

Health Area: Alcohol, Tobacco, and Drug Use Prevention

VDOE Standards:

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

Essential Health Concepts

5.1.1. Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.

Healthy Decisions

5.2.h. Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants, and other drugs are being abused.

Advocacy and Health Promotion

5.3.e. Encourage others not to use alcohol, tobacco, or other drugs.

Essential Understandings:

- Understand how drug use impacts relationships.
- Understand how to seek help in situations where drugs are present.
- Understand how to encourage others to avoid alcohol, tobacco, and other drugs.

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"> • Relationships with friends, family, and others can be jeopardized with drug use because of the addiction and lies that come with drug abuse. • Create a code word with a good friend, adult, or parent that you can use to help get out of an uncomfortable situation involving drug use. • Use resistance and refusal skills to counter peer pressure to use drugs. 	<p>Health Education Resources for all of Grade Five</p> <ul style="list-style-type: none"> • Grade Five Health Education Standards of Learning • Grade Five 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 5 - ATOD Use Prevention • Unit 2 - Grade 5 - Substance Abuse Prevention • Unit 3 - Grade 5 - Tobacco Yucks • Unit 4 - Grade 5 - Coping with the Influence to Smoke Electronic Cigarettes • Unit 5 - Grade 5 - Coping with the Influence to Smoke Electronic 	<ul style="list-style-type: none"> • Create a poster illustrating someone faced with pressure to use drugs. Explain how drugs can be harmful, how someone can seek help, and how someone can be a leader in those situations. • Identify 10 healthy alternatives for managing pain, stress, and for socializing that are alcohol, tobacco and drug free. • Practice refusal skills. • Develop anti-drug, alcohol, and tobacco print or social media campaign that promote positive behaviors to peers. 	<p>Health Smart Virginia Resources for Grade 5 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 • GirlsHealth.gov • It's My Life • Inhalant Resource Guide Lessons • LifeSkills Training • Medicines in My Home • National Crime Prevention • On the Rocks Resource Guide

	<p>Cigarettes Summative Lesson</p> <ul style="list-style-type: none"> • Unit 6 - Grade 5 - Coping with the Influence to Drink Alcohol • Unit 7 - Grade 5 - Coping with the Influence to Use or Misuse Medicine • Unit 8 - Grade 5 - Analyzing Influences to Use or Misuse Medicine Summative Performance Task • Unit 9 - Grade 5 - Coping with the Influence to Use Opioids • Unit 10 - Grade 5 - Analyzing Influences to Use Opioids Summative Lesson • Unit 11 - Grade 5 - Coping with the Influence to Smoke Marijuana • Unit 12 - Grade 5 - Coping with the Influence to Smoke Marijuana Summative Lesson • Unit 13 - Grade 5 - Analyzing Influences to Use Alcohol Summative Lesson 		<ul style="list-style-type: none"> • Operation Prevention - opioid use prevention • Practice Saying No • Refusal Skills • Refusal: Sample Animation Activity • Registries of Programs Effective in Reducing Youth Risk Behaviors • Smoking Scavenger Hunt • The Dangers of Drug Abuse • Together Counts - Decision Making • Underage Drinking Teacher Kit • Virginia Rules
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Health Area: Body Systems

VDOE Standards:

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

Essential Health Concepts

5.1.a. Identify the major structures and functions of the integumentary (skin, hair, and nails) system.

Healthy Decisions

None.

Advocacy and Health Promotion

5.3.d. Develop a plan to prevent the spread of disease.

Essential Understandings:

- Understand how the integumentary 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 major parts of the integumentary system are hair, skin, and nails. • The integumentary system is the organ system that protects the body from various kinds of damage, such as loss of water or abrasion from outside. • Sunblock is the skin’s frontline defense against exposure to the sun’s ultraviolet (UV) rays, which can cause skin cancer, sunspots, and premature aging. • Sunglasses and goggles are both effective forms of protective eyewear to protect vision. 	<p>Health Education Resources for all of Grade Five</p> <ul style="list-style-type: none"> • Grade Five Health Education Standards of Learning • Grade Five 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 5 - The Integumentary System • Unit 2 - Grade 5 - Disease Prevention • Unit 3 - Grade 5 - Jolly Rancher (Candy) and the Five Senses • Unit 4 - Grade 5 - Tongue Twister 	<ul style="list-style-type: none"> • Label the integumentary system and describe its main functions. • Explore and complete activities on online interactive human body sites. • Discuss the health benefits and harms associated with sun exposure and discuss strategies for adequately limiting sun exposure (UV rays). 	<p>Health Smart Virginia Resources for Grade 5 including the following identified resources:</p> <ul style="list-style-type: none"> • AAAS Skin Deep Project • BrainPop-Human Body • BrainPop-Nails • KidsHealth.org Interactive site- How the Body Works: Skin • Teacher’s Guide - Skin • How The Body Works - YouTube Video Series • SunWise Tool Kit • SunWise Activities for Grades 3-5 • SunWise Activities for Grades 6-8

Health Area: Community Involvement

VDOE Standards:

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

Essential Health Concepts

5.1.s. Examine community health issues.

Healthy Decisions

None.

Advocacy and Health Promotion

5.3.k. Promote the value of community health and wellness.
 5.3.l. Advocate for a caring school environment.
 5.3.m. Identify community health projects for peers and community groups to work on together.
 5.3.n. Promote volunteerism and community service.

Essential Understandings:

- Parents, guardians, and other trusted adults are resources to promote health, prevent disease, and create a healthy community.
- Culture, family, friends, and the media influence health practices.
- Improving interpersonal communications skills and stress management strategies can help promote a caring school environment.

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"> • Students will coordinate a family and community educational event to promote health. • Students will define teasing and bullying and provide examples of each. • Students will investigate ways to show respect and care for other students. • Students will create a product to promote a caring school environment. 	<p>Health Education Resources for all of Grade Five</p> <ul style="list-style-type: none"> • Grade Five Health Education Standards of Learning • Grade Five Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • (HP) Unit 6 - Grade 5 - Community Health Project • (SE) Unit 2 - Grade 5 - Caring School Environment Performance Task 	<ul style="list-style-type: none"> • Evaluate student participation in planning, displays, and activities. 	<p>Health Smart Virginia Resources for Grade 5 including the following identified resources:</p> <ul style="list-style-type: none"> • Good Health - It's Elementary! An Elementary School Health Fair • Texas A M University - Health Fair Planning Guide • Toolkit for Mental Health Promotion and Suicide Prevention K-12 • Feeling Sad- Lets Talk About It, Feeling Better • Getting Along – Oh Brother, Kindness Coupons • Empathy-Deciding on Empathy, Empathy Award • Conflict Resolution- Conflict Corner

Health Area: Healthy Environment

VDOE Standards:

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

Essential Health Concepts

5.1.t. Assess environmental health and safety issues in the community.

Healthy Decisions

5.2.t. Describe the consequences of an unhealthy environment.

Advocacy and Health Promotion

5.3.o. Recognize that all individuals have a responsibility to protect and preserve the environment.
5.3.p. Develop a plan to work collaboratively with peers, families, and community groups to address community environmental issues.

Essential Understandings:

- Understand how caring for our environment is everyone’s responsibility.
- Understand what the safety and health issues are in your community.

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"> • Environmental health • Air quality • Air pollution • Understand the impact of poor air quality on cardiovascular and other body functions. • Understand the effects of pollution on the environment. 	<p>Health Education Resources for all of Grade Five</p> <ul style="list-style-type: none"> • Grade Five Health Education Standards of Learning • Grade Five Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 5 - Healthy Environments 	<ul style="list-style-type: none"> • Examine the school’s recycling plan and see if there are any improvements that can be made. If there is not a plan, create one! • Create a poster for a community cleanup effort. The community can be real or made up, to include different cleanup efforts to address different environments. • List strategies for avoiding tobacco smoke. • Complete a worksheet on ways to reduce polluting the air or water. 	<p>Health Smart Virginia Resources for Grade 5 including the following identified resources:</p> <ul style="list-style-type: none"> • BrainPop • 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 • Learning to Give • Reduce, Reuse, Recycle • Stuffed Paper Hearts

Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

Essential Health Concepts

- 5.1.b. Examine the health risks associated with unprotected sun exposure.
- 5.1.c. Explain the impact of personal health habits and behaviors on cardiorespiratory fitness.
- 5.1.d. Describe why some food groups have a greater number of recommended servings than other food groups.
- 5.1.e. Explain the concepts of eating in moderation and energy balance.
- 5.1.f. Identify the influence of marketing techniques on food and beverage choices.
- 5.1.g. Analyze the physical, academic, mental, and social benefits of regular physical activity.
- 5.1.h. Describe how physical activity, sleep, and good health are related.
- 5.1.i. Explain the importance of sleep.
- 5.1.j. Recognize the importance of good hygiene habits.
- 5.1.k. Describe ways to prevent vision and hearing loss.

Healthy Decisions

- 5.2.a. Determine strategies to protect against the harmful effects of the sun.
- 5.2.b. Practice personal health habits that promote cardiorespiratory fitness.
- 5.2.c. Select healthy foods and beverages for breakfast and lunch.
- 5.2.d. Interpret information on food labels.
- 5.2.e. Identify connections between nutritional guidelines and weight management.
- 5.2.f. Explain the importance of exercise and recreation.
- 5.2.g. Analyze the physical, academic, social, and emotional benefits of getting enough sleep.
- 5.2.j. Explain the relationship between health promotion and disease prevention.
- 5.2.k. Demonstrate dental care, hand washing, and other personal hygiene habits.
- 5.2.l. Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.

Advocacy and Health Promotion

- 5.3.a. Identify strategies that you will employ to protect against the harmful effects of the sun.
- 5.3.b. Support others in making positive food, physical activity, and sleep choices.
- 5.3.c. Identify physical activities that students can do with friends and family to build positive relationships.
- 5.3.g. Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community.
- 5.3.h. Identify how culture, family, friends, and the media influence health practices.

Essential Understandings:

- Understand how food choices impact energy.
- Understand the importance of physical activity and sleep.
- Describe different types of physical activities.
- Recognize that sleep also contributes to good 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"> • Eating a variety of healthy foods every day leads to good overall health and energy balance. • Fitness includes eating healthy foods and getting daily physical activity (exercise). • Recreation is a form of physical activity. • Weight management is the practice of balancing daily activity and diet to achieve/maintain a desired healthy weight. 	<p>Health Education Resources for all of Grade Five</p> <ul style="list-style-type: none"> • Grade Five Health Education Standards of Learning • Grade Five Crosswalk: Health Smart Lesson Search by Virginia SOL 	<ul style="list-style-type: none"> • Analyze a food label/a sample daily diet plan. • Create a “Day in the Life of a Fifth Grader”: a schedule to include sleep, diet, and physical activity. • Locate information on calories, sugar, sodium content, 	<p>Health Smart Virginia Resources for Grade 5 including the following identified resources:</p> <p>Nutrition</p> <ul style="list-style-type: none"> • American Heart Association (AHA) - Elementary Lesson Plans

Health Area: Health Promotion Including Nutrition and Physical Activity

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<ul style="list-style-type: none"> • Getting enough sleep is as important as eating the right foods and exercising daily. 	<p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade 5 - Healthy Nutrition • Unit 2 - Grade 5 - Healthy Physical Activity • Unit 3 - Grade 5 - Protecting Vision and Hearing • Unit 4 - Grade 5 - Hygiene and Disease Prevention • Unit 5 - Grade 5 - Sun Safety • Unit 6 - Grade 5 - Community Health Project • Unit 7 - Grade 5 - Interpreting Food Labels • Unit 8 - Grade 5 - Food Labels Performance Task • Unit 9 - Grade 5 - Health Promotion Presentation Performance Task • Unit 10 - Grade 5 - Cardiorespiratory Fitness Performance Task 	<p>ingredients etc. on food labels.</p> <ul style="list-style-type: none"> • Create a message campaign to promote eating a variety of healthful food groups using choosemyplate.gov resources • Create a poster project on fun activities to engage in instead of watching television. • Describe potential consequences to performance of not getting enough sleep. 	<ul style="list-style-type: none"> • AHA Balance It Out Teacher's Guide • AHA It Takes a Heart to be a Hero Teacher's Guide 2012-2013 • AHA It Takes a Heart to be a Hero Teacher's Guide 2013-2014 • BAM! Body and Mind Teacher's Corner Nutrition • CA Media Smarts - Looking at Food Advertising • Education World Popcorn Nutrition - How Nutritious Are Your Snacks • FCS Fast Food • Food Plate Game • Fuel Up to Play 60 - 101 Tips for Teaching Nutrition in Physical Education • Jump Into Foods Grades 3-5 • Kids Health Teacher's Guides: <ul style="list-style-type: none"> • Breakfast • Food Labels • Healthy Snacking • School Lunch
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- [PE Central Nutrition Station Circuit](#)
- [Shape America - What's in My Fast Food](#)
- [Together Counts Nutrition curriculum](#)
 - [Wellness](#)
 - [What Is Energy Balance?](#)
 - [What is the Pattern?](#)
- [USDA Serving Up My Plate - A Yummy Curriculum Grades 5-6](#)
- [Utah Education Network Calorie](#)
- [Utah Education Network Design a Meal](#)
- **Physical Activity**
 - [Action for Healthy Kids - Instant Recess, Brain Breaks, and Energizers](#)
 - [Activity Breaks](#)
 - [American Heart Association \(AHA\) - NFL Play 60 Challenge](#)
 - [CDC BAM! Physical Activity](#)
 - [East Carolina University - Energizers for Grades K-2](#)

Health Area: Health Promotion Including Nutrition and Physical Activity

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- [Fuel Up to Play 60](#)
- [Fast Breaks](#)
- [Get Moving Unit - Michigan State University](#)
- Kids Health Teacher’s Guides:
 - [Fitness](#)
 - [Screentime](#)
 - [Sleep](#)
 - [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](#)

Health Area: Safety and Injury Prevention

VDOE Standards:

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

Essential Health Concepts

5.1.m. Analyze why people choose to follow or not follow safety rules at home, at school, and in the community.

Healthy Decisions

5.2.m. Demonstrate appropriate behaviors during fire, tornado, earthquake, lightning storm, or other disaster drills.
5.2.n. Show effective communication skills in emergency situations.

Advocacy and Health Promotion

5.3.f. Examine the role of self and others in causing or preventing injuries.

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"> • When lifting heavy objects, be sure to bend to a squatting position with weight focused on your heels and legs. Lift using the legs primarily. Be sure to use both straps of a backpack and carry the minimal amount. • To prevent injury, there are backpacks that can be rolled instead of carried on the back. • There are many actions and safety devices that can prevent injuries. • Violence in the media can influence people and affect behavior and health in a negative way. 	<p>Health Education Resources for all of Grade Five</p> <ul style="list-style-type: none"> • Grade Five Health Education Standards of Learning • Grade Five 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 5 - Be a Role Model for Injury Prevention • Unit 2 - Grade 5 - Disaster Preparation 	<ul style="list-style-type: none"> • Think of violence seen or heard about in the media (e.g., in movies, games) and examine how these behaviors can affect people’s health. • Demonstrate the safe way to lift a backpack. • Role-play scenarios dealing with, reporting, and coping with bullying situations, including standing up for friends and reporting to teachers and other trusted adults. 	<p>Health Smart Virginia Resources for Grade 5 including the following identified resources:</p> <ul style="list-style-type: none"> • BAM! Safety • Build a Kit • Bicycle Safety • FEMA Be a Hero Youth Emergency Preparedness • Gun Safety • Home Alone • Internet Safety • National Head & Spinal Cord Injury Prevention Program • Pedestrian Safety . • Playground Safety Check • Safety Lessons • SafeKids Home Safety • SafeKids Pedestrian Safety

Health Area: Social Emotional Health

VDOE Standards:

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.

<p>Essential Health Concepts 5.1.n. Identify strategies for managing stress.</p>	<p>Healthy Decisions 5.2.i. Practice strategies for managing stress. 5.2.o. Manage emotions appropriately in a variety of situations. 5.2.p. Recognize the importance of developing and maintaining a positive self-image.</p>	<p>Advocacy and Health Promotion None.</p>
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Essential Understandings:

- Understand how to manage stress and other emotions.
- Understand that a positive self-image impacts a healthy lifestyle.

<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"> • Self-image is the idea one has about oneself based on abilities, appearance, and personality traits. • Stress is a state of mental exertion due to outside factors. A few strategies to manage stress can include physical activity, time management, communication, and other peer interactions. • Talk to trusted adults about disappointments, loss and grief. • There are many helpful school and community resource people. • <i>When Grief Enters the Classroom</i> is a resource that provides good background and strategies for educators on addressing grief across various developmental ages. 	<p>Health Education Resources for all of Grade Five</p> <ul style="list-style-type: none"> • Grade Five Health Education Standards of Learning • Grade Five Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 5 - Social Emotional Skills Lessons Overview • Unit 2 - Grade 5 - Caring School Environment Performance Task • Unit 3 - Grade 5 - Classified Ad - In Search Of (ISO) - How Do You Define Yourself? • Unit 4 - Grade 5 - Stress Management Performance Task 	<ul style="list-style-type: none"> • Create a comic describing someone who is stressed and how to deal with it in a positive way. • Write a story about an experience that affects self-image and the process of seeking help and taking steps to regain a positive self-image. • Discuss stress management strategies and have students exercise a strategy of their choosing for a 2 - 5 minute time period in the class (i.e., physical or creative expression, talking, breathing). • Demonstrate mindfulness. • Demonstrate interpersonal communications skills. • Work with other students to create a class social media or Instagram 	<p>Health Smart Virginia Resources for Grade 5 including the following identified resources:</p> <ul style="list-style-type: none"> • 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

Health Area: Social Emotional Health

VDOE Standards:

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.

	<ul style="list-style-type: none"> • Unit 5 - Grade 5 - Positive Self-Image Performance Task 	<p>account with pictures and captions that reflect their positive traits.</p> <ul style="list-style-type: none"> • Illustrate or act out constructive ways of dealing with disappointment. 	<ul style="list-style-type: none"> ○ Stress ○ Feeling Sad • Learn to Be Healthy • Mindful Schools-Lesson: Introduction to Mindful Bodies and Listening • Mindful Schools • 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
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Health Area: Social Emotional Health

VDOE Standards:

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.

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

VDOE Standards:

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

Essential Health Concepts

5.1.o. Recognize the development of positive social skills as essential for building and sustaining relationships.
 5.1.p. Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.
 5.1.q. Analyze the role of active listening in refusal and conflict resolution.
 5.1.r. Examine the influence of violence in the media on health behaviors.

Healthy Decisions

5.2.q. Demonstrate effective communication skills to address harassing behaviors.
 5.2.r. Describe how to report harassing behaviors at school and at home.
 5.2.s. Demonstrate how to show respect for individual differences.

Advocacy and Health Promotion

5.3.i. Explain the benefits of having positive relationships with family, friends, and neighbors.
 5.3.j. Describe ways to offer friendship and support to someone who was bullied.

Essential Understandings:

- Understand how show respect to people who are different.
- Understand how to take an active role in the community.
- Understand how positive relationships are part of a healthy lifestyle.
- Understand how outside influences can impact healthy choices.

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"> • Culture is the way of life for a group of people, given the behaviors, beliefs, values, and symbols they accept, generally without thinking about them, and pass along by communication and imitation from one generation to the next. • Volunteering is a good way to create a presence in the community. There are resources available that can help anyone find a way to volunteer. 	<p>Health Education Resources for all of Grade Five</p> <ul style="list-style-type: none"> • Grade Five Health Education Standards of Learning • Grade Five 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 5 - Violence Prevention Skills • Unit 2 - Grade 5 - Family Portrait • Unit 3 - Grade 5 - Fidget Spinner Friends 	<ul style="list-style-type: none"> • Examine different types of health-related media and describe how they can impact healthy choices. • Write a story (real or imagined) about an experience with a different culture or time spent with someone different. What things were uncomfortable, and were they handled in a respectful way? • Create a community event that promotes healthy living and a draft of a poster inviting people to 	<p>Health Smart Virginia Resources for Grade 5 including the following identified resources:</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices • BAM! Life • Bullying Prevention Lesson Plans • Collection of Social Emotional Lesson Plans • Decision Making and Assertiveness • Emotional Development Resources • Intel Education: "Flat Stanley"

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

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- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

<ul style="list-style-type: none"> • Healthy practices can be impacted by many outside factors. The media is a strong influence because it is so readily available and geared towards today's youth. Other outside influences can include the family's culture and habits, and friends. 	<ul style="list-style-type: none"> • Unit 4 - Grade 5 - Coping with a Bully • 	<p>the event. If there is a health issue in the community, be sure to address that issue in connection to the event.</p> <ul style="list-style-type: none"> • Have students coordinate a school health fair for the community 	<ul style="list-style-type: none"> • Kids against Bullying • Kids Bullying Kids • LifeSkills Training • 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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