

HEALTH EDUCATION

DISTRICT 4J ESSENTIAL LEARNING SKILLS PLANNING DOCUMENT GRADE 4

Eugene School District 4J
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HEALTH EDUCATION

The Oregon Board of Education adopted Health Education Content Standards in February 2005. A team of 4J health educators reviewed the Oregon Health Education Standards document and the Oregon Department of Education grade level-mapping document in health and determined specific grade level and priority ranking within the grade level to provide a comprehensive health education program including health concepts and skills. That information is included in a separate document, *Health Education, Prioritization of Oregon Health Education Standards, Grade Level Curriculum Map (grades K-3, 4-5,6-8, and 9-12)* and includes the essential skills, important skills, and condensed skills that students are to attain. It also includes resources and alignment with the district adopted health curricula. It is available on the 4J Prevention/Wellness web site.

This tool may be helpful to schools as a beginning planning guide in developing their articulated program and includes only the essential skills. This document also identifies the eight basic health skills that students will develop in order to make healthy decisions, identifies the nine major health content areas, concepts to be taught, and examples of skill based activities that may be used to teach the essential concepts. The eight skills that students will develop at each grade level are: Concepts (CC), Accessing Information (AC), Self Management (SM), Analyzing Influences (INF), Interpersonal Communication (IC), Goal Setting (GS), Decision Making (DM), and Advocacy (AV). For some grade levels, resources are listed, aligning the district adopted health curricula with the concept. Resources listed in italics are not district adopted health education curricula. They are suggested as examples of possible supplemental materials that teachers may choose to use in their instructional program. A Health Education Resource Packet, developed for each grade level, is available through the 4J print provider and provides additional resources for the classroom teacher. When schools feel they have developed a program providing the essential skills they will want to continue this process, including important and condensed skills, which are listed in the first referenced document.

Grades 4-5

HEALTH SKILLS—The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. The goal of health education is that students become health literate -- the ability to obtain, interpret, and understand basic health information and services. More importantly, they will have competence to use such information and services in ways, which are health-enhancing.

Common Curriculum Goals—Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for health and safety issues.

<i>Skills</i>	4	5
Accessing Information Demonstrate ability to access valid health and safety related information. Identify and access resources at home, at school, and in the community for health and safety information.	E	E
Self-Management Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks. Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.	E	E
Analyzing Influences Demonstrate ability to analyze influences of culture, media, technology and other factors on health. Identify influences on health and well being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).	E	E
Interpersonal Communication Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.	E	E

Goal Setting Demonstrate ability to use goal-setting skills to enhance health and safety. Use a goal setting model to set goals that enhance health and safety.	E	E
Decision Making Demonstrate ability to use decision-making skills to enhance health and safety. Use a decision making model to make positive health and safety decisions.	E	E
Advocacy Demonstrate the ability to advocate for personal, family and community health and safety. Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.	E	E

Grade 4

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION – Acquire knowledge and skills to understand the physical, social and emotional effects of alcohol, tobacco and other drugs and their use.

Common Curriculum Goals: Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.

Essential Skills	Resources	Week or Date	Person Responsible
Recognize short-and long-term consequences of alcohol, tobacco and other drug use. SKILL: AI (Locate reliable health resources to gather information on alcohol, tobacco and other drug use)	Michigan Model, Grade 4, Tobacco, Alcohol, and Other Drugs Unit: Lessons 1, 2, 3, pg. 9-46		
Explain appropriate use of “over the counter” and prescription drugs. SKILL: AI (Name an appropriate person in the school community to dispense medications)			
Identify family rules, school policies and community laws related to alcohol, tobacco and other drug use, possession, and sales. SKILL: AV (Create an advocacy campaign at school communicating the school rules regarding alcohol and tobacco use)	Student Rights and Responsibilities Handbook		
Recognize how advertising influences alcohol, tobacco and other drug use. SKILL: INF (Recognize advertising techniques used to sell alcohol and tobacco products)	Michigan Model, Grade 4, Tobacco, Alcohol, and Other Drugs Unit: Lesson 4, pg. 47-55		

Identify that secondhand smoke is harmful. SKILL: SM (Demonstrate behaviors to avoid secondhand smoke when possible)	Michigan Model, Grade 4, Tobacco, Alcohol, and Other Drugs Unit: Lesson 1, pg. 9-22		
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Grade 4

PREVENTION AND CONTROL OF DISEASE – Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease.

Common Curriculum Goals: Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.

Essential Skills	Resources	Week or Date	Person Responsible
Explain personal health care practices that prevent the spread of communicable diseases, including HIV/AIDS, Hepatitis B and C. SKILL: SM (Demonstrate personal health care practices that prevent the spread of communicable disease) SKILL: IC (Demonstrate refusal skills to avoid the spread of disease)	Healthy Kids: Keeping Safe, ODE, Grades 4/5, Lessons 3, 5, pg. 175-178, pg, 185-191		

Grade 4

PROMOTION OF ENVIRONMENTAL HEALTH – Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

Common Curriculum Goals: Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.

Essential Skills	Resources	Week or Date	Person Responsible
Identify ways to reduce exposure to the sun. SKILL: SM (Describe personal strategies for minimizing potential harm from exposure to the sun)			

Grade 4

PROMOTION OF HEALTHY EATING – Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

Common Curriculum Goals: Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.

Essential Skills	Resources	Week or Date	Person Responsible
Explain the food groups, nutrients, and serving size in the USDA recommended guidelines. SKILL: AI (Use the USDA guidelines to compare and contrast a variety of foods and to select healthful choices)	Michigan Model, Grade 4, Nutrition and Physical Activity Unit: Lesson 1,2, pg. 11-45		
Understand the importance of variety and moderation in food selection and consumption. SKILL: SM (Prepare and choose healthy snacks) SKILL: GS (Develop a short-term personal goal with a family member related to eating a variety of healthful foods and with moderation) SKILL: AV (Advocate for healthful beverages and snacks in school fundraisers and parties)	Michigan Model, Grade 4, Nutrition and Physical Activity Unit: Lesson 1,2, pg. 11-45		
Explain how healthy eating habits can lead to wellness. SKILL: AI (Describe media, cultural, and family influences that encourage healthy eating practices)	Michigan Model, Grade 4, Nutrition and Physical Activity Unit: Lesson 3, pg. 47-53		

Grade 4

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH – Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

Common Curriculum Goals: Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.

Essential Skills	Resources	Week or Date	Person Responsible
Explain how to use pro-social behaviors to build and maintain healthy family and peer relationships. SKILL: AI (Identify people to talk to about mental and emotional health issues, concerns, and worries) SKILL: IC (Demonstrate ways to communicate respectfully and assertively)	Michigan Model, Grade 4, Social and Emotional Health Unit: Lessons 1,2,3,4,5,6,7,8,9 pg.13-143 <i>Second Step: Empathy</i>		
Recognize diversity among people including disability, gender, race, sexual orientation and body size. SKILL: IC (Demonstrate ways to communicate respect for diversity) SKILL: AV (Advocate respect)	<i>Second Step</i>		

Grade 4

PROMOTION OF PHYSICAL ACTIVITY -- Acquire knowledge and skills to understand the role physical activity has in promoting health.

Common Curriculum Goals: Demonstrate accessing information skills while understanding the components of physical activity.

Essential Skills	Resources	Week or Date	Person Responsible
Describe the importance of balancing food intake and physical activity. SKILL: SM (Demonstrate the ability to balance food intake and physical activity)	Michigan Model, Grade 4, Nutrition and Physical Activity Unit: Lesson 1,2, pg. 11-45		

Grade 4

PROMOTION OF SEXUAL HEALTH – Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. Common Curriculum Goals: Demonstrate accessing information, interpersonal communication and decision-making skills while understanding the components of sexual health.

Essential Skills	Resources	Week or Date	Person Responsible
<p>Describe physical, social and emotional changes that occur during puberty. SKILL: AI (Identify people in the school or community who could provide valid health information about the changes that occur during puberty)</p>	<p>Puberty: The Wonder Years Tier A: Lessons A-4, A-5, A-6 p. 43, p. 55, p. 63 Tier B: Lessons B-1, B-2, B-3p. 9, p. 29, p. 39</p>		
<p>Identify health practices during puberty. SKILL: SM (Demonstrate proper hygiene practices)</p>	<p>Healthy Kids: Keeping Safe, Grades 4/5, Lesson 3, pg. 175-178 <i>MV001094 Just Around the Corner for Girls</i> <i>MV001094 Just Around the Corner for Boys teacher preview recommended</i></p>		

Grade 4

UNINTENTIONAL INJURY PREVENTION – Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. Common Curriculum Goals: Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.

Essential Skills	Resources	Week or Date	Person Responsible
<p>Identify ways to prevent fires and reduce the risk of injuries in case of fire. SKILL: AI (Understand the nature of fire, how fires start, fire’s destructiveness and how fires can be prevented) SKILL: IC (Demonstrate how to respond to peers who may encourage you to misuse fire or fireworks)</p>	<p>Michigan Model, Grade 4, Safety, Lesson 1,2, pg.11-42</p>		

<p>Identify ways to reduce risk of injuries in and around water. SKILL: IC (Demonstrate the ability to influence others' safety behaviors in and around water) SKILL: AV (Advocate for safety in around water)</p>	<p><i>Lane County Sheriff Water Safety/Boating</i></p>		
<p>Identify ways to reduce risk of injuries while traveling to and from school and in the community. SKILLS: IC (Demonstrate refusal skills when asked to participate in unsafe or dangerous situations)</p>	<p><i>Smart Ways to School, LTD Shane Rhodes 682-6212</i></p>		
<p>Explain what to do during an emergency and/or natural disaster (e.g., flood, tsunami, earthquake, etc.). SKILL: SM (Create a family emergency plan to be used in the case of any emergency) SKILL: GS (Set a goal to develop an emergency plan including a disaster kit at home)</p>	<p>District safety guidelines, school practices, monthly drills</p>		
<p>Identify what to do Identify basic first aid procedures needed to treat injuries and other emergencies. SKILL: SM (Demonstrate appropriate responses and basic first aid in emergency simulations)</p>	<p><i>American Red Cross, BAT program</i></p>		

Grade 4
VIOLENCE AND SUICIDE PREVENTION – Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

Common Curriculum Goals: Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.

Essential Skills	Resources	Week or Date	Person Responsible
<p>Explain pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). SKILL: IC (Demonstrate a variety of clear communication skills and peer resistance skills to avoid violent situations) SKILL: AV (Advocate for respectful interactions at home, school and community)</p>	<p><i>Steps to Respect</i> <i>Second Step: Empathy, Problem Solving</i></p>		
<p>Identify bullying and its' affects on health and safety. SKILL: INF (Analyze the influence of effective bystander behavior in a bullying situation) SKILL: IC (Demonstrate what to say and do if someone is bullying others)</p>	<p>Michigan Model, Grade 4, Social and Emotional Health Unit: Lesson 1, 2, pg. 39-67 <i>Steps to Respect</i> <i>MV980503 Bully</i> <i>Health: How to Tame a Troublemaker</i></p>		
<p>Explain the role problem solving; anger management and impulse control have on preventing violence. SKILL: SM (Demonstrate steps of problem solving anger management and impulse control)</p>	<p>Michigan Model Grade 4, Social and Emotional Health Unit: Lesson 5,6,7,8,9, pg. 69-143 <i>Second Step Empathy, Problem solving and anger management</i></p>		