

5 Minute Health: Skill Builders aligned to ELA Module A

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmarks: HE.K.C.1.1 Identify healthy behaviors.

1. Why is it important to get plenty of sleep?
2. What could happen if you didn't get enough sleep?
3. How do you feel when you have enough rest?
4. What are germs and how do they spread?
5. Why is it important to cover your mouth when you cough or sneeze?

Possible writing prompt: Draw a picture of one way you can keep yourself healthy

Benchmark-HE.K.C.1.2 Recognize the physical dimensions of health.

6. Why is it important to keep your body clean?
7. How do you keep your body clean?
8. Why is it important to wear clean clothes?
9. Cooperation means helping others. How are you cooperative?
10. Name a person that helps you.

Possible writing prompt: Draw a picture of one way to keep your body clean.

Benchmark- HE.K.C.1.3 Recognize ways to prevent common communicable diseases.

11. Show me the right way to cover a sneeze or cough?
12. What should you do if your nose is running?
13. After you use the restroom, what should you do next?
14. Why is it important to flush the toilet?

Possible writing prompt: Draw a picture of one way you can keep your germs to yourself

Benchmark- HE.K.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings.

15. What are some rules to stay safe on the playground?

Possible writing prompt: Draw one rule you have learned about how to stay safe on the playground

Benchmark- HE.K.C.2.2 Recognize the characteristics of a friend.

16. How do you want your friends to treat you?
17. How do you treat your friends?
18. What are some consequences of not treating your friends well?
19. What do you like to share with your friends?
20. What do you want your friends to share with you?

Possible writing prompt: Draw some ways that you can be a good friend to someone else

Benchmark- HE.K.C.2.3 Identify members of the school and community that support personal health practice and behaviors.

21. Who are the people in our **community** that keep you safe and healthy?
22. Who are the people in our **school** that keep you safe and healthy?
23. How can a fire fighter help you?
24. How can a doctor or nurse help you?
25. How can a police officer help you?

26. How is a police officer similar to a fire fighter?
27. How is a police officer different from a fire fighter?
28. What is the purpose of an ambulance?

Possible Writing Prompt:

Draw a picture of who would come and help if you if you had a fire at your house.

Draw a picture of who you would go see if you were very sick and needed medicine.

Benchmark- HE.K.C.2.4 Explain the importance of rules to maintain health.

29. What are the rules you follow to keep yourself safe in the classroom?
30. What are the rules you follow to keep yourself safe in your home?
31. What are the rules you follow to keep yourself safe in your community?
32. What could happen if you did not follow a safety rule?
33. How are rules in your classroom similar to the rules you have in your home?

Possible Writing Prompts:

Draw a way that you be safe at school, at home, or in your neighborhood.

Draw a picture of what could happen to you if you decided to run in the classroom.

Draw a picture of what could happen to you if you touched a hot stove

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark- HE.K.B.3.1 Recognize warning labels and signs on hazards products and places.

34. What are some street signs that help keep you safe?
35. When you are crossing a street, how do you know when to cross?
36. What is a warning label?
37. What is a hazardous product and how can you tell that it is hazardous?
38. What should you do if you find a hazardous product?
39. Do you know that there is a (universal) symbol for “no”? (show the symbol)
40. Where might you see the “no” symbol?

Possible Writing Prompt: *Draw some signs that help keep you safe when you are walking or driving in your neighborhood*

Benchmark- HE.K.B.3.2 Recognize school and community health helpers.

41. Who can help us at school?
42. Who can help us in the community?
43. Name 3 community helpers.

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark- HE.K.B.4.1 Recognize healthy ways to express needs, wants and feelings.

44. What does it mean to have good manners?
45. When a person has bad manners, what behaviors might they show?
46. Name 3 good manners.
47. What are the consequences of having bad manners?
48. When you are talking to your friends or family, what types of words should you use?
49. What is a polite way to ask for something?
50. What could you say to a person that hurt your feelings?

51. Say something kind to your neighbor.

Possible writing prompt: *Draw one way that someone could have bad manners or bad manners?*

Benchmark- HE.K.B.4.2 Demonstrate listening skills enhance health.

52. How can you tell if a person is listening to you?

53. How can a listener show respect to a speaker?

54. Name 2 things you do when you are listening to a speaker.

Possible Writing Prompt: *Draw one way you can show your teacher you are listening to him/her on the carpet.*

Benchmark- HE.K.B.4.3 Identify the appropriate responses to unwanted and threatening situations.

55. What is a trusted adult?

56. Who are your trusted adults?

57. If you are in trouble, where could you go for help?

58. What should you do if a stranger approaches you?

59. Say, "Stop! I don't know you!" in an assertive voice.

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark- HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed.

60. What choices could you make to keep yourself safe at school?

61. Who helps you choose appropriate clothing each day?

62. Who reminds you to keep yourself clean?

63. Who are the people that make you feel safe?

Possible writing prompt: *Draw some people who help you feel safe*

Benchmark- HE.K.B.5.2 Recognize healthy options to health-related issues or problems.

64. Think of an emergency situation. What are some healthy choices for this emergency?

Benchmark- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.

65. What is an unsafe choice that you could make when with friends at a park?

66. What could happen if you do not keep your body clean or visit the dentist?

67. What are some consequences that could occur if you are unsafe in a car?

68. What are some consequences that could occur if you are unsafe on your bike?

HEALTH ADVOCACY SKILL ACTIVITIES

Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark- HE.K.P.8.1 Help others to make positive health choices.

69. What could you do if someone is not being safe on the playground?

5 Minute Health: Skill Builders aligned to ELA Module B

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

As a result of using the health education discussion questions/writing prompts and activities listed below, students will be able to meet the Florida Standards for Health Education.

Benchmarks: HE.1.C.1.2 Recognize the physical dimensions of health.

70. What are good eating habits?

71. Name a food that is unhealthy

72. Name a food that is healthy.

Possible Writing Prompt: write a list book listing healthy food choices write a list book listing unhealthy food choices.

Benchmark- HE.K.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings.

73. How can you stay safe when you are riding your bike?

74. How does a helmet protect you?

75. What are some ways to stay safe in a car?

76. Name some items that are safe to put in your mouth.

77. How can you tell if something is poisonous or harmful?

Possible Writing Prompt: write a list book about ways that you can keep yourself safe.

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark- HE.K.C.2.1 Name healthy behaviors that family members should practice.

78. What are some things that your family does to stay healthy?

79. How does brushing your teeth keep you and your family healthy?

80. Why is it a good idea to stay home when you are sick?

81. Why do doctors give shots?

82. Having a family meal together is a great idea because _____.

83. What family activities can you share?

84. When you are speaking to your family members, what are some respectful words you could use?

Possible Writing Prompt: Write a list book of some ways that your family stays healthy.

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark- HE.K.P.7.1 Identify healthy practices and behaviors to maintain or improve personal health.

85. What changes could you make to be healthier?

86. Name a person that could teach you how to make healthy choices.

87. Name the places where you feel safe?

Possible Writing Prompt: Write a list book of places where you feel safe or people who make you feel safe.

HEALTH ADVOCACY SKILL ACTIVITIES

Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark- HE.K.P.8.1 Help others to make positive health choices.

88. Tell your neighbor about a healthy choice you made.

Possible Writing Prompt: Make a list book of ways to keep yourself healthy.

5 Minute Health: Skill Builders aligned to ELA Module C

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmarks: HE.1.C.1.1 Identify healthy behaviors.

89. Why is it important to brush your teeth?

90. Who could help you brush your teeth?

91. What could happen if you didn't brush your teeth?

92. What items do you need to brush your teeth?

93. How many times should you brush your teeth per day?

94. Why is it important to keep your toothbrush in a clean place?

Possible Writing Prompt: Write a How-To book about how to brush your teeth.

Benchmarks: HE.1.C.1.3 Recognize ways to prevent common communicable diseases.

95. What do you need to wash your hands?

96. What are the steps to washing your hands the right way?

97. When should you wash your hands?

98. After you use the restroom, what should you do next?

Possible Writing Prompt: Write a How To book about how to wash your hands.

5 Minute Health: Skill Builders aligned to ELA Module D

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmarks: HE.1.C.1.2 Recognize the physical dimensions of health.

- 99. Why is it important to exercise?
- 100. What happens if you don't exercise?
- 101. Name some ways that you like to exercise.
- 102. Demonstrate an exercise you could do indoors.

Possible Writing Prompt: Write an opinion book about ways you like to exercise.

Benchmark-HE.1.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings.

- 103. What can you do to be safe in the water?
- 104. When you are in the water, what could you wear to keep you safe?

Possible Writing Prompt: Write a story about a time you were being safe at the beach or pool.

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark- HE.K.B.4.1 Recognize healthy ways to express needs, wants and feelings.

- 105. Name a person at school that you can tell how you are feeling.
- 106. What could you say to a person that hurt your feelings?

Possible Writing Prompt: Write a story about a time that someone hurt your feelings

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark- HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed.

- 107. What choices could you make to keep yourself safe in water?
- 108. How are making safe choices in school similar to making safe choices in water?

Benchmark- HE.K.B.5.2 Recognize healthy options to health-related issues or problems.

- 109. Describe a healthy choice you could make if your friends dare you smoke.

Benchmark- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.

- 110. What is an unsafe choice that you could make when at the beach or pool?

Health Education Foundations

The National Health Education Standards offer a coherent vision of what it means to be health literate!

“Health Literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing.”

The Joint Commission on Health Education Standards

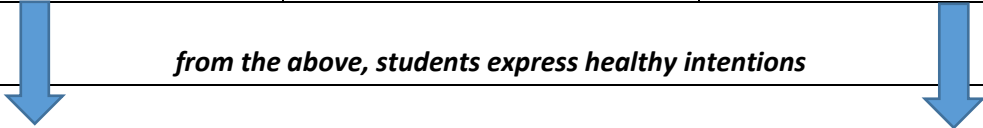
“It is a growing belief that any further advances made in improving the nation’s health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual’s health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can help play an important role in improving the quality of life.”

National Health Education Standards: Achieving Health Literacy, 1995

The Florida Standards for Health Education are based on the National Standards for Health Education.

National Health Standards	National Health Standards Descriptions
Core Concepts	The foundational knowledge of health. What students should know before they can do.
Analyzing External And Internal Influences	The ability to determine sources of influences: family, peers, teachers, other adults/professionals, media (advertisements, magazines, newspaper, internet sources, television, etc.), culture, etc.
Accessing Information	The ability to access appropriate, useful and health enhancing information (using a variety of reliable resources).
Interpersonal Communication	The ability to appropriately and successfully use verbal, nonverbal, and active listening skills.
Decision-Making	The ability to use a process by which problems, etc. are well thought out and a health enhancing result occurs; includes consequences (positive and negative) for actions taken.
Goal-Setting	The ability to set and achieve reachable short and long term health enhancing targets.
Self-Management	The ability to make health enhancing decisions, etc. primarily impacting self.
Advocacy	The ability to “advocate” for health enhancing services, policies, programs, assistance, etc. primarily impacting family, peers,

To produce health literate students, all Health Education instruction must incorporate activities that help students develop their health knowledge, attitudes, beliefs, and behaviors:

Activities to Produce Health Literate Students		
What Students Believe (Attitudes)	Influence of Others on Health Behaviors (Healthy Norms)	Students' Confidence to Act (Perception of Control)
<ul style="list-style-type: none"> Activities encourage students to value healthy behaviors. Activities help students connect healthy behaviors with desired health outcomes. 	<ul style="list-style-type: none"> Activities help students understand that family, friends, and teachers want students to act in healthy ways. Activities increase students' motivation to comply with the wishes of family, friends, and school. 	<ul style="list-style-type: none"> Activities allow students opportunities to anticipate situations where they need to make healthy choices. Activities help students develop supportive knowledge & skills that build confidence to practice healthy actions.
 <p>from the above, students express healthy intentions</p>		
<p>leading to students' healthy behaviors</p>		

What Skill Builders do for your students!

Schools tend to operate within the realm of knowledge and information. But knowledge and information alone are NOT enough to develop a health literate student! Prevention research shows that competence in personal, social, and life skills is also essential. The following personal, social, and life skills must be practiced by students to promote students' healthy behaviors:

- Expressing and communicating health beliefs and preferences
- Resisting peer pressure
- Controlling personal impulses, practicing self-control and managing behavior
- Negotiating risky situations
- Choosing healthy and safe friends
- Establishing a healthy support system
- Solving problems
- Assessing risks
- Resolving conflict and coping with stress
- Asking adults for help
- Establishing healthy goals and plans to reach those goals
- Making informed decisions and anticipating results
- Practicing healthy actions

Grading Health

Health grades are blended with other content to become a floating assessment. These assessments may be based on teacher observations using the Health Rubric for each grade posted on eLearn. The 5 Minute Health Skill Builders include a variety of writing prompts and other activities that may be assessed using the grade level rubric for Health.

Health Education Grading Rubric

K-2

- Most of the time: Students demonstrate understanding of Health Objectives most of the time.
- Some of the time: Students demonstrate understanding of the Health Objectives some of the time.
- Seldom: Students cannot demonstrate an understanding of the Health Objectives.

Lesson Objective	Most of the time	Some of the time	Seldom

5 Minute Health: Skill Builders aligned to ELA Module A

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

As a result of using the health education discussion questions/writing prompts and activities listed below, students will be able to meet the Florida Standards for Health Education

Benchmark- HE.1.C.1.2 Recognize the physical and social dimensions of health.

1. What is your favorite way to make a friend?
2. How did you meet your best friend?
3. What are some ways to show respect to your teacher?
4. What are some ways to show respect to your family?
5. Who are other adults you should show respect to? How do you show them respect?
6. Practice showing various feelings verbally.
7. Practice showing various feelings nonverbally.

Writing Prompt: Draw or write some ways you can show respect to your teacher, friends, or family.

Benchmark- HE.1.C.1.5 Identify the correct names of human body parts.

8. Show me where your stomach is. What does it do?
9. Where are your intestines? What do they do?
10. Where is your heart? What does it do?
11. Where are your lungs? What do they do?
12. What does your skin do?
13. Where are your muscles? What do they do?
14. Why are your bones important? Where are they?

Writing Prompt: Draw and label the following on a picture of a person- stomach, intestines, heart, lungs, skin. Verbally explain or write what each of these body parts do.

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark- HE.1.C.2.2 Explore the ways that a friend would act in a variety of situations.

15. What is a friend?
16. What does a friend look like when he/she is listening to a friend?
17. Why wouldn't a friend ask you to do anything that would hurt you?
18. Why is taking turns an important characteristic in a friend?
19. Why is sharing an important characteristic in a friend?
20. How is laughing with someone different from laughing at someone?
21. How do you think friends can help each other be healthy?

Benchmark-HE.1.C.2.3 Identify what the school and community do to support personal health practices and behaviors.

22. What are the steps we follow during a fire drill?
23. Why do we have fire drills?
24. What are the steps we follow in a weather drill?
25. Why do we have weather drills?

26. What are the steps we follow in a lockdown drill?
27. Why do we have lockdown drills?

Benchmark- HE.1.C.2.4 Recognize health consequences for not following rules.

28. How do you feel when you are in an argument with a friend? How do you settle the argument without losing your friend?
29. What do you do when someone hurts your feelings?
30. How do you respond when you realize that you hurt someone else's u?

Writing Prompt: Draw or write about a time that someone hurt your feelings or when you hurt someone's feelings. How did you two make up?

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark- HE1.B.4.2 Describe good listening skills to enhance health.

31. What do you look like when you are being a good listener?
32. Show me an example of the right way to wait for your turn. Show me an example of the wrong way to wait for your turn.
33. How could you let a speaker know that you understand what they are saying?
34. What is the right way to ask questions when you are confused about what is being taught? What are some wrong ways to ask questions when you are confused about what is being taught?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark- HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks.

35. Raise your hand if you know if you have a smoke alarm at your home. How is a smoke alarm helpful?
36. Who can show us how to "Stop, Drop, and Roll"?

5 Minute Health: Skill Builders aligned to ELA Module B

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark- HE.1.C.1.1 Identify healthy behaviors

1. What is included in a healthy breakfast?
2. Why is it important to eat breakfast?
3. What foods might be included in a healthy lunch?
4. What foods might be included in a healthy supper?
5. Why is drinking plenty of water important?

Writing Prompt: List some foods that would make up a healthy breakfast, lunch, or dinner.

Benchmark- HE.1.C.1.3 Describe ways to prevent common communicable diseases.

6. What are the steps to washing your hands the right way?
7. When should you wash your hands?
8. Show me the right way to cover a sneeze or cough?
9. How does covering your sneeze or cough help other people?
10. What are some other ways you can make sure that you don't get others sick?
11. What do you hate about getting a shot? Why is getting shots important?
12. What could happen if you share food or silverware with someone else?
13. What are some other things you shouldn't share to keep others from getting sick?

Writing Prompt: Write/draw to explain how you can keep your germs from spreading to other people.

Benchmark- HE.1.C.1.6 Identify Health Care Providers

14. What is a doctor? What does a doctor do?
15. What are paramedics? What do they do?
16. What does the school nurse do?
17. What is a dentist? Have you ever been to the dentist? If yes, what did they tell you to do to keep your teeth healthy?

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark-HE.1.C.2.3 Identify what the school and community do to support personal health practices and behaviors.

18. What healthy foods did you notice in our school lunch line today? What healthy foods did you select?

Benchmark- HE1.C.2.5 Name examples of media messages that relate to health behaviors.

19. Have you seen any commercials/billboards for fast food? Was the food healthy or unhealthy? How do you know?
20. Have you seen any commercials/billboards for milk? Did the commercial/billboard make you want to drink milk or eat milk products? Why do you think they put billboards up for milk?
21. Have you seen any commercials/billboards for candy? Is candy healthy? Why or why not?
22. Have you seen any commercials/billboards that made you hungry? Were they showing any healthy foods?

23. What are some unhealthy snacks you have seen advertised? Did you want to go and buy them after you saw the ad? Why or why not?
24. Does anyone know what an infomercial is?
25. Has anyone seen a commercial or billboard that encouraged people to avoid unhealthy substances such as smoking or drugs?

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark- HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places.

26. How can you be safe around a hot stove?
27. What are some other items around the house that can get hot?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark- HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed.

28. What do tobacco and smoke do to the body?
29. What do you think your family wants to decide about tobacco?
30. Who chooses what you eat for breakfast? How does he/she/you decide what you should eat?
31. Who chooses what you eat for lunch? How does he/she/you decide what you should eat?
32. Who chooses what you should eat for supper? How does he/she/you decide what you should eat?
33. Who can demonstrate proper hand washing?
34. When should we wash our hands?

Benchmark- HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.

35. How many of you brush your teeth every day? What can happen if you don't brush regularly?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark- HE.1.P.8.1 Encourage others to make positive health choices.

36. Who does the food shopping for your family? When they ask for your help, do you suggest healthy foods?
37. What are your favorite healthy foods?

Writing Prompt: Write, draw, or list your favorite healthy foods and explain why you like them.

5 Minute Health: Skill Builders aligned to ELA Module C

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark- HE.1.C.1.1 Identify healthy behaviors

38. Why is wearing a helmet when you ride your bike important?

39. What are some other times you should wear a helmet?

Possible Writing Prompt: Write to explain how wearing a helmet can protect you

Benchmark- HE.1.C.1.2 Recognize the physical and social dimensions of health.

40. Empathy means caring about someone else's feelings. How could you show empathy to someone who is feeling sad?

41. How could you show empathy to someone who is being bullied?

42. How could you show empathy to someone who is being left out?

43. What time do you go to bed? Do you think that you get enough sleep to help you do your best work at school?

44. What can you do to make sure that you get ready for bed on time?

45. What can you do to make sure that you get ready for school on time?

Writing Prompt: Write about a time that you showed empathy to someone or when someone showed empathy to you

Benchmark- HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.

Possible Read Aloud: I Keep Myself Safe (new for 2016-2017)

46. Who can show me the right way to cross the street?

47. Where is the proper place to cross the street?

48. How do we know when it is the right time to cross the street?

49. What should you wear to be safe on a bike?

50. Where should you ride your bike?

51. Should you ride your bike after dark? What do you need if you do ride your bike after dark?

52. What are the signals for showing that you are turning left or right or stopping your bike?

Writing Prompt: Draw and label a street and show things that help keep you safe on that street.

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark-HE.1.C.2.1 Identify how children learn health behaviors from family and friends.

53. How many of you have a set bedtime? Who makes sure that you go to bed on time? What do they have you do before you go to bed?

54. Who has a rule about how much time you get to watch TV? Is the rule different at different houses?

55. Who has a rule about how much time you get to spend playing video games? Is the rule different at different houses?

56. Does anyone's family celebrate holidays or family occasions? What do you celebrate and how does your family make it special?

57. Does anyone have or go to birthday parties? What was one thing that was especially fun at a birthday party you attended?

Writing Prompt: *Write about a special celebration you share with your family. What makes it special?*

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark- HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places.

58. Review the warning labels/symbols found on hazardous products. Where can we find the labels on a container?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark- HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed.

59. How do you know when it is safe to cross the street?

Benchmark- HE.1.B.5.2 Identify healthy options to health-related issues or problems.

60. How many of you have a bike helmet? Who makes sure that it fits properly and that you wear it?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark- HE.1.P.8.1 Encourage others to make positive health choices.

61. Review the proper place to cross the street. Who in your family is best at remembering to cross in the right place?

5 Minute Health: Skill Builders aligned to ELA Module D

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark- HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.

- 62. Why should you wear a seatbelt when you are riding in a car?
- 63. What are some other ways to stay safe in a car?
- 64. Why do young children need to sit in the back seat of a car?
- 65. How do you feel when you're safe?

Writing Prompt: Draw and write about how to keep yourself safe in a car.

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark-HE.1.C.2.3 Identify what the school and community do to support personal health practices and behaviors.

- 66. What do you think it means when someone says, "I belong"?
- 67. What kinds of feelings do you have when you feel like you "belong"?
- 68. Who are some people with whom you belong?

Writing Prompt: Draw a concept web with the word "belong" in the middle- then draw or write different things in your life that make you feel like you belong.

Benchmark- HE.1.C.2.4 Recognize health consequences for not following rules.

- 69. What are some different kinds of pollution? How does pollution happen?
- 70. How does pollution hurt the environment?
- 71. What are some things you can do if you see garbage on the ground or in the water?

Writing Prompt: Draw and label how pollution hurts the environment.

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Have students practice (through speaking and listening or writing and drawing) the following skills to meet the Florida Standards for Health Education. For some practices, you will need to reference health/reading/ science/ social studies books, stories, videos, or other sources of information that students recently read, saw, or heard.

Benchmark- HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places.

- 72. Review the warning labels/symbols found in hazardous places.
- 73. What are some signs about swimming you might see at a pool? Why do you think they hang these signs up?
- 74. What are some signs about swimming you might see at the beach?
- 75. Where else might you see signs about swimming? Why are those signs important?

Writing Prompt: Create a swimming sign and a location you might find your sign.

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark- HE.1.B.5.2 Identify healthy options to health-related issues or problems.

76. How many of you have a special seat in the car? Why is it important to make sure that you sit in a special seat or wear a seatbelt while riding in a car?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark- HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks.

77. How can stopping to think before you act help you make safe decisions?

Benchmark- HE.1.P.8.1 Encourage others to make positive health choices.

78. What can you do when you know that someone has forgotten to do something important?

5 Minute Health: Skill Builders aligned to ELA Module E

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark- HE.1.C.1.1 Identify healthy behaviors

79. How do you know how to dress for the weather?

80. Who can help you dress for the weather?

81. How might you dress differently on a cold day instead of a hot day?

Writing Prompt: Draw a line down the center of your paper. Label one side “hot” and the other side “cold.” Draw and label what you would wear on a cold day and what you would wear on a hot day.

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark- HE.1.C.2.4 Recognize health consequences for not following rules.

82. What are some ways you’ve gotten injured? How can you prevent being injured next time?

83. Have you ever done anything that caused someone else to get hurt? What could you have done differently so that no one would get hurt?

Benchmark-HE.1.C.2.3 Identify what the school and community do to support personal health practices and behaviors.

84. Did anyone work in a school garden last year? If so, what did you grow? If we could have a school garden what healthy things could we grow?

Writing Prompt: If our school wanted to make a garden to help our community, what healthy things should we grow? Draw and label your ideal garden.

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark- HE1.B.4.1 Identify healthy ways to express needs, wants, and feelings.

85. When you need help at home, whom can you ask?

86. When you need help at school, whom can you ask?

87. What is aggressive behavior? Who would you report it to at school?

88. Who would you report aggressive behavior to at home?

89. Review bullying. Review how bullying is reported/handled at your school.

90. What should you do if you think someone is being bullied?

91. Review the good touch/bad touch and touching rule lessons.

92. Practice saying “no” and telling a trusted adult if someone is doing things that make you feel uncomfortable.

Benchmark- HE1.B.4.3 Tell about ways to respond when in an unwanted, threatening, or dangerous situation.

93. Discuss when it would be appropriate to walk away from a situation.

94. Discuss when it would be appropriate to tell a trusted adult about a situation.

95. Discuss when it would be appropriate to say “no” to a situation.
96. Do you use an electronic device (computer/ipod/ipad/tablet) outside of school?
97. Who decides what sites you may use on an electronic device (computer/ipod/ipad/tablet)?
98. Why is it dangerous to give out personal information over an electronic device (computer/ipod/ipad/tablet)?
99. If someone is trying to talk to you over an electronic device (computer/ipod/ipad/tablet) who should you tell and why?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark- HE.1.B.5.2 Identify healthy options to health-related issues or problems.

100. If you see something dangerous (matches, gun, broken glass, etc.) what should you do?

Benchmark- HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.

101. What are some things that kids can do to help the environment?

Writing Prompt: Write and draw about a way that a kid your age could help the environment

5 Minute Health: Skill Builders aligned to ELA Module F

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark- HE.1.C.1.1 Identify healthy behaviors

- 102. What are some ways to stay safe on the swings?
- 103. What are some ways to stay safe on a slide?
- 104. What are some other items found on a playground? How can you use the equipment safely?
- 105. How is exercising a healthy behavior?
- 106. What is your favorite activity during PE?

Writing Prompt: Write and draw about your favorite thing to do at PE or Recess. Explain how you can stay safe while doing that activity.

Benchmark- HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.

Possible Read Aloud: I Keep Myself Safe (new for 2016-2017)

- 107. What are some ways to stay safe in a pool?
- 108. What are some ways to stay safe at the beach?
- 109. What are some ways to stay safe on a boat?

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark-HE.1.C.2.1 Identify how children learn health behaviors from family and friends.

- 110. How many of you exercise with your family? What kinds of activities do you do? How does exercising with others make it more enjoyable?
- 111. How many of you play a sport after school? Who comes to watch your games?

Writing Prompt: Write about your favorite way to exercise with others.

Benchmark- HE1.C.2.5 Name examples of media messages that relate to health behaviors.

- 112. Has anyone seen a commercial or billboard that encouraged physical activity?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark- HE1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed.

- 113. Who makes the rules for places you go to play in the water (pool, beach, boating, etc.)? Who reinforces those rules?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark- HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks.

- 114. Who knows how to swim?
- 115. What equipment can help if you don't know how to swim?
- 116. What adults can help keep you safe while you are swimming?
- 117. Why is it important to swim with a buddy?
- 118. Why is it important to follow the rules on the playground?
- 119. Why do we use sunscreen?
- 120. What can happen if you forget to put on sunscreen?

Benchmark- HE.1.P.8.1 Encourage others to make positive health choices.

- 121. Who makes sure that you use sunscreen? Have you ever had to remind him/her to remember the sunscreen?

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark- HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places.

- 122. Review the labels found on medicine. Why should you check with an adult before you open the bottle?

Benchmark- HE1.B.3.2 Identify trusted adults and professionals who can help promote health.

- 123. What are some things your parents do to help you stay healthy?
- 124. What are some things your teacher does to help you stay healthy?
- 125. What are some things your PE coaches do to help you stay healthy?
- 126. What are some things your guidance counselor does to help you stay healthy?
- 127. What are some things the school nurse does to help you stay healthy?
- 128. What other adults help you stay healthy?

Writing Prompt: Create a concept web and draw an adult in the middle who helps you stay healthy. Draw or write how that adult helps you stay healthy in the different bubbles.

Health Education Foundations

The National Health Education Standards offer a coherent vision of what it means to be health literate!

“Health Literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing.”

The Joint Commission on Health Education Standards

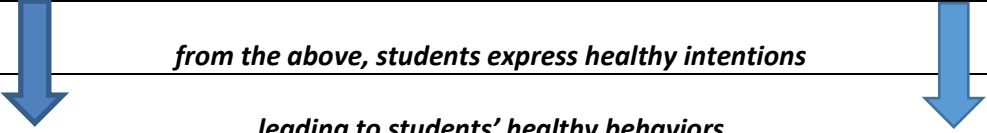
“It is a growing belief that any further advances made in improving the nation’s health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual’s health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can help play an important role in improving the quality of life.”

National Health Education Standards: Achieving Health Literacy, 1995

The Florida Standards for Health Education are based on the National Standards for Health Education.

National Health Standards	National Health Standards Descriptions
Core Concepts	The foundational knowledge of health. What students should know before they can do.
Analyzing External And Internal Influences	The ability to determine sources of influences: family, peers, teachers, other adults/professionals, media (advertisements, magazines, newspaper, internet sources, television, etc.), culture, etc.
Accessing Information	The ability to access appropriate, useful and health enhancing information (using a variety of reliable resources).
Interpersonal Communication	The ability to appropriately and successfully use verbal, nonverbal, and active listening skills.
Decision-Making	The ability to use a process by which problems, etc. are well thought out and a health enhancing result occurs; includes consequences (positive and negative) for actions taken.
Goal-Setting	The ability to set and achieve reachable short and long term health enhancing targets.
Self-Management	The ability to make health enhancing decisions, etc. primarily impacting self.
Advocacy	The ability to “advocate” for health enhancing services, policies, programs, assistance, etc. primarily impacting family, peers,

To produce health literate students, all Health Education instruction must incorporate activities that help students develop their health knowledge, attitudes, beliefs, and behaviors:

Activities to Produce Health Literate Students		
What Students Believe (Attitudes) <ul style="list-style-type: none"> Activities encourage students to value healthy behaviors. Activities help students connect healthy behaviors with desired health outcomes. 	Influence of Others on Health Behaviors (Healthy Norms) <ul style="list-style-type: none"> Activities help students understand that family, friends, and teachers want students to act in healthy ways. Activities increase students' motivation to comply with the wishes of family, friends, and school. 	Students' Confidence to Act (Perception of Control) <ul style="list-style-type: none"> Activities allow students opportunities to anticipate situations where they need to make healthy choices. Activities help students develop supportive knowledge & skills that build confidence to practice healthy actions.
 <p><i>from the above, students express healthy intentions</i></p> <p><i>leading to students' healthy behaviors</i></p>		

What Skill Builders do for your students!

Schools tend to operate within the realm of knowledge and information. But knowledge and information alone are NOT enough to develop a health literate student! Prevention research shows that competence in personal, social, and life skills is also essential. The following personal, social, and life skills must be practiced by students to promote students' healthy behaviors:

- Expressing and communicating health beliefs and preferences
- Resisting peer pressure
- Controlling personal impulses, practicing self-control and managing behavior
- Negotiating risky situations
- Choosing healthy and safe friends
- Establishing a healthy support system
- Solving problems
- Assessing risks
- Resolving conflict and coping with stress
- Asking adults for help
- Establishing healthy goals and plans to reach those goals
- Making informed decisions and anticipating results
- Practicing healthy actions

Grading Health

Health grades are blended with other content to become a floating assessment. These assessments may be based on teacher observations using the Health Rubric for each grade posted on eLearn. The 5 Minute Health Skill Builders include a variety of writing prompts and other activities that may be assessed using the grade level rubric for Health.

Health Education Grading Rubric

K-2

- Most of the time: Students demonstrate understanding of Health Objectives most of the time.
- Some of the time: Students demonstrate understanding of the Health Objectives some of the time.
- Seldom: Students cannot demonstrate an understanding of the Health Objectives.

Lesson Objective	Most of the time	Some of the time	Seldom

5 Minute Health: Skill Builders aligned to ELA Module A

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.2.C.1.3 Describe ways a safe, healthy home environment can promote personal health.

1. What is an emergency?
2. What are some types of emergencies? How do we keep safe in a fire emergency?
3. What number do you call in an emergency? Let's practice dialing 911.
4. What other emergency numbers should be posted by your phone at home/or in your cell phone?
5. What is your family's plan in case of a fire?
6. Where is your safe meeting place?
7. Who is a safe person to go to in your neighborhood in a fire emergency?
8. What are poisonous products?
9. How do you know if something is poisonous?
10. Where are poisonous products stored in your home? Where should they be stored?

Writing Prompt: Draw an evacuation map for how to get out of your house or classroom in the event of a fire.

Benchmark: HE.2.C.1.4 Describe ways to prevent childhood injuries in the home, school, and community settings.

11. What is an appropriate touch? What is an inappropriate touch? (*Good touch/Bad touch*)
12. What would you do if you experienced an inappropriate touch? (*Tell a trusted adult, run away, scream, etc.*)
13. What are important rules to follow on the bus so that people stay safe?
14. What are some important rules to follow on the playground?
15. Why are rules important? Why do we need to follow rules?
16. What would happen if (we did not follow/nobody followed) the rules?
17. What do you do if you find matches or a lighter?
18. How can we keep ourselves and others safe around matches or a lighter?

Writing Prompt: Write and draw what could happen if there were no rules at school.

Benchmark: HE.2.C.1.5 Recognize the locations and functions of major human organs.

19. What job does your heart do? Why is your heart important?
20. What job do your lungs do? Why are your lungs important?
21. What do your muscles do for the body?

Writing Prompt: Draw and explain the job of the heart, lungs, and/or muscles.

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.2.C.2.2 Describe how friends' health practices influence health behaviors of others.

22. How do you feel when someone tells you a lie?
23. What is respect? What are some ways we show people respect?
24. How do you feel when someone disrespects you or your property?
25. What should you do when you feel disrespected?
26. What does it mean to be tobacco-free?

27. What does smoking do to your health?
28. Do any of your friends have different safety rules than your family?
29. What can you do to find out why you have to follow rules that other kids don't have to follow?

Writing Prompt: *Create a concept web of different ways to show respect*

Benchmark: HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.

30. Review classroom expectations. How do rules keep you safe in the classroom?
31. What are some rules you think help make the school safe?
32. List school rules. How do school rules keep you safe on campus?

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark: HE.2.B.3.1 Understand the meaning of warning labels and signs on hazardous products.

33. What does hazardous mean? How do you know if a product is hazardous?
34. What kinds of warnings have you seen on items that might be hazardous to our health?
35. What does it say on most hazardous products or medications?
36. Where should these products and medications be stored? Give examples.
37. What is a prescription? Who gives you a prescription?
38. What information is on a prescription medication label?
39. What does over the counter medication mean?
40. What is the difference between an over-the-counter drug and a prescription medication?
41. Why shouldn't you take someone else's medicine?
42. What would you do if someone other than your parent or guardian offered you a medicine?
43. If you found something hazardous what could you do to keep yourself and others safe?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.2.B.5.3 Compare the consequences of not following rules/practices when making healthy and safe decisions.

44. What are consequences?
45. Think of a class rule. What would be some of the consequences of not following this rule?
46. Think of a time you were really angry. What did you do or say? How did the people around you react? Was there something else you could have done or said that might have worked out better? Why would it have been better?
47. What are some things that we could do if we were angry that could help us to calm down without affecting others around us?
48. What should you do if you accidentally (unintentionally) hurt someone? Hurt someone's feelings?
49. What could you do or say to that person to make them feel better?
50. When would you need to involve a trusted adult? What would you do or say to the trusted adult?

Writing Prompt: *Draw a line down the center of your paper. On one side label it "healthy choice" and the other side label "unhealthy choice." Now imagine you are very angry. Draw or write a healthy way to deal with your anger and on the other side an unhealthy way.*

5 Minute Health: Skill Builders aligned to ELA Module B

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer.

Possible Read Aloud: *Why Do We Have Rules (new for 2016-2017)*

- 51. What are some rules in our community?
- 52. How do community laws keep you safe?
- 53. What traffic laws are important to travel safely on the roadways?

Writing Prompt: *Draw a diagram of a place in your community. Show some rules to keep you safe there.*

Benchmark: HE.2.C.2.1 Describe how family rules and practices influence health behaviors.

- 54. What are some safety rules your parents/grandparents have at home?
- 55. Why are safety rules at home important to follow?
- 56. What are the consequences of not following the rules at home?
- 57. What are some safe ways to handle food at home?
- 58. What are some unsafe ways to handle food at home?
- 59. What are the consequences of not handling food safely?
- 60. What safety practices should we follow in a kitchen?
- 61. What items can we find in a kitchen that might be unsafe?

Writing Prompt: *Draw a diagram of your kitchen. Show some rules to keep you safe there*

Benchmark: HE.2.C.2.5 Describe how the media and technology can influence health behaviors.

- 62. What kinds of healthy things do you see on TV? What about the internet?
- 63. What kind of unhealthy things do you see on TV? What about the internet?
- 64. List healthy behaviors. Include exercise, diet, sleep patterns, hygiene, and mental health. What makes them healthy?

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark: HE.2.B.3.2 Select trusted adults and professionals who can help promote health.

- 65. Who do you consider a trusted adult?
- 66. How do trusted adults help you make healthy decisions?
- 67. What people do you know that try to make our community safer?
- 68. How do these community professionals encourage you to make healthy choices?

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark: HE.2.B.4.1 Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.

69. What is a need? What are some examples of needs?
70. What is a want? What are some examples of wants?
71. What is the difference between a need and a want?
72. How do you express your needs?
73. How do you express your wants?
74. How do you feel when your needs and wants are not met?
75. What would be a healthy way to express your anger?
76. What do you do when you feel afraid?
77. Think of a time you felt nervous, what made you feel nervous?
78. What can you do to help calm yourself when you are nervous?
79. When others are speaking, what is the polite way to let others know you want to speak?

Writing Prompt: *Draw a line down the middle of your paper. Label one side “need” and the other “want.” Make a list of needs and wants. How do you know which is a need and which is want?*

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark HE.2.B.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

80. What are some healthy food choices?
81. What are some unhealthy food choices?
82. Sort cards with healthy choices and unhealthy choices.
83. What would you do if you were at a friend’s house and they were only serving unhealthy choices? What would you say? Would you eat the food anyways? Why or why not?
84. Role-play what to say to a friend who is making unhealthy food choices.
85. What might be some healthy choices you could substitute for unhealthy foods? Fruit juice vs. soda etc.
86. How do you know if you need help making a decision?
87. If a friend asked you to sleepover at their house, can you decide to go all by yourself? Why or why not?

Writing Prompt: *Draw a line down the center of your paper. Label one side “healthy foods” and other side “unhealthy foods.” Make a list of healthy foods and unhealthy foods.*

Benchmark: HE.2.C.1.6 Determine when it is important to seek health care.

88. What is a fever? What do you do when you have a fever?
89. What is a toothache? What do you do when you have a toothache?
90. What are some ways a dentist may “fix” a toothache?
91. When your body doesn’t feel well, what do you do? Who do you tell?
92. What is an illness? Name some common illnesses.
93. What are some ways your doctor may care for your illness? Or keep you from getting an illness?
94. Turn and talk to your partner about a time you were ill, who you told, and how you got better.
95. Show me the right way to cover a sneeze or cough.
96. What can happen if you do not cover up a sneeze or cough?

Benchmark: HE.2.B.5.2 Name healthy options to health-related issues or problems.

- 97. What are some foods that contain a large amount of fat?
- 98. What are some healthy choices we could substitute for foods that contain a lot of fat?
- 99. What would you do if someone threatens to hurt you if you tell on them?
- 100. What do you think Safety Smart means?
- 101. How can you be **Safety Smart** on the street?
- 102. How can you be a **Smart** and **Safe** passenger?
- 103. What do you do to be **Smart** and **Safe** when home alone?
- 104. How can you be **Water Smart** around oceans, rivers, lakes, tubs, ditches, pools, etc.?
- 105. Repeat: **Be Street Smart, Passenger Smart, Stranger Smart, Water Smart, and Bike Smart**

Writing Prompt: *Draw and write about how you can be smart and safe on the street, in car, in the water, or at home.*

Benchmark: HE.2.B.5.2 Name healthy options to health-related issues or problems.

- 106. What kind of equipment do you use to keep safe while riding your bike or skateboard?
- 107. Turn and talk to your partner about what you would do or say if someone you knew was not wearing safety equipment.
- 108. How would you ask a trusted adult for help in an unsafe situation?

GOAL-SETTING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.2.B.6.1 Establish a short-term personal health goal as a class and take action toward achieving the goal.

- 109. What is a goal?
- 110. As a class, what goals could we have on the playground to make it safer?
- 111. How could reading at home each night make us healthier?
- 112. Why is it important for your health to get enough sleep at night?
- 113. How much sleep do you get each night?
- 114. What could you do to get better sleep?
- 115. How might the class benefit if everyone gets better sleep each night?
- 116. What is tobacco use?
- 117. What would you do or say if someone offered you a cigarette?
- 118. As a student, what personal goals could we set about tobacco use?
- 119. Why is it important to set these goals?
- 120. Let's revisit our goals to see if we have reached them. If not, how could we improve our efforts?

Writing Prompt: *Have students create a goal and track it daily (class or homework activity)*

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.2.P.7.1 Demonstrate health behaviors to maintain or improve personal health.

- 121. What is exercise?
- 122. What things do you like to do that are exercise?
- 123. What are some other exercises you think might be fun to try? What do you need to do to try these exercises?

- 124. Turn and talk to your partner about some physical activity or exercise you could do to maintain a healthy body.
- 125. What would you do or say if you visited a friend and they only wanted to watch TV or play video games?

Writing Prompt: Write a letter to a friend who does not like to exercise. Explain to your friend how exercise can be fun and is healthy a healthy habit.

HEALTH ADVOCACY SKILL ACTIVITIES

Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark: HE.2.P.8.1 Support peers when making positive health choices.

- 126. What is the buddy system and why is it important?
- 127. When should you use the buddy system?
- 128. What would you say to someone who doesn't want to tell a trusted adult about something that was inappropriate? How could you encourage them to do the right thing and tell a trusted adult?
- 129. What would you do or say if you were playing with a group of children and one friend always wanted to be first or had to be in charge of the game? How could you encourage them to take turns?
- 130. What would you say to a friend who has made a Safety Smart choice around water?
What could you say to a friend who isn't being Water Smart?
- 131. What would you say to a friend that has made a Safety Smart choice on the street?
- 132. What would you say to a friend that has made a choice to be Tobacco Free?
- 133. If you noticed a street wasn't safe for people to cross who could you tell that might be able to make it safer?

5 Minute Health: Skill Builders aligned to ELA Module C

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.2.C.1.2 Recognize the physical, mental/emotional dimensions of health.

- 134. What do you do to get along well with others?
- 135. What is personal space?
- 136. How do you feel when someone is in your personal space, and what do you do to maintain that personal space?
- 137. How do we respect others personal space?
- 138. What is anxiety? Anxiety is a feeling of fear, unease, and worry. It is stress that comes from any event or thought that makes you feel frustrated, angry, or nervous.
- 139. Talk about a time that you have felt anxiety.
- 140. What makes you feel safe at school?
- 141. What makes you feel safe at home?

Writing Prompt: Write about what makes you feel safe---either at home or at school.

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.2.B.5.2 Name healthy options to health-related issues or problems.

- 142. What is cooperation?
- 143. What can you do to be more cooperative when you are working in a group?
- 144. How does cooperation look like and sound like?

Writing Prompt: Create a concept web with the word “cooperation” in the middle. What does cooperation look like? What does cooperation sound like?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.2.P.7.1 Demonstrate health behaviors to maintain or improve personal health.

- 145. What is kindness?
- 146. How do you show kindness each day?

Writing Prompt: Create a concept web with the word “kindness” in the middle. What are some examples of kindness?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.2.C.1.1 Identify that healthy behaviors affect personal health.

- 147. What are emotions? Name some emotions you have felt.
- 148. What emotions do you feel when you fall off your bike?
- 149. How do you feel when you have an argument with your brother/sister?

150. How do you feel when you get a new toy?
151. What do you do to handle anger?
152. Think of a time you were really angry. What did you do or say? How did the people around you react?
153. Was there something else you could have done or said that might have worked out better? Why would it have been better?
154. What are some things that we could do if we were angry that could help us to calm down without affecting others around us?
155. What should you do if you accidentally (unintentionally) hurt someone? Hurt someone's feelings? What could you do or say to that person to make them feel better?
156. When would you need to involve a trusted adult? What would you do or say to the trusted adult?
157. How do you handle sadness?
158. How do you handle nervousness?
159. How are you feeling right now? How do you know? What physical signs tell you this?
160. How does your body feel when you have had too much candy?

Writing Prompt: Draw an emoji for each of these emotions- sadness, anger, nervousness. Create a speech bubble of a healthy way to show each of these emotions.

5 Minute Health: Skill Builders aligned to ELA Module D

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.2.C.2.2 Describe how friends' health practices influence health behaviors of others.

- 161. Why is it important to be truthful?
- 162. What are the consequences of being untruthful?

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark: HE.2.B.4.3 Demonstrate ways to respond to unwanted, threatening or dangerous situations.

- 163. What could you do if you are around a person (adult or child) who makes you feel uncomfortable?
- 164. If you ever feel you are in a dangerous or uncomfortable situation, what should you do once you are safe?
- 165. Why is it important to let an adult know where you are going and how you will get there?
- 166. What should you do if a stranger tried to get you to go somewhere else?
- 167. What would you do if a stranger offered you candy?
- 168. What would you do if a stranger asked you a lot of questions about you or your family?
- 169. What if a friend asks you to skip school and go to his house to hang out with his big brother?
- 170. Helping others is a good thing, so why would it be better to not help a stranger?
- 171. What can you do to stay safe, if someone on the computer wants to meet you?
- 172. What do you do if something inappropriate pops up on your computer screen?
- 173. What should you do to stay safe if someone makes you feel scared, uncomfortable, or nervous? What do you do if someone forces you to do something?

Writing Prompt: *Write about what you should do if a stranger approached you or tried to get you to go with them.*

5 Minute Health: Skill Builders aligned to ELA Module E

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.2.C.2.3 Describe how the school and community influence health behaviors of children.

- 174. What is recycling?
- 175. Who recycles and why is it an important practice?
- 176. What might happen if no one ever recycled cans and plastic?
- 177. Turn and talk to your partner about how you help the earth by recycling.

Writing Prompt: *Create posters to encourage others to recycle. Make sure to draw or write about how it can help the earth.*

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark HE.2.B.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed

- 178. What does it mean to recycle?
- 179. Does your family recycle? If so, what do they recycle? If not, what could you encourage your family to recycle?
- 180. Turn and talk to your partner about what you would do or say if you saw someone throw something away that could be recycled.

Writing Prompt: *Create a foldable brochure to teach your family how to recycle and the importance of recycling*

Benchmark: HE.2.B.5.3 Compare the consequences of not following rules/practices when making healthy and safe decisions.

- 181. What is pollution?
- 182. When people pollute are they breaking the laws?
- 183. What are some of the consequences of littering?
- 184. What are some of the consequences of air pollution?
- 185. What are some consequences of water pollution?

Writing Prompt: *Create posters to teach people why they shouldn't pollute the earth*

5 Minute Health: Skill Builders aligned to ELA Module F

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.2.P.7.1 Demonstrate health behaviors to maintain or improve personal health.

- 186. How do you stay safe in bad weather? Tornado? Hurricane? Thunder and lightning storm? Flooding?
- 187. How do you protect yourself from the sun?
- 188. Turn and talk to your partner about times and ways you protected yourself from the sun.
- 189. What would you do or say to someone who was not protecting themselves?

Writing Prompts: Create a foldable brochure where you explain how to stay safe in a tornado, hurricane, thunderstorm, and a flood.

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.2.C.2.3 Describe how the school and community influence health behaviors of children.

- 190. What is a Health and Safety Fair? Who has attended a Health and Safety Fair at school? What was it like?
- 191. Why do you think the school has a Health and Safety Fair?
- 192. What makes our community healthier?

Health Education Foundations

The National Health Education Standards offer a coherent vision of what it means to be health literate!

“Health Literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing.”

The Joint Commission on Health Education Standards



“It is a growing belief that any further advances made in improving the nation’s health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual’s health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can help play an important role in improving the quality of life.”

National Health Education Standards: Achieving Health Literacy, 1995

The Florida Standards for Health Education are based on the National Standards for Health Education.

National Health Standards	National Health Standards Descriptions
Core Concepts	The foundational knowledge of health. What students should know before they can do.
Analyzing External And Internal Influences	The ability to determine sources of influences: family, peers, teachers, other adults/professionals, media (advertisements, magazines, newspaper, internet sources, television, etc.), culture, etc.
Accessing Information	The ability to access appropriate, useful and health enhancing information (using a variety of reliable resources).
Interpersonal Communication	The ability to appropriately and successfully use verbal, nonverbal, and active listening skills.
Decision-Making	The ability to use a process by which problems, etc. are well thought out and a health enhancing result occurs; includes consequences (positive and negative) for actions taken.
Goal-Setting	The ability to set and achieve reachable short and long term health enhancing targets.
Self-Management	The ability to make health enhancing decisions, etc. primarily impacting self.
Advocacy	The ability to “advocate” for health enhancing services, policies, programs, assistance, etc. primarily impacting family, peers,

To produce health literate students, all Health Education instruction must incorporate activities that help students develop their health knowledge, attitudes, beliefs, and behaviors:

<i>Activities to Produce Health Literate Students</i>		
<i>What Students Believe</i> (Attitudes) <ul style="list-style-type: none"> Activities encourage students to value healthy behaviors. Activities help students connect healthy behaviors with desired health outcomes. 	<i>Influence of Others on Health Behaviors</i> (Healthy Norms) <ul style="list-style-type: none"> Activities help students understand that family, friends, and teachers want students to act in healthy ways. Activities increase students' motivation to comply with the wishes of family, friends, and school. 	<i>Students' Confidence to Act</i> (Perception of Control) <ul style="list-style-type: none"> Activities allow students opportunities to anticipate situations where they need to make healthy choices. Activities help students develop supportive knowledge & skills that build confidence to practice healthy actions.
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <i>from the above, students express healthy intentions</i> </div> <div style="text-align: center;">  </div> </div>		
<i>leading to students' healthy behaviors</i>		

What Skill Builders do for your students!

Schools tend to operate within the realm of knowledge and information. But knowledge and information alone are NOT enough to develop a health literate student! Prevention research shows that competence in personal, social, and life skills is also essential. The following personal, social, and life skills must be practiced by students to promote students' healthy behaviors:

- Expressing and communicating health beliefs and preferences
- Resisting peer pressure
- Controlling personal impulses, practicing self-control and managing behavior
- Negotiating risky situations
- Choosing healthy and safe friends
- Establishing a healthy support system
- Solving problems
- Assessing risks
- Resolving conflict and coping with stress
- Asking adults for help
- Establishing healthy goals and plans to reach those goals
- Making informed decisions and anticipating results
- Practicing healthy actions

Grading Health

Health grades are blended with other content to become a floating assessment. These assessments may be based on teacher observations using the Health Rubric for each grade posted on eLearn. The 5 Minute Health Skill Builders include a variety of writing prompts and other activities that may be assessed using the grade level rubric for Health.

Health Education Grading Rubric

K-2

- Most of the time: Students demonstrate understanding of Health Objectives most of the time.
- Some of the time: Students demonstrate understanding of the Health Objectives some of the time.
- Seldom: Students cannot demonstrate an understanding of the Health Objectives.

Lesson Objective	Most of the time	Some of the time	Seldom

5 Minute Health: Skill Builders aligned to ELA Module A

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.3.C.1.1 Describe healthy behaviors that affect personal health.

1. Describe why covering your mouth when you cough/sneeze is important?
2. Why is washing your hands important before eating and after using the bathroom?
3. What are the benefits of physical activity?
4. Why shouldn't you use others' hairbrushes and toothbrushes?
5. How can you prevent the spread of germs?

Benchmark: HE.3.C.1.3 Describe ways a safe, healthy classroom can promote personal health.

6. Why is it important to wash your hands frequently when in the classroom?
7. Why is it important to use the water fountain?
8. Why is it important to keep your area clear of clutter and organized?
9. Why is it important to use tissues properly and dispose of them properly?
10. Why is it important to use hand sanitizer properly?
11. Why shouldn't you share your food with others?

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.3.C.2.4 Identify classroom and school rules that promote health and disease prevention.

12. Why is it important to follow rules for walking in hallways?
13. Why is it important to keep your area clean?
14. Why do you need to listen to the crossing guard?
15. Why is bike safety important?

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark: HE.3.B.4.4 Explain ways to ask for assistance to enhance personal health.

16. How are group discussions helpful?
17. What are some questions you could ask to enhance your personal health?
18. What are some types of questions you might ask in writing?

GOAL-SETTING SKILL ACTIVITIES

Standard 6: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.3.B.6.1 Select a personal health goal and track progress toward achievement

19. What goal can we pick (as a class or small group) to track progress toward achievement?
20. How can you track daily physical activity? Why is that important?

HEALTH ADVOCACY SKILL ACTIVITIES

Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark: HE.3.P.8.1 Promote positive behaviors to others.

- 21. Why should you promote healthy foods to others?
- 22. Why should you promote following playground rules to others?
- 23. Why should you promote sharing items respectfully?

***HEALTH JOURNALING & RESPONSE ACTIVITIES FOR MODULE A**

Journal Entry #1

- List 3 reasons why it is important to follow rules for walking in hallways.
- Sketch a picture of someone NOT FOLLOWING the rules for walking and what could happen to him/her.
- Sketch a picture of someone FOLLOWING the rules for walking.

Journal Entry #2:

- Write to tell why covering your mouth when you cough/sneeze is important. Why is it important to use tissues properly and also dispose of them properly?

Journal Entry #3:

- Use a T-chart to list reasons why it's important to wash your hands frequently in the classroom & why washing hands is important before eating and after using the bathroom.
- Write to tell why it's important to use hand sanitizer properly.

Why it's important to wash hands before
eating and after using bathroom?

Why it's important to wash hands frequently
in the classroom?

Journal Entry # 4:

- Draw a picture and label to explain what could happen if you use someone else's hairbrush.
- Draw a picture and label to explain what could happen if you use someone else's toothbrush.

Journal Entry #5:

- List 3 things that tell what the benefits of physical exercise are.
- List 1 goal we can use as a class to track progress.
- How could we track daily physical activity and why is it important?

Journal Entry #6:

- Write 2 questions you want to ask about your personal health goals.
- Explain how a group discussion or "turn & talk" with partners can be helpful.

Journal Entry #7:

- Write a paragraph to tell why it is important to keep your area clean, organized, and clear of clutter.
- Sketch and Label: an example of what a clean & organized area looks like.
- Sketch and Label: an example of what a dirty, messy, unorganized area and student looks like.

Journal Entry #8:

- Write 1 sentence to tell why bike safety is important. Sketch and label a picture of you using bike safety.
- Write 1 sentence to tell why you need to listen to the crossing guard.

Journal Entry #9:

- Write a paragraph to tell why you should promote following playground rules with others.
- List at least 3 playground rules.

Journal Entry # 10:

- Write a sentence to tell why you should promote healthy food to others.
- Write a sentence to tell why you shouldn't share food with others.
- Sketch a picture of your favorite healthy food.

Journal Entry # 11:

- Why is it important to promote sharing items respectfully?
- Create a poster promoting sharing items respectfully. (Could be done week 6)

5 Minute Health: Skill Builders aligned to ELA Module B

VAM MODULE #1: NON-FICTION (CURRENT MODULE-ALL ABOUT SNAKES).

- ❖ *These 5 Minute Skill Builder health questions can easily be added to lessons when using many of the Non-Fiction books already provided.*

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.3.C.1.1 Describe healthy behaviors that affect personal health.

- 24. Why should you exercise regularly?
- 25. Why should you avoid junk food?

Benchmark: HE.3.C.1.4 Recognize common childhood health conditions.

- 26. What is asthma? *(A respiratory condition in the lungs that causes difficulty breathing.)*
- 27. What is diabetes? *(A condition that occurs when the body can't use glucose (type of sugar) normally.)*
- 28. What are food allergies? *(An unusual response to food caused by the body's immune system. Allergic reactions can cause serious illness.)*
- 29. What is dental care? *(Taking care of your teeth. It includes keeping the mouth clean in order to prevent cavities, gum disease and other dental disorders.)*
- 30. What is a cold?

Benchmark: HE.3.C.1.5 Recognize that the body parts and organs work together to form human body systems.

- 31. What is the circulatory system? *(The bodily system consisting of heart, blood vessels, and the blood that circulates blood throughout the body. It delivers nutrients to cells and removes waste products.)*
- 32. What is the digestive system? *(The bodily system that is responsible for digestion and absorption of food.)*
- 33. What is the nervous system? *(The system along which your brain sends and receives information about what is happening in the body and around it.)*

Benchmark: HE.3.C.1.6 Describe why it is important to seek health care.

- 34. What is a fluoride treatment? *(Something your dentist puts on your teeth to prevent tooth decay.)*
Why do dentist believe fluoride treatments are healthful?
- 35. What is a hearing exam? Why is it important for children to have a hearing exam?
- 36. What is an eye exam? Why is it important for children to have an eye exam?
- 37. During physical education class, the PE teacher measures your BMI. What is the BMI? Why is it important for parents to know their students' BMI?

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.3.C.2.1 Explore how family and friends' traditions and customs may influence health behaviors.

- 38. What are some various family nutritional choices?

Benchmark: HE.3.C.2.3 Explore how the traditions and customs of the school and community influence health behavior of children.

39. How do school gardens help students to eat healthy foods?

Benchmark: HE.3.C.2.5 Discuss the positive and negative impacts media may have on health.

40. Why is it important to choose healthy foods instead of unhealthy foods?

41. Why is it important to exercise instead of being a “couch potato”?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.3.B.5.1 Recognize circumstances that can help or hinder healthy decision making.

42. How can your knowledge of a topic help you make good health decisions? How can the amount of your knowledge keep you from making good health decisions?

Benchmark: HE.3.B.5.2 List healthy options to health-related issues or problems.

43. Name some healthy foods.

Benchmark: HE.3.B.5.3 Discuss the potential short-term personal impact of each option when making a health related decision.

44. What are the benefits of eating healthy foods?

45. What are the benefits of daily physical activity?

46. What are the benefits of personal hygiene?

47. What are the benefits of disease prevention?

48. What is the short-term impact of not polluting our environment?

Benchmark: HE.3.B.5.4 Find a healthy option when making a decision for yourself.

49. Why is choosing healthy food a good health option?

50. Why is increasing physical activity a healthy option?

GOAL-SETTING SKILL ACTIVITIES

Standard 6: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.3.B.6.1 Select a personal health goal and track progress toward achievement

51. How can you track eating healthy foods daily? Why is that important?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.3.P.7.2 Investigate a variety of behaviors that avoid or reduce health risks.

52. How does daily oral hygiene reduce health risks?

53. How do medical checkups reduce health risks?

54. How do immunizations reduce health risks?

55. How does daily physical activity reduce health risks?

HEALTH ADVOCACY SKILL ACTIVITIES

Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark: HE.3.P.8.1 Promote positive behaviors to others.

56. Why should you promote healthy foods to others?

***HEALTH JOURNALING & RESPONSE ACTIVITIES FOR MODULE B**

Journal Activity #1:

- Write in paragraph form: Why is regular exercise important? What are the benefits of daily physical activity? Why is increasing physical activity a healthy option?
- Draw and label a picture of you doing your favorite physical activity.

Journal Activity #2

- List 5 foods that are healthy.
- List 5 foods that are unhealthy.
- Write a paragraph to tell why choosing healthy foods is a good option? What are the benefits of choosing the healthy food?
- Draw a picture of what you might look like if you only choose to eat unhealthy food.

Journal Activity #3

- Make a list of the ways that you and/or your family can track the healthy foods you are eating daily.
- Write one paragraph to tell why keeping track of your healthy food choices is important.

Journal Activity #4

- Top 5 list: Make a TOP 5 LIST of reasons you should promote healthy foods to others.

Journal Activity #5

- If our school had a garden, how could the garden help students to eat healthier foods?

Journal Activity #6

- Write the following vocabulary words and definitions in your journal.
Asthma: A respiratory condition in the lungs that causes difficulty breathing.
Diabetes: A condition that occurs when the body can't use glucose (type of sugar) normally.
Food Allergies: An unusual response to food caused by the body's immune system.
- What should you do if one of your friends is having a reaction caused by a disease such as asthma, diabetes, or food allergies?

Journal Activity #7

- Children need to receive hearing exams, eye exams, regular medical checkups, and immunizations. Write to tell why it is important to do these things.

Journal Activity #8

- Write the following vocabulary words and definitions in your journal.
Dental Care: Taking care of your teeth. This includes keeping the mouth clean in order to prevent cavities, gum disease, and other dental disorders.
Fluoride treatment: Something your dentist puts on your teeth to prevent tooth decay.
- Write to tell how daily oral hygiene will reduce health risks?

Journal Activity #9

- Top 5 List; Create a TOP 5 LIST of benefits of good personal hygiene

5 Minute Health: Skill Builders aligned to ELA Module C

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

Benchmark: HE.3.B.4.1 Identify effective verbal and nonverbal communication skills to enhance health.

- 57. Discuss the effects of facial expressions.
- 58. Discuss the effects of body language.
- 59. What are verbal cues? Discuss the effects of them.

Benchmark: HE.3.B.4.2 Demonstrate refusal skills that avoid or reduce health risks.

- 60. What are some clear statements that demonstrate refusal skills?
- 61. How do you express your feelings?
- 62. How do you ask for help?
- 63. How do you say, “No” effectively? What type of body language and voice should you use?

Benchmark: HE.3.B.4.3 Demonstrate nonviolent strategies to manage or resolve conflict.

- 64. Demonstrate role playing for age-appropriate skills for conflict resolution. Practice them.
- 65. What is mediation? How is it helpful?
- 66. What are assertive communication skills? How are they helpful?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.3.B.5.5 Explain when assistance is needed when making a health-related decision.

- 67. Why should you talk to an adult when dealing with grief and loss?
- 68. Why should you talk to an adult about fears of personal safety?

GOAL-SETTING SKILL ACTIVITIES

Standard 6: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.3.B.6.1 Select a personal health goal and track progress toward achievement

- 69. Why are practicing refusal skills a good goal to track and progress towards?
- 70. Why are practicing conflict resolution skills a good goal to track and progress towards?

*HEALTH JOURNALING & RESPONSE ACTIVITIES FOR MODULE C

Journal Activity #1:

- Draw 5 faces, each with a different expression and label them.



Ex:

Happy

- Write to tell how your facial expressions and body language effect your relationships with others?

Journal Activity #2:

- There are times when you don't like the way someone has talked to you, you don't agree with someone else's opinion, or you just don't want to go along with what everyone else is doing. How can you say, "No" effectively? What type of body language and voice should you use? Give some examples of clear statements that demonstrate refusal skills.

Journal Activity # 3:

- Practicing refusal skills and conflict resolution skills are good goals to track and progress towards. Why?

Journal Activity #4:

- What is mediation and how can it be helpful?

Journal Activity #5:

- Write to tell why it is important to talk to an adult when dealing with grief/loss and your fears of personal safety?

5 Minute Health: Skill Builders aligned to ELA Module D

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.3.C.1.3 Describe ways a safe, healthy classroom can promote personal health.

71. Why is it important to respect others?

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.3.C.2.5 Discuss the positive and negative impacts media may have on health.

72. Why should you accept cultural diversity?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health. .

Benchmark: HE.3.B.5.1 Recognize circumstances that can help or hinder healthy decision making.

73. How can practices of family and peers help you make good health decisions? How can they keep you from making good health decisions?

GOAL-SETTING SKILL ACTIVITIES

Standard 6: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.3.B.6.2 Examine resources that could assist in achieving a small group personal health goal.

74. How can your family help you achieve your health goal?

75. How can school personnel help you achieve your health goal?

76. Can community resources (police, fire rescue, and EMS) help you achieve your health goal?

***Health Journaling & Response Activities for Module D**

Journaling Activity #1:

- Top 10 List: Create a TOP 10 LIST of reasons it is important to respect others.

Journaling Activity #2:

- Write to explain why it is important to accept cultural diversity.

Journaling Activity #3:

- Draw a picture of a family member making a good health decision. Write one sentence to tell how this helps you to make good health decisions.

- Draw a picture of a family member making a poor health decision. Write one sentence to tell how this can keep you from making a good health decision.

Journaling Activity #4:

- Write to tell how teachers at your school can help you achieve your health goals?
- Draw a teacher at your school that helps you achieve your health goals.

Journaling Activity #5:

- Write to tell how community resources such as policemen, firefighters, and medics help you achieve your health goals?
- Draw a picture of a community resource helping you to achieve your health goals.

5 Minute Health: Skill Builders aligned to ELA Module E

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.3.C.2.5 Discuss the positive and negative impacts media may have on health.

77. Why should you not allow media messages about body shape and size to influence you?

78. How do media (including video games) influence your attitude toward violence?

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark: HE.3.B.3.1 Locate resources from home, school, and community that provide valid health information.

79. How does someone determine if information on a website is valid (real)?

80. How do you locate information from valid internet resources?

81. How do you gather valid (real) information from the media?

82. How do you gather valid (real) information from the TV and/or radio?

Benchmark: HE.3.B.3.2 Describe criteria for selecting health information, resources, products and services.

83. Since anyone can create a website or create a brochure, what questions should you ask to make sure the information is valid?

84. What are accurate websites for health information? How do you know the information is accurate?

Benchmark: HE.3.B.3.3 Describe how the media influences the selection of health information, products, and services.

85. What are infomercials?

86. How do pictures on cereal boxes influence us?

87. How do billboards influence us?

88. How do media influence our medicine choices?

89. How do TV commercials influence our over-the-counter medicine choice?

90. What are the Centers for Disease Control and Prevention, and how is it helpful? (*The CDC is the national public health institute of the United States. Its main goal is to protect public health and safety through the control and prevention of disease, injury and disability.*)

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark: HE.3.B.4.1 Identify effective verbal and nonverbal communication skills to enhance health.

91. What is sign language?

92. What is Braille?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.3.B.5.1 Recognize circumstances that can help or hinder healthy decision making.

93. How can media health messages help you make good health decisions? How can they keep you from making good health decisions?

Benchmark: HE.3.B.5.2 List healthy options to health-related issues or problems.

94. What are some healthy alternatives to unhealthy messages in the media?

95. What are some healthy options for personal safety?

Benchmark: HE.3.B.5.4 Find a healthy option when making a decision for yourself.

96. Why is decreasing screen time a healthy option?

Benchmark: HE.3.B.5.5 Explain when assistance is needed when making a health-related decision.

97. Why should you ask adults about media claims? Are they always valid?

GOAL-SETTING SKILL ACTIVITIES

Standard 6: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.3.B.6.1 Select a personal health goal and track progress toward achievement

98. How can you track limiting the use of media time? Why is that important?

*Health Journaling & Response Activities for Module E

Journal Activity #1:

- Why should you not let media messages about body shape and size influence you?

Journal Activity #2:

- How does media, including video games, influence your attitude towards violence? What should you do if you are feeling angry, agitated or violent after watching commercials, shows, or playing video games?

Journal Activity #3:

- Pretend you are going to write an essay on the informational topic of your choice. How will you gather valid (real) information from the media, internet, TV and/or radio? How will you determine if the information is real or not?

Journal Activity #4:

- Go to the internet and google images of cereal boxes. Choose one cereal box that has pictures on it that influence you to want to buy or eat that cereal. Write to tell how the pictures influenced you then draw a picture of the cereal box.
- Write to tell how billboards influence us.
- On a separate page create your own billboard to influence others.

Journal Activity #5:

- Write the following vocabulary word and definition.

Centers for disease control and prevention – the national public health institute of the United States. Its main goal is to protect public health and safety through the control and prevention of disease, injury and disability.

- Do you think the Centers for Disease Control and Prevention is helpful? Why?

Journal Activity #6:

- Use the internet to define the following terms: sign language, braille

Journal Activity #7:

- Make a list of reasons why reducing screen time (TV, smartphone, video games, tablet, computer/laptop) is a healthy decision.

5 Minute Health: Skill Builders aligned to ELA Module F

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.3.C.1.1 Describe healthy behaviors that affect personal health.

99. Why should you not use tobacco products?

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.3.C.2.1 Explore how family and friends' traditions and customs may influence health behaviors.

100. Describe family gatherings.

101. Describe some family fears.

102. Describe some family physical activity traditions.

103. Describe how some friends or family members eat foods that are different from what you eat.

104. Describe accepted celebration behaviors demonstrated by others.

Benchmark: HE.3.C.2.3 Explore how the traditions and customs of the school and community influence health behavior of children.

105. Describe different school/community health activities such as health fairs.

106. Discuss ideas for healthy fundraisers.

107. Describe special celebrations at school or the community. Are the activities "healthy" and "safe"?

108. Describe ethnic restaurants. Which foods would be healthy? What foods may be less healthy?

Benchmark: HE.3.C.2.5 Discuss the positive and negative impacts media may have on health.

109. Why is it important to choose physical activity over using drugs?

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark: HE.3.B.3.1 Locate resources from home, school, and community that provide valid health information.

110. What is a brochure and how do you get one with acceptable health information?

111. What is a professional interview and what types of health questions could you ask?

112. Where is the closest hospital and how do you get health information from there?

113. What is the Department of Health? What kind of information can you get there?

Benchmark: HE.3.B.3.2 Describe criteria for selecting health information, resources, products and services.

114. What is consumer safety? Why would it important for government to make sure products are safe?

115. What are some directions for packing items safely and/or not letting young children play with packaging materials?
116. If a friend tells you a story he heard about how a person got sick, how do you know if it is true information? Who could you call for valid health information?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.3.B.5.4 Find a healthy option when making a decision for yourself.

117. Why is wearing a bike helmet a healthy option?
118. Why are using personal flotation devices a healthy option?
119. Why is using sunscreen a healthy option?

Benchmark: HE.3.B.5.5 Explain when assistance is needed when making a health-related decision.

120. When should you call 911?
121. When should you call 211? *(Call 211 to get help for non-life-threatening issues or to give help to others.)*

GOAL-SETTING SKILL ACTIVITIES

Standard 6: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.3.B.6.1 Select a personal health goal and track progress toward achievement

122. How can you track using seat belt and/or bike helmet use? Why is that important?
123. Why is it important to keep the dangers of drugs in mind when making a healthy goal?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.3.P.7.1 Practice responsible personal health behaviors.

124. What are responsible health behaviors for pedestrian safety?
125. What are responsible health behaviors for firearm safety?
126. What are responsible health behaviors for avoiding unsafe places?
127. What are responsible health behaviors for not littering?

Benchmark: HE.3.P.7.2 Investigate a variety of behaviors that avoid or reduce health risks.

128. How does daily oral hygiene reduce health risks?
129. How do medical checkups reduce health risks?
130. How do immunizations reduce health risks?
131. How does daily physical activity reduce health risks?

***Health Journaling & Response Activities for Module F**

Journal Activity #1:

- Describe a traditional family gathering you have. Include details such as – holiday name, traditional foods eaten, traditional clothing worn, traditional activities (dances, art, games, etc.).
- Draw a picture of your family at the gathering.

Journal Activity #2:

- Do you have family members or friends that eat foods that are different from what you eat? If so, describe the different food and include why it is different (if you know).
- If you do not have family members or friends that eat foods that are different from what you eat, find someone in the classroom that eats different foods than you. Ask them about the foods. Describe the foods your friend eats.

Journal Activity #3:

- Name a physical activity tradition that you have with your family and describe the activity.
- Draw a picture of you and your family participating in the physical activity tradition.
- If your family does not have a physical activity tradition, write to describe a physical activity tradition that you would like to start with your family and draw a picture.

Journal Activity #4:

- Think about special celebrations at school or in your community. Describe the celebration and tell if they are healthy and safe. How do you know?
- Think of an ethnic restaurant you have been to, seen, or heard of. (If you don't know any, go to the internet and look one up). Describe the type of restaurant you chose. Which foods do they serve that would be healthy? Which foods do they serve that may be less healthy? Why do you think so?

Journal Activity #5:

- Write to tell why you should never use tobacco products, why it is important to keep the dangers of drugs in mind when making a healthy goal, and why it is important to choose physical activity over using drugs.

Journal Activity #6:

- Write to tell why using sunscreen is a healthy option.

Journal Activity # 7:

- Write to tell why you should use a lifejacket when swimming, on a boat, canoeing, etc.
- Draw a picture of a time you were wearing a lifejacket.

Journal Activity #8:

- When should you call 911? When should you call 211? What is the difference?

Journal Activity #9:

- Make a 4 square on your page. Label square #1 – Pedestrian Safety. Label square #2 – firearm safety. Label square #3 – Bike Safety. Label square #4 – Seatbelt Safety.
- Square #1 – List 3 safety rules all pedestrians should follow.
- Square #2 – List 3 safety rules of firearm safety.
- Square #3 – List 3 rules of bicycle safety.
- Square #4 – Draw a picture of yourself using seatbelt safety.

Journal Activity #10:

- Why is it unhealthy to litter?
- Draw a picture of what your school would look like if everyone littered.
- Draw a picture of your school where no one has littered.

Health Education Foundations

The National Health Education Standards offer a coherent vision of what it means to be health literate!

“Health Literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing.”

The Joint Commission on Health Education Standards



“It is a growing belief that any further advances made in improving the nation’s health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual’s health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can help play an important role in improving the quality of life.”

National Health Education Standards: Achieving Health Literacy, 1995

The Florida Standards for Health Education are based on the National Standards for Health Education.

National Health Standards	National Health Standards Descriptions
Core Concepts	The foundational knowledge of health. What students should know before they can do.
Analyzing External And Internal Influences	The ability to determine sources of influences: family, peers, teachers, other adults/professionals, media (advertisements, magazines, newspaper, internet sources, television, etc.), culture, etc.
Accessing Information	The ability to access appropriate, useful and health enhancing information (using a variety of reliable resources).
Interpersonal Communication	The ability to appropriately and successfully use verbal, nonverbal, and active listening skills.
Decision-Making	The ability to use a process by which problems, etc. are well thought out and a health enhancing result occurs; includes consequences (positive and negative) for actions taken.
Goal-Setting	The ability to set and achieve reachable short and long term health enhancing targets.
Self-Management	The ability to make health enhancing decisions, etc. primarily impacting self.
Advocacy	The ability to “advocate” for health enhancing services, policies, programs, assistance, etc. primarily impacting family, peers,

To produce health literate students, all Health Education instruction must incorporate activities that help students develop their health knowledge, attitudes, beliefs, and behaviors:

Activities to Produce Health Literate Students		
What Students Believe (Attitudes) <ul style="list-style-type: none"> Activities encourage students to value healthy behaviors. Activities help students connect healthy behaviors with desired health outcomes. 	Influence of Others on Health Behaviors (Healthy Norms) <ul style="list-style-type: none"> Activities help students understand that family, friends, and teachers want students to act in healthy ways. Activities increase students' motivation to comply with the wishes of family, friends, and school. 	Students' Confidence to Act (Perception of Control) <ul style="list-style-type: none"> Activities allow students opportunities to anticipate situations where they need to make healthy choices. Activities help students develop supportive knowledge & skills that build confidence to practice healthy actions.
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <i>from the above, students express healthy intentions</i> </div> <div style="text-align: center;">  </div> </div>		
<i>leading to students' healthy behaviors</i>		

What Skill Builders do for your students!

Schools tend to operate within the realm of knowledge and information. But knowledge and information alone are NOT enough to develop a health literate student! Prevention research shows that competence in personal, social, and life skills is also essential. The following personal, social, and life skills must be practiced by students to promote students' healthy behaviors:

- Expressing and communicating health beliefs and preferences
- Resisting peer pressure
- Controlling personal impulses, practicing self-control and managing behavior
- Negotiating risky situations
- Choosing healthy and safe friends
- Establishing a healthy support system
- Solving problems
- Assessing risks
- Resolving conflict and coping with stress
- Asking adults for help
- Establishing healthy goals and plans to reach those goals
- Making informed decisions and anticipating results
- Practicing healthy actions

Grading Health

Health grades are blended with other content to become a floating assessment. These assessments may be based on teacher observations using the Health Rubric for each grade posted on eLearn. The 5 Minute Health Skill Builders include a variety of writing prompts and other activities that may be assessed using the grade level rubric for Health.

3-5 Health Rubric

CORE CONCEPTS RUBRIC

- 4** The response is complex, accurate and comprehensive, showing breadth and depth of information: relationships are described and conclusions drawn.
- 3** The response identifies relationships between two or more health concepts: there is some breadth of information, although there may be minor inaccuracies.
- 2** The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
- 1** The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

GENERIC SKILLS RUBRIC

- 4** The response shows evidence of the ability to apply health skills: the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills: the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills: the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.

5 Minute Health; Skill Builders aligned to ELA Module A

GOAL-SETTING SKILL ACTIVITIES

Standard 6: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.4.B.6.1: Create a personal health goal and track progress toward achievement.

1. Think of a health area that you could improve in (eating habits, sunscreen, safety, sleep, communication, hygiene, anger, water safety, etc.). Discuss or write why it would be important to improve that behavior.
2. How long should you make this goal? What would you need to consider.
3. What information do you need to help you develop and stay on track with your goal? Where would you find that information?
4. What check points would you need to include in this goal?
5. Who could help you with writing and checking progress on your goal?
6. Write a goal and steps to meet your goal.

Benchmark: HE.4.B.6.2: Categorize resources that could assist in achieving a small-group personal health goal.

7. What are some things you could do to help others meet their health goals?
8. With a partner, come up with a possible health goal for the class?
9. What is needed to help the class achieve this goal?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.4.B.5.4: Choose a healthy option when making decisions for yourself and/or others.

10. What does good hygiene look like? What should you do to maintain good hygiene?
11. What could you do or say that would not hurt your friend's feelings if your friend did not have good hygiene?

***HEALTH JOURNALING & RESPONSE ACTIVITIES FOR MODULE A**

Journal Activity #1:

- Choose one health area that you could improve in (eating habits, safety, sleep, communication, hygiene, anger, water safety, sunscreen, etc.). Write about the health area you chose. Include why you need to improve and what you will do to improve.

Journal Activity #2:

- If you were to write a health goal for the area you want to improve: How long will the goal be? What types of things do you need to consider?

Journal Activity #3:

- What checkpoints do you need to include when tracking? How will you stay on track with your goal?

Journal Activity #4:

- Who could help you in writing the goal and tracking progress?

Journal Activity #5:

- Write a health goal and list the steps you will take to meet your goal.

Journal Activity #6:

- Create a Top 10 List of ways you could help someone achieve their health goals.

Journal Activity #7:

- Write a health goal for the class and list the steps the class would need to take to meet the goal.

Journal Activity #8:

- Write a few sentences to tell what good hygiene is.
- Make a list of ways to maintain good hygiene.
- Draw yourself with a speech bubble. In the speech bubble write what you could say to a friend if your friend did not have good hygiene (without hurting your friend's feelings).

5 Minute Health; Skill Builders aligned to ELA Module B

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark: HE.4.B.3.1: Describe characteristics of valid health information, products, and services,

12. When should you visit a doctor or nurse?
13. What are some things you should look for that you should be careful about when going to the doctor's office?
14. What are some things you should do before taking medication (Was the medicine prescribed for you, directions for medicine use, date, proper labeling)

Benchmark: HE.4.B.3.2: Construct criteria for selecting health resources, products, services, and reputable technologies.

15. What are some places you can go in the community to see a doctor or nurse if you do not go to a doctor's office?
16. What services are provided from "911"?
17. What is "211"? What information does it include?
18. How are "211" and "911" different? How are they alike?

Benchmark: HE.4.B.3.3: Examine resources from home, school and community that provide valid health information.

19. Where are some places you can go to get accurate information about your health (reputable websites, books, television, radio, hospital)
20. What is a food label? Why does the government require labels on packaged foods?
21. What are some important items that are on food labels?
22. If a friend has a serious problem with family members, who in the school may be able to help?

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.4.C.1.1: Identify the relationship between healthy behaviors and personal health.

23. Why is it important to eat healthy foods? (Topic available on Brainpop and Brainpop Jr.)
24. What are some things that can happen if you do not eat healthy foods?
25. What is obesity?
26. What are some physical activities we can do to avoid being obese? (Topic available on Brainpop.)

Benchmark: HE.4.C.1.3: Describe ways a safe, healthy school environment can promote personal health.

27. What are some healthy snack choices available from the school that you could choose?
28. Why are these snacks healthy, whereas other snacks are not? (Topic available on Brainpop Jr.)

Benchmark: HE.4.C.1.6: Distinguish differences among various health-care providers, products, and services.

29. What is the EMS? (topic available on Brainpop)

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.4.C.2.1: Explain the importance of family on health practices and behaviors.

30. Name five meals that your family eats on a regular basis. Are they healthy or unhealthy? Discuss why. Think of ways to make those meals more healthful.

Benchmark: HE.4.C.2.3: Explain the important roles that school and community play on health practices and behaviors.

31. Do you participate in our school's breakfast program? How do you feel about the school breakfast program?

32. What is beneficial about the School breakfast program? What would you change?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.4.B.5.3: Predict the potential short-term impact of each option on self and others when making a decision-making decision.

33. How do you feel when you skip eating a meal? What could you do if you are hungry?

Benchmark: HE.4.B.5.4: Choose a healthy option when making decisions for yourself and/or others.

34. What are your favorite unhealthy snacks?

35. What are some healthy snacks that you could choose instead of unhealthy snacks?

36. What restaurants do like to eat at? What foods could you order at restaurants that are healthy for you?

HEALTH ADVOCACY SKILL ACTIVITIES

Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark: HE.4.P.8.1: Assist others to make positive health choices.

37. Model for others choosing healthy foods during lunch.

***Health Journaling & Response Activities for Module B**

Journal Activity #1:

- Make a T-chart. On one side label: Require to See a Doctor. Make a list of different things that would require you to visit a doctor or nurse. On the other side label: Community Resources. Make a list of places in the community where you could go see a doctor or nurse if you do not go to a doctor's office.

Journal Activity #2:

- What are some things you should do before taking a medication (Was the medicine prescribed for you, are there directions for medicine use, date, proper labeling)?

Journal Activity #3:

- Make a compare and contrast chart. On the first column label: 911. On the middle column label: BOTH. On the third column label: 211.

- Use your organizer to compare and contrast 911 and 211. Include services and info provided by 911, services and info provided by 211, and services/info provided by both.
- At the bottom of your page tell what an EMS is and how they could be helpful in an emergency situation.

Journal Activity #4:

- Technology Activity – Look up the following and jot down in journal:
 1. What is a food label?
 2. Why does the government require labels on packaged foods?
 3. What are some important items that are on food labels?

Journal Activity #5:

- Using the information gathered from journal activity #4, draw/copy a food label and highlight the important parts.

Journal Activity #6:

- Write an informative essay to explain the following:
 - What is obesity?
 - What are some things that can happen if you do not eat healthy foods?
 - Why is it important to eat healthy foods?
 - What are some physical activities we can do to avoid being obese?

Journal Activity #7:

- Make a poster to promote the school breakfast program. Include what is beneficial about the program.
- Write to explain how you feel about the school breakfast program and what changes would you make to better the program.

Journal Activity #8:

- Make a T-chart. On one side label - **Favorite Unhealthy Snacks**. On the other side label – **Healthier Snack Options**.
- List your favorite unhealthy snacks under the first side of the T-chart. List healthier options for those snacks under the second side of the T-chart.

Journal Activity #9:

- Make a list of healthy snack options that your school offers in the cafeteria, in the classroom, etc. Draw a picture of your favorite healthy snack that you have had at school.

Journal Activity #10:

- Make a 4 square on your page. Label square #1: Breakfast. Label square #2: Lunch. Label square #3: Dinner (home). Label square #4: Dinner (take out/restaurant).
- In each square list the foods you and your family have eaten before for one specific meal. (ex: breakfast: eggs, bacon, toast)
- Now go back to each square and add something that would make the meal healthier and highlight the healthier addition. (Ex: breakfast – eggs, bacon, toast, spinach)

5 Minute Health; Skill Builders aligned to ELA Module C

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.4.C.1.1: Identify the relationship between healthy behaviors and personal health.

- 38. Why is it important to wash your hands?
- 39. What is proper hand washing? (Topic available on Brainpop Jr.)
- 40. What can happen if you do not wash your hands properly?
- 41. What supplies are necessary for proper hand washing?
- 42. Why is it important for the school to provide hand washing supplies?
- 43. How should you wash your hands properly? (Topic available on Brainpop Jr.)

Benchmark: HE.4.C.1.2: Identify examples of mental/emotional, physical, and social health.

- 44. Does being healthy mean more than just taking care of our bodies? Why?
- 45. What are some ways to appropriately display different feelings? (Topic available Brainpop Jr.)
- 46. What does the term respect mean to you? What part of health does respect apply?
- 47. Why is it important to treat others with respect? What are ways that you can treat others with respect? (Topic available on Brainpop Jr.)

Benchmark: HE.4.C.1.3: Describe ways a safe, healthy school environment can promote personal health.

- 48. What is a safety patrol?
- 49. What are the responsibilities of safety patrols?
- 50. Why is it important to respect/listen to safety patrols? (Topic available on Brainpop Jr.)
- 51. What is a school crossing guard?
- 52. Where are the crossing guards by our school located?
- 53. What are the responsibilities of crossing guards?
- 54. Why is it important to respect/listen to crossing guards? (Topic available on Learn 360 – **Street Crossing Rules #2**)
- 55. What are our school-wide expectations that promote a safe environment?
- 56. Why is it important to be prepared for school, punctual (what does punctual mean?)?
- 57. What are some unsafe situations that may arise at school?
- 58. Think of and role-play ways to solve problems or think of ways to keep the problems from occurring. (Topic available on Brainpop Jr.)

Benchmark: HE.4.C.1.5: Identify the human body parts and organs that work together to form healthy body systems.

- 59. What is the Muscular System? (Topic available on Brainpop.)
- 60. What is the Reproductive System? (Topic available on Brainpop.)
- 61. What is the Endocrine System? (Topic available on Brainpop.)
- 62. What is the Circulatory System? (Topic available on Brainpop.)
- 63. What is the Skeletal System? (Topic available on Brainpop.)

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.4.C.2.4: Recognize types of school rules and community laws that promote health and disease prevention

- 64. What is the Clean Indoor Air Act?
- 65. Is it important to have laws about clean indoor air? Why or why not?
- 66. Is it important to have speed limits? Why or why not?

Benchmark: HE.4.C.2.3: Explain the important roles that school and community play on health practices and behaviors.

- 67. What are some disasters that can occur in our community?
- 68. What are ways to prepare to for those disasters? (Topic available on Brainpop; Brainpop Jr.)

Benchmark: HE.4.C.2.6: Explain how technology influences personal thoughts, feelings, and health behaviors.

- 69. What is a seat-belt alarm? Do you think they have a positive effect? Why or why not?

***Health Journaling & Response Activities for Module C**

Journal Activity #1:

- Log onto Brainpop Jr. Watch the video called: **Washing Hands.**
- Make a list of supplies necessary for proper hand washing.
- Write to tell why it is important to wash your hands and what can happen if you do not wash your hands properly.
- Design a chart to hang in the school restrooms to tell about and show proper hand washing.

Journal Activity #2:

- Write to explain the following:
 - What does respect mean to you?
 - What part of health does respect apply?
 - Why is it important to treat others with respect?
 - What are ways that you can treat others with respect?

Journal Activity #3:

- Write the following questions on your page:
 - What is a school crossing guard?
 - What are the responsibilities of crossing guards?
 - Why is it important to respect/listen to crossing guards?
- Watch the Learn360 Video; Street Crossing Rules #2. Stop and Jot answers to the questions you wrote down before, during, and after you watch the video.
- Where are the crossing guards located for our school?

Journal Activity #4:

- Make a list of our school-wide expectations that promote a safe environment.

Journal Activity #5:

- Fold your page in half. Then make 3 equal, horizontal lines so that you have 6 boxes on your page.

- Label the boxes as follows (your last box will be blank):
 - Muscular System
 - Reproductive System
 - Endocrine System
 - Circulatory System
 - Skeletal System
- Watch the Brainpop video called Human Body. Stop and jot characteristics of each system into the correct box.

Journal Activity #6:

- List some disasters that could happen in our community.
- Choose one disaster from your list. Design a poster to inform others how to prepare for the disaster.

Journal Activity #7:

- Write to tell what the Clean Indoor Air Act is. Include whether it is important or not to have laws about clean indoor air.
- Is it important to have speed limits? Why or why not?

Journal Activity #8:

- Write to tell why it is important to have speed limits. Include what could happen if we didn't have speed limits. Draw a picture to match your writing.

5 Minute Health; Skill Builders aligned to ELA Module D

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark: HE.4.B.4.1: Explain effective verbal and nonverbal communication skills to enhance health.

70. What is assertive language?
71. What is aggressive language?
72. What is passive language?
73. Students role play (respond to a question) assertive, aggressive, and passive language using a prompt such as, "How are you doing today?"
74. What does empathy mean? What does sympathy mean?
75. How can you show empathy and sympathy for someone who is affected by illness, injury or death?
76. What are some things that you should not do or say when people are affected by illness, injury or death?

Benchmark: HE.4.B.4.2: Identify refusal skills and negotiation skills that avoid or reduce health risks.

77. What could you do when someone tries to make you do something that is risky (unhealthy)?
78. Students role play situations where someone wants them to do something that is dangerous, risky, unhealthy, or unkind. What alternatives could you do?
79. Who should you report dangerous or unsafe behavior to if someone tries to make you do something that is unsafe?

Benchmark: HE.4.B.4.3: Discuss nonviolent strategies to manage or resolve conflict.

80. What are some ineffective ways to resolve conflicts?
81. Role-play ineffective ways of resolving conflicts.
82. What are some ways to effectively compromise or resolve conflicts? (Examples: talk to a guidance counselor, teacher, principal, take a cool-off period, rock, paper, scissors, quiet time, do physical activities.)
83. Role-play ways to effectively resolve conflicts.

Benchmark: HE.4.B.4.4: Demonstrate ways to ask for assistance to enhance personal health.

84. What are some ways that you can communicate to others when you need to get help? Have students write or draw a message to get health help.
85. Demonstrate ways to asks for help with homework, sports skills, or settling an argument.

***Health Journaling & Response Activities for Module D**

Journal Activity #1:

- Make a 3 Column Notes Chart. At the top of the first column label: Assertive Language. At the top of the second column label: Aggressive Language. At the top of the third column label: Passive Language.
- Make an emoticon face in each column to match the heading.
- Make a speech bubble with each emoticon. In the speech bubble write what that emoji would say.

Journal Activity #2:

- Make a Venn diagram. On one side jot anything that represents empathy. On the other side jot anything that represents sympathy. In the middle jot things that represent both.
- Draw a picture and label of someone showing empathy and/or sympathy to someone who is affected by illness, injury, or death.

Journal Activity #3:

- Create a T-chart. On the first side label: **Ineffective Ways to Resolve Conflicts.** On the second side label: **Effective Ways to Resolve Conflicts.**
- With a partner, jot as many ways for both columns that you can think of.

Journal Activity #4:

- Pretend that a friend has told you that someone is making them do something that is risky, dangerous, unhealthy, and unkind? Write a letter to your friend to explain what he/she should do when this happens. Include in the letter where he/she could report to if someone is trying to make you do something unsafe.

Journal Activity #5:

- Create a T-chart. Label the first side Physical Health. Label the second side Emotional Health.
- List under each columns reasons you may need to get help. Ex: Physical Health – lice, bone that has been hurting - OR - Emotional Health – death in family, feel bad about yourself.

Journal Activity #6:

- Make a list of people you could go to if you needed help with any of the following:
Homework, sports skills, settling an argument

5 Minute Health; Skill Builders aligned to ELA Module E

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.4.C.2.1: Explain the importance of family on health practices and behaviors.

- 86. What are some ways that different cultures take care of their health?
- 87. What does your family do for you when you get sick or hurt?
- 88. What are some home remedies that your family uses to stay healthy (not prescription or over-the-counter medicines)?

Benchmark: HE.4.C.2.2: Explain the important role that friends/peers may play on health practices and behaviors.

- 89. What is peer pressure?
- 90. Have you ever had a peer pressure you, or try to pressure you into doing something that you did not want to do?
- 91. What is positive peer pressure?
- 92. What is negative peer pressure?
- 93. How do you feel when someone negatively pressures you? (Topic available on Brainpop.)
- 94. How do you feel when someone positively pressures you?
- 95. What are a bully, a bystander, and a victim?
- 96. What should you do if you see someone getting bullied?(Topic available on Brainpop)
- 97. What is an inhalant?
- 98. Why is it important to not smoke or use inhalants? (Topic available on Brainpop and Brainpop Jr.)

Benchmark: HE.4.C.2.3: Explain the important roles that school and community play on health practices and behaviors.

- 99. What organizations are in our community to help kids and teenagers?
- 100. What are ways that our school and community help the environment?
(Topic available on Brainpop and Brainpop Jr.)

Benchmark: HE.4.C.2.5: Explain how media influences personal thoughts, feelings, and health behaviors.

- 101. What are some anti-drug campaigns/programs?
- 102. Do you feel that that anti-drug campaigns work? Why or why not? (Topic available on Brainpop.)
- 103. Have you ever noticed specific products used in movies and television shows?
- 104. Why do you think those products were used in the movies or shows?
- 105. What benefits were gained by the movies, shows, and product companies?
- 106. What about songs? Could lyrics affect the way we think?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.4.B.5.1: Identify circumstances that can help or hinder healthy decision-making.

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- 107. When is it sometimes hard to make a good decision?
- 108. When have you made bad decisions?
- 109. Can other people affect whether you make good or bad decisions?

Benchmark: HE.4.B.5.2: Itemize healthy options to health-related issues or problems.

- 110. What should you do when you get hurt?
- 111. What should you do if you get hurt and no one else is with you?
- 112. List some ways to not do something with a friend that may be dangerous.
(Example: a friend wanting you to ride your bike that is off limits for you).

Benchmark: HE.4.B.5.3: Predict the potential short-term impact of each option on self and others when making a decision-making decision.

- 113. How do you feel when others smoke around you? How do you decide to say something to the smoker?
- 114. What could happen if you see someone being bullied and you do nothing?

Benchmark: HE.4.B.5.4: Choose a healthy option when making decisions for yourself and/or others.

- 115. What should you do if your friends are playing in an unsafe manner?

Benchmark: HE.4.B.5.5: Examine when assistance is needed to make a health-related decision.

- 116. What is a “poor sport?” What are things you should not do or say when participating in games with others?
- 117. What could you do if people get in a fight during a game or sport?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.4.P.7.2: Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.

- 118. Discuss things you could say or do if someone asks you to smoke?
- 119. Role play things you should do if someone asks you to smoke.
- 120. Discuss how you could self-monitor daily oral health care (tooth brushing).
- 121. Discuss how you could self-monitor daily compliment to others (say something nice to someone).
- 122. Discuss how you could help plan a family meeting to set up your home chores.
- 123. Discuss ways to make sure you complete all homework or classwork on time.
- 124. Create a log for monitoring a health behavior.

HEALTH ADVOCACY SKILL ACTIVITIES

Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark: HE.4.P.8.1: Assist others to make positive health choices.

- 125. Discuss ways that bystanders can help or hurt the victim of a bully.
- 126. Role-play ways that bystanders can help or hurt the victim of a bully.
- 127. Discuss ways you can encourage your family members to be active.
- 128. Discuss positive ways to encourage others to not smoke or to stop smoking.

***Health Journaling & Response Activities for Module E**

Journal Activity #1:

- Write to tell what kind of home remedies your family uses to stay healthy. Include details to tell what your family does for you if you get sick or hurt.

Journal Activity #2:

- Watch the Brainpop video: **Humans and the Environment**.
- Create a poster showing people in our school and community how they can help the environment.

Journal Activity #3:

- Make a list of ways you can encourage your family members to be active.

Journal Activity #4:

- Draw a picture of you doing one of your household chores.

Journal Activity #5:

- Divide your paper in two. On the first half, draw an emoticon with a speech bubble telling others how you can help a victim of bullying. On the second half, draw an emoticon with a speech bubble telling others how you can hurt a victim of bullying.

Journal Activity #6:

- Log into Brainpop Jr. and search for the video called: Illegal Drugs. Watch the video.
- Write a paragraph or two to answer the following questions:
 - What is an inhalant?
 - Why is it important to not use inhalants?

Journal Activity #7:

- List any anti- drug campaigns/programs that you know of. If you don't know of any, use the computer to look one up.
- Write to tell your opinion: Do anti- drug campaigns/programs work or not?

Journal Activity #8:

- **Write the following on your page:**
 - Title:** (List a movie or television show that you have noticed using specific products.)
 - What:** (What was the specific product?)
 - Benefits:** (How do you think using the product benefited the movie or TV show, or product's company?)

Journal Activity #9:

- Divide our paper in half. On the first half draw a picture of you. Around you make "thought bubbles." In the thought bubbles write things you might think or feel when people are smoking around you.
- On the second half draw a picture of you. Around you make speech bubbles. In the speech bubbles write things you could say if someone asked you to smoke.

Journal Activity #10:

- Log onto Brainpop. Watch the video titled: Peer Pressure.
- On the top half of your paper, draw 6 stick figures with speech bubbles. In 3 of the speech bubbles write something a friend may say to you that is negative peer pressure. In 3 of the speech bubbles write something a friend may say to you that is positive peer pressure.
- On the bottom half of your page draw an emoticon to show how you feel if someone negatively pressures you.

- On the bottom half of your page draw an emoticon to show how you feel if someone positively pressures you.

Journal Activity #11:

- Make 2 short comic strips about bullying.
- In the first comic please include the following characters: a bully, a bystander, a victim. Include what could happen if the bystander does nothing to help the victim.
- In the second comic please include the same characters. Also include a way the bystander could help the victim.

Journal Activity #12:

- Bullying and Peer Pressure can really take a toll on a person's emotional health. Make a list of daily compliments that you could say to people.
- Write to tell how you could monitor yourself using daily compliments.

Journal Activity #13:

- Write 1 paragraph to tell what a "good sport" is. Give an example.
- Write 1 paragraph to tell what a "poor sport" is. Give an example.
- Write 1 paragraph to tell what you could do if people get in a fight during a game or sport?

Journal Activity #14:

- Make a short list of things you should do if you get hurt (if someone is with you and if no one is with you). Make a short list of ways you could help if a classmate or friend gets hurt.

5 Minute Health; Skill Builders aligned to ELA Module F

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.4.C.1.1: Identify the relationship between healthy behaviors and personal health.

129. Why is it important to wear a helmet when you are riding a bicycle or motorized all-terrain vehicles? (Topic available on Brainpop and Brainpop Jr.)
130. What can happen if you do not wear a helmet when you are riding a bicycle or motorized all-terrain vehicle?

Benchmark: HE.4.C.1.2: Identify examples of mental/emotional, physical, and social health.

131. How often should humans get physical activity?
132. Why is it important to get daily physical activity? (Topic available on Brainpop and Brainpop Jr.)

Benchmark: HE.4.C.1.3: Describe ways a safe, healthy school environment can promote personal health.

133. Think of and role-play ways to solve problems or think of ways to keep the problems from occurring. (Topic available on Brainpop Jr.)

Benchmark: HE.4.C.1.4: Describe ways to prevent common childhood injuries and health problems.

134. Why is it important to visit the doctor for a yearly check-up? (Topic available on Brainpop Jr.)
135. How many times each day should you brush your teeth?
136. What is the proper way to brush your teeth? Students pretend to brush their teeth the proper way and the proper length of time? (Topic available on Brainpop and Brainpop Jr.)
137. Why should you wear head gear (bicycle, sports helmet)? Why is it important to wear the gear correctly?
138. What are some reasons to not share your head gear with others? (Topic available on Brainpop Jr.)

Benchmark: HE.4.C.1.6: Distinguish differences among various health-care providers, products, and services.

139. What are some different types of doctors and what do they do? (Topic available on Brainpop/Brainpop Jr.)
140. What are prescription drugs/medicines vs. over the counter drugs/medicines? (available on Brainpop)

Benchmark: HE.4.P.8.1: Assist others to make positive health choices.

141. Discuss water safety at the pool.
142. Discuss water safety at the beach.

Benchmark: HE.4.C.2.4: Recognize types of school rules and community laws that promote health and disease prevention

143. Is it important to have rules about wearing helmets? Why or why not?

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.4.C.2.6: Explain how technology influences personal thoughts, feelings, and health behaviors.

- 144. What is cyber-bullying?
- 145. What are ways to prevent cyber-bullying? (Topic available on Brainpop.)
- 146. What effect could constant playing video games have on people?
- 147. What effects do you think that playing violent video games has on people?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.4.P.7.2: Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.

- 148. Discuss how you could self-monitor daily oral health care (tooth brushing).

***Health Journaling & Response Activities for Module F**

Journal Activity #1:

- Log onto Brainpop Jr. Watch the video called: **Caring for Teeth.**
- Design a poster about taking care of your teeth. Show/Tell how many times you should brush your teeth, the proper way to brush your teeth, proper length of time to brush your teeth, and flossing.

Journal Activity #2:

- Log onto Brainpop Jr. Watch the video called: **Going to the doctor.**
- Stop and Jot some notes about the importance of visiting the doctor as you watch the video.
- Write a paragraph to tell why it is important to visit the doctor for a yearly check-up.
- Make a T-chart. Label side 1: Types of Doctors. Label side 2: What They Do.
- Types of Doctors: List different types of doctors.
- What They Do: List what each type of doctor does.

Journal Activity #3:

- Log onto Brainpop. Watch the video called: **Cyberbullying.**
- Make a poster to help prevent cyber-bullying using information you learned from the video.

Journal Activity #4:

- Playing video games could be harmful to your health. Write to tell what effects constantly playing video games could have on your health. Include how playing violent game could affect you as well. How could you monitor your video playing time?

Journal Activity #5:

- Make a list of different activities where you need to wear a helmet.
- Write about helmet safety. Include the following:
 - Why it is important to wear a helmet & why it's important to wear the helmet correctly.
 - What could happen if you do not wear a helmet during specific activities?

-Tell whether you think it's important or not to have helmet wearing rules. Why/Why not?

Journal Activity #6:

- Make a list of reasons why you should not share any kind of helmet with others.

Journal Activity #7:

- Design a poster or power point to show water safety at the pool and at the beach.

Journal Activity #8:

- Log onto Brainpop Jr. Watch the video called: **Exercise.** (Stop & Jot)
- Make a power point to show the ways you will exercise this summer. Include facts in your power point about how often you should exercise, why it is important, and ways to stay safe while exercising.

Health Education Foundations

The National Health Education Standards offer a coherent vision of what it means to be health literate!

“Health Literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing.”

The Joint Commission on Health Education Standards

“It is a growing belief that any further advances made in improving the nation’s health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual’s health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can help play an important role in improving the quality of life.”

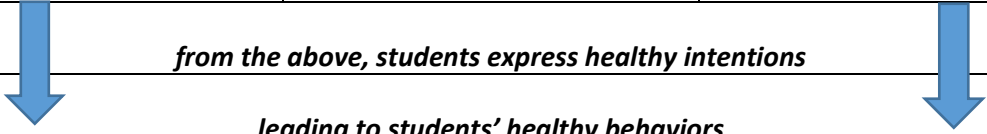
National Health Education Standards: Achieving Health Literacy, 1995

The Florida Standards for Health Education are based on the National Standards for Health Education.

National Health Standards	National Health Standards Descriptions
Core Concepts	The foundational knowledge of health. What students should know before they can do.
Analyzing External And Internal Influences	The ability to determine sources of influences: family, peers, teachers, other adults/professionals, media (advertisements, magazines, newspaper, internet sources, television, etc.), culture, etc.
Accessing Information	The ability to access appropriate, useful and health enhancing information (using a variety of reliable resources).
Interpersonal Communication	The ability to appropriately and successfully use verbal, nonverbal, and active listening skills.
Decision-Making	The ability to use a process by which problems, etc. are well thought out and a health enhancing result occurs; includes consequences (positive and negative) for actions taken.
Goal-Setting	The ability to set and achieve reachable short and long term health enhancing targets.
Self-Management	The ability to make health enhancing decisions, etc. primarily impacting self.
Advocacy	The ability to “advocate” for health enhancing services, policies, programs, assistance, etc. primarily impacting family, peers,

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To produce health literate students, all Health Education instruction must incorporate activities that help students develop their health knowledge, attitudes, beliefs, and behaviors:

Activities to Produce Health Literate Students		
What Students Believe (Attitudes) <ul style="list-style-type: none"> Activities encourage students to value healthy behaviors. Activities help students connect healthy behaviors with desired health outcomes. 	Influence of Others on Health Behaviors (Healthy Norms) <ul style="list-style-type: none"> Activities help students understand that family, friends, and teachers want students to act in healthy ways. Activities increase students' motivation to comply with the wishes of family, friends, and school. 	Students' Confidence to Act (Perception of Control) <ul style="list-style-type: none"> Activities allow students opportunities to anticipate situations where they need to make healthy choices. Activities help students develop supportive knowledge & skills that build confidence to practice healthy actions.
 <p><i>from the above, students express healthy intentions</i></p> <p><i>leading to students' healthy behaviors</i></p>		

What Skill Builders do for your students!

Schools tend to operate within the realm of knowledge and information. But knowledge and information alone are NOT enough to develop a health literate student! Prevention research shows that competence in personal, social, and life skills is also essential. The following personal, social, and life skills must be practiced by students to promote students' healthy behaviors:

- Expressing and communicating health beliefs and preferences
- Resisting peer pressure
- Controlling personal impulses, practicing self-control and managing behavior
- Negotiating risky situations
- Choosing healthy and safe friends
- Establishing a healthy support system
- Solving problems
- Assessing risks
- Resolving conflict and coping with stress
- Asking adults for help
- Establishing healthy goals and plans to reach those goals
- Making informed decisions and anticipating results
- Practicing healthy actions

Grading Health

Health grades are blended with other content to become a floating assessment. These assessments may be based on teacher observations using the Health Rubric for each grade posted on eLearn. The 5 Minute Health Skill Builders include a variety of writing prompts and other activities that may be assessed using the grade level rubric for Health.

3-5 Health Rubric

CORE CONCEPTS RUBRIC

- 4** The response is complex, accurate and comprehensive, showing breadth and depth of information: relationships are described and conclusions drawn.
- 3** The response identifies relationships between two or more health concepts: there is some breadth of information, although there may be minor inaccuracies.
- 2** The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
- 1** The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

GENERIC SKILLS RUBRIC

- 4** The response shows evidence of the ability to apply health skills: the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills: the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills: the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.

5 Minute Health: Skill Builders aligned to ELA Module A

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.5.C.1.1 Describe the relationship between healthy behaviors and personal health.

1. Explain how to express feelings and promote healthy relationships.

Benchmark: HE.5.C.1.2 Explain the physical, mental/emotional, social and intellectual dimensions of health.

2. Describe ways that you use to manage problems.
3. Why is teamwork important?

INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark: HE.5.B.4.1 Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.

4. How can you effectively communicate your needs and wants verbally?
5. What are some conflict resolution strategies?
6. How do some people communicate rudeness or disrespect through body language?
7. With a partner take turns demonstrating three ways to effectively communicate nonverbally that you are paying attention or are interested in what someone else is saying

Benchmark: HE.5.B.4.2 Discuss refusal skills and negotiation skills that avoid or reduce health risks.

8. How can you state your desires clearly?
9. Describe how to use “I” messages.
10. When a friend wants you to take a risk, how can you use offer choices to avoid health risks?
11. Can you role play how to use “I” messages?

Benchmark: HE.5.B.4.3 Illustrate effective conflict resolution strategies.

12. How can you express your emotions appropriately?
13. How can you be a good listener?
14. What is appropriate body language?
15. How can you help someone who is expressing their emotions inappropriately?
16. How can you see the point of view from someone else even you are angry or disagree with that person?
17. What does compromising mean? Why may it be helpful during a conflict?

Benchmark: HE.5.B.4.4 Determine ways to ask for assistance to enhance the health of self and others.

18. How can you verbalize your need for help when it comes to health?
19. How can you write down your need for help when it comes to health?
20. How can you draw your need for help when it comes to health?
21. How do you know when it’s time to ask for help when it comes to health?

GOAL-SETTING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.5.B.5.5 Analyze when assistance is needed when making a health-related decision.

22. Whose judgment do you trust when making a healthy decision?
23. When do you need help making a decision?

Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

Benchmark: HE.5.B.6.2 Select reliable resources that would assist in achieving a small group personal health goal.

24. Who are some reliable members of your family? How do you know?
25. Who are some reliable members of your school? How do you know?
26. Who are some reliable members of your family? How do you know?
27. How can you be a reliable friend?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.5.B.7.1 Model responsible personal health behaviors.

28. How can we practice positive behavior traits?
29. What are some positive behavior traits?
30. How can we respect others?
31. What are some anger management habits that can help you achieve better health?
32. How can we treat our peers appropriately?

***HEALTH JOURNALING & RESPONSE ACTIVITIES FOR MODULE A**

Journal Activity #1:

- Write to tell about teamwork. Include the following details:
 - What is team work?
 - Why is team work important?
 - How can you be a good listener?
 - How can you see the point of view from someone else even if you are angry or disagree?
 - What does compromising mean? Why is this helpful during a team work task or conflict?
 - How can you help someone who is expressing their emotions inappropriately during a teamwork task or other times?

Journal Activity #2:

- Make a list of ways you can build and promote healthy relationships with peers. Include ways to express your feelings while building and promoting the relationships.

Journal Activity #3:

- Draw a sketch of yourself. Using speech bubbles around your sketch, write different ways that you can effectively communicate your needs and wants verbally.

Journal Activity #4:

- Make a Top 5 List of ways people communicate rudeness or disrespect through body language.
- Make a Top 5 List of strategies people can use for conflict resolution.

- Make a Top 5 List of ways you can show someone else you are paying attention or interested in what they are saying.

Journal Activity #5:

- You can use “I” messages to state your desires clearly. Think of a time when you needed to use an “I” message or a time in the future you may need to use an “I” message.
- Create at least three “I” messages using the following template:
I feel _____ (insert feeling word) when _____ (tell what caused the feeling).
I would like _____ (tell what you want to happen instead).

Journal Activity #6:

- Write to tell how you know when it’s time to ask for help when it comes to health (physical or emotional). Include the following details:
-How can you verbalize, write down, draw your need for help.
-Whose judgment can you trust when making a healthy decision?
-Who are some reliable members of your family, school? How do you know?

Journal Activity #7:

- Create a Top 10 List of ways you can be a reliable friend.

Journal Activity #8:

- Make a list of ways you can practice positive behavior traits.

Journal Activity #9:

- Create a Top 10 List of anger management habits that can help you achieve better health.

Journal Activity #10:

- Name at least 3 ways you can show respect to others

5 Minute Health: Skill Builders aligned to ELA Module B

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.5.C.1.1 Describe the relationship between healthy behaviors and personal health.

- 33. Describe ways to prevent disease (non-smoking).
- 34. Describe the importance of using sunscreen and cancer prevention.

Benchmark: HE.5.C.1.2 Explain the physical, mental/emotional, social and intellectual dimensions of health.

- 35. Describe the importance of getting immunizations.
- 36. Where do you get immunizations?

Benchmark: HE.5.C.1.4 Compare ways to prevent common childhood injuries and health problems.

- 37. Why is it important to get yearly check-ups?

Benchmark: HE.5.C.1.5 Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

- 38. Describe the functions of the endocrine systems.
- 39. Describe the functions of the reproductive systems.
- 40. Name as many body parts and their functions as you can.

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.5.C.2.1 Predict how families may influence various health practices of children.

- 41. We recently read about a person/family, _____. Would this family encourage participation in youth sports? Why?
- 42. We recently read about a person/family, _____. Would this family practice personal hygiene? Why?
- 43. What is your family's sleeping patterns? Why do you practice these patterns?
- 44. Which youth sports or activities do you enjoy? Why?

Benchmark: HE.5.C.2.3 Predict how the school and community influence various health practices of children.

- 45. How can involvement in after-school activities improve health?

Benchmark: HE.5.C.2.7 Discuss how various cultures can influence personal health beliefs.

- 46. Why do some people protect themselves by using sunscreen and other people do not?

Benchmark: HE.5.C.2.8 Investigate influences that change health beliefs and behaviors.

- 47. How can we help others to want to be physically active?
- 48. Why do some adults use home remedies for an injury or illness even if the remedy does not work?
(Example: holding your arms up over your head for choking)

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark: HE.5.B.3.1 Discuss characteristics of valid health information, products, and services.

- 49. Where can you find reliable sources for health information?
- 50. Where should you go to get health services?
- 51. Who can help you find health services?

GOAL-SETTING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.5.B.5.2 Summarize healthy options to health-related issues or problems

- 52. What are some healthy strategies for dealing with body changes?

Benchmark: HE.5.B.5.3 Compare the potential short-term impact of each option on self and others when making a health-related decisions

- 53. Compare the impact of staying up too late with getting enough sleep on your school performance?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.5.B.7.2 Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.

- 54. Describe your routines to maintain good personal hygiene.
- 55. What are some appropriate dental hygiene habits?

***Health Journaling & Response Activities for Module B**

Journal Activity #1:

- Make a list of ways to prevent diseases.

Journal Activity #2:

- Make a power point about using sunscreen. Include the following details.
 - importance of using sunscreen
 - how using sunscreen relates to cancer prevention.
 - why some people use sunscreen and some people do not.
 - what could happen if you don't use sunscreen.

Journal Activity #3:

- Log onto Brainpop Jr. Watch the video titled: Going to the Doctor.
- Write to tell why it is important to get yearly check-ups and why it is important to get immunizations.

Journal Activity #4:

- We recently read about a person/family, _____. Would this family encourage participation in youth sports? Why? Write a paragraph.
- Do you enjoy any youth sports or activities? Why? Write a paragraph.
- Draw a picture of a youth sport or activity that you participate in or would like to participate in.

Journal Activity #5:

- Make a list of ways we can help others to want to become physically active.

Journal Activity #6:

- We recently read about a person/family, _____. Would this family practice personal hygiene? Why? Write a paragraph.
- List some ways that you practice/maintain good personal hygiene.

Journal Activity #7:

- Log onto Brainpop. Watch the video titled: Sleep.
- Write to tell about Sleep Patterns. Include why sleep is important, what could happen if you don't have good sleep patterns, how sleep can affect your school performance.

Journal Activity #8:

- Make a poster or power point to inform others where to get health services. Include places, where to find reliable sources, and who can help you find health services.

Journal Activity #9:

- Log onto Brainpop. Watch the video titled: Human Body.
- Make a T-chart.
- Title the first column: Functions of the Endocrine System. Jot notes while watching the video.
- Title the second column: Functions of the Reproductive System. Jot notes while watching the video.
- Use the following page to glue into your journal. Label and name as many body parts and their functions as you can. https://www.teachervision.com/tv/printables/TCR/0743936620_046-047_009.pdf

5 Minute Health: Skill Builders aligned to ELA Module C

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.5.C.2.2 Predict how friends/peers may influence various health practices of children.

56. Think of a time when you stood up for yourself or someone else who was being bullied. Why did you decide to act at that time?

Benchmark: HE.5.C.2.5 Determine how media influences family health behaviors and the selection of health information, products, and services.

57. Think of examples of TV shows or movies where teen characters acted in unhealthy ways. Did these characters' actions influence you? Why or why not?
58. Think of examples of TV shows or movies where characters acted in healthy ways. Did these characters' actions influence you? Why or why not?
59. How do commercials on television influence your health decisions?
60. Name a commercial that helps you choose healthy foods? How did this commercial influence you?
61. How do some graphic/slang lyrics in songs influence the way young people talk.
62. Does graphic violence in video games/movies affect the way people act? Why or why not?
63. How does television influence how we feel about bullies?

Benchmark: HE.5.C.2.6 Describe ways that technology can influence family health behaviors.

64. Health organizations recommend that students should limit their screen time (TV, video games, smart phones, etc.) to no more than 2 hours per day. Why?
65. How do... smoke detectors, carbon monoxide detectors, circuit breakers, or home alarms influence our wellbeing?
66. How do bathroom scales, alarm clocks, and pedometers affect a family's activity?
67. Do you know of someone that uses an App to improve their health? What was it? How did it work?

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark: HE.5.B.3.3 Compile resources from home, school, and community, technologies that provide valid health information.

68. What are some reliable sources (places) that you can find health information? What makes these sources reliable? Examples: library, brochures, books, internet, radio, television, scale, pedometer, local pharmacy, health department, hospitals.

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.5.B.5.1 Describe circumstances that can help or hinder healthy decision making.

69. What are some strategies for dealing with bullying?

Benchmark: HE.5.B.5.2 Summarize healthy options to health-related issues or problems.

- 70. What are some healthy strategies for dealing with bullying?
- 71. Who are some people that can help if you or others are being bullied? (*Examples: teacher, guidance counselor, peers, parents?*)

Benchmark: HE.5.B.5.3 Compare the potential short-term impact of each option on self and others when making a health-related decision.

- 72. What is the immediate impact of bullying?

Benchmark: HE.5.B.5.4 Select a healthy option when making decisions for yourself and others.

- 73. What are some ways to help someone who is being bullied?
- 74. What are some healthy ways to resolve conflicts?
- 75. Who can help if you are having a problem with a friend?

Benchmark: HE.5.B.5.5 Analyze when assistance is needed when making a health-related decision.

- 76. If someone is being bullied, who can you go to for help?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.5.B.7.1 Model responsible personal health behaviors.

- 77. Why is it important to limit television and other screens (computer/games/smartphones) time?
How do you practice monitoring your time?

***Health Journaling & Response Activities for Module C**

Journal Activity #1: (may be used as project or station activity for part or most of module)

- Design a power point or slide show (if this is not possible, create a book) about bullying. Include the following in your presentation:
 - what is the immediate impact of bullying
 - healthy strategies for dealing with bullying
 - ways to help someone who is being bullied
 - healthy ways to resolve conflicts
 - who are people that can help if you or others are being bullied
 - provide an example of a time when you stood up for yourself or someone else. What did you do? Why did you decide to act at that time?

Journal Activity #2:

- Make a T-chart. On one side label: Characters Acted in Unhealthy Ways. On the other side label: characters Acted in Healthy Ways.
- On the “unhealthy ways” side, jot down a T.V. show/movie where teen characters acted in unhealthy ways. Include if these characters’ actions influenced you. Why/why not?
- On the “healthy ways” side, jot down a T.V. show/movie where teen characters acted in healthy ways. Include if these characters’ actions influenced you. Why/why not?

Journal Activity #3:

- Write a short opinion article. In your opinion, do commercials on television influence health decisions? Include examples: name a commercial that helps you choose healthy foods and how it influences you, name a commercial that may help you choose an unhealthy food, have you been influenced by unhealthy, healthy commercials before?

Journal Activity #4:

- Write a short opinion article. In your opinion does graphic violence in video games/movies affect the way people act? Why/Why not? Include whether or not it is important to limit screen time and why.

Journal Activity #5:

- Create a poster to advertise an APP that helps you improve your health. Make sure you include details about the app, how it works, what the benefits are.

Journal Activity #6:

- Make a 4 square on your paper. Use the following titles for the boxes: Smoke Detectors, Carbon Monoxide Detectors, Circuit Breakers, Home Alarm System.
- In each box jot what the item is/what it's used for, how does it influence our wellbeing.

Journal Activity #7:

- Write a paragraph for each topic telling how the item/s affect family activity: bathroom scales, alarm clocks, pedometers.

5 Minute Health: Skill Builders aligned to ELA Module D

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.5.C.2.3 Predict how the school and community influence various health practices of children.

- 78. How could students learn the benefits of recycling from school? From the community?
- 79. Make a list of school rules that could help students to be healthy and safe at school.

Benchmark: HE.5.C.2.4 Give examples of school and public health policies that influence health promotion and disease prevention.

- 80. How do students learn about head lice?
- 81. Why do schools have rules about head lice in school?
- 82. How do child restraint laws prevent childhood injuries?
- 83. Why does a community or state decide to make helmet laws for children on bicycles?
- 84. Describe the fire/severe weather/lockdown drills for our school. Why are these drills required?
- 85. What are the school bus rules? Why are these rules important to students? To their families?
- 86. What is an immunization? Why do states require students to be immunized?

Benchmark: HE.5.C.2.6 Describe ways that technology can influence family health behaviors.

- 87. Since there are laws about wearing seat belts, why do cars have seat belt alarms?

Benchmark: HE.5.C.2.8 Investigate influences that change health beliefs and behaviors.

- 88. What are some things that we do to promote firearm safety?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.5.B.5.3 Compare the potential short-term impact of each option on self and others when making a health-related decision.

- 89. What could happen if a friend asks you to steal?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.5.B.7.1 Model responsible personal health behaviors.

- 90. When riding your bicycle or skateboard, how do you ensure that you always ride safely?
- 91. How do you manage taking care of your belongings at home? At school?

HEALTH ADVOCACY SKILL ACTIVITIES

Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark: HE.5.B.8.1 Persuade others to make positive health choices.

- 92. What are some things that we do to promote firearm safety?

- 93. How could you help a younger brother or sister to always wear their bike helmet?
- 94. What are some ways you can help with pollution control?
- 95. How could students learn the benefits of recycling from school? From the community?

***Health Journaling & Response Activities for Module D**

Journal Activity #1:

- Make a 3 – Column note chart. The title of your page will be: Recycling.
- Title the first column: At School. List benefits of recycling at school.
- Title the second column: At Home. List benefits of recycling at home.
- Title the third column: In the Community. List benefits of recycling in the community.

Journal Activity #2:

- Design a poster and label to show ways you can help with pollution control.

Journal Activity #3:

- Make a list of school rules that could help students be healthy and safe at school.

Journal Activity #4:

- Choose one of the following for this activity: Fire Drill, Severe Weather, Lockdown.
- Create a poster to describe one of these drills at our school. Show in the poster why the drills are required/important.

Journal Activity #5:

- Make a list of school bus rules.
- Write to tell why these rules are important to students and to their families.

Journal Activity #6:

- Draw a sketch and label what you know about firearm safety.

Journal Activity #7:

- Write to tell what you know about seatbelts and seatbelt laws. Include: how seat belt laws prevent childhood injuries and why cars have seat belt alarms.

Journal Activity #8:

- Make a sketch of you. Show in the sketch how you will be safe on your bike or skateboard. Label and show safety equipment needed.
- Add a speech bubble. In the speech bubble write what you would say to a younger sibling to make sure they always wear a helmet.

Journal Activity #9:

Teacher Note: Here is a link to a Brainpop Jr. activity that you can print instead of journaling if desired:

<https://jr.brainpop.com/health/bewell/lice/activity/>

- Log onto Brainpop Jr. Watch the video titled: . Stop and Jot in your journal about lice.
- Create a list of tips about how to avoid getting lice.

Journal Activity #10:

- Make a list of things that could happen to you if a friend asks you to steal.

5 Minute Health: Skill Builders aligned to ELA Module E

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.5.C.1.3 Explain ways a safe, healthy home environment and school environment promote personal health.

96. Why is a smoke-free environment important?

Benchmark: HE.5.C.1.6 Recognize how appropriate health care can promote personal health.

97. Why is it important to use medication appropriately?

98. Why should someone get grief/loss counseling?

99. Compare appropriate use of medication with inappropriate use of medication.

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.5.C.2.2 Predict how friends/peers may influence various health practices of children.

100. Why do some students let friends pressure them to smoke or cheat?

Benchmark: HE.5.C.2.7 Discuss how various cultures can influence personal health beliefs.

101. How does a country influence young people to not use tobacco products?

102. What influences young people to drink alcohol?

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

Benchmark: HE.5.B.3.2 Evaluate criteria for selecting health resources, products, and services.

103. How do you know how to use health products?

104. Is an expensive health product always more effective than a less expensive health product? What examples can you name? (Examples: toothpaste, rubbing alcohol, vitamins)

105. Where can you buy health products?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.5.B.5.1 Describe circumstances that can help or hinder healthy decision making.

106. What are some strategies for dealing with peer pressure?

107. What are some strategies for dealing with stress?

108. What is your favorite way to deal with stress?

Benchmark: HE.5.B.5.2 Summarize healthy options to health-related issues or problems.

109. What are some healthy ways to manage anger?

Benchmark: HE.5.B.5.3 Compare the potential short-term impact of each option on self and others when making a health-related decision.

110. Identify various results from a friend asking you to try a cigarette.

Benchmark: HE.5.B.5.4 Select a healthy option when making decisions for yourself and others.

111. What thinking strategies could you use to make a healthy decision?

GOAL-SETTING SKILL ACTIVITIES

Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

Benchmark: HE.5.B.6.1 Specify a personal health goal and track progress toward achievement.

112. Why is it important to have short-term (one week) health goals?
113. Why is it important to have long-term (one month or longer) health goals?
114. Why is it important to have checkpoints when making goals?
115. Why is it important to have realistic goals?
116. What could be a realistic goal for healthy eating habits?
117. Identify a short-term personal health goal. What types of checkpoints (evidence of progress) could you use with this goal?
118. Identify a month-long goal to improve your physical activity. Why would it be helpful to have another person help you with this goal?
119. What would you need to consider if you were making a goal to improve relationships with your friends and/or family members?

Benchmark: HE.5.B.6.2 Select reliable resources that would assist in achieving a small group personal health goal.

120. When making goals, how do you decide when help is needed?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.5.B.7.2 Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.

121. What are some conflict resolution strategies?

***Health Journaling & Response Activities for Module E**

Journal Activity #1:

- Fold a piece of paper to make a brochure about smoking. Your brochure should include the following:
 - advocate for a smoke-free environment
 - why it's important to have a smoke-free environment
 - what to say to a friend to convince them not to smoke
 - ways to discourage the use of tobacco products
 - resources that influence young people to not use tobacco products
 - strategies for dealing with peer pressure

Journal Activity #2:

- Answer the following questions in your journal:
 - Where can you buy health products?
 - Is an expensive health product more effective than a less expensive health product?
 - Name some examples of health products.
 - How do you know how to use health products?

Journal Activity #3:

- Write to tell: What is grief counseling and why should someone get this type of counseling?

Journal Activity #4:

- Make a Top 10 list of your favorite ways/strategies for dealing with stress.

Journal Activity #5:

- Make a list of healthy ways to manage anger.

Journal Activity #6:

- Create a realistic, short-term personal health goal. Include: what types of check points (evidence of progress) you will use & why it's important to have short-term (one week) health goals.

Journal Activity #7:

- Create a realistic, long-term personal health goal. Include: what types of check points (evidence of progress) you will use & why it's important to have long-term (one month or longer) health goals.

Journal Activity #8:

- When trying to achieve health goals, when do you decide that help is need to succeed?

5 Minute Health: Skill Builders aligned to ELA Module F

CORE CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.5.C.1.3 Explain ways a safe, healthy home environment and school environment promote personal health.

- 122. How can you find fresh produce?
- 123. What are your favorite vegetables? Why and how do you know they are healthy?

Benchmark: HE.5.C.1.4 Compare ways to prevent common childhood injuries and health problems.

- 124. Why should we avoid or limit foods with no nutritional value?
- 125. What are your favorite healthy foods?

ANALYZING INFLUENCES SKILL ACTIVITIES

Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.

Benchmark: HE.5.C.2.1 Predict how families may influence various health practices of children.

- 126. What are the dining patterns of your family? Why do you practice these patterns?

Benchmark: HE.5.C.2.2 Predict how friends/peers may influence various health practices of children.

- 127. Do you like to try new foods? What makes you want to try new foods?

Benchmark: HE.5.C.2.3 Predict how the school and community influence various health practices of children.

- 128. What could the school do to encourage students to eat more vegetables during lunch?

Benchmark: HE.5.C.2.7 Discuss how various cultures can influence personal health beliefs.

- 129. Identify a list of foods from...Italy, Mexico, America, or other geographic areas. Which of these foods would be considered healthy? Which foods would be less healthy? What influences people to choose to eat these foods?
- 130. Why do people in America eat so much fast food? What would influence people to eat healthier foods?

DECISION-MAKING SKILL ACTIVITIES

Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark: HE.5.B.5.3 Compare the potential short-term impact of each option on self and others when making a health-related decision.

- 131. How do you feel when you eat mostly junk food compared to a balanced diet?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.

Benchmark: HE.5.B.7.1 Model responsible personal health behaviors.

132. What is the importance of choosing healthy foods?

Benchmark: HE.5.B.7.2 Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.

133. What foods are nutritionally dense? What skills do you use to choose to eat nutritionally dense foods?
134. What are your favorite healthy snacks? How do you manage to eat healthy snacks?

***Health Journaling & Response Activities for Module F**

Journal Activity #1:

- Make a poster of your favorite healthy foods and label. Your poster should include the importance of choosing healthy food.

Journal Activity #2:

- Make a 3 column note chart. In the first column list your favorite vegetables. In the second column list how you know they are healthy. In the third column list places you can find fresh produce.

Journal Activity #3:

- Make a list of foods that are nutritionally dense.

Journal Activity # 4:

- Write a paragraph explaining why we should avoid or limit foods with no nutritional value.
- Draw a picture of how you feel when you eat mostly junk food compared to a balanced diet.

Journal Activity #5:

- Write to tell:
 - What are the dining patterns of your family?
 - Do you think these patterns are healthy?
 - What could you change to make these patterns healthier?

Journal Activity #6:

- Make a list of ways your school could help encourage children to eat more vegetables at lunch.

Journal Activity #7:

- Identify a list of foods from another country.
- Put a green check mark beside of the foods that would be considered healthy.
- Put a red X beside of the foods that would be considered unhealthy.

Journal Activity #8:

- Make a list of reasons people in America eat so much fast food.
- Make a list of things that would influence people to eat healthier foods.
- Write a paragraph telling if you like to try new foods or not and what makes you want to try new foods.

Health Education Foundations

The National Health Education Standards offer a coherent vision of what it means to be health literate!

“Health Literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing.”

The Joint Commission on Health Education Standards



“It is a growing belief that any further advances made in improving the nation’s health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual’s health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can help play an important role in improving the quality of life.”

National Health Education Standards: Achieving Health Literacy, 1995

The Florida Standards for Health Education are based on the National Standards for Health Education.

National Health Standards	National Health Standards Descriptions
Core Concepts	The foundational knowledge of health. What students should know before they can do.
Analyzing External And Internal Influences	The ability to determine sources of influences: family, peers, teachers, other adults/professionals, media (advertisements, magazines, newspaper, internet sources, television, etc.), culture, etc.
Accessing Information	The ability to access appropriate, useful and health enhancing information (using a variety of reliable resources).
Interpersonal Communication	The ability to appropriately and successfully use verbal, nonverbal, and active listening skills.
Decision-Making	The ability to use a process by which problems, etc. are well thought out and a health enhancing result occurs; includes consequences (positive and negative) for actions taken.
Goal-Setting	The ability to set and achieve reachable short and long term health enhancing targets.
Self-Management	The ability to make health enhancing decisions, etc. primarily impacting self.
Advocacy	The ability to “advocate” for health enhancing services, policies, programs, assistance, etc. primarily impacting family, peers

To produce health literate students, all Health Education instruction must incorporate activities that help students develop their health knowledge, attitudes, beliefs, and behaviors:

Activities to Produce Health Literate Students		
<i>What Students Believe</i> (Attitudes) <ul style="list-style-type: none"> • Activities encourage students to value healthy behaviors. • Activities help students connect healthy behaviors with desired health outcomes. 	<i>Influence of Others on Health Behaviors</i> (Healthy Norms) <ul style="list-style-type: none"> • Activities help students understand that family, friends, and teachers want students to act in healthy ways. • Activities increase students' motivation to comply with the wishes of family, friends, and school. 	<i>Students' Confidence to Act</i> (Perception of Control) <ul style="list-style-type: none"> • Activities allow students opportunities to anticipate situations where they need to make healthy choices. • Activities help students develop supportive knowledge & skills that build confidence to practice healthy actions.
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <i>from the above, students express healthy intentions</i> </div> <div style="text-align: center;">  </div> </div>		
<i>leading to students' healthy behaviors</i>		

What Skill Builders do for your students!

Schools tend to operate within the realm of knowledge and information. But knowledge and information alone are NOT enough to develop a health literate student! Prevention research shows that competence in personal, social, and life skills is also essential. The following personal, social, and life skills must be practiced by students to promote students' healthy behaviors:

- Expressing and communicating health beliefs and preferences
- Resisting peer pressure
- Controlling personal impulses, practicing self-control and managing behavior
- Negotiating risky situations
- Choosing healthy and safe friends
- Establishing a healthy support system
- Solving problems
- Assessing risks
- Resolving conflict and coping with stress
- Asking adults for help
- Establishing healthy goals and plans to reach those goals
- Making informed decisions and anticipating results
- Practicing healthy actions

Grading Health

Health grades are blended with other content to become a floating assessment. These assessments may be based on teacher observations using the Health Rubric for each grade posted on eLearn. The 5 Minute Health Skill Builders include a variety of writing prompts and other activities that may be assessed using the grade level rubric for Health.

3-5 Health Rubric

CORE CONCEPTS RUBRIC

- 4** The response is complex, accurate and comprehensive, showing breadth and depth of information: relationships are described and conclusions drawn.
- 3** The response identifies relationships between two or more health concepts: there is some breadth of information, although there may be minor inaccuracies.
- 2** The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
- 1** The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

GENERIC SKILLS RUBRIC

- 4** The response shows evidence of the ability to apply health skills: the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills: the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills: the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.