

Oakwood City School District

Health - Fifth Grade

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PERSONAL HEALTH AND WELLNESS

- Get an appropriate amount of sleep and rest
- Prevent hearing and vision loss.
- Explain why sleep and rest are important for proper growth and good health.
- Explain how hearing can be damaged by loud sounds.
- Describe how vision can be damaged.
- Describe ways to prevent vision or hearing damage.
- Demonstrate the ability to practice health enhancing behaviors relating to preventing vision and hearing damage.

MENTAL AND EMOTIONAL HEALTH

- Engage in activities that are mentally and emotionally healthy.
- Get help for troublesome thoughts, feelings, or actions for oneself and others.
- Explain what it means to be mentally or emotionally healthy.
- Describe the relationship between feelings and behavior.
- Describe appropriate ways to express and deal with emotions.
- Explain the importance of talking with parents and other trusted adults about feelings.
- Identify feelings of depression, sadness, and hopelessness for which someone should seek help.
- Identify positive and negative ways of dealing with stress and anxiety.
- Explain the importance of respecting the personal space and boundaries of others.
- Identify characteristics of someone who has self-respect.
- Give examples of prosocial behaviors. (ex. Helping others, being respectful of others, cooperation, consideration)
- Demonstrate the ability to communicate to enhance health and avoid or reduce health risks.
- Demonstrate advocate for emotional and mental health.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

- Avoid misuse and abuse of over-the-counter and prescription drugs.
- Avoid experimentation with alcohol and other drugs.
- Avoid the use of alcohol.
- Avoid the use of illegal drugs.
- Avoid using (or experimenting with) any form of tobacco.
- Avoid second-hand smoke.

- Support a tobacco-free environment.
- Support others to be tobacco free.
- Explain why household products are harmful if intentionally absorbed or inhaled. (DARE)
- Explain the benefits of medicines when use correctly. (DARE)
- Explain how to use medicines correctly. (DARE)
- Describe potential risks associated with inappropriate use of over-the-counter medicines. (DARE)
- Explain the potential risks associated with inappropriate use and abuse of prescription medicines. (DARE)
- Identify short-and long-term effects of alcohol use. (DARE)
- Identify family and school rules about alcohol use. (DARE)
- Explain the difference between medicines and illicit drugs. (DARE)
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use refusal skills to avoid the use of alcohol and other drugs.
- Identify short-and long-term physical effects of using tobacco. (DARE)
- Describe the benefits of abstaining from or discontinuing tobacco use. (DARE)
- Explain the dangers of experimenting with tobacco. (DARE)
- Describe family rules about avoiding tobacco use. (DARE)
- Explain the short-and long-term physical effects of being exposed to others' tobacco use. (DARE)
- Identify the effects of tobacco use on social relationships. (DARE)
- Explain that tobacco use is an addiction that can be treated. (DARE)
- Describe how to support family and friends who are trying to stop using tobacco. (DARE)
- Demonstrate the ability to advocate to be tobacco free and to help others be tobacco free.

VIOLENCE PREVENTION

- Avoid bullying, being a bystander to bullying, or being a victim of bullying.
- Avoid situations where violence is likely to occur.
- Avoid associating with others who are involved in or who encourage violence or criminal activity.
- Get help to prevent or stop violence including abuse, bullying and fighting.
- Get help to prevent or stop inappropriate touching
- Explain why it is wrong to tease or bully others based on their body type or other personal characteristics. (DARE)
- Describe examples of prosocial behaviors that help prevent violence. (DARE)
- Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. (DARE)
- Describe what to do if oneself or someone else is being bullied.
- Recognize techniques that are used to coerce or pressure someone to use violence. (DARE)
- Identify examples of dangerous or risky behaviors that might lead to injuries. (DARE)
- Explain the difference between tattling and reporting bullying. (DARE)
- Distinguish between “appropriate” and “inappropriate” touch.
- Explain that inappropriate touches should be reported to trusted adult.

- Explain why it is not the child's fault if someone touches him or her in an inappropriate way.
- Explain that everyone has the right to tell others not to touch his or her body.
- Demonstrate the ability to communicate ways to violence prevention.
- Demonstrate the ability to use decision-making skills to prevent/avoid bullying and fighting situations.

SEXUAL HEALTH

- Avoid pressuring others. (Consent)
- Treat others with courtesy and respect without regard to their sexuality or gender expression.
- Progress through puberty in a healthy way.
- Describe personal characteristics related to sexuality or gender expression that make people different from one another.
- Summarize why it is wrong to tease or bully based on stages of puberty, sexuality and/or gender expression.
- Be aware of social pressure and the right to say no.
- Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.