

Health Area: Alcohol, Tobacco, and Drug Use Prevention

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

Essential Health Concepts

4.1.l. Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.
4.1.m. Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs.

Healthy Decisions

4.2.e. Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs.
4.2.f. Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs.
4.2.g. Demonstrate refusal skills.

Advocacy and Health Promotion

4.3.d. Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.
4.3.e. Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.

Essential Understandings:

- Alcohol, tobacco, inhalants, and other drugs have negative and sometimes lasting effects on body systems.
- The adage that “everyone is doing it” is incorrect.
- It is important to be able to say no and create a safe and drug-free environment.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • Alcohol is a depressant. That means it's a drug that slows down or depresses the brain. Like many drugs, alcohol changes a person's ability to think, speak, and see things as they really are. A person might lose his or her balance and have trouble walking properly. The person might feel relaxed and happy and later start crying or get in an argument. Drinking too much alcohol can lead to alcohol poisoning, which can kill a person. Over time, people who abuse alcohol can do serious damage to their bodies. The liver, which removes 	<p>Health Education Resources for all of Grade Four</p> <ul style="list-style-type: none"> • Grade Four Health Education Standards of Learning • Grade Four Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 4 - ATOD Risks and Refusal • Unit 2 - Grade 4 - Alcohol Use • Unit 3 - Grade 4 - Tobacco Yucks • Unit 4 - Grade 4 - Tobacco Use 	<p>Create a chart with body systems listed and identify the substance that affects the system Role play use of effective refusal/resistance skills. Create a positive messaging campaign about not using and refusing drugs. Include a slogan or catchphrase that can empower others. Complete VA ABC booklets. Role-play scenarios during which refusal skills may be necessary.</p>	<p>KidsHealth: Alcohol</p> <p>U.S. Department of Health and Human Services: Be Tobacco Free</p> <p>VDOE: Office of Student Services: Inhalant Abuse Prevention: Staff Education and Student Curriculum</p> <p>http://www.nea.org/tools/practice-saying-no.htmlNational Education Association: Practice Saying No</p> <p>U.S. Department of Health and Human Services: Too Smart to Start – Youth (alcohol prevention)</p> <p>Lesson Plan U.S. Department of Health and Human Services: Prevent Underage Alcohol Use</p>

<p>poisons from the blood, is especially at risk.</p> <ul style="list-style-type: none"> • Tobacco can be ingested in different ways. The nicotine in tobacco affects brain functions. Nicotine is quickly absorbed into your bloodstream. Within 10 seconds of entering your body, the nicotine reaches your brain. It causes the brain to release adrenaline, creating a buzz of pleasure and energy. The buzz fades quickly though, and leaves you feeling tired, a little down, and wanting the buzz again. This feeling is what makes you light up the next cigarette. Since your body is able to build up a high tolerance to nicotine, you'll need to smoke more and more cigarettes in order to get the nicotine's pleasurable effects and prevent withdrawal symptoms. This up and down cycle repeats over and over, leading to addiction. Addiction keeps people smoking even when they want to quit. • Immediate effects of inhalants may last only a minute or two, possibly up to five minutes. They are 			<p>National Institute on Alcohol Abuse and Alcoholism (NIAA)</p> <p>Health Smart Virginia Resources for Grade 4 including the following identified resources:</p> <ul style="list-style-type: none"> • ABC Virginia Elementary Guide • Alcohol, Tobacco, Drugs • Alcohol, Tobacco, Drugs (2nd Link) • Alcohol, Tobacco, Drugs (3rd Link) • Brain Power! • Drug Abstinence Skills • It's My Life • LifeSkills Training • NEA Practice Saying No • On the Rocks Resource Guide • Operation Prevention - opioid use prevention • Practice Saying No • Refusal Skills • Refusal: Sample Animation Activity • The Dangers of Drug Abuse • Together Counts - Decision Making • Underage Drinking Teacher Kit • Virginia ABC Elementary Guide
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<p>similar to alcohol intoxication (euphoria followed by lethargy from central nervous system depression). These effects are temporary.</p> <ul style="list-style-type: none"> ○ Dizziness, Excitation, Disorientation, Emotional volatility, Loss of coordination, Distortion of perception, Cognitive impairment, Hallucinations, Tremors, Lightheadedness, Diminished sensitivity to pain, Slurred speech, Loss of inhibitions ● Long-term effects of inhalants may present after prolonged exposure. The following list represents a range of consequences that may result from chemical exposure. Some of the neurological effects may be reversible with time and appropriate medical and rehabilitative services. <ul style="list-style-type: none"> ○ Brain damage, Impaired motor coordination, Loss of or impaired 			
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<p>vision, Loss of or impaired hearing, Destruction of liver tissue, Leukemia, anemia, Reduced kidney function, Damage to muscles of the heart, Damage to lungs, Damage to neurons' myelin sheath, Muscle tremor, Numbness in extremities, Slurred speech, Decreased sensory capacities, Memory loss, Dementia, Depression and other mental illness, Progression to other drug abuse</p> <ul style="list-style-type: none"> • Research shows using refusal skills is one of the best ways to prevent substance abuse. • Local Health Districts, Guidance Counselors, Physicians, Teachers, and other trusted adults are good sources for learning about prevention programs. • Reasons people use: They want to be liked, appear older, avoid conflict, experiment, see others doing it, have easy access to it, are influenced by 			
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<p>social media, use to control weight, and look cool.</p> <ul style="list-style-type: none"> • Reasons people avoid: They get involved in activities, talk to trusted adults, practice how to say no, set goals to achieve, understand the consequences, and make a conscious choice not to start. • Pressure is the feeling that you are being pushed toward making a certain choice—good or bad. • A peer is someone in your own age group. • Peer pressure is the feeling that someone your own age is pushing you toward making a certain choice, good or bad. 			
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Health Area: Body Systems

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

<p>Essential Health Concepts</p> <p>4.1.a. Identify the major structures and functions of the immune system.</p> <p>4.1.j. Describe how viruses, bacteria, parasites, and fungi are spread.</p> <p>4.1.k. Compare and contrast communicable and non-communicable diseases.</p>	<p>Healthy Decisions</p> <p>4.2.a. Describe how the immune system defends against germs.</p>	<p>Advocacy and Health Promotion</p> <p>4.3.a. Identify ways to boost the immune system to reduce risk of communicable or non-communicable disease.</p>
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Essential Understandings:

- The immune system works to help maintain a healthy body.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • The immune system, also known as the lymphatic system, is responsible for protecting the body from harmful invaders such as germs, viruses, and other foreign substances. The immune system is made up of the tissues and organs that produce, store, and carry white blood cells that fight infections and other diseases. This system includes the bone marrow, spleen, tonsils, thymus, lymph nodes, and lymphatic vessels. • Lymph — a clear fluid that travels through the lymphatic system and carries cells that help fight infections and other diseases. 	<p>Health Education Resources for all of Grade Four</p> <ul style="list-style-type: none"> • Grade Four Health Education Standards of Learning • Grade Four Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade 4 - The Immune System • Unit 2 - Grade 4 - Germs and the Immune System • Unit 3 - Grade 4 - Spread Love, Not Germs • Unit 4 - Grade 4 - What Am I? Who Am I? • Unit 5 - Grade 4 - Disease Simile 	<ul style="list-style-type: none"> • Describe one major structure of the immune system and how it helps protect the body from harmful substances (germs, viruses). • Create a social media item (video, infographic, poster, messages) promoting ways to boost one’s immune system. • Write a story describing the immune system as an army and explain its role in defending the body against germs. Be sure to include information explaining what kind of health the body is in to effectively fight off the germs. • Explore and complete activities on online 	<p>Lesson plans Student friendly information CDC Information on Immune System How to Boost Your Immune System</p> <p>Health Smart Virginia Resources for Grade 4 including the following identified resources:</p> <ul style="list-style-type: none"> • KidsHealth.org • Kids Health How the Body Works YouTube Video Series • Kids Health - human body series • Scholastic Study Jams!

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<ul style="list-style-type: none"> • Lymph nodes — rounded masses of lymphatic tissue that is surrounded by a capsule of connective tissue. Lymph nodes filter lymph, and they store white blood cells. They are located along lymphatic vessels. • Lymph vessels — thin tubes that carry lymph and white blood cells through the lymphatic system. They branch, like blood vessels, into all the tissues of the body. • The thymus — an organ in the chest behind the breastbone. T lymphocytes grow and multiply in the thymus. • The spleen — an organ on the left side of the abdomen, near the stomach. It produces some white blood cells, filters the blood, stores blood cells, and destroys old blood cells. • White blood cells — cells are made by bone marrow and help the body fight infection and other 		<p>interactive human body sites</p> <ul style="list-style-type: none"> • List 3 strategies for building up immunity against disease. 	
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<p>diseases. There are lots of types of white blood cells.</p> <ul style="list-style-type: none"> • Specialized white blood cells play a major part in the body's immune response. They gather in the lymph nodes and other parts of the immune system. • The immune system uses white blood cells as an army inside the body to attack germs and unwanted enemies. The immune system needs to have a healthy body to work at its best. • Ways to boost the immune system include <ul style="list-style-type: none"> ○ Don't smoke. ○ Eat a diet high in fruits, vegetables, and whole grains, and low in saturated fat. ○ Exercise regularly. ○ Maintain a healthy weight. ○ Control your blood pressure. ○ Get adequate sleep. ○ Take steps to avoid infection, such as washing your hands 			
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<p>frequently and cooking meats thoroughly.</p> <ul style="list-style-type: none"> ○ Get regular medical screening tests for people in your age group and risk category. <p>"How to Boost Your Immune System-Harvard Health." Harvard Health. N.p., n.d. Web. 12 Apr. 2016.</p>			
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Health Area: Community Involvement

VDOE Standards:

- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

<p>Essential Health Concepts None.</p>	<p>Healthy Decisions None.</p>	<p>Advocacy and Health Promotion 4.3.m. Identify problems and possible solutions for community health issues. 4.3.n. Discuss the benefits of volunteering, and identify local volunteer opportunities.</p>
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<p>Essential Understandings:</p> <ul style="list-style-type: none"> • Volunteering is helpful to personal and community health.

<p>Essential Knowledge and Skills</p>	<p>Sample Instructional Activities <i>(What the Teacher Will Do)</i></p>	<p>Sample Student Assessments <i>(What the Students Will Do/Demonstrate)</i></p>	<p>Sample Resources</p>
<ul style="list-style-type: none"> • The Virginia Department of Health provides Local Health Districts with data on community health issues. • There are many ways to get involved in the community, such as volunteering at local races, homeless shelters, sporting events, etc. • Perhaps the first and biggest benefit people get from volunteering is the satisfaction of incorporating service into their lives and making a difference in their community and country. • The intangible benefits alone—such as pride, satisfaction, and accomplishment—are worthwhile reasons to serve. In addition, when we share our time and talents we: 	<p>Health Education Resources for all of Grade Four</p> <ul style="list-style-type: none"> • Grade Four Health Education Standards of Learning • Grade Four Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 3 - Grade 4 - Our Community's Health 	<ul style="list-style-type: none"> • Have students identify three upcoming community volunteer events that raise awareness about health issues. • Read stories about young people across the country who are volunteering and improving community health. • Introduce students to various community service options that they can become involved in (e.g., scouts, health walks, neighborhood clean ups) • Have students create a plan in response to the following question: What can I do to protect my community and environment? • Have students keep a log of the volunteer opportunities that they participate in either at home or in school 	<p>Health Smart Virginia Resources for Grade 4 including the following identified resources:</p> <ul style="list-style-type: none"> • Exploring Community • Benefits of Volunteering

Health Area: Community Involvement

VDOE Standards:

- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

<ul style="list-style-type: none"> ○ Solve Problems ○ Strengthen Communities ○ Improve Lives ○ Connect to Others ○ Transform Our Own Lives 		<p>(i.e., help another student, collect the mail, etc.).</p>	
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Health Area: Healthy Environment

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

Essential Health Concepts

4.1.r. Describe the effects of air pollution on health.

Healthy Decisions

4.2.s. Explain the health consequences associated with air pollution.

Advocacy and Health Promotion

4.3.o. Develop strategies to reduce air pollution.

Essential Understandings:

- Air pollution impacts the environment and individual health.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • Air pollution can impact health by creating risks for heart disease, asthma, respiratory disorders, stroke, lung cancer, and more. • Technology and research have created many ways to reduce air pollution, such as cleaner fuel for vehicles, energy-efficient housing, and power alternatives that reduce the amount of pollution being emitted into the air. 	<p>Health Education Resources for all of Grade Four</p> <ul style="list-style-type: none"> • Grade Four Health Education Standards of Learning • Grade Four Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade 4 - Air Pollution • Unit 2 - Grade 4 - Healthy Air • Unit 3 - Grade 4 - Air Pollution and Trees • Unit 4 - Grade 4 - Helping Our Environment (Planting Trees) 	<ul style="list-style-type: none"> • Evasion game where the taggers are “air pollution”. Once tagged, students must identify a health risk/consequence associated with air pollution and do an exercise to return to the game. • Create a poster promoting ways to reduce air pollution. Be sure to include the ways that air pollution can harm people and the environment. • Participate in International Walk to School or Bike to School Day • Evaluate Kiss and Ride (number of cars), implement promotions for safe walking/biking to school, share information with parents, re-evaluate number of cars in Kiss and Ride 	<p>World Health Organization: Air Pollution causes and consequences</p> <p>EPA - Air Topics</p> <p>Ventura County, CA. Air Pollution Control District – 50 Simple Ways to Help Reduce Air Pollution</p> <p>eSchoolToday – Your cool facts and tops on air pollution (What is air pollution, causes, effects, prevention/solutions, fact sheet)</p> <p>Health Smart Virginia Resources for Grade 4 including the following identified resources:</p> <ul style="list-style-type: none"> • CT Environmental Health Curricula For Health Teachers • EPA Games and Quizzes • EPA Student Resources • Go Green • IDAHO Environmental Health Education – Lesson Plans for All Grade Levels

Health Area: Healthy Environment

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- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
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		<ul style="list-style-type: none"> • Select one type of pollution and explain how it affects individual and family health. • Discuss strategies to avoid tobacco smoke. • Work together to research organizations in the community that help reduce pollution. 	<ul style="list-style-type: none"> • <u>Reduce, Reuse, Recycle</u>
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Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

Essential Health Concepts

- 4.1.b. Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep.
- 4.1.c. Evaluate the importance of balance, variety, and moderation in a meal plan.
- 4.1.d. Determine the nutrients needed for proper brain function.
- 4.1.e. Describe the impact of fats, carbohydrates, and proteins on mental and physical performance.
- 4.1.f. Analyze the impact of nutrients on growth and development.
- 4.1.g. Determine how the serving sizes and sugar content for a variety of foods and beverages affect health.
- 4.1.h. Identify the effects of malnutrition.
- 4.1.i. Recognize effects of malnutrition and overnutrition (obesity, on the immune system).

Healthy Decisions

- 4.2.b. Explain how physical activity, rest, and sleep affect health.
- 4.2.c. Compare serving sizes of restaurant or packaged foods to the quantity of food needed to keep the body healthy.
- 4.2.d. Compare the serving sizes and added sugar content of foods served at meals and various family celebrations.
- 4.2.h. Explain ways to take personal responsibility for exhibiting healthy practices within the school and community setting.

Advocacy and Health Promotion

- 4.3.b. Compare recommended serving size and actual package size for foods or beverages.
- 4.3.c. Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.
- 4.3.f. Describe the importance of early detection of health problems.
- 4.3.g. Identify accurate and inaccurate health information.
- 4.3.h. Analyze resources for personal and community health from health care agencies, printed materials, broadcast media, the Internet, and audiovisual materials.

Essential Understandings:

- A balanced healthy lifestyle includes activity, healthy food choices, and sleep.
- A balanced diet includes fats, carbohydrates, and proteins.
- A balanced diet includes appropriate portion sizes and limited sugar intake.
- Malnutrition effects a person's overall health.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Fitness includes eating healthy foods and getting daily physical activity (exercise). • Physical activity is movement that makes the heart beat faster. In combination with healthy eating, physical activity can help prevent a range of chronic diseases, including heart disease, cancer, and stroke, which are the three leading causes of death. 	<p>Health Education Resources for all of Grade Four</p> <ul style="list-style-type: none"> • Grade Four Health Education Standards of Learning • Grade Four Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 4 - Nutrition for Health • Unit 2 - Grade 4 - Physical Activity and Sleep 	<ul style="list-style-type: none"> • Create a physical-activity plan, sleep plan, and a meal plan (one meal and one snack) to balance one's health and that meet's daily requirements. Plan should include goals, action steps, justification, monitoring, and reflection of progress. • Draw a picture of the human body and label systems that use carbohydrates, fats, proteins and how much is 	<p>Health Smart Virginia Resources for Grade 4 including the following identified resources:</p> <p>Nutrition</p> <ul style="list-style-type: none"> • American Heart Association (AHA) - Elementary Lesson Plans • AHA Balance It Out Teacher's Guide • AHA It Takes a Heart to be a Hero Teacher's Guide 2012-2013

Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

<p>Physical activity helps control weight, builds lean muscle, reduces fat, promotes strong bone, muscle and joint development, and decreases the risk of obesity.</p> <ul style="list-style-type: none"> • Healthy choices keep the body working and growing most effectively. Unhealthy choices can lead to injury or illness, feeling tired or frustrated, not being able to keep up with your friends, and not doing your best in school. • Healthy food choices: Eating a diet rich in vegetables and fruits as part of an overall healthy diet may reduce risk for heart disease, including heart attack and stroke. Eating a diet rich in some vegetables and fruits as part of an overall healthy diet may protect against certain types of cancers. Diets rich in foods containing fiber, such as some vegetables and fruits, may reduce the risk of heart disease, obesity, and 	<ul style="list-style-type: none"> • Unit 3 - Grade 4 - Our Community's Health • Unit 4 - Grade 4 - You Are What You Eat • Unit 5 - Grade 4 - Health Promotion Newspaper Performance Task 	<p>needed for proper body functioning</p> <ul style="list-style-type: none"> • Explain how the immune system works and how it is affected by malnutrition and over nutrition (obesity) • Compare and contrast a variety of food labels for serving size and sugar content • Evaluate a holiday/family celebration meal (restaurant, school lunch, family) for serving sizes and sugar content; make recommendations to reduce sugar content as appropriate • Discuss strategies for avoiding overconsumption (e.g., sharing meals, “doggie bags”, ordering smaller portions). • Analyze serving size recommendations on the packaging of various snack foods and drinks and discuss strategies for limiting consumption of snacks and increasing consumption of a healthy variety of food groups. • Write one-page reflection statements about their 	<ul style="list-style-type: none"> • AHA It Takes a Heart to be a Hero Teacher’s Guide 2013-2014 • Eating Healthy - The Big Picture View • Food Helps Your Body in Different Ways • Kids Health Teacher’s Guides: <ul style="list-style-type: none"> • Food Labels • PE Central Nutrition Station Circuit • Serving Up My Plate - A Yummy Curriculum Grades 3-4 • Shape America - What’s in My Fast Food • Utah Education Network Design a Meal • Together Counts Nutrition curriculum <ul style="list-style-type: none"> • Wellness • What Is Energy Balance? • What is the Pattern? <p>Physical Activity</p> <ul style="list-style-type: none"> • Action for Healthy Kids - Instant Recess, Brain Breaks, and Energizers • Activity Breaks • American Heart Association (AHA) - NFL Play 60 Challenge
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Health Area: Health Promotion Including Nutrition and Physical Activity

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<p>type 2 diabetes. Eating vegetables and fruits rich in potassium as part of an overall healthy diet may lower blood pressure, and may also reduce the risk of developing kidney stones and help to decrease bone loss. Eating foods such as vegetables that are lower in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake. (Why is it important to eat vegetables?)</p> <ul style="list-style-type: none"> • Getting enough sleep is as important as eating the right foods and exercising daily. Sleep helps your brain, mood, dealing with stress. Lack of sleep can affect mood, energy, attention, and academic performance. • In order to get enough sleep, go to bed at the same time every night, be calm and quiet before going to bed, don't eat much before bedtime, and don't drink (especially caffeine) before bedtime. 		<p>activity levels and what influences them to be active.</p> <ul style="list-style-type: none"> • List examples of exercise and recreational activities that they enjoy. • Write one-page essays about personal health habits that improve cardiovascular health. • Create a plan to get enough sleep and 60 minutes of physical activity over the next 3 days. • Identify ways you take personal responsibility for your health. • Evaluate five health information sources to determine if it has reliable content, is accurate, and provides current information. • Name 3 ways their families influence their health. • Identify three upcoming community volunteer events that raise awareness about health issues. • Reflect on stories about young people across the country who are volunteering and 	<ul style="list-style-type: none"> • East Carolina University - Energizers for Grades K-2 • Fuel Up to Play 60 • Fast Breaks • Kids Health Teacher's Guides: <ul style="list-style-type: none"> • Fitness • Screentime • Sports Safety • Sportsmanship • National Institutes of Health (NIH)- We Can! Eat Play Grow site • National Institutes of Health (NIH) Eat Play Grow Curriculum • PE Central Lessons Site • Safe Routes to School • SHAPE America – PE Musical Spots Fitness Edition • SHAPE American – Healthy Heart Transport
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Health Area: Health Promotion Including Nutrition and Physical Activity

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<ul style="list-style-type: none"> • Different age groups need different amounts of sleep. An elementary student needs 10-12 hours of sleep a night to maintain their health. • Eating a variety of healthy foods every day leads to good overall health. • Malnutrition is under nutrition and over nutrition. • The immune system is weakened by both under and over nutrition, leading to increased risk of infections. 		<p>improving community health.</p> <ul style="list-style-type: none"> • Get involved in various community service options (e.g., scouts, health walks, neighborhood clean ups) • Create a plan in response to the following question: What can I do to protect my community and environment? • Keep a log of the volunteer opportunities that they participate in either at home or in school (i.e., help another student, collect the mail, etc.). 	
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Health Area: Safety and Injury Prevention

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.

Essential Health Concepts

4.1.b. Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep.

Healthy Decisions

4.2.i. Explain the health consequences of not following safety practices (e.g., seat belt and helmet use, home fire escape plan, swimming safety, sports safety).

Advocacy and Health Promotion

None.

Essential Understandings:

- Understand how violence in the media can influence behavior.
- Understand the proper way to carry and lift to prevent injury.
- Understand how choices you and others make can cause injury.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Injuries are the leading cause of death in children ages 19 and younger. But most child injuries can be prevented. (CDC) • Safety measures are put in place for a reason. Many of the rules and provisions for riding a bike, fire safety, water safety, etc., are to help prevent accidents and tragic events from happening. • It is important to have someone to talk to when faced with an uncomfortable situation. Create a password or “safe word” with this person so they know with little prompting that help is needed immediately. • It’s important to pick the right person to talk to. You should feel safe and 	<p>Health Education Resources for all of Grade Four</p> <ul style="list-style-type: none"> • Grade Four Health Education Standards of Learning • Grade Four Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 4 - Safety Protects Health 	<ul style="list-style-type: none"> • Create a poster illustrating someone handling a situation safely vs. unsafely (e.g., riding a bike with helmet or without a helmet). Situations can include sports, household emergencies, and injury prevention. • Have students trace around their hand and write in each finger, 5 trusted adults they can go to for help. If the palm area, students can describe a trusted adult or identify why seeking help from a trusted adult is important. • Create a poster to warn friends and family of the hazards of not following safety practices. • Perform a skit to convince friends to wear safety gear. 	<p>Health Smart Virginia Resources for Grade 4 including the following identified resources:</p> <p>BAM! Safety Build a Kit Bicycle Safety CDC Brain Injury Basics CDC Street Smartz Jello Brain - ShawTV Edmonton KidsHealth.org Concussions Gun Safety Gun Safety (2nd link) Home Alone Internet Safety National Head & Spinal Cord Injury Prevention Program News Headline Templates Pedestrian Safety Philly Safe Routes to School Playground Safety Check Safety Lessons SafeKids Home Safety SafeKids Pedestrian Safety</p>

Health Area: Safety and Injury Prevention

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.

<p>comfortable with the adult. They might have helped you with something before.</p> <ul style="list-style-type: none"> • You could talk to: <ul style="list-style-type: none"> ○ parent or caregiver ○ another family member ○ friend's parent ○ teacher ○ doctor ○ school nurse ○ counselor ○ neighbor ○ sports coach ○ religious leader 		<ul style="list-style-type: none"> • Explain what to do when a friend decides to do something wrong. • Role-play unsafe scenarios in which refusal skills may be necessary. 	
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Health Area: Social Emotional Health

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

Essential Health Concepts

4.1.n. Identify feelings and emotions associated with loss and grief and their impact on health.
4.1.q. Examine the impact of self-concept on health and academic achievement.

Healthy Decisions

4.2.j. Describe coping skills for handling the emotions of loss and grief.
4.2.k. Identify adults who can help manage feelings and emotions resulting from loss and grief.
4.2.q. Describe how developing a healthy self-concept is an essential life skill.
4.2.r. Describe how to exhibit self-control.

Advocacy and Health Promotion

4.3.i. Identify strategies and resources to manage feelings that may result from loss and grief.
4.3.l. Describe the relationship of positive self-concept, meeting academic goals, and participation in co-curricular and extracurricular activities.

Essential Understandings:

- Loss and grief may cause sadness, anger, fear, stomachaches, headaches, and difficulty sleeping; all responses may impact ability to learn.
- Teasing is usually an action that is done back and forth between friends to be humorous without ill intent and is stopped when someone is uncomfortable.
- Teasing may be considered a form of verbal bullying if it becomes harmful and is not stopped.
- Taunting is intended to hurt another person's feelings and is a form of verbal bullying.
- There are strategies and resources available to help deal with loss and grief.
- A healthy self-concept can positively impact life choices and relationships.
- Self-control helps people make appropriate decisions and respond to stressful situations.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • The normal grief process may include: <ul style="list-style-type: none"> ○ denial ○ emotional numbing ○ anger, irritability, and episodic rage ○ fear and anxiety ○ confusion ○ difficulty sleeping ○ physical complaints such as "stomachaches" or headaches ○ changes in appetite (overeating or lack of interest in food) ○ Loss affects a child's capacity to 	<p>Health Education Resources for all of Grade Four</p> <ul style="list-style-type: none"> • Grade Four Health Education Standards of Learning • Grade Four Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 4 - Social Emotional Skills Lessons Overview • Unit 2 - Grade 4 - Circle of Control with a Hershey's Kiss 	<ul style="list-style-type: none"> • Write a story about a loss or a time in life when something happened that created strong feelings. Explain how to get through it. This story can be made up. • Create a three panel story board that displays how others feel when they are being teased and when they are being taunted. Explain the difference. • Explain self-concept through a portrait of what someone looks like vs. what they think they look like. 	<p>Coping Skills. Scholastic: Children & Grief (lesson activities, media, books) Teasing vs. Taunting/Health Effects Verbal bullying Me, myself, and I – self-concept and self-esteem (Lesson plan would need to be adapted for grade 4) Education World: Ten Activities to Improve Students' Self-Concepts Self-Control</p> <p>Health Smart Virginia Resources for Grade 4</p>

Health Area: Social Emotional Health

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

<p>thrive in learning and social settings</p> <ul style="list-style-type: none"> • Strategies to handle feelings of loss and grief include talking to different people who have experienced similar things and reading, writing, or drawing about the feelings. • Resources for children include parents/guardians, school counselors, members of the faith community, school psychologists, school social workers • Teasing is usually something done back and forth with friends to be funny and is stopped when it is not funny. • Taunting is intended to hurt someone’s feelings. • Taunting is a form of verbal bullying. • Self-concept refers to how we see ourselves based on experiences, culture, and feedback from others. • Self-esteem is a way of thinking and feeling about yourself. • Academic achievement 		<ul style="list-style-type: none"> • List 3 strategies to respond in a healthy way to frustrating situations • Write a story about self-concept impacting someone’s school life in a positive way. • Demonstrate kindness into every class. • Demonstrate mindfulness. • Illustrate or act out constructive ways of dealing with disappointment. 	<p>including the following identified resources:</p> <ul style="list-style-type: none"> • An ARTHUR Social, Emotional, and Character Development Curriculum K-5 • BAM! Life • Daniels Neighborhood - Feel So Mad t You Want to Roar – Strategy Song /Activity (Anger) • Elementary School Counseling - Identifying and Expressing Feelings • Fit4TheClassroom – Mood Music Lesson • Joyful Mind – Mindfulness in the Classroom Activities • KidsHealth.org Teacher’s Guides for Grades 3-5: <ul style="list-style-type: none"> ○ Self Esteem ○ Empathy ○ Conflict Resolution ○ Getting Along ○ Peer Pressure ○ Stress ○ Feeling Sad • Learn to Be Healthy • Mindful Schools-Lesson: Introduction to Mindful Bodies and Listening • Mindful Schools
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Health Area: Social Emotional Health

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

<ul style="list-style-type: none"> • Self-Control is “doing what is right, even when I don't feel like it.” • Learning self-control helps people make appropriate decisions and respond to stressful situations • Self-control and be shown by considering consequences of actions before responding; think about what is causing them to lose control; walk away from a frustrating situation to cool off; Stop and think before responding to frustrating situations. 			<ul style="list-style-type: none"> • Mindful Teachers Site • PBS - Overview of Mindfulness • PE Central lessons <ul style="list-style-type: none"> ○ Emotions in Motion ○ Emotion Discovery with DDR ○ Lesson on Feelings ○ The Feelings Hop ○ Yoga Unit – Feelings and Reactions ○ Problem Solving Door ○ Stress Hot Potato • Reach Out-Asking students if they are okay • Rossier (USC.-Creating Safe Spaces: Social Emotional Lessons • Scholastic-Mind Up Curriculum • Scholastic-Social and Emotional Learning: Essential Lessons for Student Success • Teachnology-Mental Health and Stress Reduction • Together Counts-Smart From the Start: Every Body is Special
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Health Area: Social Emotional Health

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

			<ul style="list-style-type: none"> • Together Counts-Energy Balance 1.2. Full Esteem Ahead • Together Counts-Foundations of Wellness • Wall Street Journal-Overview of Mindfulness • We Are Teachers-Resources for Social and Emotional Learning • Welcoming Schools-Bias, Bullying, and Bystanders • RCSD GRN-When Grief Enters the Classroom • Y Project Cornerstone – Teasing and Putdowns Lesson
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Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

<p>Essential Health Concepts</p> <p>4.1.o. Explain the difference between teasing and taunting.</p> <p>4.1.p. Describe steps to resolve a conflict.</p>	<p>Healthy Decisions</p> <p>4.2.l. Explain how teasing and taunting affects health.</p> <p>4.2.m. Identify strategies for reporting bullying and aggressive behaviors.</p> <p>4.2.n. Recognize harmful or abusive relationship.</p> <p>4.2.o. Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.</p> <p>4.2.p. Identify obstacles to effective communication, and describe how to overcome them.</p>	<p>Advocacy and Health Promotion</p> <p>4.3.j. Analyze positive strategies for resolving conflict.</p> <p>4.3.k. Practice communication skills to overcome common communication difficulties.</p>
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Essential Understandings:

- A relationship where one does not feel physically safe, mentally safe, or both is harmful.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • A relationship where one does not feel physically safe, mentally safe, or both is harmful. • Child abuse can affect all kinds of kids, no matter where they live, how much money their families have, or who they live with. A kid can be abused by a parent, a stepparent, family member, a babysitter, teacher, coach, or a bigger kid. Child abuse can happen anywhere — at home, school, childcare, or even in a church or other religious building. (KidsHealth.org) 	<p>Health Education Resources for all of Grade Four</p> <ul style="list-style-type: none"> • Grade Four Health Education Standards of Learning • Grade Four Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade 4 - Violence Prevention Skills • Unit 2 - Grade 4 - Body Language Charades • Unit 3 - Grade 4 - Double Talk • Unit 4 - Grade 4 - For the Birds: Differences between Bullying, Teasing, and Taunting 	<ul style="list-style-type: none"> • Create a story about someone who was able to recognize and get out of an abusive friendship. • Engage in a cooperative activity that demonstrates the benefits of help seeking (e.g., work in groups to solve a puzzle together with one piece missing. Discuss how helping each other during the activity and/or asking the teacher for help was beneficial). • Role-play a disagreement and communication to resolve it. • Role-play scenarios in which it is necessary to exhibit self-control. 	<p>Health Smart Virginia Resources for Grade 4 including the following identified resources:</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices • Bullying Prevention Lesson Plans • Collection of Social Emotional Lesson Plans • Decision Making and Assertiveness • Emotional Development Resources • Intel Education: "Flat Stanley" • Kids against Bullying • Kids Bullying Kids • LifeSkills Training

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

<ul style="list-style-type: none"> • Note: It is at the discretion of the school division to determine the extent of inclusion of different types of abuse. 		<ul style="list-style-type: none"> • Role-play scenarios in which refusal skills may be necessary. • Role-play scenarios dealing with reporting and/or coping with bullying situations. 	<ul style="list-style-type: none"> • Olweus Bullying Prevention Program • Olweus - Class Meetings That Matter: A Year's Worth of Resources for Grades K-5 • Peaceful Schools • Preventing and Reporting Bullying • Social Emotional Learning K-5 • Teaching Guide: Bullying and Teasing • Time to Talk about Bullying • We Are Teachers: Resources for Social and Emotional Learning
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