

# Olathe Public Schools Fourth-Grade Health Curriculum

This material was developed for the exclusive use of Olathe Public Schools, USD 233, staff. Approved by the Board of Education April 2017. The elementary health curriculum is supported by the counseling and physical education curriculum.

## *Personal and Community Health*

### **NHES Performance Indicators**

#### **Standard 1 — Essential Concepts**

- 1.5.1 – Describe the relationship between healthy behaviors and personal health.
- 1.5.3 – Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.4 – Describe ways to prevent common childhood injuries and health problems.

#### **Standard 2 — Analyzing Influences**

- 2.5.4 – Describe how the school and community can support personal health practices and behaviors.

#### **Standard 5 — Decision Making**

- 5.5.4 – Predict the potential outcomes of each option when making a health-related decision.

#### **Standard 6 — Goal Setting**

- 6.5.2 – Identify resources to assist in achieving a personal health goal.

#### **Standard 7 — Practicing Health-Enhancing Behaviors**

- 7.5.1 – Identify responsible personal health behaviors.
- 7.5.2 – Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

### **Essential Concepts / Focus Skills**

- Identify positive health practices that reduce illness, disease, and injury. (i.e. hygiene) (1.5.1, 1.5.4, 5.5.4, 7.5.1)
- Identify environmental factors that impact the body. (i.e. smoke) (1.5.4, 5.5.4)
- Set a short term goal for positive health practices. (1.5.1, 1.5.4, 5.5.4, 6.5.2, 7.5.2)
- Give examples of the ways society and science influence personal health. (1.5.3, 2.5.4)

### **Suggested Lesson Plans / Resources / Activities**

#### ➤ **Positive Health Practices:**

- Hygiene - Refer to Human Growth and Development Unit facilitated by school nurse
- Research how much sleep school-age children require for good health.
  - ✓ <http://www.cdc.gov/features/sleep/>
  - ✓ <https://kidshealth.org/en/kids/not-tired.html?ref=search> (What sleep is and why all kids need it.)
- Suggested activity: Set goal for hours of sleep each night – track for one week

➤ **Environmental Factors:**

- “Tar Wars” lesson – taught by school nurse OR classroom teacher (See Substance Safety)

➤ **Influences on Personal Health**

- Pair with “Tar Wars” lesson – peer pressure (See Substance Safety)
- Emphasize harm of both smoke and smokeless tobacco/nicotine products, including chewing tobacco and vaping/”Juuling.” Include vaping/”Juuling” as a form of smoking since companies have marketed vaping as the “safe” alternative to smoking and most students do not equate the two. Include the chemicals included in even non-nicotine vaping products.  
[https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/pdfs/OSH-E-Cigarettes-and-Youth-What-Parents-Need-to-Know-20190327-508.pdf](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/OSH-E-Cigarettes-and-Youth-What-Parents-Need-to-Know-20190327-508.pdf)
- [https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html)

**Vocabulary students know and use:** personal hygiene, bacteria- good/bad, self-control, personal health goals, decision-making process, self-reflection, improvement, stages of sleep, immune system, routine, caffeine

## *Nutrition*

### **NHES Performance Indicators**

#### **Standard 1 — Essential Concepts**

**1.5.1** – Describe the relationship between healthy behaviors and personal health.

#### **Standard 3 — Accessing Valid Information**

**3.5.1** – Identify characteristics of valid health information, products, and service.

#### **Standard 5 — Decision Making**

**5.5.1** – Identify health-related situations that might require a thoughtful decision.

**5.5.4** – Predict the potential outcomes of each option when making a health-related decision.

#### **Standard 7 — Practicing Health-Enhancing Behaviors**

**7.5.1** – Identify responsible personal health behaviors.

**7.5.2** – Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

### **Essential Concepts / Focus Skills**

- Identify what foods to eat more of, and explain that nutrients in food help us grow and stay healthy. (3.5.1, 5.5.1, 5.5.4, 7.5.1)
- Describe the terms solid fats and added sugars. (1.5.1, 5.5.1, 5.5.4, 7.5.1)
- Identify foods that are high in solid fats and added sugars and discuss the benefits of limiting the consumption. (3.5.1, 5.5.1, 5.5.4, 7.5.1)
- Explain the concept of eating in moderation. (5.5.1, 5.5.4, 7.5.2)

## **Suggested Lesson Plans / Resources / Activities**

- **Serving My Plate, U.S. Department of Agriculture: Resources and Reproducibles:**
  - Course 3 (start at page 19) [https://www.fns.usda.gov/sites/default/files/tn/sump\\_level2.pdf](https://www.fns.usda.gov/sites/default/files/tn/sump_level2.pdf)
    - ✓ Pair with science standard 4-LS1-1 (protein for healthy muscles, calcium and Vitamin D for healthy bones)
    - ✓ Kids Health – Eating for Sports <https://kidshealth.org/en/teens/eatnrun.html?ref=search#catdieting>
- **Sugars:** Watch YouTube video “How Humans: Drink Sugar” and identify and compare drinks that contain added sugars <https://www.youtube.com/watch?v=-w1XhNAG4bc&feature=youtu.be>
  - Fit4schools – Sugar counts <https://fit4schools.sanfordfit.org/courses/fit/topics/sugarcounts> and <https://fit.sanfordhealth.org/resources/how-much-sugar-is-too-much-video>
- **Fats:** Choose My Plate – What are Solid Fats? <https://www.choosemyplate.gov/what-are-solid-fats>
- **Portion Distortion:** Choose My Plate <https://kidshealth.org/en/teens/portion-size.html?ref=search> <https://www.nhlbi.nih.gov/health/educational/wecan/eat-right/portion-distortion.htm> (PowerPoint link on this page)
  - Learn NC – Portion Sizes <https://kidshealth.org/ChildrensMercy/en/parents/portions.html?WT.ac=ctg>

**Vocabulary students know and use:** five food groups, healthy foods, healthy meal, healthy lifestyle, nutrients, solid fats, added sugars, moderation, healthier choices, decision, consume, consumption

## *Injury Prevention and Safety*

### **NHES Performance Indicators**

#### **Standard 1 — Essential Concepts**

**1.5.4** – Describe ways to prevent common childhood injuries and health problems.

#### **Standard 3 — Accessing Valid Information**

**3.5.1** – Identify characteristics of valid health information, products, and service.

#### **Standard 5 — Decision Making**

**5.5.2** – Analyze when assistance is needed in making a health-related decision.

**5.5.4** – Predict the potential outcomes of each option when making a health-related decision.

#### **Standard 7 — Practicing Health-Enhancing Behaviors**

**7.5.1** – Identify responsible personal health behaviors.

**7.5.2** – Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

**7.5.3** – Demonstrate a variety of behaviors to avoid or reduce health risks.

#### **Standard 8 — Health Promotion**

**8.5.1** – Express opinions and give accurate information about health issues.

## Essential Concepts / Focus Skills

- Apply school wide safety expectations for recess, cafeteria, classroom, and hallway (1.5.4, 7.5.1, 7.5.3)
- Understand and practice appropriate emergency procedures (fire & tornado drill/ALICE) (1.5.4, 7.5.1, 7.5.3)
- Identify and demonstrate ways to prevent vision and hearing damage. (1.5.4, 5.5.4, 7.5.1, 7.5.2, 7.5.3)
- Discuss how a substance is a chemical that has the potential to enter into and affect the body in a helpful or harmful way. (1.5.4)

## Suggested Lesson Plans / Resources / Activities

### ➤ Teaching Routines and Procedures:

- Creating Classroom Agreements
- PBIS Lessons

### ➤ Vision: Pair with science standard 4-PS4-2 (light entering the eye)

### ➤ Hearing: Read and discuss Kids Health – Can Loud Music Hurt My Ears? <http://kidshealth.org/en/kids/rock-music.html?ref=search>

- Suggested Activity: Use iPads and earbuds to demonstrate safe distance from screen, safe volume level for ears, etc.

### ➤ Harmful Substances: Pair with “Tar Wars” lesson – taught by school nurse OR classroom teacher (See Substance Safety)

**Vocabulary students know and use:** Fire drill, tornado drill, ALICE, personal safety, noise-induced hearing loss, threatening situations, substance, chemical, vision

## *Substance Safety*

## NHES Performance Indicators

### Standard 2 — Analyzing Influences

**2.5.5** – Explain how media influences thoughts, feelings, and health behaviors.

### Standard 5 — Decision Making

**5.5.2** – Analyze when assistance is needed in making a health-related decision.

**5.5.4** – Predict the potential outcomes of each option when making a health-related decision.

### Standard 6 — Goal Setting

**6.5.2** – Identify resources to assist in achieving a personal health goal.

### Standard 7 — Practicing Health-Enhancing Behaviors

**7.5.1** – Identify responsible personal health behaviors.

**7.5.3** – Demonstrate a variety of behaviors to avoid or reduce health risks.

### Standard 8 — Health Promotion

**8.5.1** – Express opinions and give accurate information about health issues.

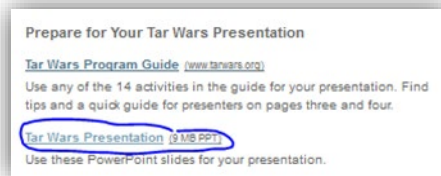
**8.5.2** – Encourage others to make positive health choices.

## Essential Concepts / Focus Skills

- Identify the negative effects of tobacco use (short-term health effects and image-based consequences). (5.5.4, 8.5.1)
- Discuss situations where peer pressure is present and demonstrate strategies to resist negative peer pressure. (5.5.2, 7.5.1, 7.5.3)
- Examine advertising strategies used for tobacco and targeted to youth. (2.5.5)
- Make a plan to choose healthy alternatives to tobacco and drug use and encourage others to do so. (5.5.2, 6.5.2, 8.5.2)
- Reinforce and practice the district elementary medication policy. (1.5.5, 7.5.1, 2.5.4)
  - ✓ All medications taken to the school nurse.
  - ✓ Some students can carry medication for asthma (inhaler) and severe allergies (epinephrine autoinjector) with approval of doctor, parent, and school nurse.

## Suggested Lesson Plans / Resources / Activities

- **Refusing Tobacco Usage:** “Tar Wars” lesson covers all these concepts – taught by school nurse OR classroom teacher
  - Program Guide [http://www.aafp.org/dam/AAFP/documents/patient\\_care/tobacco/tar\\_wars/program-guide.pdf](http://www.aafp.org/dam/AAFP/documents/patient_care/tobacco/tar_wars/program-guide.pdf)  
(Free resource. Lesson Plan consists of a one-hour presentation. Identify that the program is a program of the American Academy of Family Physicians – see Page 2 of program guide. Program guide updated annually.)
  - PowerPoint available at: <http://www.aafp.org/patient-care/public-health/tobacco-nicotine/tar-wars/presenters.html>



- 2019-2020 guide contained 14 activities. Use the following:
  - ✓ Activity 1: What's in a Cigarette
  - ✓ Activity 4: Effects on Breathing
  - ✓ Activity 5: Lung Damage from Smoke (Pig Lungs available for checkout (school nurse))
  - ✓ Activity 6: Smokeless Flavored Tobacco Products
  - ✓ Activity 8: Electronic Cigarettes
  - ✓ Activity 9: What is JUUL®
  - ✓ Activity 11: Power of Advertising
  - ✓ Activity 12: Reasons People Use Tobacco

**Vocabulary students know and use:** judgment, short and long term effects, choices, consequences, decisions, persuasive, negative pressures, alternatives, nicotine, tar, carbon monoxide, mercury, arsenic

## *Human Growth and Development*

### **NHES Performance Indicators**

#### **Standard 1 — Essential Concepts**

**1.5.1** — Describe the relationship between healthy behaviors and personal health.

#### **Standard 2 — Analyzing Influences**

**2.5.1** — Describe how family influences personal health practices and behaviors.

**2.5.4** — Describe how the school and community can support personal health practices and behaviors.

**2.5.5** — Explain how media influences thoughts, feelings, and health behaviors.

#### **Standard 3 — Accessing Valid Information**

**3.5.2** — Locate resources from home, school, and community that provide valid health information.

#### **Standard 4 — Interpersonal Communication**

**4.5.1** — Demonstrate effective verbal and nonverbal communication skills to enhance health.

**4.5.4** — Demonstrate how to ask for assistance to enhance personal health.

#### **Standard 7 — Practicing Health-Enhancing Behaviors**

**7.5.1** — Identify responsible personal health behaviors.

**7.5.2** — Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

#### **Standard 8 — Health Promotion**

**8.5.1** — Express opinions and give accurate information about health issues.

### **Essential Concepts / Focus Skills**

- Identify and describe how personal hygiene practices can support health.
- Demonstrate a beginning knowledge of female anatomy as it relates to changes during puberty. (girls)
- Demonstrate a beginning knowledge of male anatomy as it relates to changes during puberty. (boys)
- Discuss how people vary widely in size, height, shape, and rate of maturation.
- Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues.
- Identify strategies to manage the physical and emotional changes associated with puberty.
- Describe characteristics of a responsible person.
- Demonstrate ways to treat others with dignity and respect.

### **Suggested Lesson Plans / Resources / Activities**

➤ **Human Growth and Development Unit:**

\*Taught by school nurse

See Olathe Public Schools **Human Growth and Development Unit** for approved lesson plans, vocabulary lists, and resources.

- ✓ Send parent letter prior to the beginning of the unit with ample time for opt-out process.
- ✓ Refer to “opt-out” policy if requested by parent.
- ✓ A parent preview copy of the resources for this unit is housed at the IRC.

**Vocabulary students know and use:** puberty, menstruation/period (girls), hygiene, pimples/acne, antiperspirant, deodorant, hormones, perspiration, female anatomy (girls), male anatomy (boys), emotions/feelings, feminine hygiene products (girls), rate of maturation

### *National Health Education Standards*

<b>Standard</b>	<b>Performance Indicators for Grades 3-5</b>
<p><b>Standard 1</b> — Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>Rationale:</b> The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.</p>	<p>1.5.1 Describe the relationship between healthy behaviors and personal health.</p> <p>1.5.2 Identify examples of emotional, intellectual, physical, and social health.</p> <p>1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.</p> <p>1.5.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>1.5.5 Describe when it is important to seek health care.</p>
<p><b>Standard 2</b> — Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Rationale:</b> Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.</p>	<p>2.5.1 Describe how family influences personal health practices and behaviors.</p> <p>2.5.2 Identify the influence of culture on health practices and behaviors.</p> <p>2.5.3 Identify how peers can influence healthy and unhealthy behaviors</p> <p>2.5.4 Describe how the school and community can support personal health practices and behaviors.</p> <p>2.5.5 Explain how media influences thoughts, feelings, and health behaviors.</p> <p>2.5.6 Describe ways that technology can influence personal health.</p>
<p><b>Standard 3</b> — Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Rationale:</b> Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.</p>	<p>3.5.1 Identify characteristics of valid health information, products, and services.</p> <p>3.5.2 Locate resources from home, school, and community that provide valid health information.</p>

Standard	Performance Indicators for Grades 3-5
<p><b>Standard 4</b> — Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Rationale:</b> Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.</p>	<p>4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.5.2 Demonstrate refusal skills that avoid or reduce health risks.</p> <p>4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>4.5.4 Demonstrate how to ask for assistance to enhance personal health.</p>
<p><b>Standard 5</b> — Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Rationale:</b> Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.</p>	<p>5.5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>5.5.2 Analyze when assistance is needed in making a health-related decision.</p> <p>5.5.3 List healthy options to health-related issues or problems.</p> <p>5.5.4 Predict the potential outcomes of each option when making a health-related decision.</p> <p>5.5.5 Choose a healthy option when making a decision.</p> <p>5.5.6 Describe the outcomes of a health-related decision.</p>
<p><b>Standard 6</b> — Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Rationale:</b> Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.</p>	<p>6.5.1 Set a personal health goal and track progress toward its achievement.</p> <p>6.5.2 Identify resources to assist in achieving a personal health goal.</p>
<p><b>Standard 7</b> — Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Rationale:</b> Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.</p>	<p>7.5.1 Identify responsible personal health behaviors.</p> <p>7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.</p>
<p><b>Standard 8</b> — Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><b>Rationale:</b> Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.</p>	<p>8.5.1 Express opinions and give accurate information about health issues.</p> <p>8.5.2 Encourage others to make positive health choices.</p>