be smart and safe on the street
- Advocate for Street Smart behaviors

Activity 3: Passenger Smart

- Describe how they can be smart and safe passengers
- Analyze how emotions can influence behaviors
- Choose to be smart and safe passengers
- Advocate for Passenger Smart behaviors

Lesson 2: Safe at Home and Away

Activity 1: Home Smart

- Explain what to do to be safe when they are home alone
- Make a commitment to be safe when they are home alone

Activity 2: Water Smart

- Describe ways to be safe around water
- Choose to be safe around water
- Advocate for Water Smart behaviors

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<p>Activity 3: Bike Smart</p> <ul style="list-style-type: none">• Explain the 2 most important rules for being safe on a bike• Identify the proper and safe way to wear a helmet when riding a bike <p>Lesson 3: Being Smart and Safe</p> <p>Activity 1: Celebrate Being Safety Smart</p> <ul style="list-style-type: none">• Express 1 way they intend to be Safety Smart <p>National Health Education Standards / Indicators</p> <p>1.5 1.8 2.4 3.1 3.5 6.1 7.1 7.2 7.4</p>

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Nutrition & Physical Activity

Core Concepts

- Drinking plenty of water every day (1.1)
- Advocating for others to drink water (1.1)
- Eating breakfast every day (2.1)
- Setting a goal to eat healthy breakfast foods (2.1)
- Choosing fruits and vegetables as healthy snacks (3.1 3.2)
- Setting a goal to eat 5 fruits and vegetables a day (3.3)
- Celebrating your body (4.1)
- Setting a goal to exercise and stretch every day (4.2)

Skills / Actions

- Self-assessment (3.3)
- Self managing (3.3)
- Demonstrating health-enhancing behaviors (4.2)
- Interpersonal communication (4.1)
- Decision making (3.1)
- Goal setting (1.1 2.1 3.3 4.2)
- Advocacy (1.1)

Unit 3: Nutrition & Physical Activity

Lesson 1: Water and the Body

Activity 1: Drinking Plenty of Water

- Pledge to drink plenty of water every day
- Advocate for others to drink plenty of water every day

Lesson 2: Breakfast and the Body

Activity 1: Eating a Healthy Breakfast

- Identify healthy breakfast foods
- Pledge to eat a healthy breakfast

Lesson 3: Health Snacks and a 5 a Day

Activity 1: Fruits and Vegetables Are Healthy Snacks

- Identify examples of healthy and less healthy snacks

Activity 2: My 5-a-Day Favorites

- Explain what the message “5 a day” means
- Identify their 5-a-day favorite fruits and vegetables

Activity 3: Setting a Goal: Eat 5 a Day

- Set a goal to eat 5 fruits and vegetables a day
- Monitor and record their daily intake of fruits and vegetables

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<p>Lesson 4: Body Image, Fitness and Health</p> <p>Activity 1: Celebrate Your Body!</p> <ul style="list-style-type: none">• Describe things they like about their bodies• Illustrate things they like about their bodies <p>Activity 2: Stretching My Body</p> <ul style="list-style-type: none">• Demonstrate appropriate stretching activities• Set a goal to stretch every day <p>National Health Education Standards / Indicators</p> <p>2.1 3.1 3.4 4.2 5.3 5.4 6.4 7.2 7.4</p>

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Tobacco & Alcohol Prevention

Core Concepts

- Understanding dangers of all forms of tobacco (1.1)
- Understanding addictions (2.1)
- Dealing with tobacco use by family (2.1)
- Choosing to be tobacco free (3.1)
- Getting support for being tobacco free (3.2)

Skills / Actions

- Accessing resources (3.2)
- Decision making (3.1)
- Goal setting (3.3)
- Advocacy (1.1)

Unit 4: Tobacco & Alcohol Prevention

Lesson 1: Kinds of Tobacco

Activity 1: Dangers of Tobacco

- Explain that all types of tobacco are harmful
- Describe negative effects of tobacco
- Advocate for others not to use tobacco

Lesson 2: The Tobacco Habit

Activity 1: Using Tobacco Can Become Addicting

- Define experimenting and addiction
- Explain that using tobacco is an addiction

Lesson 3: My Healthy Choice: No Tobacco for Me

Activity 1: Making the Choice to Be Tobacco Free

- Choose to be tobacco free

Activity 2: Getting Support to Be Tobacco Free

- Access 3 people who can help them stay tobacco free

Activity 3: Tobacco Free: A Lifetime Pledge

- Pledge to be tobacco free

National Health Education Standards / Indicators

1.1 1.3 2.4 3.4 5.4 6.1 6.3 6.4 7.2 7.4

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
---------------------------------------	--

3rd GRADE

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Personal & Family Health

Core Concepts

- Assessing unsafe situations (1.1)
- Asking for help in unsafe situations (1.1 1.2)
- Dealing with bullying (1.2)
- Advocating against bullying (1.2)
- Predicting future health (2.1)
- Assessing personal health behaviors (2.1)
- Setting a goal for positive health behaviors (2.1)
- Preventing common diseases – heart disease, stroke, cancers, diabetes and HIV (2.2)

Skills / Actions

- Self-assessment (1.1 2.1)
- Accessing resources (1.1 1.2)
- Interpersonal communication (1.2)
- Decision making (1.1)
- Goal setting (2.1)
- Advocacy (1.2)

Unit 1: Personal & Family Health

Lesson 1: Keeping Myself, My Family and Others Healthy

Activity 1: Assessing Situations

- Define safe
- Describe safe situations
- Describe unsafe or uncomfortable situations
- Decide what to do in unsafe and uncomfortable situations
- Determine questions to ask and actions to take to be safe

Activity 2: Dealing with Bullying

- Describe bullying behavior
- Define *not acceptable*
- Describe what to do when being bullied
- Explain what to do when being bullied
- List people who can help if they are being bullied
- Explain what to do if they see someone being bullied
- Take a stand against bullying

Lesson 2: Keeping My Body Healthy

Activity 1: Predicting My Future Health

- Define *lifestyle*
- Define *predict*
- Describe lifestyle choices people make every day
- Assess their own health practices
- Set a goal for positive health behaviors

Activity 2: Preventing Diseases

- Describe behaviors that help prevent diseases

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<p>National Health Education Standards / Indicators 1.1 1.2 1.5 1.6 1.7 1.8 2.4 3.1 3.2 3.3 3.4 3.5 3.6 3.7 4.1 5.3 6.1 6.2 6.4 7.1 7.2 7.4</p>

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
<p><u>Safety & Injury Prevention</u></p> <p>Core Concepts</p> <ul style="list-style-type: none">• Understanding feelings of being safe (1.1)• Thinking ahead to be safe (1.2)• Teaching others to be safe (1.2)• Getting the right kind of help (1.2)• Setting a goal to be safe (1.3)• Identifying people who can help you reach your goals (1.3)• Advocating the safety messages with family and others (1.4) <p>Skills / Actions</p> <ul style="list-style-type: none">• Accessing resources (1.3)• Interpersonal communication (1.2)• Goal setting (1.3)• Advocacy (1.4)	<p><u>Unit 2: Safety & Injury Prevention</u></p> <p>Lesson 1: Being Safe</p> <p>Activity 1: Safety and Me</p> <ul style="list-style-type: none">• Explain what <i>being safe</i> means <p>Activity 2: Teaching Others to Be Safety Smart</p> <ul style="list-style-type: none">• Explain ways to be Safety Smart in a variety of everyday situations <p>Activity 3: Setting My Goal to Be Safety Smart</p> <ul style="list-style-type: none">• Set a goal to stay safe• Identify people who can help them reach their goal• Determine the reward for reaching their goal <p>Activity 4: Advocating for Safety</p> <ul style="list-style-type: none">• Understand the role of a Safety Ambassador• Advocate for others to be safe <p>National Health Education Standards / Indicators 1.1 1.8 2.4 3.1 3.2 3.3 3.4 4.3 6.2 6.4 7.1 7.2 7.4</p>

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Nutrition & Physical Activity

Core Concepts

- Drinking plenty of water (1.1)
- Eating a healthy breakfast (1.2)
- Assessing body feelings after eating breakfast (1.2)
- Eating 5 fruits and vegetables a day (1.3)
- Identifying food choices and influences (2.1)
- Selecting healthy food choices (2.2)
- Keeping a food diary (2.3)
- Evaluating food choices (2.3)
- Setting a goal to eat healthy meals (2.3)
- Identifying positive personal characteristics (3.1)
- Setting a goal to move more and sit less (3.2)
- Accessing support to move more and sit less (3.2)

Skills / Actions

- Self-assessment (1.1 2.1 2.2 2.3 3.1 3.2)
- Self-management (2.3)
- Accessing resources (3.2)
- Demonstrating health-enhancing behaviors (2.3)
- Analyzing influences (2.1)
- Decision making (2.2)
- Goal setting (2.3 3.2)

Unit 3: Nutrition & Physical Activity

Lesson 1: Sharing Nutrition Practices

Activity 1: Drink Plenty of Water

- Explain why the body needs water
- Assess their water-drinking practices

Activity 2: Eat Breakfast Every Day

- Explain why they should eat breakfast every day
- Assess how they feel when they eat breakfast

Activity 3: Eat 5 a Day

- Explain what "5 a day" means
- Describe their favorite fruits and vegetables and when they eat them

Lesson 2: Healthy Food Choice

Activity 1: Food Choices and Influences

- Illustrate favorite foods
- Name different influences on food choices
- Describe favorite foods and explain why they eat them

Activity 2: My Healthy Food Choices

- Make healthy food choices
- Apply the Healthy Food Rules

Activity 3: My Food Diary

- Set a goal to eat healthy foods for breakfast, lunch, dinner and snacks
- Evaluate their daily food choices

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<p>Lesson 3: Body Image, Fitness and Health</p> <p>Activity 1: It's Great to Be Different</p> <ul style="list-style-type: none">• Define <i>compliment</i>• Express positive characteristics about themselves <p>Activity 2: Setting a Goal: Move More, Sit Less</p> <ul style="list-style-type: none">• Assess their activity levels• Set a goal to move more and sit less• Identify people who can help them move more and sit less <p>National Health Education Standards / Indicators</p> <p>1.1 1.2 1.3 1.4 1.8 2.1 2.3 2.4 3.1 3.4 4.1 4.2 4.4 6.1 6.2 6.3 6.4</p>

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Tobacco & Alcohol Prevention

Core Concepts

- Understanding tobacco and alcohol myths (1.1)
- Choosing to be tobacco and alcohol free (1.2)
- Identifying support to be tobacco and alcohol free (1.2)
- Directing your own tobacco- and alcohol-free time (1.3)
- Expressing intentions to be tobacco and alcohol free (1.3)
- Turning off the pressure to use tobacco and alcohol (2.1)
- Understanding where pressure come from (2.2)
- Saying NO to tobacco and alcohol (2.3)
- Advocating for others to be tobacco and alcohol free (2.3)

Skills / Actions

- Accessing resources (1.2)
- Analyzing influences (2.1 2.2)
- Interpersonal communication (2.3)
- Goal setting (1.2 1.3)
- Advocacy (2.3)

Unit 4: Tobacco & Alcohol Prevention

Lesson 1: My Healthy Choice: Tobacco- and Alcohol- Free

Activity 1: Tobacco and Alcohol: Facts and Myths

- Determine facts and myths about tobacco and alcohol

Activity 2: Choosing to Be Tobacco and Alcohol Free

- Explain that it is their choice to be tobacco and alcohol free
- Express intent to be tobacco and alcohol free
- Explain the importance of being tobacco and alcohol free
- List people who can help them with their choice to be tobacco and alcohol free

Activity 3: Directing Your Tobacco- and Alcohol- Free Life

- Explain that they have power to direct their own choices
- Express their intention to be tobacco and alcohol free

Lesson 2: The Pressure to Use Tobacco and Alcohol

Activity 1: The Pressure Cooker

- Describe what people say and do when they pressure others
- Describe how they feel when they are pressured by their friends

Activity 2: Where Does Pressure Come From

- Explain why friends ask friends to use tobacco and alcohol
- Explain why tobacco and alcohol companies try to make

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<p style="margin-left: 40px;">people use tobacco and alcohol</p> <ul style="list-style-type: none"> • Explain how kids pressure themselves to use tobacco and alcohol • Give examples of healthy things they can pressure themselves and others to do <p>Activity 3: Turning Off the Pressure</p> <ul style="list-style-type: none"> • Express the belief that they can turn off the pressure to use tobacco and alcohol • Demonstrate what to say when pressured to use tobacco and alcohol • Demonstrate what to do when pressured to use tobacco and alcohol • Teach others to turn off the pressure to use tobacco and alcohol <p>National Health Education Standards / Indicators</p> <p style="margin-left: 40px;">1.1 1.2 1.3 1.5 1.6 1.8 2.1 2.4 3.1 3.2 3.3 3.4 3.7 4.1 4.2 4.3 5.1 5.2 5.3 5.4 5.6 6.2 6.3 7.1 7.2 7.4</p>

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
---------------------------------------	--

4th GRADE

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
<p><u>Personal & Family Health</u></p> <p>Core Concepts</p> <ul style="list-style-type: none">• Understanding stress (1.1)• Evaluating stressful situations (1.2)• Dealing with stress in healthy ways (1.3)• Understanding conflict (2.1)• Managing conflict in healthy ways (2.2)• Understanding a growing and changing body (3.1 3.2)• Dealing with growing up (3.3)• Assessing talents and skills (3.4 3.7)• Predicting your future (3.6)• Setting a goal to be healthy (3.6)• Getting help with growing up and changing (3.8) <p>Skills / Actions</p> <ul style="list-style-type: none">• Self- assessment (1.3 3.1 3.2 3.4)• Accessing resources (2.2 3.8)• Interpersonal communication (3.1 3.3)• Decision making (1.3 2.2)• Goal setting (3.6)• Advocacy (3.1)	<p><u>Unit 1: Personal & Family Health</u></p> <p>Lesson 1: Managing Stress</p> <p>Activity 1: Stress and the Body</p> <ul style="list-style-type: none">• Define <i>stress</i>• Describe physical and emotional responses to stress <p>Activity 2: Stress Can Feel Good or Bad</p> <ul style="list-style-type: none">• Explain that stress can feel good or bad• Determine if life events cause good or bad stress• Identify possible causes and effects of long-term stress <p>Activity 3: Dealing with Stress in Healthy Ways</p> <ul style="list-style-type: none">• List things that cause them to feel stress• Describe how stress makes them think, look and feel• Decide what they can do to deal with their own stressful situations <p>Lesson 2: Managing Conflict</p> <p>Activity 1: Understanding Conflict</p> <ul style="list-style-type: none">• Define <i>conflict</i>• Propose safe, peaceful and fair ways to deal with conflict• Express intentions to find safe, peaceful and fair solutions to conflict <p>Activity 2: Responding to Conflict</p> <ul style="list-style-type: none">• Determine if conflicts are simple or serious• Decide what to do to solve different conflicts• Decide when a conflict needs adult attention

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<p>Lesson 3: Keeping My Body Healthy</p> <p>Activity 1: Thinking About Growing and Changing</p> <ul style="list-style-type: none">• List difficulties and positive things about growing up• Assess how they feel about growing up and changing• Give advice to someone younger about growing up <p>Activity 2: Growing Bodies</p> <ul style="list-style-type: none">• Assess their body size <p>Activity 3: Dealing with Growing Up</p> <ul style="list-style-type: none">• Formulate healthy responses to questions about the challenges of growing up <p>Activity 4: My Talents and Skills</p> <ul style="list-style-type: none">• Assess capabilities and skills they possess• Analyze things they can do now that they could not do in the past• Identify things they can do that they are proud of <p>Activity 5: Steps to Growing Up Healthy</p> <ul style="list-style-type: none">• Explain steps to growing up healthy <p>Activity 6: Predicting My Future</p> <ul style="list-style-type: none">• Identify things they don't want to happen in their lives• Determine goals for the future• Identify steps to take to meet their goals <p>Activity 7: The Time Capsule</p> <ul style="list-style-type: none">• List things about themselves that they are proud of• State what they want for their future• Identify things they can currently do to stay healthy <p>Activity 8: Getting Help with Growing Up and Changing</p> <ul style="list-style-type: none">• List characteristics of people who would be good to talk to about growing up• Identify people they can talk to about growing up

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<p>National Health Education Standards / Indicators 1.1 1.2 1.5 1.6 1.7 1.8 2.1 2.2 2.4 3.1 3.2 3.3 3.4 3.5 3.7 6.1 6.3 6.4 7.2 7.4</p>

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Safety & Injury Prevention

Core Concepts

- Understanding risk taking (1.1)
- Assessing good and bad risks (1.1)
- Planning ahead to be safe (1.2)
- Assessing feelings about risks (1.3)
- Identifying safe people and places (1.3)
- Assessing feelings (2.1)
- Responding to signals that something is wrong (2.1)
- Understanding personal support (2.2)
- Understanding when to get personal support (2.2)
- Accessing personal support (2.3)
- Resisting peer pressure and dares (3.1)

Skills / Actions

- Self-assessment (1.2 1.3 2.2)
- Accessing resources (2.3)
- Interpersonal communication (3.1)
- Decision making (1.2 2.1 2.3)

Unit 2: Safety & Injury Prevention

Lesson 1: Good and Bad Risks

Activity 1: Understanding Risk Taking

- Define *taking a risk*
- Identify reasons people take risks
- Identify risks they have taken
- Give examples of good and bad risks
- Explain what makes a risk good or bad
- Express intentions around future good and bad risks they will take or avoid

Activity 2: Assessing Actions About Risk

- Assess their personal safety practices
- Explain ways to think and plan ahead to be safe

Activity 3: Assessing Feelings About Risk

- Identify people they can ask for help
- Identify people who make them feel safe
- Name places they feel safe
- Assess how safe they feel
- Identify 1 thing they can do to feel more safe

Lesson 2: My Personal Support Systems

Activity 1: You Are Responsible for You

- Describe what people do when they feel sad or angry
- Identify signals that something is wrong when they feel sad or angry
- Decide what someone should do when feeling sad or angry

Activity 2: Signals for Personal Support

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<ul style="list-style-type: none"> • Explain the meaning of <i>giving support</i> • Describe what it means to have personal support • Identify feelings, actions and thoughts that signal it's time to get help <p>Activity 3: Personal Support for Problems</p> <ul style="list-style-type: none"> • Analyze a variety of problems and determine the type of help needed • Decide whom they can go to for help when they have problems <p>Lesson 3: Dealing with Peer Pressure</p> <p>Activity 1: You Can Resist Peer Pressure and Dares</p> <ul style="list-style-type: none"> • Demonstrate what to say when being pressured to do something that is unsafe or hurtful • Demonstrate use of body language to resist pressure to do something that is unsafe or hurtful • Assess the effectiveness of peers' refusal skills • Assess their own level of resistance skills <p>National Health Education Standards / Indicators</p> <p>1.1 1.2 1.5 1.6 1.7 1.8 2.2 2.4 3.1 3.2 3.3 3.4 3.5 3.6 5.1 5.2 5.3 5.4 5.6 5.7 5.8 6.1 6.3</p>

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Nutrition & Physical Activity

Core Concepts

- Eating healthy (1.1)
- Using the Food Guide Pyramid to eat healthy (1.1)
- Understanding that different foods help the body in different ways (1.2)
- Understanding how many servings you need (1.3)
- Setting a goal to eat healthy and exercise (1.4)
- Keeping a food and exercise journal (1.4)
- Analyzing influences on body image (2.1)
- Liking your body (2.1)

Skills / Actions

- Self-assessment (1.4)
- Self-management (1.4)
- Demonstrating health-enhancing behaviors (1.4)
- Analyzing influences (2.1)
- Goal setting (1.4)

Unit 3: Nutrition & Physical Activity

Lesson 1: Nutrition and Exercise

Activity 1: Eating Healthy: The Big Picture View

- Name foods that fit into each of the food groups
- Identify foods they like in each of the food groups

Activity 2: Foods Help Your Body in Different Ways

- Identify the jobs different food groups do for the body

Activity 3: How Many Servings Do You Need?

- Identify the number of servings they should eat each day from each food group

Activity 4: My Daily Food and Exercise Journal

- Explain why it is important to exercise every day
- Monitor their daily food, water and exercise habits
- Assess their daily nutrition and exercise habits
- Set a goal to improve their daily food intake
- Set a goal to improve their daily exercise choices

Lesson 2: My Body Image

Activity 1: Body Image: Analyzing Influences

- Identify sources of influence and popular ideas about how people should look
- Describe what they like best about their own bodies

National Health Education Standards / Indicators

1.1 1.2 1.3 2.3 3.1 3.2 3.4 4.1 4.2 6.4

HEALTHSMART K-4

Content and Health
Skills Progression

Objectives and National
Health Education Standards

Tobacco & Alcohol Prevention

Core Concepts

- Identifying reasons to say NO to tobacco and alcohol (1.1)
- Advocating to be tobacco and alcohol free (1.1)
- Understanding issues about tobacco and alcohol (1.2)
- Analyzing media influences to use tobacco and alcohol (1.2)
- Saying NO to tobacco and alcohol as a healthy choice (2.1)
- Demonstrating effective tobacco and alcohol resistance skills (2.1 2.2 2.3)
- Helping others say NO to tobacco and alcohol (3.1)

Skills / Actions

- Analyzing influences (1.2 2.1)
- Interpersonal communication (2.1 2.2 2.3)
- Advocacy (1.1 2.1 3.1)

Unit 4: Tobacco & Alcohol Prevention

Lesson 1: Tobacco and Alcohol Facts

Activity 1: Reasons to Stay Tobacco and Alcohol Free

- List reasons to be tobacco and alcohol free
- Conclude that most young people choose to be tobacco and alcohol free
- Advocate for others to be tobacco and alcohol free

Activity 2: What We Know About Tobacco and Alcohol

- Explain that young people are affected by pressure to use tobacco and alcohol
- Describe why young people experiment with tobacco and alcohol
- Describe some mixed messages they receive about tobacco and alcohol
- Explain how tobacco and alcohol companies target young people
- Explain ways they can help their peers stay away from tobacco and alcohol

Lesson 2: Saying NO to Tobacco and Alcohol

Activity 1: Saying NO Takes Practice

- Explain reasons for being tobacco and alcohol free
- Demonstrate how to say NO when pressured to use tobacco or alcohol
- Demonstrate body language that should be used when saying NO

HEALTHSMART K-4

Content and Health Skills Progression	Objectives and National Health Education Standards
	<ul style="list-style-type: none"> • Describe different sources of pressure to use tobacco and alcohol • Explain how friends can help them stay tobacco and alcohol free <p>Activity 2: Practicing How To Say NO</p> <ul style="list-style-type: none"> • Demonstrate how to resist pressure to use tobacco and alcohol • Judge the effectiveness of peers' refusal techniques <p>Activity 3: Saying NO in My World</p> <ul style="list-style-type: none"> • Demonstrate effective ways to resist pressure to use tobacco and alcohol <p>Lesson 3: Spreading the Word: Be Tobacco and Alcohol Free</p> <p>Activity 1: Take It From Me – Be Drug Free!</p> <ul style="list-style-type: none"> • Explain how to say NO to pressure to use tobacco and alcohol • Advocate for others to be tobacco and alcohol free <p>National Health Education Standards / Indicators 1.1 1.2 1.4 1.8 2.3 3.1 3.4 3.6 3.7 4.1 4.2 4.4 5.1 5.2 5.3 5.5 5.6 5.7 7.1 7.2 7.4</p>