Grade 4 & 5 Health: Optimal Wellness

Unit Focus

This unit emphasizes prioritizing healthy behaviors by focusing on a holistic approach to achieving the best health outcome. Optimal health is a state of complete physical, mental, and social well-being. The little choices you make daily have a lasting impact on your health and wellness. In a world where chronic conditions like heart disease and obesity run rampant, it has never been more important to take steps to improve your overall health. Throughout this unit, students will learn how simple habits like a healthy diet, good sleep, regular physical activity, and stress management built up over time can help keep you feeling your best by improving your mental health and overall well-being. This will also benefit your heart health and help you maintain a healthy body mass index. Students will also learn how bad habits will harm overall health over time.

Students will also have lessons in Sexual Assault and Abuse Prevention. In grade 4, these lessons will build upon grade 3 lessons by continuing to focus on close family and what is appropriate touch (hugging parents, grandparents) and how to say no if uncomfortable. Emphasis will be on maintaining the personal space of self and others. In grade 5, students will receive a lesson about the difference between safe and unsafe touch, how to identify situations where appropriate touch is needed and situations where it is unwanted. Students will also review what a trusted adult is, identify those people, and understand that they can tell them if they feel uncomfortable with a situation. This lesson will be delivered by the school counselor and/or social worker. Parents will receive a letter prior to the lesson to inform them of the content and date.

Stage 1: Desired Results - Key Understandings

Standard(s)

Healthy and Balanced Living Curriculum Framework
Health Education 3-5

- List healthy ways to express affection, love, and friendship. (HR 1.1.5)
- Identify characteristics and benefits of healthy family and peer relationships (HR 1.2.5)
- Define and discuss consent as it relates to personal boundaries. (HR 1.4.5)
- Name the food groups and variety of nutritious food choices for each food group. (HEPA 1.1.5)
- Explain the importance of eating a variety of foods from all the food groups (HEPA 1.2.5)
- Describe the physical, mental, social, and academic benefits of healthful eating habits and physical activity. (HEPA 1.3.5)
- Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. (HEPA 1.6.5)
- Describe the range of physical, social, and emotional changes that occur during puberty (SH 1.3.5)
- Explain how puberty and development can vary greatly and still be normal. (SH 1.4.5)

Transfer

Students will be able to independently use their learning to...
T1 Analyze risk factors and evaluate the consequences to self and others before taking action.
T2 Evaluate and identify mutually supportive group and individual relationships for the development of a positive and healthy self.

Meaning

Understanding(s)

Students will understand that...
U1 Healthy decisions affect how we feel physically as well as emotionally.
U2 Mental and emotional development impacts all components of wellness.
U3 We can reduce health risks by practicing healthy behaviors.
U4 Emotional and social health are central to individuals' well-being.
U5 Personal wellness is dependent on applying health skills and concepts to everyday lifestyle behaviors.
U6 Healthy habits prevent disease and enhance overall wellness.

Essential Question(s)

Students will keep considering...
Q1 What actions does a person need to take to be healthy?
Q2 When do I feel that I operate at my best?
Q3 What control do I have over the path my life takes?
Q4 Do my actions and/or decisions have a negative or positive impact on myself or others?
Q5 What strategies do I have to make health-enhancing decisions?

Stage 1: Desired Results - Key Understandings

- Describe ways to prevent the spread of germs that cause infectious diseases (OWDP 1.1.5)
- Describe the benefits of personal health care practices such as tooth brushing and flossing, hand washing, covering a cough and sneeze, washing hair, and bathing regularly. (OWDP 1.2.5)
- Define consent in a variety of settings (e.g., social interactions, playground interactions, physical contact, holding hands, kissing, etc. (SAAP 1.1.5)
- Distinguish between "appropriate" and "inappropriate" touch. (SAAP 1.2.5)
- Explain that inappropriate touches should be reported to a trusted adult. (SAAP 1.3.5)
- Explain why it is not the child's fault if someone touches him or her in an inappropriate way. (SAAP 1.4.5)
- Explain that everyone has the right to tell others not to touch his or her body. (SAAP 1.5.5)
- Explain what it means to be mentally or emotionally healthy. (MEH 1.2.5)
- Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). (MEH 1.8.5)
- List examples of dangerous or risky behaviors that might lead to injuries. (SIP 1.2.5)
- Explain why household products are harmful if ingested or inhaled. (SIP 1.11.5)
- Identify and describe influences of peers, family, school, and community on health practices and behaviors. (INF 2.1.5)
- Demonstrate healthy ways to manage or resolve conflict (IC 4.4.5)
- Identify situations which need a health-related decision. (DM 5.1.5)
- Decide when help is needed and when it is not needed to make a healthy decision. (DM 5.2.5)
- Explain how family, culture, peers, or media influence a health-related decision. (DM 5.3.5)
- Identify options and their potential outcomes when making a health-related decision. (DM 5.4.5)
- Choose a healthy option when making a decision (DM 5.5.5)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 the Health Triangle represents the three components to overall well-being (physical, social, mental).
K2 that respecting yourself is the first step in making good health decisions and healthy habits are essential for overall health.
K3 healthy decisions are made with forethought and through a process.
K4 using "I messages" is a healthy way to let others know your personal feelings and thoughts.
K5 that optimal nutrition and wellness contribute to the general wellbeing of individuals and families across the life span.
K6 what constitutes proper nutrition and why it is important to having lifelong health.
K7 that taking care of the circulatory, muscular and skeletal systems helps to prevent diseases/disorders.
K8 germs are "pathogens" which can make you ill. Good hygiene can keep pathogen at bay and keep you healthy.
K9 Medicines come in a variety of forms (i.e. prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
K10 all medicines can be dangerous if used incorrectly.
K11 that over the counter (OTC) are ones you can buy in a store and prescription medicines need to be prescribed by a doctor.
K12 all medicines have important information on the label that needs to be read, instructions that must be followed, and warnings for use.
K13 that accurate nutrition information and healthy food choices contribute to overall wellness.
K14 basic hygiene: showering, laundry, deodorant, etc.
K15 Understanding physical, mental, and emotional changes that occur during puberty facilitates the transition from childhood to adolescence.

Skill(s)

Students will be skilled at...

S1 identifying a personal goal based on wellness triangle inventory.
S2 monitoring growth over time on a personal goal.
S3 identifying feelings and the connection between feelings and actions.
S4 applying decision making steps in hypothetical situations.
S5 practicing coping strategies for various situations.
S6 explaining how the three parts of the health triangle are related.
S7 Explain why is it important not to take anyone else's medication.
S8 explain the difference between prescription medicine and over-the-counter medicine.
S9 applying decision making steps in a personal situation to make a well-informed choice.
S10 understanding the importance of hygiene for personal well-being and health.

Stage 1: Desired Results - Key Understandings		
• Describe the final outcome of a health-related decision. (DM 5.6.5) • Describe practices and behaviors that reduce or prevent health risks. (SM 7.1.5) **Madison Public Schools Profile of a Graduate** • Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)	**K16** puberty causes hormonal changes that can impact a person's daily hygiene habits and all of the components of the health triangle. **K17** puberty is a long process that takes place at different times for different people. **K18** decision making steps are a helpful strategy to making well-informed decisions. The decision making process involves: 1. identifying the decision 2. brainstorming options 3. determining if help is needed 4. making a decision 5. describe possible outcomes	