



Archdiocese of Cincinnati

Health Course of Study

Aligned with

Ohio New Learning Physical Education Standards

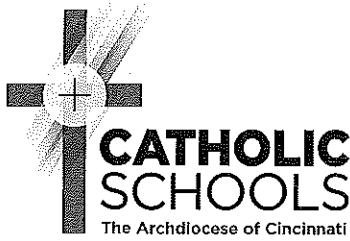
Infused with Catholic Identity Initiatives

2015

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Spring, 2015

Dear Catholic School Educators,

We are all humans created in the image and likeness of God. As St. Paul indicates in his first letter to the Corinthians, "Your body is a temple for the Holy Spirit within you." With this important principle in mind, our Catholic schools have instructed students in health for many years. We show love for God by taking good care of ourselves. By eating right, exercising, and practicing good hygiene, we ensure that our bodies remain healthy and strong, and are ready to serve others. We assure spiritual and mental health as we take care of our physical selves.


I am therefore pleased to present to you the Graded Course of Study (GCS) for Health in the Archdiocese of Cincinnati. This GCS satisfies the health requirements of the State of Ohio. Within the GCS, you will find specific standards linked to health instruction, as well as a multitude of resources. You will also find a Curriculum Map that will be useful in implementing the standards. Throughout the GCS, you will note the infusion of our Catholic faith, as this represents the core of our educational mission.

At the elementary level, Health can be taught as a stand-alone subject, or integrated into other subject areas (such as religion, science, or physical education). As per the requirements of the state, it is important that a stand-alone grade for Health is evident on student report cards. Ultimately, it is our responsibility to foster healthy living for our students as they grow and thrive under our care.

The Health GCS represents the results of many months of hard work. I would like to thank Ms. Judy Jagger-Mescher, Director of Health Educator Licensure and Professor at Wright State University, for leading this effort. I further commend the Health Curriculum Committee for their support, as well as Dr. Carole Roberts, Director of Curriculum and Assessment for the Archdiocese.

Health is an important subject for our schools, and it is my hope that this GCS is a true asset for your work. May God bless us with health and happy living! St. Luke, Patron Saint of Health Care Workers, *Pray for Us!*

Yours in Christ,


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INTRODUCTION

No knowledge is more crucial than knowledge about health.

Without it, no

other life goal can be successfully achieved.

~ Ernest Boyer, President,

The Carnegie Foundation for the Advancement of Teaching

(1979-1995)

The Archdiocese of Cincinnati Graded Course of Study (GCS) for Health Education outlines a framework of functional knowledge and skills recommended to assist students in developing lifelong healthy behaviors. This GCS is aligned with the National Health Education Standards (NHES), which were developed by a coalition of health education organizations and professionals from across the United States. Recognizing the critical role of schools in addressing national health issues while simultaneously acknowledging research-based advances in health education, this group of highly trained professionals continues to review and revise the NHES for use in American schools.

This Graded Course of Study is aligned with the recommendations outlined in the Centers for Disease Control and Prevention's **Health Education Curriculum Analysis Tool (HECAT)**. (*See Appendix for HECAT details.*) Likewise, the core concepts and skills within this GCS are closely coordinated with the key Youth Risk Behaviors identified by the Centers of Disease Control and Prevention (CDC):

- Behaviors that result in unintentional or intentional injury or death
(*e.g., unintentional: not wearing seatbelt or protective equipment, violence, car accidents, falls, drownings, fires, etc.; intentional: suicide, violence with intent to injure, etc.*)
- Tobacco use
- Alcohol and other drug use
- Poor dietary habits
- Inactivity
- Sexual risk behaviors

Since engaging in health-risk behaviors threatens the health status of youth, the Archdiocese of Cincinnati understands the importance of addressing the CDC Youth Risk Behaviors in their Health Education Curriculum. In fact, data derived from the **2013 Youth Risk Behavior Surveillance Survey*** (YRBSS.) was used to inform this curricular process. To ensure the cohesiveness and quality of all curricular standards, performance indicators, resources, and strategies within this GCS, the **Characteristics of Effective Health Education Curricula***, a CDC-approved document was adhered to throughout the development of the Archdiocese of Cincinnati Health Education Curriculum. The Characteristics of Effective Health Education include:

- *Focuses on specific behavioral outcomes.*
- *Is research-based and theory driven.*
- *Addresses individual values and group norms that support health-enhancing behaviors.*

The Characteristics of Effective Health Education (cont.):

- *Focuses on increasing the personal perception of risk and harmfulness of engaging in specific health risk behaviors as well as reinforcing protective factors.*
- *Addresses social pressures and influences.*
- *Builds personal competence, social competence and self-efficacy by addressing skills.*
- *Provides age-appropriate information, learning strategies, teaching methods and materials.*
- *Incorporates learning strategies, teaching methods and materials that are culturally inclusive.*
- *Provides time for instruction and learning.*
- *Provides opportunities to make positive connections with influential others.*
- *Includes teacher information and plans for professional development and training that enhances effectiveness of instruction and student learning.*

*Both the YRBSS and Characteristics of Effective Health Education are explained more comprehensively in the Resource section of this Curriculum Guide/GCS.

Rationale

Engaging in health-risk behaviors compromises the current and future health status of youth. In fact, health behaviors established in youth can affect health outcomes in adulthood. Approximately 50% of premature death is due to unhealthy lifestyles. **The Youth Risk Behavior Surveillance Survey (YRBSS)**, conducted every two years by the CDC, reports that alcohol use is a major factor in the three leading causes of death for teenagers – vehicle crashes, homicide and suicide. Moreover, the primary causes of death after the age 25 are cardiovascular disease and cancer, which are rooted in unhealthy behaviors that began in youth. Chronic diseases in adults such as cardiovascular disease, cancer and diabetes II are related to risk behaviors that are often established in youth: tobacco use, alcohol and other drug abuse, physical inactivity, poor diet. Sexual risk behaviors can result in HIV, sexually transmitted infections, and unintended pregnancy. The Archdiocese of Cincinnati embraces the fact that establishing healthy behaviors during childhood and teen years is much easier and cost effective than waiting until adulthood to attempt to change unhealthy behaviors. Needless to say, focusing upon youth risk behaviors by teaching functional health education knowledge and skills during the K-12 years will provide students the best opportunity to optimize their health status and improve their chances of being successful, healthy adults.

Primary Mission of This Health Education Curriculum

By engaging students in evidenced-based learning experiences, the Archdiocese of Cincinnati students will be empowered to adopt and maintain health-enhancing behaviors, which, in turn, will support the intellectual, social, emotional and physical development of each student.

*If schools do not deal with children's health by design,
they will deal with it by default.*

~ Health is Academic

The Academic Connection

*You can't educate a child who isn't healthy and
you can't keep a child healthy who isn't educated.*

~ Jocelyn Elders,
Former Surgeon General of the United States

Quality health education is integral to the mission of all school. Since healthy students make better learners, exemplary health education plays a fundamental role in the success of every student. In fact, the relationship between student health and academic success is well documented by the CDC. The National School Board Association, the Surgeon General of the United States, and the American Association for Curriculum and Supervision (ASCD), to name a few. Recently, the Council of Chief State School Officers published a document, *Policy Statement on School Health*, which urges education administrators “to recognize the enormous impact health has on the academic achievement of our nation’s youth.” Similarly, the ASCD’s Commission on the Whole Child re-defined “successful learner” from a student whose achievement is measured only by academic testing TO a student who is *knowledgeable, emotionally and physically healthy, engaged in civic activities and events, involved in the arts, prepared for work and for economic self-sufficiency, and ready for the world after completing formal education.*

The Archdiocese of Cincinnati’s Health Education Curriculum emphasizes skills that align with most of the ASCD’s characteristics of a successful learner. This is done by ensuring the true intent of quality health education is addressed throughout this curriculum. For example, students are given multiple opportunities to practice healthy behaviors, and thereby, eventually adopt these behaviors as a lifestyle:

- analyzing the influences of family, peers, media, technology on their health choices;
- accessing valid reliable health resources;
- communicating clearly and effectively with others;
- making well-informed, healthy decisions;
- setting specific, achievable goals;
- advocating for health-enhancing issues and policies.

Indeed, students who learn functional health knowledge and practice essential life skills are more likely to become healthy, contributing members of society.

*Given sufficient attention and support, young people can have the chance to grow up healthy
And whole both in body and mind. What is at stake are not only the precious individual lives of our young people
but our national health and our future as a nation.*

~Fred M. Hetchinger

Basic Design of the Health Education Curriculum

This curriculum guide / graded course of study is divided into specific content areas and organized by grade bands. While each grade level has standards and performance indicators, the exit outcomes (*listed on the **Application, Summary, Exit Outcomes** documents*) are to be met by the end of each grade band. The following chart illustrates the design of the Archdiocese's of Cincinnati Health Education Curriculum.

<u>Content Areas</u>	<u>Grade Bands</u>	<u>Exit Outcomes Met By</u> <u>End of</u>
Mental and Emotional Health (MEH)	Grades K-2	Grade 2
	Grades 3-5	Grade 5
	Grades 6-8	Grade 8
	Grade 9-12	Grade 12
Healthy Eating (HE)	Grades K-2	Grade 2
	Grades 3-5	Grade 5
	Grades 6-8	Grade 8
	Grade 9-12	Grade 12
Personal Health and Wellness (PHW)	Grades K-2	Grade 2
	Grades 3-5	Grade 5
	Grades 6-8	Grade 8
	Grade 9-12	Grade 12
Alcohol, Tobacco and Other Drugs (ATOD)	Grades K-2	Grade 2
	Grades 3-5	Grade 5
	Grades 6-8	Grade 8
	Grade 9-12	Grade 12
Safety and Injury Prevention (SIP)	Grades K-2	Grade 2
	Grades 3-5	Grade 5
Sexual Health (SH)	Grades 6-8	Grade 8
	Grade 9-12	Grade 12
Safety and Violence Prevention (SVP)	Grades 6-8	Grade 8
	Grade 9-12	Grade 12

- **NOTE: This chart also represents the sequence of content areas for Health Education.**

National Health Education Standards

NOTE: A comprehensive explanation of each NHES may be found in the Resource section of this Curriculum Guide/ GCS.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale: Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

GRADE BAND: Kindergarten to 2

MENTAL AND EMOTIONAL HEALTH

The Archdiocese of Cincinnati has established the following Mental and Emotional Health Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Two.

Mental and Emotional Health Application

The Emotional and Mental Health portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy mental and emotional behaviors as the norm. A distinct interconnection exists between mental/ emotional health and physical health. Even though there is no easy prescription for good mental and emotional health, the Archdiocese of Cincinnati understands its valued role in facilitating their students development of the following characteristics of mental and emotional health: self-awareness, resilience, stress management, acceptance of self and others as well as appropriate expression of emotions.

SUMMARY

The K-2 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired mental and emotional health concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of mental and emotional health learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs) recommended by the Centers for Disease Control and Prevention. These HBOs include the following:

A pre-K–12 mental and emotional health curriculum should enable students to:

- HBO 1.** Express feelings in a healthy way.
- HBO 2.** Engage in activities that are mentally and emotionally healthy.
- HBO 3.** Prevent and manage interpersonal conflict in healthy ways.
- HBO 4.** Prevent and manage emotional stress and anxiety in healthy ways.
- HBO 5.** Use self-control and impulse-control strategies to promote health.
- HBO 6.** Get help for troublesome thoughts, feelings or actions for oneself and others.
- HBO 7.** Show tolerance and acceptance of differences in others.
- HBO 8.** Establish and maintain healthy relationships.

Kindergarten

Kindergarten students explore how people are alike and different as well as common emotions and how to express emotions in a healthy way. They begin to learn the role of body language in communication with others. Similarly, they consider the meaning of friendship and how to make friends.

Summary (cont.)

Grade One

Students in grade one further examine mental and emotional health by looking at both family and friend relationships, and understanding the importance of a sense of belonging. They continue to learn about communicating emotions both verbally and nonverbally as well as practice courteous behaviors that will enhance their relationships.

Grade Two

Second graders develop an understanding of how families may change, grow and be distinctly different. They analyze how media can influence their thoughts and feelings about themselves and their families. In addition, second graders explore the value of healthy role models who can support them to become respectful, responsible individuals.

The Archdiocese of Cincinnati stipulates the following mental and emotional health exit outcomes by the end of grade two:

National Health Education Standard 1

1. Explain the importance of talking with parents and other trusted adults about feelings.
2. Identify appropriate ways to express and deal with feelings.
3. Explain why it is wrong to tease or bully others.
4. Identify the benefits of healthy family relationships
5. Identify the benefits of health relationships with friends.

National Health Education Standard 2

1. Describe positive influences on mental and emotional health practices and behaviors.
2. Describe negative influences on mental and emotional health practices and behaviors.

National Health Education Standard 3

1. Identify trusted adults at home who can help promote mental and emotional health.
2. Identify trusted adults in school who can help promote mental and emotional health (e.g., school nurse, school counselor).

National Health Education Standard 4

1. Demonstrate how to effectively communicate in healthy ways.
2. Demonstrate how to effectively communicate care and concern for others.
3. Explain how to be caring toward others.

National Health Education Standard 5

1. Identify situations which need a decision related to mental and emotional health (e.g. managing anger, when others are teasing or bullying someone)

National Health Education Standard 7

1. Demonstrate healthy mental and emotional practices.

GRADE BAND K-2

HEALTHY EATING

The Archdiocese of Cincinnati has established the following Healthy Eating Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Two.

Healthy Eating Application

The Healthy Eating portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional nutritional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy eating behaviors as the norm. Understanding that well-nourished, nutritional savvy students are much more likely to achieve success physically, emotionally and intellectually, the Archdiocese is dedicated to helping students develop nutritional habits that will serve them well for a lifetime.

Summary

The K-2 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired health eating concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of healthy eating learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs) recommended by the Centers for Disease Control and Prevention. These HBOs include the following

A pre-K–12 healthy eating curriculum should enable students to:

- HBO 1.** Eat the appropriate number of servings from each food group every day.
- HBO 2.** Eat a variety of foods within each food group every day.
- HBO 3.** Eat an abundance of fruits and vegetables every day.
- HBO 4.** Choose to eat whole grain products and fat-free or low-fat milk or equivalent milk products regularly.
- HBO 5.** Drink plenty of water every day.
- HBO 6.** Limit foods and beverages high in added sugars, solid fat, and sodium.
- HBO 7.** Eat breakfast every day.
- HBO 8.** Eat healthy snacks.
- HBO 9.** Eat healthy foods when dining out.
- HBO 10.** Prepare food in healthful ways.
- HBO 11.** Balance caloric intake with caloric expenditure.
- HBO 12.** Follow an eating plan for healthy growth and development.
- HBO 13.** Support others to eat healthy

Summary (cont.)

Kindergarten

By the end of Kindergarten students will be able to describe the body signals for hungry and full as well as name and describe the value of eating nutrient-rich foods. They will begin an initial overview of MyPlate and pledge to eat more fruits and vegetables daily.

Grade One

Students in grade one will continue to develop an understanding of healthy eating guidelines. After learning how MyPlate can be used as a tool for creating a healthy meal, students will design a personalized nutrient-rich meal. An introduction to food safety and commercial advertising influence will help the students understand the additional facets of selecting healthy foods. Finally, students will examine the significance of eating a healthy breakfast every day.

Grade Two

Grade two students will begin to apply their healthy eating knowledge to advocate (*National Health Education Standard 8*) for others to eat healthier meals and snacks. They will learn to record and monitor their daily intake of fruits and vegetables to ensure they are eating the recommended proper amounts. Subsequently, the students will use their food charts to help them set a healthy eating goal and monitor their individual progress. The connection of healthy eating and physical activity TO a healthy body will be emphasized in this grade level.

The Archdiocese of Cincinnati stipulates the following healthy eating exit outcomes by the end of grade two:

National Health Education Standard 1:

1. Explain the importance of choosing healthy foods and beverages.
2. Identify a variety of healthy snacks.
3. Identify the benefits of drinking plenty of water.
4. Describe the benefits of eating breakfast every day.
5. Describe the types of foods and beverages that should be limited.
6. Describe body signals that tell people when they are hungry and when they are full.
7. Describe how to keep food safe from harmful germs

National Health Education Standard 2:

1. Describe how television advertisements can influence food choices

National Health Education Standard 3:

1. Identify nutrition information on food labels.

National Health Education Standard 6:

1. Set a goal to eat more fruits and vegetables.
2. Describe ways parents and other trusted adults can help meet a goal of eating more fruits and vegetables.

Exit Outcomes (cont.)

National Health Education Standard 7

1. Choose a healthy snack.
2. Express intentions to eat breakfast every day.
3. Express intention to drink plenty of water every day.
4. Express intention to eat fruits and vegetables every day.
5. Create a healthy meal using the MyPlate format.

National Health Education Standard 8

1. Advocate for others to drink plenty of water each day.

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



HEALTHY EATING Grade Band K-2

Catholic Identity: “Fruit of the Spirit”

The fruits of the Spirit are: love, self-control, goodness, peace, joy gentleness, kindness, patience and faithfulness. **Mix a fruit salad activity:** The purpose of this activity is to demonstrate the fruits of the Spirit and how they work together. Assign different fruit a bowl and tape the name of the “fruit” on the outside. For example, a bowl of diced peaches could be “joy.” Discuss how all the fruits work together, how God will multiply the Fruit of the Spirit” in us if we let Him. Mix the fruits together in a big bowl as you talk about each one. Serve up the healthy fruit salad.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 4 Days: Kindergarten			
HE.K.1.1	Name reasons children eat food.		• Brainstorm reasons people eat food.	Healthy
HE.K.1.2	Describe signals the body gives when hungry.		• <u>Ask:</u> Why do you like the foods you do? What are some of those foods? Can you eat too much? What happens?	Unhealthy
HE.K.1.3	Describe signals the body gives when full.		• Discuss Hungry vs. Full Body Signals	Signals
HE.K.1.4	Name a variety of healthy foods and beverages.		• Discuss common, popular healthy foods & beverages (Could poll class to see which meats, fruits and vegetables are their favorites)	Fuel
HE.K.1.5	Explain why healthy foods are necessary for good health.		• Explain the basic relationship of food and health; Emphasize: Eating foods with lots of sugar and fat are not good for your body. Ask them to name a few of these foods.	Energy
HE.K.1.6	Explain basic purpose of MyPlate.		• Discuss how food labels can help them see if a food has lots of sugar or fat: <i>Is sugar the first thing listed under ingredients?</i>	Vegetables
HE.K.7.1	Choose a healthy snack.		• Basic introduction to MyPlate	Fruits
HE.K.7.2	Express an intention to eat fruits and vegetables every day.		(Show MyPlate poster ; display it on classroom wall.)	Meats
				Sugar
				Fat
				MyPlate
	Lesson 1 – 4 days: Grade One			
HE.1.1.1	Identify what type of drink is healthiest for the body.		• What does healthy eating look like?	Energy (Fuel)
HE.1.7.1	Pledge to drink more water every day.		• Why is healthy eating important!	Healthy Choices
HE.1.1.3	Explain how MyPlate can be used to determine healthy meals.		• Discuss healthy drinks (beverages)*	Healthiest
			• Emphasize importance of drinking water	A Pledge

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

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HEALTHY EATING Grade Band K-2

Catholic Identity: The Fruit of Goodness (Galatians 6:9) Ask children to bring in a canned good. Tape one letter of the word, “goodness” on the bottom of 8 canned goods. Build a pyramid of the all the canned goods. Tell them some of the cans have letters on the bottom. In a safe manner have them locate the cans with the letters. Then tell them the letters spell a fruit of the Spirit. After they spell “goodness,” read Galatians 6:9. Tell them the cans of food are a hint to something good they can do. Ask them to guess what that might be. Donate the can goods to a local food drive.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 4-5 Days: Grade One		
HE.1.1.4	Match common foods to their correct food groups.	<ul style="list-style-type: none"> Explain basics of MyPlate food groups and how to use MyPlate diagram to help plan meals: 5 food groups, need to eat more fruits and vegetables than protein, dairy, and grains, healthy meals include foods from all 5 food groups. (Post MyPlate poster in classroom.) Ask students to categorize foods into the major food groups. Breakfast is very important: body’s first fuel of the day. Discuss healthy breakfast foods. Help students design a pledge to eat healthy breakfasts daily. Explore how television ads can influence children to buy unhealthy foods, especially cereals. <p>*NOTE: If using <i>Serving Up MyPlate: A Yummy Curriculum</i>, first grade needs to implement Course 1 lessons, pg. 9-14.</p>	MyPlate Nutrients Nutritious Fruits Vegetables Grains Proteins Dairy
HE.1.7.2	Create a healthy meal with a food from each of the five MyPlate food groups.		
HE.1.7.3	Select healthy breakfast foods.		
HE.1.7.4	Pledge to eat a healthy breakfast every day.		
HE.1.2.1	Explain how television ads can affect which foods a person chooses.		
	Lesson 1 – 5 days: Grade Two		
HE 2.7.1	Commit to drinking plenty of water every day.	<ul style="list-style-type: none"> Pledging to drink plenty of water every day and to eat a healthy breakfast daily (<i>A pledge is similar to a promise</i>) Discuss basics of advocating: Taking a stand for/ promoting a healthy behavior. (<i>i.e. making posters that advocate for drinking plenty of water each day</i>) Benefits of eating healthy foods: primary benefits are for growth and fuel (energy). Discuss Healthy snacks* and healthy alternatives to “sometimes” foods Explain why foods with added sugars and solid fats need to be limited. Discuss “5 a Day”: Eating at least 5 fruits & vegetables each day 	Commit Advocate Body Fuel Energy MyPlate Five A Day Nutrients Healthy Snacks Healthy Alternatives “Sometimes” foods Added sugar Beverages Solid vs. Liquid fats Pledge Form
HE.2.8.1	Advocate for others to drink plenty of water every day		
HE.2.1.1	Name the primary benefit of eating healthy foods.		
HE.2.1.2	Identify healthy foods.		
HE.2.7.2	Pledge to eat a healthy breakfast by completing a write pledge form and signing the pledge.		
HE.2.1.3	Identify foods and beverages high in added sugar.		
HE.2.1.4	Explain why it is important to eat foods from all 5 food groups every day.		

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



HEALTHY EATING Grade Band K-2

Catholic Identity: Good Fruit, Bad Fruit... Which Are We? **Galatians 5:22-23**

Hold up 2 examples of fruit (or a picture of): a piece of rotten fruit and a piece of good fruit. Ask: If you had the choice, which piece of fruit would you eat: The nasty, disgusting, rotting, smelly fruit OR the perfectly ripe, delicious sweet smelling fruits? Why? Read and discuss Galatians 5:22-23. Ask them what good fruit is in our lives.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 5 days: Grade Two (cont.)		
HE.2.1.5	Identify examples of healthy and less healthy snacks.	<ul style="list-style-type: none"> • <u>Emphasize:</u> Nutrients in foods help children to grow and stay healthy. • Introduce the basic goal-setting process. (I will...[<i>a healthy eating behavior</i>]) • Help students in setting a goal that includes: a <u>specific</u> healthy eating behavior student wants to achieve (<i>i.e. "I will eat 5 fruits and vegetables every day. These are examples of fruits and vegetables I like:"</i>) <p>Show students how to use a chart to keep track of their fruit and vegetable intake and explain why it is important to monitor how many fruits and vegetables they eat. (Do for 1 week, then discuss their results.)</p> <ul style="list-style-type: none"> • Stress importance of combining healthy food with at least 60 minutes of physical activity each day • <u>Ask:</u> How do germs get into foods? How can we prevent a "germ" invasion of our food? <p>*NOTE: If using <i>Serving Up My Plate: A Yummy Curriculum</i>, second grade needs to implement <i>Second Course: Eat Smart, Play Hard</i> and <i>Third Course: Sometimes and Switcheroos</i>.</p> <ul style="list-style-type: none"> • <u>Recommendation:</u> The activity, "A Day in the Life of..", pg. 19 is optional AND omit the skits, pg. 18 	Goal-setting Physical activity Germs
HE.2.1.6	List words that describe a healthy snacks.		
HE.2.1.7	Identify "Sometimes" foods.		
HE.2.1.8	Explain why eating foods with solid fats and/or added sugars can be unhealthy.		
HE.2.1.9	Explain what the message "5 a day" means.		
HE.2.1.10	Identify their 5-a-day favorite fruits and vegetables.		
HE.2.6.1	Set a healthy eating goal and monitor progress.		
HE.2.6.2	Monitor and record their daily intake of fruits and vegetables.		
HE.2.1.11	State that children need to combine healthy eating with at least 60 minutes of physical activity every day.		
HE.2.1.12	Summarize ways germs can get into foods		

HEALTHY EATING

Grade Band k-2

RESOURCES: (Resources are free unless otherwise stated.)

*****Team Nutrition** *Serving Up My Plate: A Yummy Curriculum*, Level 1-GRADES 1-2 http://www.fns.usda.gov/multimedia/tn/sump_level1.pdf

MyPlate – www.ChooseMyPlate.gov

Healthy Eating with Go, Slow, and Whoa Foods – www.nhibi.nih.gov/health/public/heart/obesity/wecan/eat-right/choosing-foods.htm

Fight BAC! (Partnership for Food Safety Education) – www.fightbac.org

Healthy Kids – www.healthykids.org (Note: This website has both healthy eating information and lessons plans.)

Team Nutrition - <http://teamnutrition.usda.gov> (Lesson Plans and Teaching Resources)

Nourish Interactive - <http://www.nourishinteractive.com/nutrition-education-printables/category/6-food-labels-worksheets-printables-teaching-kids-reading-food-labeling-nutrition-facts-free-learning-printouts-activity>
<http://www.nourishinteractive.com/>

Healthy Meals -<http://healthymeals.nal.usda.gov/nutrition-education/nutrition-education-resources-elementary-school>

Healthy Minutes (Series of Video Clips: Super Snackers) - http://www.iptv.org/video/browse.cfm/program/15568/healthy_minutes

MyPlate Blast-Off Game - <http://www.fns.usda.gov/tn/blast-game>

Pick A Better Snack - <http://www.idph.state.ia.us/INN/PickABetterSnack.aspx>

The Updated Michigan Team Nutrition Booklist (An Annotated List of 400+ books with positive food, nutrition, and physical activity messages for Children in Grades K-2 - http://www.michigan.gov/documents/mde/UpdatedMichiganTeamNutritionBooklist_290287_7.pdf

MyPlate Match Game - <http://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities/My-Plate-Match-Game.aspx>

HEALTHY EATING

Grade Band K-2

RESOURCES: (cont.)

Food and Nutrition Fun for Elementary Students - http://www.nal.usda.gov/fnic/pubs/fun_elementary.pdf

Healthy Snacks <http://www.edsaid.org/>

Discover MyPlate (KINDERGARTEN) <http://www.fns.usda.gov/discover-myplate-nutrition-education-kindergarten>

- Discover *MyPlate* is fun and inquiry-based nutrition education that fosters the development of healthy food choices and physically active lifestyles during a critical developmental and learning period for children — **kindergarten**.

Books:

Evers, Connie. *How to Teach Nutrition to Kids*. Twenty-four Carrot Press, 2012.

Evers, Connie. *Nutrition Fun with Brocc and Roll: A Hands-on Activity Guide Filled With Delicious Learning*. Twenty-four Carrot Press, 2012.

Rouffaer, Maryse. *Nutrition Facts for Kids: Teaching Children the Facts About Nutrition*. CreateSpace Independent Publishing Platform, 2014.

Llewellyn, Claire. *Why Should I Eat Well?* Barron's Educational Books, 2005.

Anderson, Derek. *Gladys Goes Out to Lunch*. Simon & Schuster Books for Young Readers, 2005

Brown, Marcia. *Stone Soup: An Old Tale*. Antheneum, 1947

Carle, Eric. *The Very Hungry Caterpillar*. Philomel, 1981

DePaola, Tommie. *Pancakes for Breakfast*. Voyager Books, 1990

Koster, Gloria. *The Peanut –Free Café*. Albert Whitman & Company, 2006

Palatini, Margie. *Sweet Tooth*. Simon & Schuster Children's Publishing, 2004

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



HEALTHY EATING Grade Band K-2

Books: (cont.)

Marstiller, Helen. *Eat Lots of Colors: A Colorful Look at Healthy Nutrition for Children*. CreateSpace Independent Publishing Platform, 2010.

Russ-Ayon. *We Eat Food That's Fresh!* Our Rainbow Press, 2009

Seuss, Dr. *Green Eggs and Ham*. Random House Books for Young Readers, 1960

Butterworth, Chris. *How Did That Get in My Lunchbox: The Story of Food*. Candlewick, 2013.

Sharmat, Mitchell, *Gregory The Terrible Eater*. Scholastic, 2009.

GRADE BAND K-2

PERSONAL HEALTH AND WELLNESS

The Archdiocese of Cincinnati has established the following Personal Health and Wellness Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Two.

Personal Health and Wellness Application

The Personal Health and Wellness portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy mental and emotional behaviors. Since the human body requires daily attention to function properly, children must begin to take responsibility for personal health and wellness behaviors at an early age. During the k-2 grade levels, the Archdiocese of Cincinnati will assist students in learning the core skills inherent in basic personal health and wellness behaviors. Moreover, students will continue to hone these behaviors throughout their k-12 health education classes. Learning key personal health and wellness behaviors during childhood is crucial for maintain high levels of personal health later in life.

SUMMARY

The k-2 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired personal health and wellness concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of mental and emotional health learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs):

A pre-K–12 personal health and wellness curriculum should enable students to :

- HBO 1.** Brush and floss teeth daily.
- HBO 2.** Practice appropriate hygiene habits.
- HBO 3.** Get an appropriate amount of sleep and rest.
- HBO 4.** Prevent vision and hearing loss.
- HBO 5.** Prevent damage from the sun.
- HBO 6.** Practice behaviors that prevent infectious diseases.
- HBO 7.** Practice behaviors that prevent chronic diseases.
- HBO 8.** Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.
- HBO 9.** Practice behaviors that prevent food-borne illnesses. *(This is addressed in the Healthy Eating section.)*
- HBO 10.** Seek out help for common infectious diseases and chronic diseases and conditions.
- HBO 11.** Seek out healthcare professionals for appropriate screenings and examinations.

SUMMARY (cont.)

Kindergarten

Kindergarten students begin to understand the responsibilities included in personal health and wellness. They learn proper dental care and hand washing technique. Basic body parts and their corresponding functions are presented as well as recognizing signs of illness. In addition to practicing basic hygiene/ self-management skills, the students begin to learn how to: (1) access valid resources such as trusted adults to assist with them with personal health and wellness concerns; (3) apply the basics of healthful decision-making to personal health and wellness situations.

Grade One:

During grade one, students continue to develop their daily hygiene knowledge and skills, and understand the relationship between cleanliness and disease prevention. Furthermore, the first graders begin to learn about sun safety and basic protection of vision and hearing as well as the value of adequate sleep. They expand their understanding of the responsibilities and daily personal accountability involved in optimal physical health and wellness.

Grade Two:

Second graders extend their study of personal health and wellness by outlining the benefits of personal health care practices such as bathing, hair washing and sneezing/coughing into the crease of their elbow. They also explore the relationship of good posture and hearing protection to their physical health. They cease the opportunity to practice NHES 7 by making a personal commitment to healthy wellness behaviors.

The Archdiocese of Cincinnati stipulates the following personal health and wellness exit outcomes by the end of grade two:

National Health Education Standard 1

1. Identify the proper steps for daily brushing and flossing teeth.
2. State why hygiene is important to good health.
3. Identify the benefits of personal health care practices such as washing hair and bathing regularly.
4. State the steps for proper hand washing.
5. Explain why sleep and rest are important for proper growth and good health.
6. Identify ways to protect hearing.
7. Describe what it means to be healthy.
8. List ways to prevent harmful effects of the sun.
9. Identify different ways that disease-causing germs are transmitted.
10. Identify ways to prevent the spread of germs that cause common infectious diseases.

National Health Education Standard 3

1. Identify trusted adults at home who can help promote personal health and wellness.

The Archdiocese of Cincinnati stipulates the following personal health and wellness exit outcomes by the end of grade two: (cont.)

National Health Education Standard 3 (cont.)

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2. Identify trusted adults and professionals in school who can help promote personal health and wellness (e.g., school nurse, classroom teacher).

National Health Education Standard 5

1. Identify situations which need a decision related to personal health and wellness (e.g., washing hands before eating, wearing sun protection, brushing teeth daily).
2. Explain the potential positive and negative outcomes from personal health or wellness-related decisions.

National Health Education Standard 7

1. Identify personal health and wellness-related practices that reduce or prevent health risks.
2. Demonstrate positive personal health and wellness-related practices.
3. Make a commitment to practice positive personal health and wellness-related behaviors.

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Catholic Identity: 1 Thessalonians 5:18

Give thanks whatever happens. That is what God wants for you in Christ Jesus.

Sometimes we take our healthy bodies for granted. We need to give thanks to God every day for bodies that allow us to play, to run, to laugh, etc.

ASK: What might be a short prayer we could say to thank God for our healthy bodies?

Personal Health and Wellness Grade Band K-2

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5 Days: Kindergarten			
PHW.K.1.1	Name different parts of the human body. (See content focus.)		<ul style="list-style-type: none"> Discuss the basics of the human body: Head, eyes, ears, throat, chest (heart, lungs), shoulders, arms, elbows, wrists, fingers, legs, thighs, knees, ankles, feet 	Healthy Body
PHW.K.1.2	Locate key body parts on their own bodies.		<ul style="list-style-type: none"> What can a person's body can do? 	Body Parts
PHW.K.1.3	Describe purpose of eyes, ears, heart and lungs as well as bones and muscles		<ul style="list-style-type: none"> Why is it important to take care of your body? 	Head
PHW.K.1.4	Describe how it feels to be sick.		<ul style="list-style-type: none"> How does the body change when you are sick? (What do you feel like when you are sick? Head? Eyes? Ears? Throat? Chest? Stomach? 	Eyes
PHW.K.1.5	Identify different signals from the body to help recognize an illness.		<ul style="list-style-type: none"> What adults can help you when you are sick? 	Ears
PHW.K.3.1	Identify trusted adults who can help children with personal health problems such as illness.		<ul style="list-style-type: none"> <u>Emphasize:</u> Adults are the only ones who can give you medicine. 	Chest
PHW.K.1.6	Explain the benefits of personal health care practices such as brushing teeth and washing hands.		<ul style="list-style-type: none"> <u>Emphasize:</u> Each person must take care of his/her body 	Heart, Lungs
PHK.K.7.1	Name steps to proper hand washing.		<ul style="list-style-type: none"> Make the choice to be healthy and remind your friends to also choose to be healthy/ well 	Shoulders, Arms
PHW.K.7.2	Demonstrate the proper way to wash their hands.		<ul style="list-style-type: none"> How to wash hands properly (Practice this.) 	Elbows
PHW.K.7.3	Name steps to proper dental care.		<ul style="list-style-type: none"> <u>Ask:</u> What could happen if you did not wash your hands? Brush your teeth? 	Wrists, Fingers
PHW.K.7.4	Demonstrate the proper way to brush teeth.		<ul style="list-style-type: none"> How to brush teeth properly 	Legs, Thighs, Knees,
PHW.K.1.7	Explain one reason adequate sleep is needed.		<ul style="list-style-type: none"> <u>Emphasize:</u> washing hands and brushing your teeth help you stay healthy 	Ankles, Feet
PHW.K.5.1	Make a personal health and wellness decision and explain the benefits/ positives of that decision.		<ul style="list-style-type: none"> Discuss positives of brushing teeth and washing hands and demonstrate proper techniques 	Bones
			<ul style="list-style-type: none"> <u>Emphasize:</u> Sleep helps your body grow. 	Muscles
			<ul style="list-style-type: none"> Give students various personal health/wellness situations and ask what the healthy (good) decision would be and why. 	Medicine

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Personal Health and Wellness Grade Band K-2

Catholic Identity: Clean Body and Clean Heart
We will be learning the importance keeping our bodies clean. But how do we keep our hearts clean as well? Why do we need to keep our hearts clean?

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5 Days: Grade One			
PHW.1.7.1	Demonstrate the proper way to wash hands.		<ul style="list-style-type: none"> Review hand washing steps 	Hand washing
PHW.1.5.1	Decide the appropriate times a person needs to wash hands.		<ul style="list-style-type: none"> <u>Ask</u>: Why is hand washing necessary? 	Necessary
PHW.1.1.1	Explain why having a clean body is important to health.		<ul style="list-style-type: none"> <u>Ask</u>: What might happen if you did not wash your hands? 	Proper
PHW.1.1.2	Describe how germs can enter the body.		<ul style="list-style-type: none"> <u>Ask</u>: When do you need to wash your hands? 	Germ
PHW.1.7.2	Demonstrate ways, <i>other than hand washing</i> , to prevent the spread of germs that cause illness.		<ul style="list-style-type: none"> Discuss ways to prevent the spread of germs 	illness
PHW.1.5.2	Decide on the proper clothing to wear each day. (<i>Given various weather conditions</i>)		<ul style="list-style-type: none"> Proper clothing vs. weather forecast: Discuss dressing properly for the seasons/ weather 	Seasons
PHW. 1.1.2	Describe ways to protect themselves from sunburn.		<ul style="list-style-type: none"> Sunburn prevention basics 	Weather
PHW.1.7.2	Assess their own sleep patterns.		<ul style="list-style-type: none"> (Cover areas of skin exposed to sunlight with clothing and/or good sunscreen; wear sunglasses when outside to protect eyes from sun damage) 	Protect
PHW.1.1.4	Explain why getting enough sleep is important.		<ul style="list-style-type: none"> Why do you need a certain amount of sleep each night? (<i>Regular, consistent sleep schedules & bedtime routines are needed to stay healthy.</i>) 	Sunburn
PHW.1.7.3	Set a goal to get the recommended amount of sleep each night.		<ul style="list-style-type: none"> Proper amount of sleep needed each night (10-11 hours) for early elementary students 	Sunglasses
			<ul style="list-style-type: none"> Goal: What is a goal? Use a cloze process to develop a sleep goal for the class: I will s _____ 10-12 h _____ every n _____ this week. (Have students help fill in the blanks. <u>Example</u>: <i>I will sleep 10-12 hours every night this week.</i>) Could keep a chart of goal progress on class wall. (Keeping this chart would help set the norm for appropriate amount of sleep needed.) 	Sleep vs. Rest
				Healthy
				Responsible
	Lesson 1 – 5 Days: Grade Two			
PHW.2.1.1	Explain ways to prevent colds at school and at home.		<ul style="list-style-type: none"> <u>Emphasize</u>: Germs are everywhere 	Germ
PHW.2.7.1	Demonstrate how to wash their hands properly to prevent the spread of germs		<ul style="list-style-type: none"> Explain basic ways germs can enter the body (mouth, nose, cuts) 	Cold
			<ul style="list-style-type: none"> <u>Ask</u>: What can germs do to you? 	Flu
			<ul style="list-style-type: none"> Preventing colds and flu: sneeze cough into crease 	Prevent
				Personal Health Care

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Catholic Identity: Commitments

We make commitments in our lives. In fact, we will make a commitment to practice healthy personal wellness. However, our biggest commitment is to God.

Ask: What is a commitment? Describe your commitment to God.

Personal Health and Wellness **Grade Band K-2**

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5 Days: Grade Two			
PHW.2.1.6	Analyze ways to avoid sunburn.		of elbow, keep hands clean, etc.	Hearing Loss
PHW.2.1.7	Explain the benefits of personal health care practices such as bathing, hair washing, finger nail cleaning.		<ul style="list-style-type: none"> Discuss sunburn prevention: Sunwise is a good resource. (<i>See Resources section below.</i>) Review the benefits of bathing and hair washing and fingernail cleaning 	Organs
PHW.2.1.8	Describe how to protect hearing from hearing damage that can be caused by loud noises.		<ul style="list-style-type: none"> <u>Ask:</u> What could happen if you do not bathe and wash your hair regularly? How do you respond when you see someone with a dirty fingernails? 	Skeletal System (Bones)
PHW.2.1.9	Summarize basic structure and function of the circulatory, respiratory, skeletal/muscular, digestive and nervous systems.		<ul style="list-style-type: none"> Discuss the relationship of loud noises and hearing loss as well as ways to protect ears from loud noises. <u>Ask:</u> If your eyes were damaged by sun or injury how might your life be different? 	Muscular System (Muscles)
PHW.2.1.10	Explain the benefits of good posture		<ul style="list-style-type: none"> Discuss basic eye care protection 	Digestive System (Mouth, Stomach)
PHW.2.7.4	Make a commitment to practice healthy personal wellness.		<ul style="list-style-type: none"> <u>Skeletal System:</u> provides framework for body; protect organs inside body <u>Muscular System:</u> gives you ability to move; muscles help you breathe, digest food <u>Respiratory System:</u> breathing air in and taking to all body parts; takes old air out of body so new, fresh air can come in <u>Digestive System:</u> breaks food down so it can be used by the body for energy and growth <u>Nervous System:</u> Brain is the control center; controls breathing, heart rate, feelings, balance What is good posture? Why is it important to good health? <u>Ask:</u> What does the word “commitment” mean? 	Respiratory System (Lungs)
			Why do you make commitments? What is one personal health and wellness practice you are willing to commitment to do every day?	Nervous System (Brain)
				Proper posture
				Commitment
				Healthy Personal Wellness

Personal Health and Wellness Grade Band K-2

RESOURCES:

Stains on Teeth (Yes, this is a drug abuse website, but there is an interesting tooth experiment here!) Grade 2
<http://www.drugabuse.gov/eggstra-healthy-teeth>

American Cancer Society (Sun Basics for Kids) – www.cancer.org

American Dental Association (for Educators) – www.ada.org/352.aspx

American Dental Association <http://www.mouthhealthy.org/en/> (resources for dental health)

Open Wide and Trek Inside <http://science.education.nih.gov/customers.nsf/ESDental.htm> (Grades 1-2)

BAM! (Body and Mind) www.bam.gov/teachers/index.htm

Kids Health – www.kidshealth.org

The Scrub Club – www.scrubclub.org

Share My Lessons - <http://www.sharemylesson.com/early-elementary-health-teaching-resources/>

Bright Smiles, Bright Futures -www.colgate.com/BrightSmilesBrightFutures/v3/US/EN/guides/Bright-Smiles-Bright-Futures-K-1.pdf

Personal Hygiene Activity Sheets -www.mypersonalhygiene.com/personal-hygiene-worksheets-for-kids-collection-1-8/

Sid the Science Kid: *The Journey of a Germ* video <http://watchknowlearn.org/Video.aspx?VideoID=7279>

Handwashing for Kids: *Crawford the Cat* video <http://watchknowlearn.org/Video.aspx?VideoID=254>

Sunwise, Gr. K-2 www.epa.gov/sunwise (good resources for teaching sun safety)

* [K-2nd grade \(PPT\)](#) (43 pp, 9 MB) and [Notes \(PDF\)](#) (43pp, 2.1MB)

Personal Health and Wellness Grade Band K-2

Books:

Krosoczka, Jarrett J. *Bubble Bath Pirates*. Viking, 2003.

Puttock, Simon. *Squeaky Clean*. Little, Brown, 2002.

Barber, T. *Open Wide!* Chrysalis Children's Books, 2004.

Mayer, Mercer. *Just Going to the Dentist*. Western, 1990

Sweeney, Joan. *Me and My Amazing Body*. Crown, 1999

London, Jonathon. *Froggy Goes to the Doctor*.

Rabe, Tish. *Oh, The Things You Can Do That Are Good for You: All About Staying Healthy (Cat in the Hat's Learning Library)*. Random House Books for Young Readers, 2001

- Cat in the Hat explains the basics of healthy living, from eating right and getting enough exercise and sleep, to having a positive body image, to the distance and speed of a typical sneeze! **CAUTION:** There is one page that mentions the Food Pyramid, which is now archived. The current format is MyPlate. Be certain you make this correction when reading.

Rabe, Tish. *Inside Your Outside: All About the Human Body (Cat in the Hat's Learning Library)*. Random House Books for Young Readers, 2003.

Smallman, Claire. *Outside In: A Lift-the-Flaps Body Book*. Barron's Educational Series, 2010.

Daynes, Katie. *See Inside Your Body*. Usborne Pub Ltd. , 2006.

Gogerly, Liz and M. Gordon. *Looking After Me Book Set*. 2009.

Rabe, Tish. *Inside Your Outside: About the Human Body*. Random Book for Young Readers, 2003.

GRADE BAND K-2

ALCOHOL, TOBACCO and OTHER DRUG PREVENTION

The Archdiocese of Cincinnati has established the following Alcohol, Tobacco and Other Drug Prevention Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Two.

Alcohol, Tobacco and Other Drug Prevention Application

The Alcohol, Tobacco and Other Drug Prevention portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy behaviors. Young children customarily hear only negative messages about drugs. When they hear older siblings and/or adults use the term, "drugs" to describe both legal and illegal drugs, they may experience confusion. Couple this confusion with the media advertising of drugs to relieve aches and pains, and young children receive the message that self-medication is acceptable. Given the mixed messages children hear about drugs, the Archdiocese of Cincinnati will emphasize how medications, legal drugs, can be beneficial when used correctly. Similarly, a message will be conveyed that many drugs are illegal and need to be avoided.

SUMMARY

The k-2 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired Alcohol, Tobacco and Other Drug Prevention concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of Alcohol, Tobacco and Other Drug Prevention experiences, students will achieve the Healthy Behavior Outcomes (HBOs):

A pre-K–12 Alcohol, Tobacco and Other Drug Prevention curriculum should enable students to:

ALCOHOL and OTHER DRUG PREVENTION:

HBO 1. Avoid misuse and abuse of over-the-counter and prescription drugs.

HBO 2. Avoid experimentation with alcohol and other drugs.

HBO 3. Avoid the use of alcohol.

HBO 4. Avoid the use of illegal drugs.

HBO 5. Avoid driving while under the influence of alcohol and other drugs.

HBO 6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

HBO 7. Quit using alcohol and other drugs if already using.

HBO 8. Support others to be alcohol- and other drug-free.

TOBACCO PREVENTION:

HBO 1. Avoid using (or experimenting with) any form of tobacco.

HBO 2. Avoid second-hand smoke.

HBO 3. Support a tobacco-free environment.

HBO 4. Support others to be tobacco-free.

SUMMARY (cont.)

Kindergarten

Kindergarten students explore the concept of medication and the importance of taking medication only under the supervision of a trusted adult. They identify household products that could be dangerous if touched, swallowed or inhaled. After discussing the basic effects of the drug tobacco, kindergarteners express the healthy intent to be tobacco-free.

Grade One

After reviewing the potential danger of household products, first graders continue to explore the effects of tobacco. They begin to understand the term “secondhand smoke” and potentially harmful effects of being in close proximity to a smoker. Finally, the students apply the basics of advocacy by identifying their personal reasons for being tobacco-free.

Grade Two

Second graders focus on the safe use of medications, including the school rules for using medication. After learning the difference between over-the-counter medicine and medicine for which a doctor writes an order, students begin to develop an understanding of experimenting and addicting. While using tobacco prevention as the platform for this understanding, students further explore advocacy by designing a school advocacy campaign that promotes living a tobacco-free lifestyle.

The Archdiocese of Cincinnati stipulates the following Alcohol, Tobacco and Other Drug Prevention exit outcomes by the end of grade two:

National Health Education Standard 1

1. Identify how household products are harmful if intentionally inhaled or absorbed.
2. Explain the harmful effects of medicines when used incorrectly.
3. Describe the potential risks associated with use of over-the-counter medicines.
4. Identify family rules about medicine use.
5. Identify school rules about use of medicines.
6. Describe how to use medicines correctly.

National Health Education Standard 3

1. Identify trusted adults at home who can help with taking prescription and over-the-counter medicines.
2. Identify trusted adults and professionals in school (e.g., school nurse) who can help with taking prescription and over-the-counter medicines.

National Health Education Standard 4

1. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine or other drugs by someone who is not a trusted adult.

The Archdiocese of Cincinnati stipulates the following Alcohol, Tobacco and Other Drug Prevention exit outcomes by the end of grade two: (cont.)

National Health Education Standard 8

1. State why being tobacco-free is a healthy choice.

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



ALCOHOL, TOBACCO, and OTHER DRUGS Grades K-2

Catholic Identity: Ephesians 6:1-4

Children, obey your parents in the Lord, for this is right. Honor your father and your mother.

Ask children: Why is it important to obey your parents? What do the words, “Honor your father and mother” mean ?

Connect to children following the family rules for taking medication.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5 Days: Kindergarten			
ATOD.K.1.1	Explain the proper way to take medicine with the help of a trusted adult.		<ul style="list-style-type: none"> What is medicine? (<i>Medicines are used to treat an illness or to keep someone healthier than they would be without the medicine.</i>) 	Medicine
ATOD.K.3.1	Identify trusted adults who can help children take medicine.		<ul style="list-style-type: none"> Why do people sometimes need to take medicine? 	Trusted Adults
ATOD.K.1.2	Identify household products that are harmful if touched, swallowed or inhaled.		<ul style="list-style-type: none"> Explain the proper ways to take medicine 	Proper
ATOD.K.7.1	Express a desire to be healthy.		<ul style="list-style-type: none"> <u>Emphasize</u>: Must have Adult assistance with medicine-taking; do not take any medicine without the help of a trusted adult 	Healthy
ATOD.K.1.3	Identify how smoking tobacco affects breathing.		<ul style="list-style-type: none"> Help children determine household products that could be harmful to them if used wrong. (if inhaled, touched, swallowed, etc.) 	Breathing Lungs
ATOD.K.1.4	Identify ways that tobacco hurts the body		<ul style="list-style-type: none"> Discuss meaning of <i>being healthy</i>. 	Tobacco
ATOD.K.7.2	Explain what to do if someone is smoking nearby.		<ul style="list-style-type: none"> <i>Ask: Is smoking good for your body? Why?</i> 	Smoking
ATOD.K.1.5	Describe what healthy, tobacco-free children look like and feel like.		<ul style="list-style-type: none"> Major consequences of smoking tobacco to lungs, heart, eyes, throat, teeth 	Sting
ATOD.K.7.3	Express their intent to be tobacco free.		<ul style="list-style-type: none"> Explain how breathing in someone else’s tobacco smoke can be harmful 	Burn
			<ul style="list-style-type: none"> Explain polite ways a person can handle a situation where someone is smoking near them. 	Smell
			<ul style="list-style-type: none"> Emphasize: Relationship between being tobacco-free and being healthy. 	Heart
			<ul style="list-style-type: none"> Have students help you to write an “I will not smoke because.....” pledge. Then ask those who are willing to make the pledge to stand and recite it together. 	Eyes
				Throat
				Teeth
				Mouth
				Politely
				Tobacco Free

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Catholic Identity:

Read the book, *Love You Forever* by Robert Munsch to the students.

The Bible reminds us that children are precious to their families. What is the connection between how much our families love us and family rules ? (connect to family rules about medicines.

[illegible]

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



ALCOHOL, TOBACCO, and OTHER DRUGS Grades K-2

Catholic Identity: Philippians 4:13

I can do all things through Him who strengthens me.

Are there times people make bad choices, such as experimenting with tobacco? How do you think it feels to make a bad choice? Have you ever been tempted to do something you knew might hurt you? Who can we always turn to for strength to resist temptations? Why?

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 5 Days: Grade Two		
ATOD.2.1.1	Describe school rules for using medicines.	<ul style="list-style-type: none"> Discuss safe and unsafe products in the home. (<u>Unsafe</u>: medications [<i>unless used with adult guidance</i>], poisons, paint, charcoal lighter, gasoline, cleaning supplies, etc.) Have students take home a Poison Proof Checklist* to discuss with parents/ guardians. Introduce the term “Over-the-Counter” medicines and explain difference between OTC and medicine for which a doctor writes an order. Ask: What could happen if you used an OTC (give a specific example) the wrong way? <u>Emphasize</u>: Cigarettes, cigars, pipes, chewing tobacco are all unhealthy. Discuss the unhealthy effects of smoking and smokeless tobacco Introduce concept of addiction to tobacco Explain advocating as promoting a healthy behavior so others might decide to do that healthy behavior. Provide examples. Give students 2 or 3 options for a simplified tobacco-free advocacy campaign: for example, a small poster that promotes not smoking. 	Safe Unsafe Poison Over-the-Counter Medicine Risks Safely Chewing Tobacco Cigarettes Cigars Pipes Experimenting Addicting Tobacco-free Advocate
ATOD.2.1.2	Explain how to use medicines safely.		
ATOD.2.1.3	Define Over-the-counter medicine.		
ATOD.2.1.4	Summarize ways Over-the-counter medicines can be helpful or harmful.		
ATOD.2.1.5	Explain that all types of tobacco are harmful.		
ATOD.2.1.6	Describe negative effects of tobacco.		
ATOD.2.1.7	Define experimenting and addicting.		
ATOD.2.1.8	Explain that using tobacco is an addiction		
ATOD.2.8.1	Advocate for others not to use tobacco.		
ATOD.2.1.1	Describe school rules for using medicines.		
ATOD.2.1.2	Explain how to use medicines safely.		
ATOD.2.1.3	Define Over-the-counter medicine.		
ATOD.2.1.4	Summarize the risks of using over-the-counter medicines incorrectly.		
ATOD.2.1.5	Explain that all types of tobacco are harmful.		
ATOD.2.1.6	Describe negative effects of tobacco.		
ATOD.2.1.7	Define addicting.		
ATOD.2.8.1	Design an advocacy project promoting the reasons to live a tobacco-free life.		

RESOURCES: (Free unless otherwise noted)

National Inhalation Prevention Coalition www.inhalants.org (Damage Inhalants Can Do to the Body and Brain and Tips for Teachers)

Partnership for a Drug-Free America – Kids and Teens www.drugfree.org

ALCOHOL, TOBACCO, and OTHER DRUGS **Grades K-2**

RESOURCES: (cont.)

American Cancer Society www.cancer.org

Body and Mind www.bam.gov (*Very rich in resources*)

Tobacco-Free Kids www.tobaccofreekids.org

Kick Butts Day www.kickbuttsday.org

Kids Health www.kidshealth.org (There are a large amount of resources on this site., both lesson plans and information)

Healthfinder www.healthfinder.gov/kids/

Substance Abuse and Mental Health Services www.SAMHSA.gov

National Institute on Drug Abuse www.drugabuse.gov

Partnership for a Drug-Free America, *What Every Parent Needs to Know About Cough Medicine Abuse*
www.drugfree.org/Parent/Reourcces/Cough_Medicine_Abuse

Share My Lessons

<http://www.sharemylesson.com/taxonomysearchresults.aspx?parametrics=90002,90022,90186|90249|90250&tab=grade&mode=browse> (k-2)

Lungs are for Life <http://lungsareforlife.ca> (*There are resources for all grade levels. For K-2 grade band, click on K-3 link at top.*)

Alcohol, Tobacco, and Other Drugs Children Literature Books:

Gosseling, K. *Smoking Stinks*. Jayjo Books, 2002

Reimer, Jackie. *No Thanks, But I'd Like to Dance*. American Cancer Society, 2010

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Brenneman, T. *Jimmie Learns About Smoking*. Grand Unification Press, 2001

GRADE BAND K-2

SAFETY and INJURY PREVENTION

The Archdiocese of Cincinnati has established the following Safety and Injury Prevention Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Two.

Safety and Injury Prevention Application

The Safety and Injury Prevention portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy behaviors.

Children can develop an unrealistic view of risk taking by viewing television shows, cartoons and movies that glamorize risky behaviors. Health education provides an appropriate venue for teaching the elements of safety in a health-enhancing environment while subsequently reinforcing school safety rules. The Archdiocese of Cincinnati is committed to establishing and maintaining a safe, health-enhancing environment which provides models of safe behavior for students.

SUMMARY

The K-2 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired Safety and Injury Prevention concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of Safety and Injury Prevention learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs):

A pre-K–12 Safety and Injury Prevention curriculum should enable students to :

SAFETY:

- HBO 1.** Follow appropriate safety rules when riding in or on a motor vehicle.
- HBO 2.** Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs.
- HBO 3.** Use safety equipment appropriately and correctly.
- HBO 4.** Apply safety rules and procedures to avoid risky behaviors and injury.
- HBO 5.** Avoid safety hazards in the home and community.
- HBO 6.** Recognize and avoid dangerous surroundings.
- HBO 7.** Get help for oneself or others when injured or suddenly ill.
- HBO 8.** Support others to avoid risky behaviors and be safe.

VIOLENCE PREVENTION: *(Adapted for Primary Grades: Included as part of SAFETY and INJURY PREVENTION)*

- HBO 8.** Get help to prevent or stop inappropriate touching.

SUMMARY (cont.)

Kindergarten:

Kindergarten students examine the differences between safe and unsafe situations, what helps them to feel safe, and what to do in unsafe situations. The emphasis of the safety and injury prevention module is to help students recognize when to ask a trusted adult for help, what to do if they find a gun, when and how to call 9-1-1, and the specific strategies to be safe while walking.

Grade One:

In first grade students explore seat belt/ booster seat safety as well as fire prevention. The 9-1-1 skills learned in kindergarten are reinforced using specific situations requiring a 9-1-1 call. Students demonstrate the proper procedures for a fire drill and the fire emergency skill of escaping a fire by crawling low to the floor. Additionally, they demonstrate “Stop, Drop and Roll” procedure.

Grade Two:

In addition to practicing basic first aid for minor cuts and minor burns, second graders explain proper bike helmet technique as well as safety procedures for recreational activities. They discuss strategies for staying safe when home alone and use the skill of decision-making to address given safety situations. Finally, second graders learn the difference between safe/ appropriate and unsafe/inappropriate touch and what to do if they experience an unsafe/ inappropriate touch.

The Archdiocese of Cincinnati stipulates the following Safety and Injury Prevention exit outcomes by the end of grade two:

National Health Education Standard 1

1. Explain the importance of using safety belts, child safety restraints and motor vehicle booster seats.
2. Identify safety rules for playing on playground, swimming and playing sports.
3. Describe how injuries can be prevented.
4. Identify safety rules for being around fire.
5. Describe how to be a safe pedestrian.
6. Identify safety hazards in the home.
7. Identify people who can help when someone is injured or suddenly ill.

National Health Education Standard 3

1. Identify trusted adults at home who can help promote safety and injury prevention. Identify trusted adults at home who can help promote safety and injury prevention.
2. Identify trusted adults and professionals in school who can help promote safety and injury prevention (e.g., school principal, facility and maintenance staff).
3. Identify trusted adults and professionals in the community who can help promote safety and injury prevention (e.g., police, firefighter).

SUMMARY (cont.)

National Health Education Standard 4

1. Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.

National Health Education Standard 5

1. Identify situations which need a decision related to safety and injury prevention.
2. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention.

National Health Education Standard 7

1. Identify practices that promote safety and reduce or prevent injuries.
2. Demonstrate safety and injury prevention practices.
3. Make a commitment to practice safety and injury prevention behaviors.

National Health Education Standard 8

1. Make requests to others to promote safety and avoid or reduce injury.

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



SAFETY AND INJURY PREVENTION **Grade Band K-2**

Catholic Identity: John 8:29

The One who sent me is with me. I always do what is pleasing to him. So He has not left me alone.

Ask What do you do to Please God? What does it mean “He has never left me alone?” When we are feeling unsafe, how can we ask God to help us?

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Grade K – Lesson 1 4 Days			
SIP.K.1.1	Describe signs of common injuries.		• How do I know when I am sick? injured?	
SIP.K.1.2	Identify different signals from the body that can help them recognize an injury.		• How does body tell you it is sick? injured?	
SIP.K.4.1	Demonstrate how to get help when sick or hurt.		• When do you need to tell an adult you are injured or sick? injured? <u>Emphasize:</u> Never touch another person’s blood	Bruises Swells Headaches Scratches Sore throats Runny noses Fast heart beat Breathing difficulties Sprain Insect sting Bug bite Burn Asthma Safe Unsafe Crossing guard Stop sign Stoplight Emergency 911
SIP.K.7.1	State that people should never touch someone else’s blood		• Who should you tell? Why? What is meant by a trusted adult? (<i>Parents or Guardians, Police Officer, Other Community Workers Teacher, Principal, School Nurse, etc.</i>)	
SIP.K.3.1	Name people who help children feel safe.		• Times to ask an adult for help with sickness or injury: Politely tell an adult if:	
SIP.K.3.2	Name places where children can feel safe.		1. Stomachache/ headache does not go away	
SIP.K.7.2	Explain what a child needs to do if he/she finds a gun.		2. Someone steps on a rusty nail	
SIP.K.4.2	Demonstrate how to ask a trusted adult for help about an unsafe situation.		3. Someone is having an asthma attack	
SIP.K.7.3	Demonstrate the basic rules of safely walking from home to school and school to home.		4. Injury is bleeding badly	
SIP.K.7.4	Demonstrate how to cross the street safely.		5. An insect bites/ stings you	
SIP.K.4.1	Demonstrate how to call 9-1-1 for help.		• Feeling safe vs. feeling unsafe	
			• What would happen if you were lost and did not know how to ask for help? What would you do if you found a gun?	
			• Explain why guns are dangerous and what to do if you find one.	
			• Basic walking rules (Stay inside crosswalks, cross street with an adult, look both ways, do not cross a street from between parked cars, etc.)	
			• Discuss purpose of 9-1-1 and reasons why it might be necessary to call 9-1-1.	
			• Procedure of 911: Dial 9-1-1, State your full name, Tell what you know, LISTEN, Do NOT hang up until help arrives.	

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



SAFETY AND INJURY PREVENTION (cont.) **Grade Band K-2**

Catholic Identity: Being safe feels good. We feel happy when we are safe.
Ask: Name ways God helps you to feel safe.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Grade 1 -Lesson 1 – 4 days			
SIP.1.1.1	State a personal definition of “being safe.”		<ul style="list-style-type: none"> Review the concept of safe and “feeling safe” 	Safe
SIP.1.1.2	Describe how children feel when they are safe		<ul style="list-style-type: none"> Review where “safe places” are located on the walk to school or in their neighborhood 	Safe Places
SIP.1.1.3	Explain why having a safe route is a good idea.		<ul style="list-style-type: none"> Encourage students to discuss “safe places” with their caretakers. 	Safe Walking Route
SIP.1.7.1	Demonstrate how to walk and cross the street safely		<ul style="list-style-type: none"> Discuss how they could convince a sibling to “buckle up” 	Safety belt
SIP.1.3.1	Identify family and friends they can walk with to be safe.		<ul style="list-style-type: none"> Fire Prevention (<i>Playing with matches or lighted cigarette. Flames from a stove, candle, fireplace or barbeque. Curtains, hair or clothes near an open flame. Electrical wires.</i>) Discuss what to do if student’s clothing catches fire and Teach the Stop, Drop and Roll technique. 	Emergency
SIP.1.7.2	Explain the proper way to wear a safety belt.		<ul style="list-style-type: none"> Reinforce and demonstrate how to use 911. Review all necessary information needed when dialing 911, such as name, address (including city, and phone number.) <i>Could use play telephones or calculators to role play and practice scenarios that require dialing 9-1-1.</i> 	Fire Prevention
SIP.1.8.1	Advocate for riding in the back seat in a booster seat and wearing a safety belt.			Stop, Drop & Roll
SIP.1.1.5	Define <i>emergency</i> .			Fire Drill
SIP.1.1.6	Describe ways to prevent fires.			Procedures
SIP.1.7.3	Demonstrate the “Stop, Drop and Roll” technique.			9-1-1
SIP.1.7.4	Demonstrate proper fire drill procedures.			
SIP.1.7.5	Demonstrate how to crawl low to avoid smoke from a fire.			
SIP.1.4.1	Demonstrate how to call 9-1-1 and other emergency numbers for help in a situation involving fire.			
	Grade Two - Lesson 1 – 4 days			
SIP.2.1.1	Describe ways to prevent burns.		<ul style="list-style-type: none"> Ask: What is first aid? 	Burns
SIP.2.7.1	Demonstrate the steps to treating a minor burn.		<ul style="list-style-type: none"> Preventing burns and minor cuts 	Minor cuts
SIP.2.1.2	Describe ways to prevent cuts and scratches.		<ul style="list-style-type: none"> What are some ways people get burned?(<i>i.e., hot pans, stove, fire, matches, hot liquids, steam</i>) 	Minor Scratches
SIP.2.7.2	Demonstrate the steps to treat minor cuts and scratches.		<ul style="list-style-type: none"> How to treat burns and minor cuts (Burns: 1. <i>Hold the burn under cold running water to cool it and take away some of the pain.</i> 2. <i>Pat dry, don’t rub.</i> 3. <i>Burns like this usually heal with time. If you want, you can spread on a first-aid cream that will help fight germs and infection if trusted adult says it is OK.)</i> 	First aid
SIP.2.1.3	Explain the proper and safe way to wear a helmet when riding a bike.			First aid kit
				Infection
				Proper
				Safety Equipment
				Commitment
				Risk-taking
				Choices
				Decision-making

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



SAFETY AND INJURY PREVENTION (cont.) **Grade Band K-2**

Catholic Identity: John 12:26

If you serve me, you must go with me.

Ask: What does this Bible verse mean? There are good risks and bad risks in life. What type of risk to we take when we follow God with all our heart? Why?

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Grade Two - Lesson 1 – 4 days		
SIP.2.1.5	Describe how to safely ride a bike, skateboard, scooter and inline skates.	<ul style="list-style-type: none"> <u>Ask:</u> What commonly causes minor cuts and scratches? (<i>animals, sharp objects, fall on sidewalk or gravel, etc.</i>) <u>Emphasize:</u> Never touch another person’s blood. Treating minor cuts and scratches: <i>Gently press a clean cloth on wound to stop any bleeding; gently wash area with soap and water; dry with clean cloth; apply first aid cream and band-aid if trusted adult says it is OK.</i> Demonstrate proper bike helmet wearing technique. Basic safety equipment and rules for biking, skateboarding, riding scooter, inline skating (<i>include riding in safe areas</i>) Review safe ways to escape a fire in a building Explain what to do if they are home alone (door, phone, etc.) Discuss appropriate/safe touches and inappropriate/ unsafe touches as well as what to do if they experience an inappropriate/ unsafe touch. Explain the meaning of decision-making. <u>Basic decision-making steps</u> <ol style="list-style-type: none"> <i>Do I have a choice?</i> <i>Is my choice a safe choice?</i> <i>Why is my choice safe?</i> <p>* Follow the process for teaching a skill: Explain skill; Model skill for students; Practice skill as a whole class and/or pairs; Assess students on their ability to apply the skill to a safety situation.</p> <p>(<u>Recommendation:</u> Give students several safety situations that would require a decision and after modeling the decision-making skill, have students work to decide what to do in each safety-related situation.)</p> <p><u>NOTE:</u> Be certain to include discussions about these safety issues:</p> <ul style="list-style-type: none"> Look both ways before crossing the street Wear a seat belt Don’t talk to strangers Don’t give personal information on telephone or Internet Always use the buddy system Always let an adult know where you are 	
SIP.2.7.4	Demonstrate a safe way for escaping a fire.		
SIP.2.1.6	Explain what to do to be safe when home alone.		
SIP.2.7.3	Make a commitment to be safe when home alone.		
SIP.2.1.7	Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches.		
SIP.2.1.8	Explain why inappropriate touches should be reported to a trusted adult.		
SIP.2.1.9	Explain that a child is not at fault if someone touches him or her in an inappropriate way		
SIP.2.1.10	Explain why everyone has the right to tell others not to touch his or her body.		
SIP.2.5.1	Apply a basic decision-making process to a given safety risk situation.		

SAFETY AND INJURY PREVENTION (cont.)

Grade Band K-2

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Grade Two (cont.)	NOTE: Be certain to include discussions about these safety issues: (cont.)		
		<ul style="list-style-type: none"> With parent/ guardian decide on a “code word” that people must say before you will go with them. Do not play with matches, guns, knives, unknown animals. 		

RESOURCES: (Resources are free unless otherwise stated.)

***Note: See last page of the Safety and Injury Prevention Section for Resources about inappropriate touch.

Virginia Department of Health www.vdh.virginia.gov/ofhs/prevention/injury/resources.htm (Large variety of printable safety tip cards, including bicycle & skate safety, pedestrian & school bus safety, child passenger safety, playground safety, drowning prevention, home fire safety, gun safety, poison prevention.)

Safe Kids Worldwide Campaign www.safekids.org

Children’s Safety Network www.childrenssafetynetwork.org

McGruff (National Crime Prevention Council) www.mcgruff.org

National Fire Protection Association www.nfpa.org

Smokey the Bear Smokey Kids www.smokeybear.com/kids

National Highway Traffic Safety Association (NHTSA) <http://www.saferoutesinfo.org/>

Centers for Disease Control and Prevention www.cdc.gov/injury/index.html (National Center for Injury Prevention and Control)

Kids Health www.kidshealth.org (When It’s Just You After School)

Protect the Ones You Love: Childhood Injuries Are Preventable www.cdc.gov/safechild/index

Strangers and 911 http://kidshealth.org/classroom/prekto2/personal/safety/strangers_911.pdf

Is it an Emergency? Booklet http://www.healthyschoolsms.org/health_education/documents/emergency.pdf

Firemen Coloring Pages <http://www.coloring.ws/firemen1.htm>

SAFETY AND INJURY PREVENTION (cont.)
Grade Band K-2

Safety and Injury Prevention Children's Literature Books:

Brown, Marc. *Arthur's Fire Drill*. Random House, 2000.

Carter, Sharon. *The Little Book of Choices*. Island Heritage, 2004

Cuyler, Margery. *Please Play Safe! Penguin's Guide to Playground Safety*. Scholastic Press, 2006

Cuyler, Margery. *Stop, Drop and Roll: A Book About Fire Safety*. Simon & Schuster, 2001

Duncan, D. *Dude, Where's Your Helmet?* Rocky Mountain Books, 2009

Kurtz, Jane. *Do Kangaroos Wear Seatbelts?* Dutton Children's Books, 2005.

Llewellyn, C. *Watch Out! On the Road*. Barron's Educational Series, 2006.

Moore, Eva. *Franklin's Bicycle Helmet*. Scholastic, 2000.

Pendziwol, Jean. *Once Upon a Dragon: Stranger Safety for Kids*. Kids Can Press, Ltd., 2007

Rathman, Peggy. *Officer Buckle and Gloria*. Putnam & Grosser, 1995 (Caldecott Medal)

Encourage families to have a safety plan for various emergencies. Safety plans should include home escape route, designated meeting place and any other necessary procedures specific to each family. These procedures should be reviewed and practiced regularly.

SAFETY AND INJURY PREVENTION (cont.)

Grade Band K-2

Inappropriate Touch Resources/ Books:

The Underwear Rule http://www.underwearrule.org/source/text_en.pdf

This seven-page booklet was developed in Europe, but the teachings are universal. The Underwear Rule is a simple guide to help parents explain to children where others should not try to touch them, how to react and where to seek help. What is The Underwear Rule? It's simple: a child should not be touched by others on parts of the body usually covered by their underwear. And they should not touch others in those areas. It also helps explain to children that their body belongs to them, that there are good and bad secrets and good and bad touches.

PANTS is a really easy way for you to explain the Underwear Rule to your child:

- **P**rivates are private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up, someone can help

Inappropriate Touch Lesson Plans by Selena Smith (May access from Teachers Pay Teachers.com – Cost= \$5.99)

Lesson activities require students to pay attention, listen carefully, sequence plot, draw and color, work with others, research, speak, present, and be creative. Though the Common Core Curriculum is aligned to first grade for this lesson booklet, these lessons can easily be adapted to pre-k and elementary classrooms as well as guidance, health, and P.E. These lesson plans accompany Joey Wants to Know, a children's book that teaches inappropriate touch and what to do if it happens in a child-friendly, non-threatening way using adorable characters. This is an easy way to teach the difficult topic of good and bad touch. It helps protect children from child abuse while accomplishing curriculum!

For a digital copy of the book these lessons accompany, visit <http://www.teacherspayteachers.com/Product/Joey-Wants-to-Know-1185355>.

King, Kimberly. I Said No! A Kid-to-Kid Guide to Keeping Private Parts Private. Boulden Publishing, 2008.

Helping kids set healthy boundaries for their private parts can be a daunting and awkward task for parents, counselors and educators. Written from a kid's point of view, I Said No! makes this task a lot easier. To help Zack cope with a real-life experience he had with a friend, he and his mom wrote a book to help prepare other kids to deal with a range of problematic situations. Uses kid-friendly language and illustrations to help parents and concerned



SAFETY AND INJURY PREVENTION (cont.)

Grade Band K-2

Inappropriate Touch Resources/ Books: (cont.)

adults give kids guidance they can understand, practice and use. Using a simple, direct, decidedly non-icky approach that doesn't dumb down the issues involved, as well as an easy-to-use system to help kids rehearse and remember appropriate responses to help keep them safe, *I Said No!* covers a variety of topics, including: *What's appropriate and with whom. How to deal with inappropriate behavior, bribes and threats. When and where to go for help, and what to do if the people you are turning to for help don't listen. Dealing with feelings of guilt and shame.*

Kahn, Robert. **Bobby and Mande's Good Touch/ Bad Touch: Children's Safety Book.** Future Horizons, 2011.

In this simple and engaging guide, Mande and Bobby explain "good touches" (hugs and kisses from family members, a pat on the back, a handshake, or a high 5) and "bad touches" (a hit, slap, punch, kick, bite, hard pinch, shove, or grabbing, tugging, scratching, tripping, or choking). They describe how to recognize each kind of touch, the differences between them, and how to respond.

Then Bobby and Mande talk about private areas and what to do if someone touches you in those places ("Tell a trusted adult! It isn't your fault!"). They explain that it's not okay to keep a secret about private areas, even if the person who touched you says that bad things might happen if you tell.

When it comes to bad touches, Bobby triumphantly concludes, "Whether it is a stranger, or someone you know well, the rules to be safe are always the same: Say no! Run Away! And find a grown up friend to tell!" Author and former Deputy Sheriff Robert Kahn recommends that parents read this book with their children and encourage teachers to share it with the class!

Fitzgerald, Patti. **No Trespassing – This is MY Body!** Safely Ever After Media, 2011.

Siblings Katie and her little brother Kyle learn about personal safety, private parts, and "thumbs up & thumbs down" touches by talking with their mom in a loving and easy-to-understand manner. With an empowering dialog that is never fearful, parents can use this book to begin this important discussion with their children. Katie and Kyle's mom also explains the essential "No Secrets" rule in their family, and that it is never their fault if they get an "uh-oh feeling" from anyone.

The story is written with a positive and engaging approach using child-friendly language and charming illustrations. A "**Parent's Guide with Prevention Tips**" is also included to help parents understand their role in keeping children safe from sexual abuse. By learning how to interpret red flags and how to recognize possible grooming scenarios, parents can significantly reduce the risks and keep their children safe from predators.

"**No Trespassing - This Is MY Body!**" comes highly recommended by pediatricians, teachers and parents as a valuable tool in the fight against childhood sexual abuse

Holcomb, Justin and Linda Holcomb. **God Made All of Me: A Book to Help Children Protect Their Bodies.** New Growth Press, 2015.

GRADE BAND 3-5

MENTAL AND EMOTIONAL HEALTH

The Archdiocese of Cincinnati has established the following Mental and Emotional Health Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Five.

Mental and Emotional Health Application

The Emotional and Mental Health portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy mental and emotional behaviors. A core part of maintaining optimal mental and emotional health is developing skills to address specific troublesome feelings and situations. In the 3-5 grade band students will learn core concept and skills related to bullying prevention, stress management and conflict resolution. The Archdiocese of Cincinnati will provide opportunities for students to practice advocating against bullying and managing appropriately both stress and conflict.

SUMMARY

The 3-5 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired mental and emotional health concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of mental and emotional health learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs) recommended by the Centers for Disease Control and Prevention. These HBOs include the following:

A pre-K–12 mental and emotional health curriculum should enable students to:

- HBO 1.** Express feelings in a healthy way.
- HBO 2.** Engage in activities that are mentally and emotionally healthy.
- HBO 3.** Prevent and manage interpersonal conflict in healthy ways.
- HBO 4.** Prevent and manage emotional stress and anxiety in healthy ways.
- HBO 5.** Use self-control and impulse-control strategies to promote health.
- HBO 6.** Get help for troublesome thoughts, feelings or actions for oneself and others.
- HBO 7.** Show tolerance and acceptance of differences in others.
- HBO 8.** Establish and maintain healthy relationships.

Grade Three:

Students in grade three acquire comprehensive knowledge about the issue of bullying. They develop an understanding of the inappropriate nature of bullying and learn skills to respond appropriately to a bullying situation.

Summary: (cont.)

Grade Four:

During fourth grade students continue to comprehend the causes and effect of stress by exploring how stress can impact their lives. Similarly, they learn additional ways to handle conflict as well as learn how to assess a conflict to determine if they need to ask for adult intervention.

Grade Five:

Fifth graders analyze their emotions, particularly emotions connected to the topic of bullying. They develop strategies for preventing and reporting incidences of bullying. Another student focus is understanding the significance of healthy communication skills such as listening skills and respectful verbal and nonverbal communication skills.

The Archdiocese of Cincinnati stipulates the following mental and emotional health exit outcomes by the end of grade five:

National Health Education Standard 1

1. Explain what it means to be mentally and emotionally healthy.
2. Identify role models who demonstrate positive emotional health.
3. Describe appropriate ways to express and deal with emotions.
4. Explain importance of talking with parents and other trusted adults about feelings
5. Describe the importance of being aware of one's own feelings/ emotions and of being sensitive to other's feelings/ emotions.
6. Identify positive ways of dealing with stress.
7. Explain the characteristics of someone who has self-respect.
8. Describe the relationship between feelings and behavior.

National Health Education Standard 3

1. Describe the characteristics of appropriate and trustworthy health services. (e.g., trusted adults, health care workers)

National Health Education Standard 4

1. Demonstrate effective verbal and nonverbal communication skills. (attentive listening, respectful communication)
2. Demonstrate healthy ways to manage or resolve interpersonal conflict. (including stress)
3. Demonstrate how to effectively ask for help to improve personal mental and emotional health
4. Explain how to be empathetic and compassionate toward others. (giving support)

National Health Education Standard 5

1. Identify situations which need a decision related to mental and emotional health. (*e.g., dealing with interpersonal conflict, managing emotional stress, being involved in or seeing a bullying situation*)
2. Decide when help is needed and when it is not needed to make a decision related to mental and emotional health. (*e.g., provide students with scenarios of conflict, highly stressful situations, bullying incidents and have them decide which one need additional help of an adult or health care worker*)

Mental and Emotional Health Exit Outcomes (cont.)

National Health Education Standard 5 (cont.)

3. Identify options and their potential outcomes when making a decision related to mental and emotional health.
4. Choose a healthy option when making a decision related to mental and emotional health.

National Health Education Standard 7

1. Make a commitment to practice healthy mental and emotional health behaviors.

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Mental and Emotional Health Grade Band 3-5

Catholic Identity: Sticks and Stones Ephesians 4:29

When you talk, do not say harmful things. But say what people need – words that will help other's become stronger. Then what you say will help those who listen to you.

"Sticks and stones will break my bones, but words will never hurt me." Ask: Do you believe this saying is true? No, many times words can leave wounds that are very, very deep. Words can be powerful tools. We need to use words to support and encourage people, not to try to destroy them.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 –5 Days: GradeThree		
MEH.3.1.1	Identify the characteristics of someone who has self-respect.	<ul style="list-style-type: none"> • <u>Ask</u>: What is self-respect? What does it look like and sound like? 	Self-respect
MEH.3.1.2	Describe pro-social behaviors.	<ul style="list-style-type: none"> • <u>Ask</u>: What would it be like if no one respected themselves? If no one respected others? 	Pro-social behaviors
MEH.3.1.1	Name ways someone can bully someone else.	<ul style="list-style-type: none"> • Describe pro-social behaviors. (e.g., helping others; being respectful, cooperative, considerate; having self-control) 	Respectful
MEH.3.1.2	Define <i>not acceptable</i> .	<ul style="list-style-type: none"> • <u>Emphasize</u>: Care and respect have benefits for both the person giving it as well as the person receiving it. 	Cooperative
MEH.3.1.3	Explain why people bully others.	<ul style="list-style-type: none"> • Different types of bullying behaviors (<i>Name-calling, Threatening, Frightening, Making fun of, Trying to force someone to do something, Pinching, hitting, excluding someone</i>) 	Considerate
MEH.3.2.1			Self-control
MEH.3.1.4	Describe how it feels to be bullied.		Bullying
MEH.3.7.1	Summarize what to do when being bullied.		Victim of bullying
MEH.3.3.1	Name people who can help a victim of bullying.		Bystander
MEH.3.1.5	Explain what to do if you see someone being bullied.		Bully
MEH.3.8.1	Take a written stand against bullying.		Victim
MEH.3.7.2			Responsible (Trusted)
MEH.3.8.2	Advocate for a bully free classroom.		Threatening
			Acceptable
			Not Acceptable
			Take a Stand
			Advocate
		<ul style="list-style-type: none"> • Discuss responsible (trusted) adults who can help if child is being bullied (at school, in community, at home). • Discuss purpose of taking a pledge. ASK: Why would someone want to make a pledge to be bully-free? • Have students design an Anti-bullying "Take a Stand" (pledge) sheet for the class and sign it. Post in classroom. • Advocating for bully-free schools (e.g., Design a bumper sticker that emphasizes bullying is unacceptable.) 	

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

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Mental and Emotional Health Grade Band 3-5

Catholic Identity: John 14:27

Do not let your hearts be troubled and do not be afraid.

Sometimes we can have days that can be described as a mess. Maybe a friend said something mean to us, maybe someone pushed us on the playground or perhaps someone we love has been hurt. We start to feel stressed. When we feel that stress, we need to reach out to God who reminds us we need not be afraid and we need not be troubled. We need only to seek Him. With God's help we can rise above the mess.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson – 5 Days: Grade Four		
MEH.4.1.1	Describe stressful situations.	<ul style="list-style-type: none"> What is stress? Ask students to identify personal stressors from home, with friends, in school. <u>Inquiry Questions</u>: 1.) What would school be like if there was no stress? 2.) Can stress be good? Why? Two types of stress: positive (good) and negative (bad) [Good stress: getting ready to run a race you have trained for; winning a prize. Bad Stress: Getting a bad grade; getting in trouble at school] Possible physical effects of stress: heart beats faster, breathing faster, stomach may feel shaky or sick Possible emotional effects: scared, angry or happy, excited <u>Emphasize</u>: What causes stress can be different for each person What is conflict? What are some things that cause conflict in the lives of your students? Use common sources of conflict in your students' lives as a way to explore safe, peaceful, fair solutions. (<i>sibling conflict, friend conflict, etc.</i>) <u>Emphasize</u>: the best solution to a conflict is one that provides a safe, peaceful, fair solution to both sides. Simple conflicts are one that can be solved by the participants in a safe, peaceful, fair way. Serious conflicts involve threats, pushing, hitting, and/or name-calling and need the help of an adult. 	Stress Stressors Physical Responses Emotional Responses Long-term stress Conflict Safe, Peaceful, Fair Solutions Support Personal Support Intentions Decision-Making Steps
MEH.4.1.2	Explain how the body responds to stress, physically and emotionally.		
MEH.4.1.3	Explain that stress can feel good or bad.		
MEH.4.1.4	Distinguish between good stress and bad stress.		
MEH.4.1.5	Explain possible causes and effects of long-term stress		
MEH.4.1.6	Define conflict.		
MEH.4.4.1	List safe, peaceful and fair ways to deal with conflict.		
MEH.4.7.1	Express intentions to find safe, peaceful and fair solutions to conflict.		
MEH.4.1.7	Classify examples of conflicts as either of simple or serious.		
MEH.4.5.1	Decide what to do to solve different types of conflicts.		
MEH.4.5.2	Decide when a conflict needs to have adult help.		
MEH.4.8.1	Explain the meaning of giving support.		
MEH.4.8.2	Describe what it means to have personal support.		
MEH.4.1.8	Identify feelings, actions and thoughts that signal it's time to get help for a problem.		
MEH.4.5.3	Decide whom they can go to for help when they have problems.		
MEH.4.3.1			

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

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Mental and Emotional Health Grade Band 3-5

Catholic Identity: John 13:34

So now I am going to give you a new commandment. Love each other. Just as I have loved you, you should love each other.

How can we show God that we love ourselves and others? How can we show God how much we love Him?

Matthew 7:1 *Do not judge, or you too will be judged.* How is this Bible verse connected to John 13:34 ?

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 5 Days: Grade Four (cont.)	<ul style="list-style-type: none"> Review basic decision-making steps. <ul style="list-style-type: none"> What is the problem? What choices do I have? What is my choice? Why is this the best choice? Who will help me act on this choice? <p><u>Teachers:</u> Review steps; Explain importance of healthy decision-making; Model how to apply steps to a decision; Provide opportunities for students to practice applying the decision-making process to real and simulated situations; Provide feedback to students.</p> <ul style="list-style-type: none"> Discuss responsible adults who could help with a serious conflict. 	
	Lesson 1 – 5 Days Grade Five	<ul style="list-style-type: none"> Discuss common feelings adolescents may experiences and specific situations that may lead to these feelings. (i.e., embarrassment, frustration, love, anger, curiosity, distress, happiness, fear, shame, etc.) What is self-respect? How do you develop self-respect? What is a reputation? What is the difference between a good reputation and a bad reputation? How do people learn what kind of a person you are? (Watch how you act and how you talk to others, etc.) What are some examples of respectful communication? Respectful communication helps people to express their thoughts and feelings in a healthy way. You have a choice to communicate respectfully. Healthy relationships are built on respectful communication. Discuss appropriate ways to express feelings, needs and wants. Show students what respectful communication looks like and have them practice the skill. Show students effective listening skills and have them practice this skill. 	Adolescent Self-respect Reputation Respectful communication Attentive listening Healthy relationships Unacceptable Victim Bully Bullying watchers Sensitive Insensitive
MEH.5.1.1	Analyze common feelings adolescents experience.		
MEH.5.1.2	Analyze the relationship between feelings and behavior.		
MEH.5.1.2 MEH.5.4.1	Explain how respectful communication is important to developing healthy relationships.		
MEH.5.4.2	Demonstrate a respectful way to communicate feelings.		
MEH.5.4.3	Demonstrate attentive listening skills.		
MEH.5.1.3	Identify reasons kids bully.		
MEH.5.1.4	Describe the signs of bullying.		
MEH.5.7.1	Describe healthy strategies for preventing and reporting bullying.		
MEH.5.7.2 MEH.5.3.1	Express the intention to tell a responsible adult if you see or hear about bullying.		

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Mental and Emotional Health Grade Bands 3-5

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 5 Days: Grade 5 (cont.)	<ul style="list-style-type: none"> Teacher Tips: <ol style="list-style-type: none"> Guide students in developing a personal value for clear, respectful communication with both peers and adults. Help shape peer norms that value communicating in clear, respectful ways. Emphasize the classroom and school as a place where bullying is unacceptable because it is unfair, mean, and dangerous. Emphasize that preventing and reporting bullying is a way to ensure all students feel safe at school. What is respectful communication? Provide several examples of respectful communication and give students opportunities to practice respectful communication. Emphasize: Being aware of one's feelings and being sensitive to others' feelings is important to mental and emotional health. ASK: What could happen if you are insensitive to someone else's feelings? Common signs of bullying: Name-calling, threats, stealing or destroying another's property, spreading rumors; punching, kicking, pushing Common feelings of bullying victims: lonely, shame, fear, anger, helplessness, embarrassed Emphasize the difference between teasing and bullying. Talk about why the "No Tell Code" (no "narking", no snitching) can actually lead to a dangerous situation. Discuss why telling a responsible adult is the best approach to bullying. 	

Mental and Emotional Health

Grade Band 3-5

Resources: (Resources are *free unless otherwise noted.*)

National Institute of Mental Health - www.nimh.nih.gov

American Psychological Association – www.apa.org

BAM! Body and Mind – www.bam.gov

Get Your Angries Out – www.angriesout.com

Mental Health America – www.mentalhealthamerica.net

National Center for Kids Overcoming Crisis – www.kidspace.org

National Education Association Health Information Network – www.neahin.org/programs/mentalhealth

National Institutes of Health, National Institute of Mental Health – www.nimh.nih.gov

Southern Poverty Law Center: Tolerance.Org – www.tolerance.org

Substance Abuse and Mental Health Services – www.SAMHSA.gov

PBS Teachers - <http://www.pbs.org/teachers/healthfitness/inventory/mentalemotionalhealth-k2.html?type=lessonplan>

Share My Lessons -
www.sharemylesson.com/taxonomysearchresults.aspx?parametrics=90002,90022,90206|90757|90758&tab=grade&mode=browse

Teacher Vision - www.teachervision.com/emotional-development/teacher-resources/32913.html

Tolerance http://www.tolerance.org/search/apachesolr_search/bullying (Lots of bullying resources)

Mental and Emotional Health Grade Band 3-5

RESOURCES: (cont.)

Kids Health – www.kidshealth.org

Learn to be Healthy - <http://www.learntobehealthy.org/parents-teachers/educational-materials/mental-health/>

How to Teach Active Listening Skills (5th grade) <http://www.uen.org/Lessonplan/preview.cgi?LPid=28907>

Downloadable Bullying Prevention Bookmark and Pledge Form http://www.pacer.org/bullying/pdf/KAB_Bookmark_Image10.pdf

Kids Against Bullying <http://www.pacer.org/bullying/resources/sites-for-kids-and-teens.asp>

- A creative, innovative and educational website designed for elementary school students to learn about bullying prevention, engage in activities and be inspired to take action. A few highlights include:
 - [Learn how to recognize bullying behavior.](#)
 - [Explore what to do if you are being bullied.](#)
 - [Learn what you can do to change bullying behavior.](#)
 - [Ways to do take action when you see bullying.](#)
 - [Class Projects: Great ideas to share with your teachers.](#)
 - [Real Kids Speak Out: Stories from kids and for kids.](#)

Books:

Tummers, Nanette. *Teaching Stress Management: Activities for Children and Young Adults*. Human Kinetics, 2013 (Teacher Resource K-12)

Saltzman, Amy. *A Still Quiet Place: A Mindfulness Program for teaching Children and Adolescents to Ease Stress and Difficult Emotions*. New Harbinger Publications, 2014. (Teacher Resources K-12)

Avi. *Nothing But the Truth*. Orchard Books, 1991. (Newberry Honor Book)



Mental and Emotional Health

Grade Band 3-5

Books (cont.)

Blume, Judy. *Tales of a Fourth Grade Nothing*. Penguin Putnam Books for Young Readers, 2003.

Boynton, Sandra. *Yay, You! Moving Out, Moving Up, Moving On*. Simon & Schuster Children's Books, 2001.

Brooks, Bruce. *The Moves Make the Man*. Harper & Row, 1984 (Newberry Honor Book)

Choldenko, Gennifer. *Al Capone Does My Shirts*. Penguin Group, 2004 (Newberry Honor Book)

Huebner, Dawn and Matthews, Bonnie. *What to do When Your Temper Flares: A Kids' Guide to Overcoming Problems*. Magination Pr., 2007

Rath, Tom. *How Full is Your Bucket for Kids*. Gallup Press, 2009.

Sornson, Bob. *Stand in my Shoes: Kids Learning About Empathy*. Love and Logic Press, 2013

Silverstein, Shel. *The Giving Tree*. HarperCollins, 1964.

Derof, Shane and Michael Letzig. *The Crayon Box That Talked*.

Simmonds, Jennifer. *Seeing Red: An Anger Management and Anti-Bullying Curriculum for Kids*. New Society Publishers, 2014

Beane, Allan *Together We Can be Bully Free* May download for free from: http://www.freepirit.com/catalog/item_detail.cfm?item_id=259

**Also have A Mini Guide for Educators, free as well

Whitehouse, Eliane. *A Volcano in my Tummy: Helping Children to Handle Anger*. New Society Publishers, 1998.

Huebner, Dawn. *What to do When Your Temper Flairs: A Kid's Guide to Overcoming Problems With Anger*. Magination, 2007.

Huebner, Dawn. *What to do When You Grumble Too Much*. Magination, 2006.

Burns Flanagan, Ellen. *Nobody's Perfect: A Story for Childrren About Perfectionism*. Magination, 2008.

Mental and Emotional Health Grade Band 3-5

Books: (cont.)

Lamia, Mary. *Understanding Myself: A Kid's Guide to Intense Emotions and Strong Feelings*. Magination, 2010.

Kaufman, Gershen. *Stick Up for Yourself: Every Kid's Guide to Personal Power & Positive Self-Esteem*. Free Spirit Publishers, 1999.

Briggs, Nadine and D. Shea. *Speak Up and Get Along!: Learn the Mighty Might, Thought Chop, and More Tools to Make Friends, Stop Teasing, and Feel Good About Yourself*. Create Space Independent Publishers, 2005.

Espeland, Pamela and E. Verdick. *Dude, That's Rude! (Get Some Manners)*. Free Spirit Publishers, 20007.

Espeland, Pamela and E. Verdick. *Making Choices and Making Friends: The Social Competencies Assets. Making Choices and Making Friends: The Social Competencies Assets*. Free Spirit Publishers, 2006. (*Kids learn how to build the five Social Competencies Assets: planning and decision making, interpersonal competence, cultural competence, resistance skills, and peaceful conflict resolution.*)

Simmonds, Jennifer. *Seeing Red: An Anger Management and Peacemaking Curriculum for Kids*. New Society Publishers, 2003.

Depino, Catherine. *Real Life Bully Prevention for Real Kids: 50 Ways to Help Elementary and Middle School Students*. Rowman and Littlefield Education, 2009.

Hunt, Lynda Mullaly. *Fish in a Tree*. Paulsen Books, 2015. (About fitting in when you do not think you belong)

Chandler, Vicki. *Heart Eyes: Beth and the Bullies*. Ryan Jackson, 2013 (Bystanders of bullying)

Ludwig, Trudy. *The Invisible Boy*. Random House, 2013

Ludwig, Trudy. *My Secret Bully*. Random House, 2015.

Fallavollita, Levia. *The Good, The Bad and The Bullies*. Steuben Press, 2012

Shapiro, Lawrence. *The Relaxation and Stress Reduction Workbook for Kids: Help Children to Cope with Stress, Anxiety and Transitions*, Instant Help. 2009 (K-5)

Greenland, Susan K. *The Mindful child: How to Help Your Kid Manage Stress and Become Happier, Kinder and More Compassionate*. Atria Books, 2010.

GRADE BAND 3-5

HEALTHY EATING

The Archdiocese of Cincinnati has established the following Nutrition Education Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Five.

Healthy Eating Application

The link between learning, academics achievement and healthy eating has been thoroughly researched and consistently established. Since many unhealthy eating habits begin in the elementary years, the Archdiocese of Cincinnati will focus on the application of healthy eating functional knowledge and skills in their health classes. In order to establish healthy eating behaviors, students must learn how to select nutrient-rich foods, what constitutes appropriate portion sizes and how physical activity levels help inform an individual's caloric intake. These concepts must be taught at an early age and systematically reinforced throughout elementary, middle school, and high school. In addition to promoting optimal student health, the Archdiocese of Cincinnati understands that helping-12 students to adopt healthy eating behaviors may reduce students' future risks of developing chronic diseases as well as help to ensure students attain and maintain healthy bodies and minds.

Summary

The 3-5 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired health eating concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of healthy eating learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs) recommended by the Centers for Disease Control and Prevention. These HBOs include the following:

A pre-K–12 healthy eating curriculum should enable students to:

- HBO 1.** Eat the appropriate number of servings from each food group every day.
- HBO 2.** Eat a variety of foods within each food group every day.
- HBO 3.** Eat an abundance of fruits and vegetables every day.
- HBO 4.** Choose to eat whole grain products and fat-free or low-fat milk or equivalent milk products regularly.
- HBO 5.** Drink plenty of water every day.
- HBO 6.** Limit foods and beverages high in added sugars, solid fat, and sodium.
- HBO 7.** Eat breakfast every day.
- HBO 8.** Eat healthy snacks.
- HBO 9.** Eat healthy foods when dining out.
- HBO 10.** Prepare food in healthful ways.
- HBO 11.** Balance caloric intake with caloric expenditure.
- HBO 12.** Follow an eating plan for healthy growth and development.
- HBO 13.** Support others to eat healthy

Summary (cont.)

Grade Three

Three of the eight National Health Education Standards are emphasized in grade 3: Core Concepts, Goal-setting, and Self-Management. Students learn the importance of specific food groups and the appropriate amounts of foods needed to fuel the body each day. They begin to distinguish between unhealthy fats and healthy fats as well as understand the potential consequences of added sugar in foods. Their third grade nutritional experiences prepare them to create and/ or select nutrient-rich snacks, including those with whole grains. Additionally, the third grade students hone their goal-setting skills, including assessing the progress made in achieving their healthy eating goal.

Grade Four

In fourth grade students more skillfully apply the healthy eating concepts and skills learned in earlier grades, especially the process of implementing and monitoring a specific, individualized healthy eating goal. Investing time in a more thorough exploration of goal-setting and action plans is a pre-requisite to developing and maintaining health eating habits. Most importantly, this goal-setting process can be transferred to other health content areas.

Grade Five

Although National Health Education Standards (NHES) 1, 6 and 7 continue to be reinforced in the healthy eating portion of the curriculum, fifth graders are introduced to a new skill: NHES 2, Analyzing Influences. The students will examine the factors that influence their food choices, particularly peer influence. Students will look at the eating norms of elementary students and pledge to value and promote healthy eating as a norm for their classroom. Fast foods take a center stage as students determine how to select healthier choices at fast food restaurants. Completion of a healthy eating performance task, assessed with a NHES-based rubric, will serve as the culminating assessment for the 3-5 grade band. Fifth graders will design a 5-day personalized meal plan that includes all five food groups each day. A corresponding food tracking sheet will be completed by each student and data gathered will be analyzed to determine the healthy-level of their food choices.

The Archdiocese of Cincinnati stipulates the following healthy eating exit outcomes by the end of grade two:

National Health Education Standard 1:

1. Name the food groups and a variety of nutritious food choices for each food group.
2. Explain the importance of eating a variety of foods from all the food groups.
3. Identify the number of servings of food from each food group that a child needs daily.
4. Summarize the benefits of healthy eating.
5. Describe the benefits of eating plenty of fruits and vegetables.
6. Summarize the benefits of drinking plenty of water.
7. Identify nutritious and non-nutritious beverages.
8. Identify foods that are high in fat and low in fat.
9. Identify foods that are high in added sugar.
10. Describe the benefits of limiting the consumption of fat and added sugar.
11. Describe methods to keep food safe from harmful germs.

**The Archdiocese of Cincinnati stipulates the following healthy eating exit outcomes by the end of grade five:
(cont.)**

National Health Education Standard 1: (cont.)

12. Explain that both eating habits and physical activity can affect a person's weight.
13. Conclude that breakfast should be eaten every day.

National Health Education Standard 2:

1. Describe how family and cultural traditions influence food choices.
2. Describe how peers can influence food choices by reinforcing healthy eating as the norm for the classroom.

National Health Education Standard 5:

1. Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu.

National Health Education Standard 6:

1. Demonstrate the ability to keep track of foods and beverages consumed.
2. Set a goal to improve food choices.
3. Monitor progress on meeting the goal of improving food choices.

National Health Education Standard 7:

1. Choose healthy foods in appropriate portion sizes.
2. Plan and prepare a healthy snack.

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Healthy Eating Grade Band 3-5

Catholic Identity: Hebrews 12:29

Therefore, since we are receiving a kingdom that cannot be shaken, let us be thankful.

Ask: What are the gifts we receive from God? (home, family, friends, healthy body, water, food, etc.) How are food, water and a healthy body gifts from God?

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 4 - 5 Days: Grade Four			
HE.3.1.1	Explain why body needs water.		<ul style="list-style-type: none"> Review importance of drinking water and eating breakfast daily. 	Influences
HE.3.6.1	Assess their water-drinking practices.		<ul style="list-style-type: none"> Discuss breakfast foods that are healthy. 	Physically
HE.3.1.2	Summarize the healthy food guidelines.		<ul style="list-style-type: none"> Emphasize these healthy food guidelines: <i>Eat 3 foods from the vegetables group each day; Eat 2 foods from the fruits group each day.; Eat 5 to 7 foods from the grains group each day.; Eat 2 to 3 foods from the protein group each day; Eat 3 foods from the dairy group each day; Have a little healthy oil every day.; nuts and fish.</i> 	Emotionally
HE.3.1.3	Describe reasons breakfast needs to be eaten daily.		<ul style="list-style-type: none"> Reinforce that they need to eat a combination of 5 fruits and vegetables (“5 a Day”) and purpose of MyPlate 	Mentally
	Name a variety of healthy breakfast foods.		<ul style="list-style-type: none"> Discuss the concept of moderation in eating. 	Self-Assessment
HE.3.6.2	Assess how they feel physically, emotionally, and mentally on days when they eat breakfast.		<ul style="list-style-type: none"> <u>Emphasize:</u> Eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating. 	5 A Day
HE.3.1.4	Explain meaning of “5 a Day”.		<ul style="list-style-type: none"> What is the relationship between healthy eating and daily exercise? (Need at least 60 minutes of physical activity each day and healthy foods to stay healthy: “Eat smart, Play hard.”) 	Healthy Food Rules
	Explain the concept of moderation.		<ul style="list-style-type: none"> How does your family influence your food choices? 	Daily Food Choices
HE.3.1.5	Name a variety of healthy foods for each food group.		<ul style="list-style-type: none"> Discuss healthy food choices for each of the three main meals. As a class, evaluate food choices. 	Moderation
HE.3.2.1	Name family influences on food choices.		<ul style="list-style-type: none"> Compare and contrast healthy and unhealthy snack options. 	
HE.3.6.3	Evaluate their daily food choices.			
HE.3.1.6	Explain the relationship between healthy eating and exercise			
HE.3.5.3	Explain how to use food diary data to help make healthier food choices			
HE.3.7.1	Create a healthy dinner meal plan containing a food from each food group.			
HE.3.7.2	Distinguish a healthy snack from an unhealthy snack.			
<p>*NOTE: If using the nutrition curriculum, Serving Up MyPlate: A Yummy Curriculum, Level 3, Grades 3-4, third grade needs to implement Course 1, We Are What We Eat, pg. 9 – 12 only.</p>				

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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Healthy Eating Grades 3-5

Catholic Identity: The Creation

Ask: What did God create on the first day? (heavens, earth, light)

The second day? (sky to separate the water) What did God create on the third day? (land, plants with seeds, fruits with seeds). Read **Genesis 1:9-13** to the students.

ASK: Why do God ad seeds to the plants and fruit? (So man could grow his own plants and fruit)

Some seeds are called grains. What do we know about healthy eating and whole grains? (Whole grain foods are very healthy.)

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 6 Days: Grade Four			
HE.4.1.1	Name foods that belong in each of the food groups (fruits, vegetables, protein, grain, dairy)	<ul style="list-style-type: none">Classify common foods into each of the food groups (oils are needed in small amounts)Discuss which foods students like the most in each food group and whyReinforce key concepts from MyPlateHow foods in each food group help the body to stay healthyAmounts of each food group body needs dailyDiscuss why body needs healthy fats (Sources of heart healthy oils: nuts, seeds, fish, olives) and why they need to limit unhealthy fats.Why can happen if you drink or eat foods with added sugar? (cavities, lack of nutrients)Importance of setting goalsGoal-setting format (<i>Ex: I will eat improve my diet by eating more fruits and vegetables each day.</i>) Daily Food Journal (<i>including what student ate for breakfast, lunch, dinner and snacks; Amount of water, vegetables, fruits, proteins, dairy consumed each day; type and minutes of daily exercise; whether they reached their goal for eating healthy foods</i>)	Proteins Grains Energy Ingredients Recipe Heart healthy oils Strength Habits Goal-setting Daily intake My Plate Daily Food Plan Grams Ounces Volume Weight Monitor Progress	
HE.4.1.2	Explain why the body needs foods from each of the food groups to stay healthy			
HE.4.1.3	Identify the number of foods they need to eat each day from each food group.			
HE.4.1.4	Identify high fat foods.			
HE.4.1.5	Explain purpose of healthy fats.			
HE.4.1.6	Summarize the effects of drinking beverages with added sugar.			
HE.4.1.7	Describe the basic characteristics of healthy snacks			
HE.4.7.1	Create a healthy snack that includes a whole grain and at least two other food group ingredients.			
HE.4.6.1	Monitor individual daily food, water and exercise choices by creating a daily journal.			
HE.4.6.2	Set a goal to increase daily intake of healthy foods.			
HE.4.6.3	Record in writing the progress made in achieving the healthy eating goal.			

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Healthy Eating Grade Band 3-5

Catholic Identity: Goal Setting and Healthy Eating **Luke 1:37**
Nothing is impossible for God! Explain we often face barriers or problems along the way to reaching our goals. But God is willing to help us overcome any problems/ barriers to achieving our goals as long as our goals are worthy and please God.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 - 6 Days: Grade Five			
HE.5.1.1	Explain how to follow guidelines for healthy eating	<ul style="list-style-type: none">Review 5 food groups and provide food examples for students to class into correct food groupsDiscuss the 5 subgroups of the vegetable food group: dark green, red & orange, beans & peas, starchy AND other.What is a grain? (food made from wheat, rice, oats, cornmeal, barley or another cereal grain)What is difference between a whole grain and a refined grain? (Emphasize that half of daily grains need to be whole grains)Healthy Eating Guidelines: (<i>limiting portions; substituting healthier food choices for some of the typical high fat, sugar, sodium foods, etc.</i>)Keep reinforcing the importance of physical activity as part of a healthy lifestyle (60+ minutes/ day)Discuss these fast food healthy habits: <i>no supersizing; choose grilled or broiled, not fried; order salad with small amount of dressing; Use small amounts of special sauces{order on side, so you can control amount you use}; avoid soda and high sugar beverages)</i>What choices can students make to BE and STAY healthy?Help children set healthy eating peer norms for their classrooms.	Recommended amounts Peer Norms Personal values Potential Barriers Health Status Whole grains Refined grains Supersizing Strategies Transform Personal progress	
HE.5.6.1	Self-assess current eating habits			
HE.5.1.2	Name examples of foods that correspond to the recommended amounts needed from each food group daily			
HE.5.6.2	Assess the amounts of fruits, vegetables, grains, protein, dairy, and junk foods you eat each day.			
HE.5.2.1	Develop peer norms that value healthy eating			
HE.5.1.3	Identify potential barriers to eating healthy each day.			
HE.5.1.4	Identify ways to improve personal food choices			
HE.5.1.5	Describe relationship of healthy food choices to health status 10, 20, or 30 years from now.			
HE.5.1.6	Distinguish between whole grains and refined grains.			
HE.5.7.2	Transform a typical fast food meal into a healthier meal using healthy eating guidelines			
HE.5.1.6	Distinguish between a whole grain and a refined grain			
HE.5.6.4	Design a 5-Day Personal Dinner Meal Plan that includes all five food groups each day.			
HE.5.6.5	Develop a chart to track daily healthy eating goals progress.			
HE.5.6.6	Assess personal progress weekly by answering, in writing, these questions: How well am I doing with my goal? What I am doing well? What do I need to change? Who can help me make this change?			
	NOTE: If using the nutrition curriculum, <i>Serving Up MyPlate: A Yummy Curriculum, Level 3, Grades 5-6, fifth grade needs to implement Course 1, pgs. 9 – 14 only.</i>			

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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Healthy Eating Grades 3-5

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 - 6 Days: Grade Five (cont.)			
		<ul style="list-style-type: none"> Barriers to eating healthy every day and how to overcome those barriers Analyze current eating habits Goal for improving eat habits (By [date to be accomplished], I will improve my eating habits by [specific behavior change]) Ex: by increasing the number of fruits I eat each day from 3 to 4 Discuss goal progress every 1-2 days by having students draw conclusions (healthy eating) from their tracking document. 		

RESOURCES:

****Team Nutrition-Serving Up MyPlate: A Yummy Curriculum, Level 2, Grades 3-4** http://www.fns.usda.gov/multimedia/tn/sump_level2.pdf

- 3rd grade** needs to implement Course 1, We Are What We Eat, pg. 9 – 12 only.
- 4th grade** needs to implement Course 2 and 3, pgs. 15 – 26 only

****Team Nutrition- Serving Up MyPlate: A Yummy Curriculum, Level 3, Grades 5-6** http://www.fns.usda.gov/sites/default/files/sump_level3.pdf

- 5th grade** needs to implement Course 1, pgs. 9 – 14 only.

MyPlate – www.ChooseMyPlate.gov

Healthy Eating with Go, Slow, and Whoa Foods – www.nhibi.nih.gov/health/public/heart/obesity/wecan/eat-right/choosing-foods.htm

Fight BAC! (Partnership for Food Safety Education) – www.fightbac.org

Healthy Kids – www.healthykids.org (Note: This website has both healthy eating information and lessons plans.)

Team Nutrition <http://teamnutrition.usda.gov> (***) **Serving Up MyPlate: A Yummy Curriculum**)

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Healthy Eating Grade Band 3-5

RESOURCES: (cont.)

Nourish Interactive - <http://www.nourishinteractive.com/nutrition-education-printables/category/6-food-labels-worksheets-printables-teaching-kids-reading-food-labeling-nutrition-facts-free-learning-printouts-activity>

Nutrition.gov www.nutrition.gov/life-stages/children (MyPlate Match Game; BreakFAST and Jump To It! Game; George Washington Carver Coloring and Activity Book; USDA Food Safety Mobile Coloring Book! ; SuperKids Nutrition page!; Fuel Up to Play 60!)

SuperKids www.superkidsnutrition.com/nutrition-resources/ (Healthy Holiday Fun for **Kids!** All Ages – Family and School Fun **Kids** Activities The Super Crew's **Nutrition** Adventures All Ages – Family and School)

Eat Smart - <http://www.eatsmart.org/>

Produce for Better Health Foundation - http://pbhfoundation.org/pub_sec/edu/cur/rainbow/

There's a Rainbow on my Plate Curriculum FREE - http://pbhfoundation.org/pub_sec/edu/cur/rainbow/

Jump Into Foods and Fitness! (JIFF)(link is external) - http://4h.msue.msu.edu/programs/healthy_youth/jump_into_foods_and_fitness_jiff
Michigan State University. Michigan State University Extension. 4-H Youth Development. Research-based curriculum for use with kids aged 8 to 11 (grades 3 to 5) with "Jiff the Joey" to set the stage for each of the seven "Kangaroo Jumps" or sessions.

BAM! Teacher's Corner - <http://www.cdc.gov/bam/teachers/index.html>

Kid's Health www.kidshealth.org (Note: This website has both healthy eating information and lessons plans.)

Books:

Barrett, Judi. *Cloudy with a Chance of Meatballs*. Alladin, 1982

Barrett, Judi. *Pickles to Pittsburgh*. Alladin, 2000

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Healthy Eating Grade Band 3-5

Books: (cont.)

Schlosser, Eric. *Fast Food Nation Tie-in: The Dark Side of the All-American Meal*. Harper Perennial, 2006

Schlosser, Eric. *Chew on This: Everything You Don't Want to Know About Fast Food*. Houghton Mifflin, 2007

Swanson, Diane. *Burp! The Most Interesting Book You'll ever Read About Eating*. Kids Can Press, 2001

Zinczenko, D., and A. Goulding. *Eat This Not That! Restaurant Survival Guide*. Rodale Books, 2009

GRADE BAND 3-5

PERSONAL HEALTH AND WELLNESS

The Archdiocese of Cincinnati has established the following Personal Health and Wellness Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Five.

Personal Health and Wellness Application

The Personal Health and Wellness portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of optimal personal health and wellness behaviors. Indeed, health risks for children have changed markedly in the past 50 years. Although many infectious diseases are controlled with immunizations, chronic diseases such as heart disease, cancer and diabetes II have emerged in youth, primarily due to lifestyle choices. Actually, many current communicable and chronic diseases can be prevented or controlled by adopting and maintaining personal health and wellness behaviors: washing hands consistently, bathing regularly, brushing/ flossing teeth, eating healthful foods, exercising, and sleeping a recommended number of hours.

SUMMARY

The 3-5 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired personal health and wellness concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of personal health and wellness learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs):

A pre-K–12 personal health and wellness curriculum should enable students to :

- HBO 1.** Brush and floss teeth daily.
- HBO 2.** Practice appropriate hygiene habits.
- HBO 3.** Get an appropriate amount of sleep and rest.
- HBO 4.** Prevent vision and hearing loss.
- HBO 5.** Prevent damage from the sun.
- HBO 6.** Practice behaviors that prevent infectious diseases.
- HBO 7.** Practice behaviors that prevent chronic diseases.
- HBO 8.** Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.
- HBO 9.** Practice behaviors that prevent foodborne illnesses. (*This is addressed in the Healthy Eating section.*)
- HBO 10.** Seek out help for common infectious diseases and chronic diseases and conditions.
- HBO 11.** Seek out healthcare professionals for appropriate screenings and examinations.

SUMMARY (cont.)

Grade Three

In grade three students broaden their understanding of the term, “healthy lifestyle” by discussing lifestyle choices people make every day and assessing their own personal health behaviors. They use the data from their individual assessments to set a basic goal to improve one of their personal health behaviors. Consequently, they start to make the connection between how the personal health behaviors they choose today may affect their future health. To reinforce this concept, they explore common chronic diseases and prevention measures they can begin to implement now to decrease their future risk for heart disease, stroke, cancer and diabetes II.

Grade Four:

Fourth graders review the relationship between living a adopting a healthy lifestyle today and living a healthy future. They explore another dimension of hygiene: how can poor hygiene affect your relationships with friends and classmates? They take a more sophisticated look at common causes of vision and hearing damage, and how they can prevent such damage. Similarly, the fourth graders begin to advocate for personal health-enhancing beliefs about with vision safety, hearing safety or sun safety. They apply the basic criteria for advocacy to a project which will require them to communicate a clear, health-enhancing position to support their specific personal health belief/ behavior.

Grade Five

Fifth grade students expand their skill of identifying trusted adults with whom to discuss personal health problems or concerns by demonstrating appropriate ways to communicate these concerns to a parent, guardian, or community health worker such as a doctor, nurse or police officer. They understand and explain the differences between infectious diseases and non-infectious diseases. Likewise, the fifth graders learn the value of immunizations and other methods of preventing illnesses. They re-visit the skill of goal-setting, but use a slightly more comprehensive goal-setting model which requires them to use a chart to track their progress for two weeks.

The Archdiocese of Cincinnati stipulates the following personal health and wellness exit outcomes by the end of grade five:

National Health Education Standard 1

1. Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly.
2. Explain why sleep and rest are important for proper growth and good health.
3. Describe ways to prevent vision or hearing damage.
4. Describe ways to prevent harmful effects of the sun.
5. Explain the difference between infectious diseases and non-infectious diseases.
6. Describe ways to prevent the spread of germs that cause infectious diseases.
7. Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases.
8. Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.

The Archdiocese of Cincinnati stipulates the following personal health and wellness exit outcomes by the end of grade five: (cont.)

National Health Education Standard 3

1. Describe characteristics of appropriate and trustworthy personal health and wellness sources.

National Health Education Standard 4

1. Demonstrate how to effectively ask for help to improve personal health and wellness.

National Health Education Standard 6

1. Set a realistic goal to improve a personal health and wellness-related practice.
2. Track progress toward achieving a personal health and wellness-related goal.
3. Identify resources that can help achieve a personal health and wellness-related goal.

National Health Education Standard 7

1. Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.
2. Make a commitment to practice positive personal health and wellness-related behaviors.

National Health Education Standard 8

1. Demonstrate how to persuade others to make positive personal health and wellness-related choices.

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Catholic Identity: Matthew 11:28

Sometimes we are so tired we cannot keep our eyes open. It feels so good to just lie down and relax. Just as our bodies feel tired, our spirits can also tire. At those times we need to call upon God and let Him refresh our spirit and give us strength to continue our work.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5 Days: Grade Three			
PHW.3.1.1	Explain the meaning of healthy lifestyle.		<ul style="list-style-type: none"> What makes a lifestyle healthy? (i.e. <i>eating healthy foods, exercising, drinking plenty of water, flossing teeth, keeping body clean, not using tobacco, staying away from tobacco smoke, not using alcohol or other drugs</i>); making healthy choices. 	Lifestyle
PHW.3.1.2	Describe lifestyle choices people make every day..			Choices
PHW.3.6.1	Assess their own personal health practices.			Health Practices
PHW.3.6.2	Set a goal for positive health behaviors.			Behaviors
PHW.3.1.4	Describe behaviors likely to prevent diseases.			Disease
PHW.3.1.5	Differentiate between the basic effects of these diseases: heart disease, asthma, cancer and diabetes.		<ul style="list-style-type: none"> Have students assess their own health by completing a health behavior inventory. Have students analyze their results and make suggestions for improving their overall health status. 	Chronic Disease
PHW.3.1.6	Summarize the key ways to prevent common diseases		<ul style="list-style-type: none"> Discuss how choices they make today can affect their future health. 	Cancer
PHW.3.7.1	Explain the importance of regular health checkups.		<ul style="list-style-type: none"> Explain, model, and practice how to set a health goal (i.e., What is my health goal? What do I have to do to reach this goal? Who can help me reach my goal? What reward [no cost] will I receive if I reach my goal?) 	Diabetes
				Heart Disease
				Asthma
				Blood
				Oxygen
				Health Checkups
			<p>(Remember: When teaching goal-setting, teacher must explain steps, model skill, provide examples, and give students opportunities to practice skill with partner and independently.)</p> <ul style="list-style-type: none"> Briefly discuss basic information about: <u>Heart Disease:</u> Hurts the healthy flow of blood and oxygen to the body; <u>Prevent</u> by eating healthy foods, exercising, not smoking 	

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING
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Personal Health and Wellness Grade Band 3-5

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ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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Personal Health and Wellness Grade Band 3-5

Catholic Identity: Proverbs 3:1-2, 8

My, son, do not forget my teaching, but keep my commands in your heart, for they will prolong your life many year and bring you prosperity.....This will bring health to your body and nourishment to your bones. Ask: How does this Bible verse relate to personal health and wellness? What other type of nourishment does God provide to us?

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 –5 Days: Grade Four (cont.)			
PHW.4.1.1	Explain how specific health-related choices can affect a person's future.		<ul style="list-style-type: none"> Review relationship between a living a healthy lifestyle and a person's future. 	Healthy Lifestyle
PHW.4.1.2	Analyze the benefits of good hygiene practices.		<ul style="list-style-type: none"> Emphasize: Your current and future wellness is dependent upon choosing healthy behaviors every day. 	Future
PHW.4.1.3	Identify common causes of vision and hearing damage.		<ul style="list-style-type: none"> Review principles of good hygiene. How could lack of good hygiene affect your friendships? 	Wellness
PHW.4.7.2	Summarize ways to prevent vision damage.		<ul style="list-style-type: none"> Explore common ways a person's hearing could be damaged. 	Dependent
PHW.4.7.3	Summarize ways to prevent hearing damage.		<ul style="list-style-type: none"> Discuss relationship between use headsets, earbuds, etc. and hearing loss. 	Choices
PHW. 4.7.4	Summarize ways to prevent sun damage.		<ul style="list-style-type: none"> Discuss how to prevent hearing loss. 	Hygiene
PHW.4.8.2	Demonstrate how to persuade others to choose vision safety, hearing safety or sun safety behaviors.		<ul style="list-style-type: none"> Explore ways a person's vision could be damaged. Include effects of the sun. 	Vision Damage
			<ul style="list-style-type: none"> Discuss vision safety. 	Earbuds
			<ul style="list-style-type: none"> Explore common ways a person's hearing could be damaged. 	Hearing Damage
			<ul style="list-style-type: none"> Discuss how to prevent hearing loss. 	Sun Damage
			<ul style="list-style-type: none"> Continue sun safety instruction began in earlier grade levels. 	Advocating
			<ul style="list-style-type: none"> Introduce concept of advocacy: 	Health-enhancing
			<ul style="list-style-type: none"> What is it? What are the benefits of advocacy? How do you advocate: What is the process of advocacy? 	Position
			<ul style="list-style-type: none"> Teach the basics of advocacy: 	Passionate Conviction
			<ol style="list-style-type: none"> Express a clear, health-enhancing position on an issue. (In this unit: either vision safety, hearing safety OR sun safety. 	
			<ol style="list-style-type: none"> Gather accurate facts, examples, and evidence to support this health-enhancing position. 	
			<ol style="list-style-type: none"> Display a strong, passionate conviction for your position. 	
			(Recommendation: Give students several advocacy options: <ul style="list-style-type: none"> poster, 2-minute speech, etc.) 	

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

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Personal Health and Wellness Grade Band 3-5

Catholic Identity: Deuteronomy 4:29

From there you will seek the Lord your God, and you will find Him if you search for Him with all your heart and all your soul.

Just as our physical vision can be damaged by the sun or by an accident, our spiritual vision can also be damaged if we do not protect it. We protect our spiritual vision by seeking God in good times as well as difficult times. God is our protector; he watches over us at all times.

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ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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Personal Health and Wellness Grade Band 3-5

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 2 – 4 days: Grade Five			
PHW.5.1.4	Identify the meaning of puberty.			
PHW.5.1.5	Describe personal changes that occur during puberty (e.g. with body, friends, responsibilities, thoughts, feelings)			
PHW.5.7.2	Summarize key ways to take care of the body once puberty begins.			
PHW.5.3.2	Identify trusted, caring adults who would be available to discuss puberty issues.			
PHW.5.7.3	Express an intention to make choices that respect self and others during puberty.			
			<ul style="list-style-type: none">• <u>Ask</u>: What is puberty? Why does it happen?• Discuss the physical changes for girls and boys at the beginning of puberty. (oily skin, taller, sweat glands, as well as girl specific changes and body specific changes)• Explain how there are changes in feelings, thoughts, and sometimes even friends - and why these changes occur.• Most importantly, emphasize: these changes are normal, but happen over several years. Some girls and boys begin puberty earlier than others. Everyone has their own time schedule for puberty. They develop at their own personal rate.• Explain: natural to feel uncomfortable (e.g. embarrassed, confused) about these changes• Take care of your body! Respect self and others by showering daily with soap and shampoo as well as being kind to each other everyday.• Female Puberty Facts: How to care for a developing female body Understanding Menstruation Who are trusting, caring adults whom girls could ask questions about their growing and changing bodies?• Male Puberty Facts: How to care for a developing male body Understanding Male Puberty Changes Who are trusting, caring adults whom boys could ask questions about their growing and changing bodies?• Emphasize importance of making choices that respect their bodies and their futures.	<p>Puberty Hormones Physical Changes Uncomfortable Respect Self & Others Embarrassed Confused Trusted, Caring Adults Menstruation An intention</p> <p>*Male and Female Reproductive Parts deemed appropriate for the lesson.</p>

Personal Health and Wellness

Grade Band 3-5

RESOURCES: *(Resources are free unless otherwise noted.)*

American Cancer Society (Sun Basics for Kids) www.cancer.org

Sunwise <http://www2.epa.gov/sunwise/free-sun-safety-resources> (For grades k-2, **3-5**, and 6-8)

Dangerous Decibels <http://www.dangerousdecibels.org/education/resources/educator-resource-guide/> (hearing and hearing loss prevention, gr.3-12)

Hearing and Hearing Loss Prevention <http://www.nidcd.nih.gov/health/education/Pages/default.aspx> (Activities, gr. 3-6)

Vision Loss Prevention https://nei.nih.gov/sites/default/files/nei-pdfs/NEI_ChildrensActivityBook_2013.pdf

National Eye Institute <https://www.nei.nih.gov/kids/> (Elementary and Middle School Vision Resources)

American Diabetes Association www.diabetes.org

BAM ! (Body and Mind) www.bam.gov/teachers/index.htm

Health, Fitness, and Safety for Kids www.kids.gov/

Healthy Youth www.cdc.gov/HealthyYouth

KidsHealth www.kidshealth.org

National Center for Chronic Disease Prevention and Health Promotion, CDC www.cdc.gov/chronicdisease/index.htm

National Diabetes Education Program www.ndep.nih.gov

National Heart, Lung, and Blood Institute www.nhlbi.nih.gov/health/public/sleep/index.htm

Personal Health and Wellness Grade Band 3-5

RESOURCES: (cont.)

Personal Hygiene Worksheets <http://www.mypersonalhygiene.com/personal-hygiene-worksheets-for-kids-collection-1-8/>

Wizdom: A Kit of Wit and Wisdom for Kids With Diabetes diabetes.org (Free To Kids with Diabetes [*and their parents*])
Can call 1-800-Diabetes or AskADA@diabetes.org to request

National Bone Health Campaign www.girlshealth.gov/bones and www.girlshealth.gov/parents/bones

Disease Cards www.cdc.gov/global/cards.htm

This set of cards has photos and information about some of the infectious diseases the CDC studies.

EXCITE <http://www.CDC.gov/excite/>

This is a collection of teaching materials developed by the CDC to introduce students to public health and epidemiology. (Has science connections)

BOOKS:

Daniels, Patricia. *Ultimate Bodypedia: Amazing Inside-Out Tour of the Human Body*, National Geographic Children's Book, 2014.

Bendell, Norm. *Care and Keeping of Me: The Body Book Journal*. Pleasant Company, 2001.

Gogerly, Liz and Mike Gordon. *Looking After Me Book Set*, 2009 (Available from NASCO)

Anderson, Karri. *I Have Diabetes*. Little Life Lessons Book, 2012. (Grades k-5)

Kleiman, Deanna. *Jacob's Journey, Living With Type 1 Diabetes*. Kleiman, 2012.

Deland, Maitland. *The Great Katie Kate Discusses Diabetes*. Book Group Press, 2010.

Christensen, David. *Elephant on My Chest: A Children's Book About Asthma*. Peebles Publishing Unlimited, 2012.

Amsel, Sheri. *The Everything KIDS' Human Body Book*. Adams Media, 2012.

Sallas, Riley. *Addie's Asthma*. Create Space Ind. Publishers Platform, 2015.

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Personal Health and Wellness Grade Band 3-5

PUBERTY – Grade Five

Natterson, Cara. *The Care and Keeping of You 2*. American Girl Publishing, 2013 (For girls 10 and up)

Mayle, Peter. *What's Happening to ME? A Guide to Puberty*. Lyle Stuart, 2000 , (Designed to ease the embarrassment of explaining puberty to children, this book presents the facts of life during puberty. It aims to present them with honesty, sympathy and a sense of humor.)

Dunham, Kelli. *The Boys' Body Book*. Applesauce Press, 2013.

Harris, Robie *It's Perfectly Normal*. The Family Library, 2014.

Harris, Robie. *It's so Amazing: A Book About Eggs, Sperm, Birth, Babies and Families*. The Family Library, 2014

Talking With Kids www.talkingwithkids.org (This website is aimed at PARENTS, providing helpful information about how to communicate with kids about tough issues such as sex, violence, and drugs.)

GRADEBAND 3-5

ALCOHOL, TOBACCO and OTHER DRUG PREVENTION

The Archdiocese of Cincinnati has established the following Alcohol, Tobacco and Other Drug Prevention Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Five.

Alcohol, Tobacco and Other Drug Prevention Application

The Alcohol, Tobacco and Other Drug Prevention portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy behaviors. Since students in this grade band are becoming more independent and more exposed to risk-taking behaviors, they need to understand that tobacco, alcohol and other drugs not only affect the healthy functioning of body systems but can lead to personal health risks as well as family and societal issues. At this grade band students must begin to develop peer pressure resistance skills as well as learn how to be personally responsible for the choices they make. The Archdiocese of Cincinnati intends to provide opportunities that reinforce alcohol, tobacco and other drug prevention messages and strategies.

SUMMARY

The 3-5 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired Alcohol, Tobacco and Other Drug Prevention concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of Alcohol, Tobacco and Other Drug Prevention experiences, students will achieve the Healthy Behavior Outcomes (HBOs):

A pre-K–12 Alcohol, Tobacco and Other Drug Prevention curriculum should enable students to:

ALCOHOL and OTHER DRUG PREVENTION:

HBO 1. Avoid misuse and abuse of over-the-counter and prescription drugs.

HBO 2. Avoid experimentation with alcohol and other drugs.

HBO 3. Avoid the use of alcohol.

HBO 4. Avoid the use of illegal drugs.

HBO 5. Avoid driving while under the influence of alcohol and other drugs.

HBO 6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

HBO 7. Quit using alcohol and other drugs if already using.

HBO 8. Support others to be alcohol- and other drug-free.

TOBACCO PREVENTION:

HBO 1. Avoid using (or experimenting with) any form of tobacco.

HBO 2. Avoid second-hand smoke.

HBO 3. Support a tobacco-free environment.

HBO 4. Support others to be tobacco-free.

SUMMARY (cont.)

Grade Three

Third grade students explain the benefits of being tobacco- and alcohol-free, and list people who can help them remain tobacco- and alcohol-free. They explore peer pressure and how to resist negative peer pressure with specific communication strategies.

Grade Four:

In grade four students explore the purpose and risks of over-the-counter and prescription drugs as well as continue to understand tobacco and alcohol prevention strategies by demonstrating resistance skills and advocating for others to be tobacco- and alcohol-free.

Grade Five:

Fifth graders analyze the effects of alcohol on the body and how personal choices and consequences are connected to alcohol use. After exploring the influence of peers on an individual's alcohol-free choice, students formulate a healthy opinion, based upon facts, about alcohol use.

The Archdiocese of Cincinnati stipulates the following Alcohol, Tobacco and Other Drug Prevention exit outcomes by the end of grade five:

National Health Education Standard 1

1. Identify short- and long-term physical effects of using tobacco, alcohol and other drugs.
2. Describe the benefits of abstaining from tobacco and alcohol use.
3. Explain the short- and long-term physical effects of being exposed to others' tobacco use.
4. Describe potential risks associated with inappropriate use of over-the-counter medicines.
5. Describe potential risks associated with inappropriate use of prescription medicines.

National Health Education Standard 2

1. Identify relevant influences of peers on practices and behaviors related to tobacco and alcohol use.
2. Describe how relevant influences of media (e.g., alcohol advertising) and technology affect practices and behaviors related to alcohol use.

National Health Education Standard 4

1. Demonstrate effective verbal and nonverbal communication skills to avoid alcohol and other drug use.

National Health Education Standard 5

1. Choose a healthy option when making a decision about alcohol and other drug prevention.
2. Identify options and their potential outcomes when making a decision related to alcohol and other drug use.

The Archdiocese of Cincinnati stipulates the following Alcohol, Tobacco and Other Drug Prevention exit outcomes by the end of grade five: (cont.)

National Health Education Standard 7

1. Demonstrate healthy alcohol- and other drug-use prevention practices and behaviors.
2. Make a commitment to practice healthy alcohol- and other drug-use prevention behaviors.

National Health Education Standard 8

1. Give factual information about the benefits of being alcohol- and other drug-free.
2. State personal beliefs about the dangers related to tobacco and alcohol use.

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



ALCOHOL, TOBACCO, and OTHER DRUGS Grade Band 3 - 5

Catholic Identity: Importance of the Personal Test
When faced with a decision, ask yourself four questions:
 Will this harm me? Will this negatively affect my emotions?
 Will this damage my relationship with other people?
 Will this damage my relationship with Jesus Christ?

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 - 4-5 Days: Grade 3			
ATOD.3.1.1	Distinguish tobacco and alcohol facts from tobacco and alcohol myths.	<ul style="list-style-type: none">• Discuss the difference between myths and facts.• Provide a list of common tobacco and alcohol myths. Discuss why these are myths and explain the actual facts.• Discuss the benefits of being tobacco- and alcohol-free.• Emphasize the students have the power to make choices, and making healthy choices is good. (Some children do not understand they need to make their own choices, based upon their values, rather than just <i>following the crowd</i>.)• Discuss the concept of being pressured by someone to do something. Sometimes that pressure can be to do something unhealthy (or bad).• What does it look like and sound like when someone is pressuring someone else to do something unhealthy (that could be bad for you)? What does it feel like to be pressured?• Discuss why a friend might pressure another friend to use tobacco or alcohol.• Ask: Who else could try to convince you to try tobacco or alcohol?<ol style="list-style-type: none">1.) People sometimes put pressure on themselves so they can “fit in”. Explain why this is unhealthy.2.) Tobacco and alcohol companies want to make money, so they use advertising to try to convince people to use their products.	Facts Myths Choice Tobacco-Free Alcohol-Free Intent Power Intention Pressure Companies Belief Demonstrate	
ATOD.3.7.1	Express intent to be tobacco and alcohol free.			
ATOD.3.1.2	Explain the benefits of being tobacco and alcohol free.			
ATOD.3.2.1	List people who can help them with their choice to be tobacco and alcohol free.			
ATOD.3.1.3	Explain the meaning of “having the power to make your own choices.”			
ATOD.3.2.2	Describe what people say and do when they pressure others.			
ATOD.3.2.3	Describe how people feel when they are pressured by their friends.			
ATOD.3.2.4	Explain why friends ask friends to use tobacco and alcohol.			
ATOD.3.2.5	Explain why tobacco and alcohol companies try to make people use tobacco and alcohol.			
ATOD.3.2.6	Explain how kids pressure themselves to use tobacco and alcohol.			
ATOD.3.4.1	Give examples of healthy things to do instead of using tobacco or alcohol.			
ATOD.3.7.2	Express the belief that they can turn off the pressure to use tobacco and alcohol.			
ATOD.3.4.1	Demonstrate what to say when pressured to use tobacco and/or alcohol.			

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Catholic Identity: **Matthew 7:24-27** The wise man who built his house upon the rock... Ask: Is this story really about where to build houses? What is this story actually about? Lead students to conclusion about making the right choices. Tie story into choices about tobacco and alcohol. Emphasize importance of standing firm on a healthy decision.

[illegible]

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



ALCOHOL, TOBACCO, and OTHER DRUGS Grade Band 3 - 5

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5-6 Days: Grade Four (cont.)			
ATOD.4.1.3	Describe reasons to be tobacco and alcohol free.	the	<ul style="list-style-type: none">Explain how to apply these steps to Several other refusal techniques;<ol style="list-style-type: none"><u>Three No’s and a Walk</u> (After you have said, “NO” 3 times to someone who is asking you to use tobacco or alcohol, then just walk away without saying anything else.)<u>Making an Excuse</u> (e.g., <i>I need to go home to clean my room. OR I have something else to do right now. Etc.</i>)(Teach each one by explaining how to use, modeling the technique, facilitating student practice and providing feedback.)Review the concept and skill of advocating. (Practice a very simple form of advocacy: Ask each student to turn to another student and say, “It is important for you to be tobacco-free because ____.” <i>(they name a strong reason for <u>not</u> using tobacco.)</i> Repeat this process with two more students. Then process how the student felt when saying the message as well as how it felt to receive the message.	Mixed Messages Body Language Resist Pressure Refusal Techniques Advocate
ATOD.4.1.4	Conclude that most young people choose to be tobacco and alcohol free.			
ATOD.4.2.2	Describe why young people experiment with tobacco and alcohol.			
ATOD.4.2.3	Describe some mixed messages young people receive about tobacco and alcohol.			
ATOD.4.4.1	Demonstrate how to say NO when pressured to use tobacco or alcohol.			
ATOD.4.4.2	Demonstrate body language that should be used when saying NO.			
ATOD.4.2.5	Describe different sources of pressure to use tobacco and alcohol.			
ATOD.4.8.1	Explain how friends can help friends stay tobacco and alcohol free.			
ATOD.4.4.3	Demonstrate how to resist pressure to use tobacco and alcohol.			
ATOD.4.8.2	Advocate for others to be tobacco and alcohol free.			

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



ALCOHOL, TOBACCO, and OTHER DRUGS Grade Band 3 - 5

Catholic Identity: Choices

Who makes my choices? How am I making my choices?
Why am I making them? Who or what may pressure me to do what I do?
Do I have my attention upon God when I make my decisions? Why is it important to ask God to help us with our difficult choices?

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 5-6 Days: Grade Five		
ATOD.5.1.1	Analyze how alcohol affects the body.	<ul style="list-style-type: none"> Continue to shape peer norms in the classroom that value the choice to avoid tobacco and alcohol experimentation. <u>Ask:</u> What happens to the body when alcohol enters it? (Emphasize negative effects on brain, breathing, heart rate, balance, reaction time.) What could happen if you experiment with alcohol? (feel sick/throw-up, reputation, family reaction, friends' reaction, risk taking, self-concept) Review the meaning of "Express intentions". Discuss how alcohol use by youth can interfere with the healthy development of their body; younger a person is when he/she begins using alcohol, greater the chance he/she will become addicted Addicted: Body craves alcohol; body thinks it has to have alcohol to survive. Alcoholism: disease; if stop using alcohol, body feels sick. Discuss difference between peer pressure and peer support. Why do kids sometimes give in to peer pressure to drink alcohol? (<i>May think you have no other choice; But must be able to stand up for your values and your decision to be healthy.</i>) What would happen if you had peer support to resist the pressure to use/ experiment with alcohol? How would that feel? What is the advantage to having friends who value their healthy decisions...for instance value being alcohol-free? 	Alcohol Personal Value Experimentation Addicted Analyze Intentions Influences Consequences Peer pressure Peer Support Media Media Messages Advertising Appeal Personal Advocacy
ATOD.5.1.2	Describe the dangers of alcohol experimentation.		
ATOD.5.2.1	Analyze the influences of friends/ peers on being alcohol-free.		
ATOD.5.7.1	Express intentions to not experiment with alcohol.		
ATOD.5.5.1	Analyze how personal choices and consequences are connected to alcohol use.		
ATOD.5.2.2	Analyze the influence of media upon alcohol use.		
ATOD.5.8.1	Express a healthy opinion based on accurate information about alcohol.		

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



ALCOHOL, TOBACCO, and OTHER DRUGS

Grade Band 3 - 5

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 - Grade Five (cont.)	<ul style="list-style-type: none"> Discuss consequences of alcohol use (Other than how alcohol affects the body): <i>Breaking the law, Breaking family and/or friend trust,</i> <i>Injuries, Taking bigger risks,</i> <i>Damaging to reputation, Becoming violent, etc.</i> Ask: What is media? (Includes ads on billboards and magazines/newspapers; TV commercials, music lyrics, etc.) Discuss the purpose of advertising a product. Show examples and analyze the messages. Help students to analyze the messages and determine if some are meant to appeal to kids. How do they feel about alcohol companies trying to appeal to kids? Emphasize: These ads or messages do not show the negative consequences that could result, only the excitement or fun, etc. Ask: How can someone communicate his/her healthy opinion about a topic? (Verbally, in writing, etc.) Create an opportunity for students to express their opinion about kids and alcohol: letter to editor, a Dear Abby type letter with their opinion as the response, a brief presentation, etc. Be sure to provide a rubric with the critical cues for advocacy (<i>grade appropriate: shows a commitment to alcohol prevention and is based upon accurate facts</i>) <u>Emphasize:</u> their opinion was be based upon accurate facts about alcohol. 	

ALCOHOL, TOBACCO, and OTHER DRUGS

Grade Band 3 - 5

RESOURCES: (Resources are free unless otherwise stated.)

Action on Smoking and Health (ASH) www.ash.org

American Cancer Society www.cancer.org

Medicine Safety VIDEO (free online) www.scholastic.com/OTCliteracy/

Medicines In My Home: OTC Drug Facts Label (Video also on YouTube) www.fda.gov/medsinmyhome

Tar Wars Tobacco Prevention Lessons by the American Academy of Family Physicians (Gr. 4 & 5) *(Full set of tobacco prevention lesson plans; will need to add skills, though.)*

http://www.aafp.org/dam/AAFP/documents/patient_care/tobacco/tar_wars/program-guide.pdf

Food and Drug Administration <http://www.fda.gov/TobaccoProducts/default.htm>

American Council on Science and Health www.acsh.org

American Heart Association www.heart.org/HEARTORG/

American Lung Association www.lungusa.org

BAM! Body and Mind www.BAM.gov/

Kick Butts Day www.kickbuttsday.org

Lungs are for Life <http://lungsareforlife.ca> *(There are resources for all grade levels. Click appropriate grade level link at top of opening page.)*

Kids' Health www.kidshealth.org (Information on tobacco and e-cigarettes)

Surgeon General's Website for Kids www.healthfinder.gov/kids/



ALCOHOL, TOBACCO, and OTHER DRUGS

Grade Band 3 – 5

RESOURCES: (cont.)

Scholastic, Inc. Over-The-Counter and Prescription Medicine <http://www.scholastic.com/OTCliteracy/> (Under “Teacher Tab”: Pre-Assessment, Four Lessons, Post-Assessment)

Get it Straight: The Facts About Drugs www.usdoj.gov/dea/pubs/straight/cover.htm

National Clearinghouse for Alcohol and Drug Information www.ncadi.samhsa.gov

National Institute on Alcohol Abuse and Alcoholism www.niaaa.nih.gov

Partnership for a Drug-Free America-Kids and Teens www.drugfree.org

Media Influences on Kids Lesson Plans (Gr. 4-8) Has alcohol advertising focus
http://www.csun.edu/~bashforth/305_PDF/305_OpinionPaper/MediaAwareness_Kids.Alcohol.Advertising.MsgAboutDrinking_Grades4to8.pdf

Too Smart to Start <http://www.toosmarttostart.samhsa.gov/media/LessonPlan.pdf>

Reach Out Now: Help Prevent Underage Alcohol Use (Lesson Plans, gr. 5)
<http://www.toosmarttostart.samsha.gov/educators/lessonplan.aspx>
<http://www.toosmarttostart.samsha.gov/teachin> (Grade 5)

Drug-free and Safety-sure Drug Prevention Program www.nationalchildsafetycouncil.org

BOOKS:

Brenneman, T. *Jimmie Boogie Learns About Smoking*. Grand Unification Press, 2002 (3rd -4th grade)

Reimer, Jackie. *No Thanks, but I'd Love to Dance*. American Cancer Society, 2010. (3rd -4th grade)

Cross, Dennis. *Mommy's Coming Home From Treatment*. Central Recovery Press, 2009 (Teacher Resource)

Black, Claudia, *My Daddy Loves Me, My Daddy Has A Disease*. Mac Publishing, 1997 (Has been reprinted numerous times, including 2013 – Teacher Resource)

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



ALCOHOL, TOBACCO, and OTHER DRUGS **Grade Band 3 – 5**

Books: (cont.)

Jones, Penny. *The Brown Bottle*. Hazelton, 1983. (This illustrated fable is an excellent storybook for explaining alcoholism to children.)

Typpo, Marion. *An Elephant in the Livingroom*. Hazelton, 1994. (4th and 5th grade An illustrated story to help children understand and cope with the problem of alcoholism or other drug addiction in the family.)

Moe, Jerry. *Understanding Addiction and Recovery Through a Child's Eyes: Hope. Help and Healing for Families*. HCI, 2007. (Teacher Reference)

GRADE BAND 3-5

SAFETY and INJURY PREVENTION

The Archdiocese of Cincinnati has established the following Safety and Injury Prevention Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Five.

Safety and Injury Prevention Application

The Safety and Injury Prevention portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy behaviors. Based upon current research, particular attention is given to the following topics: (1) Home and school safety; (2) Bullying Prevention; (3) Consequences of unintentional injuries. Since the aforementioned topics represent major threats facing children from third to sixth grade, the concepts and skills taught in this grade band are designed to build skills and establish behaviors that will keep students safe both now and in the future.

SUMMARY

The 3-5 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired Safety and Injury Prevention concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of Safety and Injury Prevention learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs):

A pre-K–12 Safety and Injury Prevention curriculum should enable students to:

SAFETY:

HBO 1. Follow appropriate safety rules when riding in or on a motor vehicle.

HBO 2. Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs.

HBO 3. Use safety equipment appropriately and correctly.

HBO 4. Apply safety rules and procedures to avoid risky behaviors and injury.

HBO 5. Avoid safety hazards in the home and community.

HBO 6. Recognize and avoid dangerous surroundings.

HBO 7. Get help for oneself or others when injured or suddenly ill.

HBO 8. Support others to avoid risky behaviors and be safe.

Grade Three

Third grade students survey a broad range of safety issues ranging from bike and street safety to bully and stranger safety. Using their knowledge of basic safety guidelines, students practice calling for 9-1-1 assistance and hone their decision-skills by determining healthy choices for a variety of potentially unsafe situations.

SUMMARY (cont.)

Grade Three (cont.)

Similarly, the students write a specific safety goal, describe the steps necessary to reach the goal, and select 2-3 trusted individuals who could help them achieve the goal.

Grade Four

In fourth grade students explore the concept of risk-taking and analyze why people take unhealthy risks. They begin to examine external influences such as media and peers, and how these influences could negatively or positively affect personal decision-making. In order to ensure internet safety, students assess their internet safety skills and learn critically important ways to use the internet responsibly and safely.

Grade Five

After distinguishing between physical safety and emotional safety, fifth graders brainstorm and subsequently analyze how to create and maintain a physically and emotionally safe school. Similarly, they closely examine the difference between personal rights and personal responsibility.

The Archdiocese of Cincinnati stipulates the following Safety and Injury Prevention exit outcomes by the end of grade five:

National Health Education Standard 1

1. Explain how injuries can be prevented.
2. List examples of dangerous or risky behaviors that might lead to injury.
3. Describe how to ride a bike, skateboard, and/ or inline skate safely.
4. Identify ways to reduce risk of injuries in case of a fire.
5. Identify ways to reduce risk of injuries around water.
6. Identify ways to reduce injuries from firearms.
7. Identify ways to reduce injuries as a pedestrian.
8. List ways to prevent injuries at home.
9. List ways to prevent injuries at school.
10. Explain what to do if someone is injured and needs help.

National Health Education Standard 2

1. Identify relevant influences of peers on safety and injury prevention practices and behaviors.
2. Describe how relevant influences of media and technology affect personal safety and injury prevention practice and behaviors.

National Health Education Standard 4

1. Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.

National Health Education Standard 5

1. Identify situations which need a decision related to safety and injury prevention.
2. Identify options and their potential outcomes when making a decision related to safety and injury prevention.
3. Describe the final outcome of a decision related to safety and injury prevention.

National Health Education Standard 6

1. Set a realistic personal goal to avoid or reduce injury.
2. Identify resources that can help achieve a personal goal to avoid or reduce injury.

National Health Education Standard 7

1. Identify practices that promote safety and reduce or prevent injuries.
2. Demonstrate safety and injury prevention practices.

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Safety and Injury Prevention Grade Band 3-5

The Lord is my shepherd. I have everything I need.

Ask: What is a shepherd? What does a shepherd do? (*Shepherds care for their sheep. They protect them by being certain they are fed, watered and safe. At night time, when sheep are in darkness, shepherds help them to feel safe and comforted.*) Feeling safe and being safe is important. Why? When we feel unsafe, how can Jesus help us? What do we need to do for Jesus to help us? (Pray and ask for His guidance.)

[illegible]

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Safety and Injury Prevention Grade Band 3-5

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 6-7 Days: Grade 3 (cont.)			
			<p>Bully Safety (<i>Avoid, if possible, known bullies; do not argue with or fight a bully; tell a trusted adult</i>)</p> <p>Gun Safety (<i>NEVER touch a gun; get away if someone has a gun; tell a trusted adult</i>)</p> <p>Electrical Safety (<i>Do not use electric items near water; tell a trusted adult if you see a frayed electrical cord</i>)</p> <p>Stranger Safety (<i>What do to when: at home and a stranger calls or comes to door OR if outside and a stranger approaches you</i>)*Help students practice what to do if a stranger asks them to get in their car or go with them.</p> <ul style="list-style-type: none"> • <u>How to call for help:</u> Dial 9-1-1. Listen carefully Answer all questions asked Hang up the phone last (<i>after rescue person hangs up</i>) • TEACHER: Provide examples of specific unsafe situations based upon safety content just taught. Have students assess the situation to determine the problem and then use decision-making skills to determine a healthy choice: <i>What is the problem?</i> <i>What are several ways to solve the problem?</i> <i>Which is the best way to solve the problem?</i> <i>Why is this choice the best (safest) way to solve the problem?</i> <p>Be sure to follow the guidelines for teaching a skill. (See Appendix.)</p>	

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Catholic Identity: Psalm 73:23

Ask: How does this Bible verse relate to safety in our lives? How does God help us to make safe decisions?

[illegible]

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Catholic Identity: **Psalm 63:7-8** *You are my help. Because of your protection, I sing. I stay close to you. You support me with your right hand.*

Ask: What are ways you feel protected? In this world, can you make it by yourself..with help from no one? Discuss how some days everything goes just as you plan, but other days are so difficult: you are sick or you are injured or you simply do not know what choice to make. You feel emotional unsafe. But God is always there, ready to help you if only you humbly ask Him. Why would anyone try to “go it alone” when all they need to do is reach for God’s hand?

[illegible]

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Safety and Injury Prevention Grade Band 3-5

Catholic Identity: Psalm 63:7-8 *You are my help. Because of your protection, I sing. I stay close to you. You support me with your right hand.*

Ask: What are ways you feel protected? In this world, can you make it by yourself..with help from no one? Discuss how some days everything goes just as you plan, but other days are so difficult: you are sick or you are injured or you simply do not know what choice to make. You feel emotional unsafe. But God is always there, ready to help you if only you humbly ask Him. Why would anyone try to “go it alone” when all they need to do is reach for God’s hand?

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5-6 Days: Grade Five			
SIP.5.1.1	Explain the difference between physical safety and emotional safety.			
SIP.5.1.2	Identify ways to help create a safe school.			
SIP.5.2.1	Distinguish the difference between personal rights and personal responsibilities.			
SIP.5.7.1	Analyze how personal rights and responsibilities help create a safe school			
SIP.5.7.2	Demonstrate basic first aid procedures for a variety of situations, including insect bites/stings, poisoning, minor cuts and choking.			
SIP.5.5.1	Apply a decision-making process for avoiding situations that could lead to injury.			

- Why is it important to feel safe at school?
- Who and what helps make a school feel safe?
- Emphasize the meaning and purpose for physical safety as well as emotional safety (sense of belonging)
- *Help students shape healthy peer norms that value creating a safe classroom/ school by consistently reinforcing physical and emotional safety guidelines.*
- Rights (Things you deserve to have or be able to do)
- Responsibilities (What a person is expected to do)
- Discuss important rules that help students feel safe at their school.
- How could students help a new student feel safe at this school?
- Who helps keep students safe when they are at school? How do they do this?
- What is the most important thing you need to do to protect your right to a safe school? (*Act responsibly*)
- Discuss the kinds of school situations or emergencies that need special safety procedures (i.e. fire, tornado, lockdowns, etc.)
- Review and practice emergency procedures; Why are school safety procedures necessary?
- Ask: What is first aid?
- Teach, model, then have students demonstrate basic first aid for: insect bites/stings, poisoning, minor cuts, choking.
- Review decision-making steps, then provide scenarios that could lead to injury and have students apply the decision-making steps to determine how to handle the situation in the scenario.

Physical safety
Emotional safety
Healthy Peer Norms
Personal rights
Responsibilities
Emergency Procedures
First Aid
Decision-making

Safety and Injury Prevention Grade Band 3-5

RESOURCES: *(Free unless otherwise noted)*

Virginia Department of Health www.vdh.virginia.gov/ofhs/prevention/injury/resources.htm (Large variety of printable safety tip cards, including bicycle & skate safety, pedestrian & school bus safety, child passenger safety, playground safety, drowning prevention, home fire safety, gun safety, poison prevention.)

Injury Prevention and Safety Activity Book (Free Download)

<http://media.chop.edu/data/files/pdfs/injury-prevention-kohls-injury-prevention-book.pdf> (Gr. 1-5) Lots of short activity sheets

Developed by the Children's Hospital of Philadelphia

Safety Teaching Resources from Prevention First <http://prevention1st.org/safety-resources/>

Safe Kids Worldwide Campaign www.safekids.org

Educator Link: <http://www.safekids.org/educators/> (*home safety, car and road safety*)

Children's Safety Network www.childrenssafetynetwork.org

McGruff (National Crime Prevention Council) www.mcgruff.org (Games, Videos, Advice; Strangers, Bullying, Online Safety, Friend Issues)

National Fire Protection Association www.nfpa.org

Centers for Disease Control and Prevention www.cdc.gov/injury/index.html (National Center for Injury Prevention and Control)

Kids Health www.kidshealth.org

Protect the Ones You Love: Childhood Injuries Are Preventable www.cdc.gov/safechild/index

Strangers and 911 http://kidshealth.org/classroom/prekto2/personal/safety/strangers_911.pdf

Safe Routes to School <http://guide.saferoutesinfo.org/steps/index.cfm>

Kids Health Internet Safety http://kidshealth.org/parent/positive/family/net_safety.html

Safety and Injury Prevention Grade Band 3-5

RESOURCES: (cont.)

Hector's World of Cybersafety <http://hectorsworld.netsafe.org.nz/teachers/>

Net Smartz <http://www.netsmartzkids.org/internetsafety>

American Academy of Pediatrics First Recommendations <https://www.healthychildren.org/English/safety-prevention/at-home/Pages/First-Aid-Guide.aspx>

First Aid Lesson Plans http://www.ece.gov.nt.ca/files/K-12/Curriculum/health/health-K-9-single-files/G3/12Gr3_SAF.pdf

Books:

Injury Prevention Book List <https://www.montgomerycountymd.gov/mcfrs-info/resources/files/educators/Booklist5-6th.pdf>

Ridenour, Melisa and Leslie Fehling. *What Would You Do? A Kid's Guide to Staying Safe in a World of Strangers*. Headline Books, 2011 (Gr. 1-4)

Van der Zande, Irene. *The Kidpower Book for Caring Adults: Personal Safety, Self-Protection, Confidence and Advocacy for Young People*. KidsPower, 2012

Raymer, Dottie. *A Smart Girl's Guide: Staying Home Alone (Revised): A Girl's Guide to Feeling Safe and Having Fun*. American Girl, 2015.

Harrison, Jean. *Safety*. Smart Apple, 2004.

GRADE BAND 6-8

MENTAL AND EMOTIONAL HEALTH

The Archdiocese of Cincinnati has established the following Mental and Emotional Health Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Five.

Mental and Emotional Health Application

The Emotional and Mental Health portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy mental and emotional behaviors. According to the Surgeon General's Report on Mental Health, mentally/ emotionally healthy children and adolescents experience a positive quality of life. Although health scientists have reported declines in major infectious diseases, they have emphasized the increase in mental health problems. In fact, Mental Health America estimates that 20% of children and teens may have a diagnosable mental health condition. By building upon the strengths and personal qualities of their students, the Archdiocese of Cincinnati strives to help students develop the resiliency needed to counteract the mental/ emotional stressors of life.

SUMMARY

The 6-8 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired mental and emotional health concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of mental and emotional health learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs) recommended by the Centers for Disease Control and Prevention. These HBOs include the following:

A pre-K–12 mental and emotional health curriculum should enable students to:

- HBO 1.** Express feelings in a healthy way.
- HBO 2.** Engage in activities that are mentally and emotionally healthy.
- HBO 3.** Prevent and manage interpersonal conflict in healthy ways.
- HBO 4.** Prevent and manage emotional stress and anxiety in healthy ways.
- HBO 5.** Use self-control and impulse-control strategies to promote health.
- HBO 6.** Get help for troublesome thoughts, feelings or actions for oneself and others.
- HBO 7.** Show tolerance and acceptance of differences in others.
- HBO 8.** Establish and maintain healthy relationships.

Grade Six:

In sixth grade students distinguish between physical, mental, emotional and social health and learn how to take responsibility for each of the four types of health. They examine the effects of stress on their bodies and minds

Summary (cont.)

Grade Six: (cont.)

and explore basic ways to prevent or manage negative stress. Similarly, they look at the relationship between good emotional health and good character. They develop the skills of accessing valid, reliable mental and emotional health resources as well as minimizing personal stress by proficiently communicating by using I-messages.

Grade Seven/ Eight:

Seventh/Eighth graders continue to understand characteristics of an emotionally healthy individual by examining their personal stressors as well as the pro-social behaviors that contribute to a positive, emotionally safe classroom environment. They expand their repertoire of stress management skills, including accessing local mental and emotional resources. Furthermore, they differentiate between passive, assertive and aggressive communication and practice the verbal and nonverbal components of assertiveness, a healthy type of communication.

The Archdiocese of Cincinnati stipulates the following mental and emotional health exit outcomes by the end of grade eight:

National Health Education Standard 1

1. Describe characteristics of a mentally and emotionally healthy person.
2. Explain the interrelationship of physical, mental, emotional, social and spiritual health.
3. Explain appropriate ways to express needs, wants, emotions, and feelings.
4. Describe role models that demonstrate positive mental and emotional health.
5. Describe a variety of appropriate ways to respond to stress when angry or upset.
6. Explain causes and effects of stress.
7. Describe personal stressors at home, in school, and with friends.
8. Explain positive and negative ways of dealing with stress.
9. Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.

National Health Education Standard 2

1. Explain how personal values and beliefs influence personal mental and emotional health practices and behaviors.
2. Analyze how relevant influences of peers affect mental and emotional health practices and behaviors.
3. Analyze how relevant influences of media and technology affect mental and emotional health practices and behaviors.

National Health Education Standard 3

1. Analyze the validity and reliability of mental and emotional health information.
2. Analyze how relevant influences of media and technology affect mental and emotional health practices and behaviors.
3. Describe situations that call for professional mental and emotional health services.

Mental and Emotional Health Exit Outcomes by Grade 8 (cont.)

National Health Education Standard 3 (cont.)

4. Determine the accessibility of valid and reliable mental and emotional health services.

National Health Education Standard 4

1. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.

Specific Communication Skills:

- a. Demonstrate delivery of an effective I—message.
- b. Demonstrate effective assertive communication.

National Health Education Standard 7

1. Explain the importance of being responsible for personal mental and emotional health behaviors
2. Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks. (Specific: Stress and Stress Management Skills)
3. Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others. (Specific: Stress Management Techniques)

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Catholic Identity: 2 Chronicles 15:4

“But in their distress they turned to the Lord, the God of Israel, and sought Him, and He was found by them.”

Jonah 2:2 “ In my distress I called to the Lord, and he answered me”

Psalms – Full of references of turning to God and finding Him in times of extreme stress.

How can we apply these scriptures to our own lives?

Mental and Emotional Health Grade Band 6-8

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5 Days: Grade Six			
MEH.6.1.1	Distinguish between four types of health: physical, mental, emotional, and social.			
MEH.6.7.1	Explain ways to take responsibility for each of the four types of health.			
MEH 6.1.2	Explain the interrelationship between physical, mental, emotional and social health.			
MEH.6.1.3	Analyze the connection between emotions and behavior choices.			
MEH.6.1.4	Explain how stress can affect the body both physically and mentally.			
MEH.6.7.2	Compare and contrast positive ways vs. negative ways of dealing with stress.			
MEH.6.7.3	Explain appropriate ways to express needs, wants and feelings.			
MEH.6.1.5	Identify feelings of depression, sadness and hopelessness for which someone should seek help.			
MEH.6.1.6	Describe ways to demonstrate good/			
MEH.6.7.4	positive character traits.			
MEH.6.2.1	Describe influences on a person’s character traits.			
MEH.6.3.1	Access valid, reliable internet resources for mental and emotional health information			
MEH.6.4.1	Demonstrate an I-message.			

- Explain and provide examples of physical, mental, emotional, and social health.
- How are all of the types of health connected/ related?
- What behaviors do you need to practice to adopt and maintain good mental and emotional health?
- What do you personally do to maintain and/or improve the different types of health? **Note:** Mental and emotional problems are often disregarded as less important than physical health problems, but can be just as serious, if not more serious.
- How do responsibilities for your health and your decisions change as you get older? Why?
- Ask them to name common feelings sixth graders may have. Transition from feelings into stress.
- What is stress? How can stress negatively affect the body? What types of situations can cause stress?
- Discuss positive ways vs. negative ways to manage stress. Ask: What is the primary difference between positive ways and negative ways? (Emphasize the difference between appropriate/ healthy AND inappropriate/ unhealthy.)
- Discuss why the positive ways are appropriate/ healthy
- Explain: Being responsible (especially responsible for your own feelings) is a trait of good character. What are some other good character traits? (*honesty, respect,*

Physical health
Mental health
Emotional health
Social health
Responsibility
Depression
Sadness
Hopelessness
Stress
Stress Management
Good character
Honesty
Respect
Compassion
Influences
Self-concept
Accessing valid resources
I—Message

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

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Mental and Emotional Health (cont.)

Grade Band 6-8

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – Five Days: Grade Six (cont.)	<p><i>compassion, trustworthy, fair</i>) Draw relationship between good character and good emotional health.</p> <ul style="list-style-type: none"> What can influence (affect) your choice to be respectful? To be fair? To be responsible? (i.e., <i>Pressure from friends, media, self—concept</i>) How does your self-concept influence your emotional health? Discuss criteria for accessing valid mental and emotional health resources: <ol style="list-style-type: none"> Can I read and understand the website? Is the website easy to use? Is the website written by an organization or person I can trust? Has the website been updated recently? Is the purpose of the website clear? Is the information biased in anyway? Is the information correct and error-free? <p><u>Teacher Note:</u> Apply these questions by having students access www.kidshealth.org and locate mental/emotional health information. Make a checklist of these 7 questions and have students use the checklist to determine the validity of the emotional/ mental health information on this site.</p> Formula to writing an I—message <ol style="list-style-type: none"> When you _____ (describe what other person didNO blaming; No shaming!) I feel_____ (describe an emotion, such as sad, angry, frustrated, etc.) What I need is ____ <p>(Describe a healthy response or action you need from the other person.)</p> Practice writing I-messages to a given situation. Provide a variety of situations that might be resolved with an I-message. Have students write, then deliver orally their I-messages. 		

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Catholic Identity: Psalms 110:3 *Royal dignity was yours from the day you were born.*

Read *The Twelve Gifts of Birth* (see book list) and discuss the gifts God has given you. Which of the gifts do you value the most? Why? By embracing these gifts, how do our lives become enriched?

[illegible]

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

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Mental and Emotional Health (cont.) Grade Band 6-8

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5 Days: Grades Seven/ Eight (cont.)			
		<ul style="list-style-type: none"> How can you keep your friends if you do not agree with them? What does “Be true to yourself” mean? Discuss stress, negative effects of stress and common middle school stressors Ask: Under what circumstances is stress is good thing? Using the skill building process, teach 4-5 effective stress management techniques, have students practice, then demonstrate these techniques. (Physical activity, Journaling, Relaxation Technique <i>such as a breathing technique</i>, Talking to someone you trust, Appropriate humor/ laughing.) <u>Emphasize:</u> Attitude plays an important role in managing stress. <u>Ask:</u> What is meant by the adage: <i>Laughter is the best medicine</i>? Discuss local mental and emotional resources, especially ones accessible to students. <u>Emphasize:</u> Everyone experiences times of stress and anxiety, and it is important and appropriate to ask for assistance when needed. Discuss difference between passive, assertive and aggressive communication. Using the skill building process, teach how to be assertive, have students practice, provide feedback, assess students’ ability to demonstrate assertive communication. Use a rubric to assess. 		

RESOURCES: (Resources listed below are free unless otherwise stated.)

Kids Health http://kidshealth.org/teen/your_mind/emotions/stress.html

Mental and Emotional Health (cont.)

Grade Band 6-8

RESOURCES: (cont.)

School Mental Health <http://www.schoolmentalhealth.org/Resources/Educ/ResEdu.html> (Resources for Educators as well as Students)

Center for Children's Mental Health and Emotional or Behavioral Disorders <http://www.pacer.org/childrensmentalhealth/> (Mental and Emotional Health Resources)

SAMHSA Substance Abuse and Mental Health Services Administration
http://media.samhsa.gov/mentalhealth/understanding_mentalillness.aspx

Share My Lessons <http://www.sharemylesson.com/high-school-health-teaching-resources/> (Search under Mental and Emotional Health, gr. 6-8)
<http://www.sharemylesson.com/teaching-resource/lesson-plans-on-social-and-emotional-health-for-k-12-6093993/>

Be Kind to Yourself and Others Mental Health Kit <http://www.albertahealthservices.ca/ps-7344-mhk-jhs-manual.pdf> (Includes activities for Body Image, Health Eating/Active Living, Sleep Building Healthy Relationships, Hope) Approved by Edmonton Parochial Schools and Public Schools – Note: This is a Canadian resource, but has many valuable lessons.) Gr. 6-9

Dare to Learn https://daretolearn.haikulearning.com/forsytheke/mrs.kellyshealthandpe/cms_page/view/9399773 (Teacher's Website: filled with lessons and activities for Mental and Emotional Health as well as several other health education areas.)

Character Counts <http://charactercounts.org/lesson-plans/>

Stress Relief Article <http://newsinhealth.nih.gov/dec2014/feature1>

<https://www.pinterest.com/ReliefTeaching/social-emotional-health-lessons/> (Ideas for teaching MEH)

Books:

Peterson, Katia. *Activities for Building Character and Social-Emotional Learning*. Free Spirit Publishing, \$29. (Gr. 6-8)

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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Mental and Emotional Health (cont.) **Grade Band 6-8**

Books: (cont.)

Drew, Naomi. *The Kids' Guide to Working Out Conflicts*. Free Spirit Publishing \$14.99 (Middle School)

Herod, Leslie. *Discovering Me: A Guide to Teaching Health and Building Adolescents Self-Esteem*. Allyn Bacon, 1999. (Gr.6-9)

Tummers, Nanette. *Teaching Stress Management: Activities for Children and Young Adults*. Human Kinetics, 2013 (Teacher Resource K-12)

Saltzman, Amy. *A Still Quiet Place: A Mindfulness Program for teaching Children and Adolescents to Ease Stress and Difficult Emotions*. New Harbinger Publications, 2014. (Teacher Resources K-12)

Lewis, Barbara. *What Do You Stand For: Teens Building Character*. Free Spirit Publishing, 2009.

Capacchoine, Lucia. *The Creative Journal for Teens: Making Friends With Yourself*. Career Press, 2008.

Camfield, Jack and Mark Hansen. *Chicken Soup for the Teenage Soul II: More Stories of Life, Love and Learning*. Zest, 2014.

Costanza, Charlene. *The Twelve Gifts of Birth*. William Morrow, 2001. (A wonderful, inspirational, beautifully illustrated book that offers a message of love and hope for children of all ages – and for the child in every adult.)

GRADE BAND 6-8

HEALTHY EATING

The Archdiocese of Cincinnati has established the following Nutrition Education Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Eight.

Healthy Eating Application

Healthy eating patterns combined with regular physical activity promote optimal growth and development of adolescents. Similarly, healthy eating behaviors established in youth have the potential to decrease the risk for chronic diseases later in life. Unfortunately, researchers have determined that most children and adolescents do not meet the recommendations for intake of fruits, vegetables and whole grains, and consume more than the recommended amount of sodium on a daily basis. According to the CDC almost half of children and adolescents' caloric intake is made up of foods with added sugars and solid fats. The Archdiocese of Cincinnati, understanding the significant connection between healthy, well-nourished students and academic achievement will strive to ensure their students learn how to establish and maintain healthy eating behaviors.

Summary

The 6-8 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired health eating concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of healthy eating learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs) recommended by the Centers for Disease Control and Prevention. These HBOs include the following:

A pre-K–12 healthy eating curriculum should enable students to:

- HBO 1.** Eat the appropriate number of servings from each food group every day.
- HBO 2.** Eat a variety of foods within each food group every day.
- HBO 3.** Eat an abundance of fruits and vegetables every day.
- HBO 4.** Choose to eat whole grain products and fat-free or low-fat milk or equivalent milk products regularly.
- HBO 5.** Drink plenty of water every day.
- HBO 6.** Limit foods and beverages high in added sugars, solid fat, and sodium.
- HBO 7.** Eat breakfast every day.
- HBO 8.** Eat healthy snacks.
- HBO 9.** Eat healthy foods when dining out.
- HBO 10.** Prepare food in healthful ways.
- HBO 11.** Balance caloric intake with caloric expenditure.
- HBO 12.** Follow an eating plan for healthy growth and development.
- HBO 13.** Support others to eat healthy

Summary (cont.)

Grade Six

During sixth grade students compare/ contrast the new Dietary Guidelines for Americans with the My Plate recommendations, and more thoroughly analyze the purposes of the six key nutrients. The two primary skill taught in sixth grade are: 1. Accessing valid, reliable health information by learning the how to read and evaluate foods based on label information; 2. Advocating for a health-enhancing behavior: promoting the importance of choosing nutrient-rich foods.

Grade Seven/Eight

Seventh/ eighth grade students critically apply healthy eating core concepts, and learn the importance of daily value percentages, weight management and healthier food preparation strategies. Honing their healthy eating skills, students explore and evaluate sources of nutritional information to determine which sources are reliable and valid as well as examine various influences on their food choices. In addition to expressing an intention to improve their nutritional habits, students practice decision-making skills by choosing which foods are the healthiest options.

The Archdiocese of Cincinnati stipulates the following healthy eating exit outcomes by the end of grade eight:

National Health Education Standard 1

1. Classify the amount of food from each food group that a person needs each day.
2. Summarize a variety of nutritious food choices for each food group.
3. Describe the U.S. Dietary Guidelines for Americans.
4. Summarize the benefits of eating plenty of fruits and vegetables
5. Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.
6. Identify foods that are high in fiber.
7. Differentiate between nutritious and non-nutritious beverages.
8. Summarize the benefits of limiting the consumption of solid fat, added sugar, and sodium.
9. Identify food preparation methods that add less fat to food and use unsaturated fats and oils to replace solid saturated fats.
10. Explain how to select healthy foods when dining out.
11. Describe the benefits of eating in moderation.
12. Identify healthy and risky approaches to weight management.

National Health Education Standard 2

1. Explain how social expectations and peers influence healthy and unhealthy food choices and other eating practices and behaviors.
2. Analyze how relevant influences of media (e.g., advertising) and technology affect personal food choices and other eating practices and behaviors.

**The Archdiocese of Cincinnati stipulates the following healthy eating exit outcomes by the end of grade eight:
(cont.)**

National Health Education Standard 3

1. Analyze the validity and reliability of nutrition information. (especially nutritional information from food labels)
2. Access valid and reliable nutrition information.

National Health Education Standard 6

1. Assess personal eating practices.
2. Set a realistic personal goal to improve healthy eating behaviors.
3. Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.

National Health Education Standard 7

1. Explain the importance of being responsible for personal healthy eating behaviors.
2. Make a commitment to practice healthy eating behaviors.

National Health Education Standard 8

1. State a healthy eating position, supported with accurate information, to improve the health of others.
2. Persuade and support others to make positive food and beverage choices.
3. Collaborate with others to advocate for healthy eating at home, in school, or in the community.

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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Healthy Eating Grade Band 6-8

Catholic Identity: John 6:35

Jesus said to them, "I am the bread of life; whoever comes to me shall not hunger, and whoever believes in me shall never thirst.

What does the word bread refer to in this passage? What kind of hunger and thirst is represented in this verse?

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 6-7 Days: Grade Six			
HE.6.1.1	Summarize the top 5 Dietary Guidelines for Americans.	<ul style="list-style-type: none">Continue to build a personal value for healthy eating.Continue to Shape peer norms that value healthy eating.Review the Dietary Guidelines: (1) Eat a variety of foods in healthy portions; (2) Eat variety of fruits and vegetables every day; (3) Eat whole grain foods daily; (4) Eat low-fat dairy foods daily; (5) Eat less sugar, salt and fats. Compare to MyPlate.Why is it important to eat a variety of foods from all food groups?Discuss and provide examples of each of the six nutrients (<i>Carbohydrates, Proteins, Fats, Minerals, Vitamins, Water</i>)Help students to understand the basic purpose of each nutrient.Ask students to predict the health consequences of eating too many unhealthy foods, such as junk food (<i>Short-Term: tooth decay, overweight, etc.; Long-Term: heart disease, cancer, diabetes, etc.</i>)Explain the basic elements of an Advocacy Campaign: 1. Take a strong stand that is supported with reliable , valid facts; 2. Identify your Target Audience and Age Group; 3. Decide what tool you will use to communicate	<ul style="list-style-type: none">Dietary Guidelines for AmericansMyPlate recommendationsNutrientsCarbohydratesProteinsFatsMineralsVitaminsWaterAdvocacyNutrient Facts LabelCaloriesAlternatives“Hidden” ingredientsDaily Value (DV)	
HE.6.1.2	Compare the Dietary Guidelines to the MyPlate recommendations.			
HE.6.1.3	Describe the six main nutrients and their basic purposes.			
HE.6.1.4	Identify a variety of foods from each of the six nutrients.			
HE.6.1.5	Predict short-term and long-term consequences of eating too many unhealthy foods.			
HE.6.8.1	Design a basic advocacy campaign that promotes the value of food groups and their nutrients.			
HE.6.3.1	Identify basic components of a food label.			
HE.6.3.2	Explain the purpose of food labels.			
HE.6.1.6	Describe the relationship of food label information and healthy eating.			
HE.6.3.3	Analyze several food labels to determine which food is a healthier alternative.			
HE.6.1.7	Identify Daily Value percentages that determine whether a food is low or high in a nutrient.			

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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Healthy Eating Grade Band 6-8

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 6-7 Days: Grade Six (Cont.)	<p>your advocacy method: poster, brochure, leaflet, etc. <i>(Specific advocacy topic: Why does the selected target audience need to include a selected in their daily diet?</i> <i>(*each student can decide which food group he/ she wants to promote) in their advocacy campaign.</i></p> <ul style="list-style-type: none"> • Emphasize: students must include the nutrients provided by the food group and why these nutrients are important. The campaign must be designed to convince the target audience to include this food group daily. Teacher note: Develop and distribute the rubric you will use to assess this project at the time the project is assigned. • Discuss the components and purpose of Nutrition Facts Labels. Help students read, compare, and analyze these labels from several different snacks to determined the healthier choice. • Help students under the significance of Daily Values: 5% or less of Daily Value is low; 20% or more of Daily Value is high. Percentage Daily Values are based on a 2,000 calorie diet. <p>*NOTE: If using the nutrition curriculum, <i>Serving Up MyPlate: A Yummy Curriculum, Level 3, Grades 5-6, sixth grade needs to implement Course 2 and Course 3, Pages 15 – 23.</i></p>	

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

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Healthy Eating Grade Band 6-8

Catholic Identity: As the students assess their current eating habits and use the data to design a SMART goal, they may need to be reminded that achieving a goal takes self-discipline. As you are discussing the meaning and purpose of self-discipline, share and discuss **2 Timothy 1:7**.
For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 7-8 Days: Grade Seven/ Eight			
HE.8.1.1	Describe the function, the nutritional benefit of each of the 6 nutrients and several healthy food examples from each nutrient group,		<ul style="list-style-type: none"> How can students make better diet/ food choices? Discuss how students make decisions about which foods to eat 	Reliable
HE.8.3.1	Describe several reliable resources for valid nutritional information.		<ul style="list-style-type: none"> Review and expand on the functional and nutritional benefit of each of the six nutrients 	Nutritional benefit
HE.8.1.2	Differentiate between complex carbs and simple carbs.		<ul style="list-style-type: none"> Discuss and apply the key criteria to locating reliable sources of nutritional information (i.e. <i>medical and government sources, such as .org, .gov, and .edu; Sources must be current, updated frequently, and are not selling products or service</i>) 	Nutrient
HE.8.7.1	Summarize the amount of food from each food group that an adolescent needs each day.			Complex carbohydrates
HE.8.1.3	Identify foods that are high in fiber.			Simple carbohydrates
HE.8.7.2	Apply the U.S. Dietary Guidelines for Americans to determine healthy food choices.			Added sugar
HE.8.1.4	Summarize the benefits of eating plenty of fruits and vegetables.			Sodium
HE.8.1.5	Summarize the benefits of limiting the consumption of fat, added sugar and sodium.			Fiber
HE.8.6.1	Assess their current eating habits. (Using Dietary Guidelines and MyPlate Guidelines)			U.S. Dietary Guidelines
HE.8.6.2	Set a SMART goal for one eating habit they need to improve.			Nutrition Facts Label
HE.8.1.6	Describe the benefits of eating in moderation.			Personal eating habits
	Distinguish between food preparation methods that reduce and food preparation methods that add calories.			Moderation
HE.8.2.1	Identify and evaluate media influences on food choices.			Calories
HE.8.2.2	Summarize advertising techniques used by media.			Daily value
HE.8.1.7	Explain ways to prevent food-borne illnesses.			Food-borne illnesses
HE.8.1.8	Summarize the risks of dieting.			Food safety
HE.8.1.9	Distinguish between healthy and unhealthy methods of weight management.			Expiration dates
HE.8.7.3	Express the intention to use healthy methods to manage personal weight.			Weight management
			<ul style="list-style-type: none"> Teach the SMART goal writing method (Specific, Measurable, Attainable, Realistic, Time specific). 	Physical activity level

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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Healthy Eating Grade Band 6-8

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 7-8 Days: Grade Seven/Eight (cont.)	<p>Then assist students in writing a SMART goal for the eating habit they need to change in order to be healthier.</p> <ul style="list-style-type: none"> • Emphasize: The role of food preparation methods in reducing calories and unhealthy fat (i.e., Grilled or baked, NOT fried; Use sauces, butter, salad dressing sparingly [order on the side]; creamed, scalloped, au gratin) • Emphasize: Selecting healthy beverages (i.e., water, low-fat milk, 100% fruit or vegetable juice) • Discuss the media influences on food choices : Examine advertising strategies used by the food industry to attract consumers (e.g., Prizes or Toys in food package; Loaded Words such as delicious, nutritious; Celebrities, have picture of a famous person on package or in advertisement; Bandwagon, everyone eats this brand of food; Easy, fast Preparation Time; etc.) • What are ways to prevent food-borne illness? (<i>Before preparing food, wash hands in warm, soapy water; wash hands again after touching raw meat, fish, eggs, and poultry; keep countertops clean with hot, soapy water after preparing foods; Use two different cutting boards: one for raw meat, chicken & turkey and one for fruits & vegetables; wash cutting boards in hot, soapy water after each use. Cook meats, poultry and fish to the recommended temperature. Refrigerate leftovers and groceries within 2 hours. Thaw meats, poultry and fish in refrigerator NOT on counter or in sink. Check Expiration dates on foods before using.</i>) • Six Steps to Your Goals: Pick realistic goals—match to your abilities. Make a plan—pace yourself to get there with small steps. 	
HE.8.1.10	Explain the relationship between what people eat, their physical activity level, and their body weight.		

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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Healthy Eating Grade Band 6-8

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 7-8 Days: Grade Seven/ Eight (cont.)			
			Face challenges — create ways to deal with things, such as time or money.	
			Ask for help — support from your family and support from friends helps a lot.	
			Give yourself a break —nobody's perfect, even you.	
			Pat yourself on the back —even for a small success.	

RESOURCES:

Fruits and Veggies Matter <http://www.cdc.gov/nutrition/everyone/fruitsvegetables/index.html>

MyPlate www.chooseMyPlate.gov

Quick MyPlate Introd Video <https://www.youtube.com/watch?v=JPugW0JIBnA>

Portion Distortion <http://www.choosemyplate.gov/supertracker-tools/portion-distortion.html> (Interactive Quiz About Portion Sizes)

Empowering Youth With Nutrition and Physical Activity <http://healthymeals.nal.usda.gov/hsmrs/EY/roadmap/roadmap/index01.htm>
(Modules, including activities)

2010 Dietary Guidelines for Americans <http://www.fns.usda.gov/dietary-guidelines-americans-2010>

****NOTE:** The Dietary Guidelines are updated every five years. The 2015 Guidelines will be released sometime in 2015.

The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions (Middle School & High School)
<http://www.fns.usda.gov/tn/power-choice-helping-youth-make-healthy-eating-and>

American Dietetic Association (ADA) www.eatright.org

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Healthy Eating Grade Band 6-8

RESOURCES: (Cont.)








*****Team Nutrition** <http://www.fns.usda.gov/tn/team-nutrition>

Team Nutrition provides MyPlate materials that are developed specifically for kids and their parents/caregivers. We also offer evidenced-based curricula that educators can use to integrate MyPlate lessons into core educational subjects, such as Math, English Language Arts, and Science. Schools, summer sites, and child care (centers, homes and sponsors) that participate in USDA's Child Nutrition Programs may request free printed copies of many of these materials. Materials available in print are on the order form at <http://tn.ntis.gov>.

Team Nutrition FREE Resources:

- **Serving Up MyPlate: A Yummy Curriculum, Level 3, Grades 5-6**
 - **6th grade** needs to implement Course 2 and Course 3, **Pages 15 – 23.**
- **Nutrition Voyage: The Quest to Be Our Best** (gr. 7-8), designed by Team Nutrition <http://www.fns.usda.gov/tn/nutrition-voyage-quest-be-our-best>
 - ***Nutrition Voyage: The Quest To Be Our Best*** takes 7th and 8th grade classes on an exploratory journey into school wellness. Opportunities for students to investigate, participate in a challenge, evaluate, and reflect.

File Upload:

-  [Introduction \(302.37 KB\)](#)
-  [Grade 7, Trek 1: The Path to Fruits and Vegetables \(628.15 KB\)](#)
-  [Grade 7, Trek 2: Field Correspondents - Conducting a School Survey \(529.22 KB\)](#)
-  [Grade 7, Trek 3: Leading the Way \[as Agents of Change\] \(507.51 KB\)](#)
-  [Grade 8, Trek 1: Finding Fitness \(522.82 KB\)](#)
-  [Grade 8, Trek 2: Backpack Full of Snacks \(908.99 KB\)](#)
-  [Grade 8, Trek 3: From Farm to You \(838.33 KB\)](#)

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Healthy Eating Grade Band 6-8

RESOURCES (cont.)

Community Voices for Health: Teachers Take Action http://www.american.edu/cas/seth/cvhealth/upload/TN_CVH_LessonsFinal.pdf

Integrating Concepts about Food, Nutrition and Physical Activity into Middle School Curriculum is a training manual that stimulates teacher's interest in and knowledge of important concepts about food, nutrition and physical activity in order to integrate them into core lessons and activities

Books:

Evers, Connie. *How to Teach Nutrition to Kid*. 24 Carrot Press, 2012 (Multi-disciplinary activities., gr.1-6) \$15

Zinczenko, David. *Eat This, Not That*. MacMillan, 2014.

University of Minnesota, School of Public Health. **One Minute Nutrition Messages**, Learning ZoneXpresss, 2013 \$39.95

Twenty-five mini-lessons use simple visuals to illustrate important health message to reduce fat and calories, increase servings of fruits and vegetables, control portion size, and more.

What's for Breakfast? Learning ZoneXpress, 2012 (10 Lesson plans for gr. 6 -12) \$24.95 *Also available from Nasco, 1-800-558-9595

50 Web-based Lesson Plans for Nutrition Classes. Learning ZoneXpress, 2011 (gr. 5-12) \$31.95 *Also available from Nasco

GRADE BAND 6-8

PERSONAL HEALTH AND WELLNESS

The Archdiocese of Cincinnati has established the following Personal Health and Wellness Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Eight.

Personal Health and Wellness Application

The Personal Health and Wellness portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of optimal personal health and wellness behaviors. In order to ensure continued performance, the body requires daily attention including basic hygiene, disease prevention strategies as well as hearing, vision, and sun protection. The Archdiocese of Cincinnati supports their students in learning the functional knowledge and skills inherent to maintaining and enhancing one's health; and, furthermore acknowledges this learning as critical to sustaining optimal health later in life.

SUMMARY

The 6-8 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired personal health and wellness concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of personal health and wellness learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs):

A pre-K–12 personal health and wellness curriculum should enable students to :

- HBO 1.** Brush and floss teeth daily.
- HBO 2.** Practice appropriate hygiene habits.
- HBO 3.** Get an appropriate amount of sleep and rest.
- HBO 4.** Prevent vision and hearing loss.
- HBO 5.** Prevent damage from the sun.
- HBO 6.** Practice behaviors that prevent infectious diseases.
- HBO 7.** Practice behaviors that prevent chronic diseases.
- HBO 8.** Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.
- HBO 9.** Practice behaviors that prevent food-borne illnesses. *(This is addressed in the Healthy Eating section.)*
- HBO 10.** Seek out help for common infectious diseases and chronic diseases and conditions.
- HBO 11.** Seek out healthcare professionals for appropriate screenings and examinations.

SUMMARY (cont.)

Grade Six

Adding to their basic knowledge of body systems, sixth graders begin to understand the differences between infectious and non-infectious diseases. They explore the transmission modes of various common infectious diseases and analyze the behavioral and environmental factors associated with the development of chronic diseases. To reinforce their understanding of infectious and non-infectious diseases, the students create an advocacy campaign focused on the prevention of chronic diseases.

Grade Seven/ Eight:

Seventh/ eighth grade students examine specific health behaviors such as protecting their hearing, vision and skin (*from sun damage*). Similarly, they learn the benefits of proper rest and sleep as well as the potential health and social consequences body piercings and tattoos. After learning how to evaluate sources of health information, students practice the skill of accessing valid, reliable health resources.

The Archdiocese of Cincinnati stipulates the following personal health and wellness exit outcomes by the end of grade eight:

National Health Education Standard 1

1. Summarize the symptoms of someone who is sick or getting sick.
2. Summarize ways that common infectious diseases are transmitted.
3. Explain the difference between infectious, noninfectious, acute and chronic diseases.
4. Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact.
5. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.
6. Identify common causes of noise-induced hearing loss
7. Describe appropriate ways to protect vision and hearing
8. Summarize actions to take to protect oneself against potential damage from exposure to the sun.
9. Explain the behavioral and environmental factors that contribute to the major chronic diseases.

National Health Education Standard 3

1. Analyze the validity and reliability of personal health and wellness information.
2. Access valid and reliable personal health and wellness information from home, school or community.

National Health Education Standard 7

1. Explain the importance of being responsible for personal health and wellness-related behaviors.
2. Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.

The Archdiocese of Cincinnati stipulates the following personal health and wellness exit outcomes by the end of grade eight:

National Health Education Standard 8

1. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
2. Persuade others to make positive personal health and wellness-related choices.
3. Collaborate with others to advocate for individuals, families and schools to be healthy.

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Catholic Identity: 3 John 1:2

Beloved, I wish above all things that thou may prosper and be in good health.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 5-6 Days: Grade Six		
PHW.6.1.1	Summarize the symptoms of someone who is sick or getting sick.	<ul style="list-style-type: none"> • Provide definition and common examples of both infectious and noninfectious diseases/ illnesses. • Discuss modes of transmission for infectious diseases. • Explain difference between infectious and noninfectious diseases and provide examples. • Discuss both behavioral and environmental factors that can lead to chronic diseases. (<i>Environmental: Secondhand tobacco smoke; Pollution; Dangerous chemicals, such as asbestos; Sun exposure; Unclean water</i>) • Have students select 2 common chronic diseases to research on the CDC website. Explain why the CDC website is a valid, reliable resource. (e.g., <i>asthma, diabetes, epilepsy, childhood heart disease, common childhood cancers</i>) • Explain how to advocate, model advocacy, and practice the steps of advocacy. Have students create posters that advocate for prevention of chronic diseases. May use CDC disease information for the posters.(Campaign = 2 Days of In-class Work) <hr/>	Behavioral Environmental Modes of transmission Heredity Infectious Communicable Bacteria Parasite Virus Fungus Noninfectious Chronic diseases Valid, reliable website
PHW.6.1.2	Explain the differences between infectious and noninfectious diseases.		
PHW.6.1.3	Distinguish between specific common infectious and noninfectious diseases.		
PHW.6.1.4	Summarize the ways that common infectious diseases are transmitted.		
PHW.6.1.5	Describe the behavioral and environmental factors that contribute to the major chronic diseases.		
PHW.6.3.1	Access valid, reliable chronic disease resources.		
PHW.6.8.1	Create an advocacy campaign to prevent chronic diseases.		
	Lesson 1 – 5-6 Days: Grade Seven/Eight		
PHW.8.1.1	Explain how positive health behaviors can benefit people throughout their life span.	<ul style="list-style-type: none"> • What is the relationship between positive health behaviors and quality of life? Discuss positive health behaviors vs. negative health behaviors. • What would life be like if you could not see? Hear? Developed a chronic disease, such as cancer? • Discuss ways to protect vision and importance of 	Life span Quality of life Health behaviors Health practices Decibels Noninfectious Chronic diseases Infectious illnesses Communicable
PHW.8.1.2	Summarize actions to protect vision.		
PHW.8.1.3	Summarize actions to protect hearing.		
PHW.8.1.4	Summarize actions to protect skin from sun damage.		

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Catholic Identity: 1 Corinthians 10:31

So, whether you eat or drink, or whatever you do, do all to the glory of God.

What is the relationship between optimum personal health and wellness AND the above Bible verse?

Personal Health and Wellness Grade Band 6-8

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 5-6 Days: Grade Seven/ Eight (cont.)	doing this consistently.	Transmission
PHW.8.1.5	Summarize the benefits of getting proper rest and sleep for healthy growth and development.	<ul style="list-style-type: none"> Discuss ways to protect hearing. Give examples common to pre-teens and teens e.g.(loud music – connect decibels of sound to hearing loss) 	modes
PHW.8.1.6	Summarize factors that contribute to the major chronic diseases.	<ul style="list-style-type: none"> <u>Ask</u> When else do you need to protect your ears from damage? Discuss types of skin damage that can be caused by exposure to the sun. 	Fads
PHW.8.7.1	Summarize health practices to prevent the spread of infectious illnesses.	<ul style="list-style-type: none"> Explore ways to protect skin from sun damage and sun tanning booth damage. 	Trends
PHW.8.7.2	Summarize health practices to help prevent chronic disease.	<ul style="list-style-type: none"> <u>Ask:</u> How much sleep do each of you get (on the average) each night? Discuss importance of adequate sleep and rest. 	Tattooing
PHW.8.1.7	Describe the potential health and social consequences of popular fads or trends, such as body piercing and tattooing.	<ul style="list-style-type: none"> Explore the causes of a variety of specific chronic diseases. Have students look for commonalities and draw conclusions about the most common causes of all chronic diseases. (e.g., cancer, diabetes II, asthma, heart disease.) 	Body Piercings
PHW.8.3.1	Identify sources of accurate information for help with personal health issues and concerns.	<ul style="list-style-type: none"> Analyze transmission modes for infectious/ communicable diseases. 	Reliable
PHW.8.3.2	List questions to ask when evaluating the reliability of online information about personal health.	<ul style="list-style-type: none"> Examine the possible negative consequences of tattoos and body piercings. 	Valid
PHW.8.3.3	Evaluate online information about personal health issues. (e.g., tattoos, body piercing)	<ul style="list-style-type: none"> Explain, model, practice how to evaluate a health-related website (i.e., <i>Who created website { .com, .org, .gov. }; When was website created or updated; What is purpose of website; What is website's point of view; Is website selling something</i>) 	Evaluate
		<ul style="list-style-type: none"> Discuss sources of reliable information and resources. Reinforce characteristics of reliable, valid resources by having students locate information about tattooing and body piercing on the internet. Give students a chart with the above criteria listed. Students research 3 websites and determine whether the sites are valid, reliable resources based upon criteria (questions) on the chart. 	Point of View
			Criteria

Personal Health and Wellness Grade Band 6-8

RESOURCES: (These resources are free unless otherwise stated.)

Communicable Disease Chart <http://www.odjfs.state.oh.us/forms/file.asp?id=1730&type=application/pdf>

The Centers for Disease Control and Prevention www.CDC.gov

Useful Communicable Disease Links http://www.clevelandhealth.org/network/health/useful_communicable_disease_links.php

Safe or Sorry Handwashing: Prevent Disease and Outbreak <http://www.health.state.mn.us/handhygiene/curricula/curriculumssos.pdf>

Disease Cards www.cdc.gov/global/cards.htm

This set of cards has photos and information about some of the infectious diseases the CDC studies.

EXCITE <http://www.CDC.gov/excite/>

This is a collection of teaching materials developed by the CDC to introduce students to public health and epidemiology. (Has science connections)

Virus Encounters http://www.cdc.gov/ncidod/teachers_tools/virus_encounters.htm

This free curriculum offers middle and high school teachers a comprehensive set of multimedia resources and activities for teaching units on infectious disease topics.

Chronic Disease Information <http://www.cdc.gov/chronicdisease/resources/guidelines.htm>

Teen Immunization Schedule for Pre-teens and Teens <http://www.cdc.gov/vaccines/schedules/easy-to-read/preteen-teen.html>

American Cancer Society (Sun Basics for Kids) www.cancer.org

American Diabetes Association www.diabetes.org

Wizdom: A Kit of Wit and Wisdom for Kids With Diabetes www.diabetes.org (Free To Kids with Diabetes [*and their parents*])

Can call 1-800-Diabetes or AskADA@diabetes.org to request

National Bone Health Campaign www.girlshealth.gov/bones and www.girlshealth.gov/parents/bones

Personal Health and Wellness Grade Band 6-8

RESOURCES: (cont.)

BAM ! (Body and Mind) www.bam.gov/teachers/index.htm

Health, Fitness, and Safety for Kids www.kids.gov/

Healthy Youth www.cdc.gov/HealthyYouth

KidsHealth www.kidshealth.org

National Center for Chronic Disease Prevention and Health Promotion, CDC www.cdc.gov/chronicdisease/index.htm

National Diabetes Education Program www.ndep.nih.gov

National Heart, Lung, and Blood Institute www.nhlbi.nih.gov/health/public/sleep/index.htm

American Heart Association Free Lesson Plans

http://www.heart.org/HEARTORG/Educator/FortheClassroom/MiddleSchoolLessonPlans/Middle-School-Lesson-Plans_UCM_304280_Article.jsp
(Heart disease risk factor cards, physical activity, nutrition, diabetes, tobacco, etc.)

Clean and Nearly Teen <http://www.stlouischildrens.org/articles/wellness/clean-and-nearly-teen-personal-hygiene>

Healthy Kids Website, Teacher's Corner <http://www.cdc.gov/bam/teachers/index.html> (Activities, downloads, etc. including Sleep, Infectious diseases, food safety, physical fitness, tobacco) Ages 9-13

Teaching the Triangle of Infection http://www.cdc.gov/bam/teachers/documents/epi_1_triangle.pdf (Lesson plans) Ages 9-13

Toothbrush Prank PSA for Flu Prevention <http://www.flu.gov/video/2009/08/toothbrush-prank.html>
(Very clever, short intro to communicable disease prevention: will generate a lot of discussion)

Health Conscious Activities for Kids <https://www.dshs.state.tx.us/kids/lessonplans/default.shtm> Anatomy and Illness Prevention (Gr. K-6)

Vision Resources National Eye Institute <https://www.nei.nih.gov/kids/> (Elementary and Middle School Vision Resources)

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Personal Health and Wellness **Grade Band 6-8**

BOOKS:

Branzei, Sylvia. *Grossology*. Penguin Putnam, 2002

Branzei, Sylvia. *Grossology and You: Really Gross Things About Your Body*. Penguin Putnam, 2002

Crump, Marguerite. *No B.O! The Head-to-Toe Book of Hygiene for Preteens*. Free Spirit, 2002

Crissey, Pat. *Personal Hygiene? What's That Got to do With Me?* Jessica Kingsley Publishers Ltd., 2004.

Bronson, Mary. *Teen Health C: Preventing Disease Supplement Print Module 2014*. McGraw-Hill Education, 2013.

Cohen, Robert. *Body Piercing and Tattooing: Making Smart Choices*. Rosen Publishing Group, 2013.

Converse, Meredith. *Teens and Tattoos: A Guide for Parents*. Create A Space Ind. Publishers Platform. 2015.

GRADE BAND 6-8

ALCOHOL, TOBACCO and OTHER DRUG PREVENTION

The Archdiocese of Cincinnati has established the following Alcohol, Tobacco and Other Drug Prevention Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Eight.

Alcohol, Tobacco and Other Drug Prevention Application

The Alcohol, Tobacco and Other Drug Prevention portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy behaviors. Adolescence is a time of change coupled with a time of identity exploration. This exploration is complicated by the importance of peer acceptance. Too often adolescents' decision-making is heavily influenced by their perception of what they think they need to do to be accepted by their peers. This perception, driven by both peers and media, appears to influence many of the unhealthy choices adolescents make...including experimentation with tobacco, alcohol and other drugs. The Archdiocese of Cincinnati intends to provide a best practice model for teaching tobacco, alcohol and other drug prevention strategies that specifically address both peer and media influences.

SUMMARY

The 6-8 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired Alcohol, Tobacco and Other Drug Prevention concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of Alcohol, Tobacco and Other Drug prevention experiences, students will achieve the Healthy Behavior Outcomes (HBOs):

A pre-K–12 Alcohol, Tobacco and Other Drug Prevention curriculum should enable students to :

ALCOHOL and OTHER DRUG PREVENTION:

HBO 1. Avoid misuse and abuse of over-the-counter and prescription drugs.

HBO 2. Avoid experimentation with alcohol and other drugs.

HBO 3. Avoid the use of alcohol.

HBO 4. Avoid the use of illegal drugs.

HBO 5. Avoid driving while under the influence of alcohol and other drugs.

HBO 6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

HBO 7. Quit using alcohol and other drugs if already using.

HBO 8. Support others to be alcohol- and other drug-free.

TOBACCO PREVENTION:

HBO 1. Avoid using (or experimenting with) any form of tobacco.

HBO 2. Avoid second-hand smoke.

HBO 3. Support a tobacco-free environment.

HBO 4. Support others to be tobacco-free.

SUMMARY (cont.)

Grade Six

During sixth grade students analyze their personal values in accordance with alcohol, tobacco and other drug use. They summarize the current ATOD data from a national surveillance survey and express intention to avoid ATOD experimentation. After comparing and contrasting the short- and long- term effects of ATOD, students practice assertiveness skills as well as decision-making skills.

Grade Seven/ Eight:

Seven or Eighth grade students more comprehensively explore recent youth statistics for tobacco, alcohol and other drug use. They conclude that most adolescents and teens do not use ATOD and base this conclusion on the normative data they analyze. They personalize the ATOD data by looking at how these substances could affect their own lives. Similarly, they identify internal and external influences on their personal ATOD choices.

The Archdiocese of Cincinnati stipulates the following Alcohol, Tobacco and Other Drug Prevention exit outcomes by the end of grade eight:

National Health Education Standard 1

1. Distinguish between proper use and abuse of over-the-counter medicines.
2. Differentiate between proper use and abuse of prescription medicines.
3. Describe the health risks of using performance-enhancing drugs.
4. Summarize the negative consequences of using alcohol and other drugs
5. Determine reasons why people choose to use or not to use alcohol and other drugs.
6. Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
7. Determine the benefits of being tobacco-, alcohol- and other drug-free.
8. Explain school policies and community laws about alcohol and other drugs
9. Describe positive alternatives to using tobacco, alcohol and other drugs

National Health Education Standard 2

1. Explain how perceptions of norms influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.
2. Explain how personal values and beliefs influence alcohol- and other drug-use practices and behaviors.
3. Analyze how relevant influences of media (e.g., alcohol advertising) and technology affect alcohol and other drug-use practices and behaviors.
4. Analyze how relevant influences of peers affect alcohol- and other drug-use practices and behaviors.

National Health Education Standard 3

1. Access valid and reliable alcohol- and other drug-use prevention information from home, school, or community.

The Archdiocese of Cincinnati stipulates the following Alcohol, Tobacco and Other Drug Prevention exit outcomes by the end of grade eight: (cont.)

National Health Education Standard 4

1. Demonstrate the use of effective verbal and nonverbal communication to avoid tobacco, alcohol and other drug use.
2. Demonstrate effective peer resistance skills to avoid or reduce tobacco, alcohol and other drug use.

National Health Education Standard 5

1. Determine when situations related to alcohol and other drug use require a decision (e.g., when a peer offers an alcoholic drink, deciding about getting into a motor vehicle with a driver who has been using alcohol and other drugs).
2. Distinguish between healthy and unhealthy alternatives of a decision related to alcohol and other drug use.
3. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol and other drug use.
4. Choose a healthy alternative when making a decision related to alcohol and other drug use.
5. Analyze the effectiveness of a final outcome of a decision related to alcohol and other drug use.

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Alcohol, Tobacco and Other Drugs Grade Band 6-8

Catholic Identity: James 1:5

If any of you lacks wisdom, let him ask of God, who gives to all liberally and without reproach, and it will be given to him.

When you are thinking about alcohol, tobacco and other drugs, what wisdom might you want from God? Why?

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5-6 Days: Grade Six			
ATOD.6.2.1	State a personal value for avoiding drug experimentation.			Experimentation
ATOD.6.1.1	Analyze how tobacco affects the body.			Nicotine
ATOD.6.1.2	Explain the dangers of tobacco experimentation.			Bronchitis
ATOD.6.7.1	Express intentions to not experiment with tobacco			Asthma
ATOD.6.2.2	Identify how tobacco companies manipulate kids into using tobacco products			Emphysema
ATOD.6.1.3	Identify alternatives to spending money on tobacco.			High blood pressure
ATOD.6.1.4	Analyze how marijuana affects the body.			Heart attack
ATOD.6.7.2	Express intentions to be drug free.			Stroke
ATOD.6.4.1	Explain ways to say NO to resist drugs.			Cancer (mouth, larynx, esophagus, lung)
TAOD.6.4.2	Demonstrate assertiveness skills to resist pressure to use drugs.			Experimentation
				Secondhand Smoke
				Addiction
				Withdrawal
				Consequences
				E-cigarettes
				Peer attitudes
				Manipulate
				Advertising strategies

- Use current statistics for teen tobacco use: (<http://www.monitoringthefuture.org/>) to explore the class's perceptions (misconceptions) of the number of pre-teens, teens and adults who currently use tobacco.
- Discuss how a person's perception of how many peers use tobacco may influence his/her choice to use.
- How tobacco affects the way the body functions (lungs, heart, liver, blood vessels)
- How tobacco affects the appearance of the body
- What diseases can be caused by tobacco use
- How a nonsmoker can be negatively affected by close proximity to a person who is smoking
- Introduce e-cigarettes. Explore dangers for youth.
- Discuss how peer attitudes and behaviors influence tobacco experimentation and use
- Discuss advertising strategies tobacco companies use to manipulate kids into tobacco use (*Excitement, fun; famous people using; humor; fun characters; attractive models using; free items with brand logo; stress relief; "everybody's doing it", etc.*)
- **Ask:** Why do the tobacco companies advertise to kids? (Need replacement smokers; know if they get kids to smoke at a young age, then they are more likely to become addicted.)

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Alcohol, Tobacco and Other Drugs Grade Band 6-8

[illegible]

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Catholic Identity: II Corinthians 5:9

*Therefore, we make it our aim, whether present or absent, to be well pleasing to Him.
What are ways we can please God? Why do we want to please God?*

Alcohol, Tobacco and Other Drugs Grade Band 6-8

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 6-7 Days: Grades Seven/ Eight		
ATOD.8.1.1	Explain that most teens do not use tobacco, alcohol or other drugs.	<ul style="list-style-type: none"> Examine the following, using www.monitoringthefuture.org as a resource: Do teens care about what their friends think and do? Why or why not? How might tobacco, alcohol and/or drug use affect a teen's life? (both present and future) <u>Ask</u> students to estimate the percentage of teens who use each of the following drugs: tobacco, alcohol and other drugs. Compare with the statistics found on Monitoring the Future and/ or other reliable tobacco, alcohol and other drug resources, especially state and local sources Briefly discuss e-cigarettes. Emphasize: e-cigarettes are not tobacco cessation tools; can be dangerous to health. Consequences of alcohol use on Physical health: <i>reaction time, muscle control, speech, balance and vision, diseases, addiction</i> School/Work Family Social life/ Friends Legally Financially Future Help students to personalize these consequences to their own lives. <u>Emphasize:</u> Alcohol lowers inhibitions and impairs judgment; can lead people to take risks they wouldn't take if they were sober. Teens who use alcohol are more likely to become sexually active at a younger age, take dares that can lead to serious injuries, and give in to peer pressure in unhealthy situations; car crashes are the leading cause of death among 	Norms Perceived norms e-cigarettes Depressant Reaction Time Inhibitions Alcoholism Addiction Denial Passive Smoking Short-term effects Long-term effects THC Internal Influences External Influences Minors School Policy
ATOD.8.2.1	Explain the difference between norms and perceived norms.		
ATOD.8.1.2	Summarize the negative consequences of using alcohol.		
ATOD.8.1.3	Explain how using alcohol could negatively affect their lives.		
ATOD.8.1.4	Describe the relationship between alcohol use and other risky behaviors.		
ATOD.8.1.5	Explain the relationship between addiction and age a person begins using alcohol.		
ATOD.8.1.6	Describe at least 3 short-term and 2 long-term negative health effects of using tobacco.		
ATOD.8.1.7	Summarize at least 2 negative health effects of passive smoking.		
ATOD.8.1.8	Summarize the personal benefits of being tobacco free.		
ATOD.8.1.9	Summarize the negative short- and long-term effects of marijuana use.		
ATOD.8.1.10	Explain that most teens do not use marijuana.		
ATOD.8.2.2	Identify internal and external influences on personal choices to use or not use tobacco, alcohol and other drugs.		

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Alcohol, Tobacco and Other Drugs Grade Band 6-8

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 6-7 Days: Grades Seven/ Eight	<p>people ages 15 to 19, and more than 1/3 of all traffic deaths among 15 to 19 involve alcohol use.</p> <ul style="list-style-type: none"> • People who begin to drink alcohol before age 15 are more likely to get addicted than those who begin at the legal age of 21 or later. • Alcoholism: stages, symptoms and consequences • Short-term effects of tobacco use (both smoking and smokeless tobacco) • Long-term effects of tobacco use (<i>both smoking and smokeless tobacco</i>) • Short-term effects of marijuana • Long-term effects of marijuana • Internal Influences: Personal beliefs, attitudes, deserves, fears, etc. (Discuss an experience when students were influenced to do something by what they were thinking) • External Influences: Media (How advertising, movies, songs, etc. glamorize alcohol, tobacco, other drug use) <i>Discuss an experience when students were influenced to do something by a peer ; by a form of media</i> • Discuss and apply these advertising strategies: <ul style="list-style-type: none"> Bandwagon Beauty or Sex Appeal Emotional Appeal Facts and Figures Glittering Generalities Humor Celebrity Appeal Testimonials 	
ATOD.8.3.1	Access valid resources to find information about school policies on drug use.		
ATOD.8.1.11	Summarize school policies regarding tobacco, alcohol and other drug use.		
ATOD.8.1.12	Summarize community laws regarding purchasing and using tobacco, alcohol and other drugs.		
ATOD.8.2.3	Analyze tobacco and alcohol ads to determine advertising strategy and reasons for using the strategy.		
ATOD.8.4.1	Demonstrate the refusal skill technique.		

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Alcohol, Tobacco and Other Drugs Grade Band 6-8

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 6-7 Days: Grades Seven/Eight	<ul style="list-style-type: none"> Emphasize to students that each of them has the personal power to choose NOT to be manipulated by tobacco and alcohol companies. Create situations where students can analyze actual tobacco and alcohol ads to determine the strategies and intent of tobacco and alcohol companies. (i.e., what strategy is used, why, what is ad saying/ implying, what important information is not communicated in the ad) Basic Refusal Skill Technique: <ol style="list-style-type: none"> Say, “No” in firm voice. Body language matches words (Stand tall, look person in eyes) Repeat, if needed. Suggest a healthy alternative. Avoid raising your voice. If after firmly saying, “No” twice, leave the situation without saying any more. Provide peer pressure scenarios and using a rubric ask students to demonstrate the basic refusal skill. 	

Alcohol, Tobacco and Other Drugs Grade Band 6-8

RESOURCES: (Resources are free unless otherwise stated.)

Medicines in my Home : Teachers' Resources Kit for Grades 6-8

<http://www.fda.gov/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/ucm093548.htm>

****PROJECT ALERT** <http://www.projectalert.com> (Evidence-based substance abuse prevention curriculum for 7th and 8th graders)

Scholastic, Inc. Over-The-Counter and Prescription Medicine <http://www.scholastic.com/OTCliteracy/>

(Under "Teacher Tab": Pre-Assessment, Four Lessons, Post-Assessment)

Monitoring the Future (ATOD current information and statistics) <http://www.monitoringthefuture.org/>

Drug Enforcement Administration <http://www.justice.gov/dea/pr/publications.shtml>

National Youth Anti-Drug Media Campaign <http://www.freevibe.com> - (drug information, facts, social support for adolescents to stay drug free)

American Council for Drug Enforcement <http://www.acde.org> (Information on drug use and abuse)

Just Think Twice <http://www.justthinktwice.org> (Drug Enforcement Administration- interactive website with drug information, quizzes and other resources)

Heads Up <http://headsup.scholastic.com/teachers/collections/lesson-plans-and-printables> (Middle School and High School)

- Lessons and activities: Drug addiction, Drugs effects on brain, Graphs & Statistic Analysis of Drug Issues, Effects of drugs on brain, Marijuana, Prescription Drugs, drugs & Decision-making, etc.

National Institutes of Drug Abuse for Teens (Teen Drug Abuse) <http://teens.drugabuse.gov>

Foundation for a Drug Free World www.drugfreeworld.org An interactive site; Can receive free curricular materials, including a DVD, book of lessons, pledge, Etc.) Gr. 5-8

The Real Cost of Tobacco www.hhs.gov/TheRealCost (tobacco facts, costs, pressures, decisions)

Drug Abuse Infographics <http://www.drugabuse.gov/related-topics/trends-statistics/infographics>

Lungs are for Life <http://lungsareforlife.ca> (There are resources for all grade levels. Click appropriate grade level link at top of opening page.)

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Alcohol, Tobacco and Other Drugs Grade Band 6-8

RESOURCES: (cont.)

OXYGEN <http://www.oxygen.org.au/resources> (Unique tobacco prevention resource)

Tobacco Prevention Training <http://www.tobaccopreventiontraining.org/activities/>

Food and Drug Administration <http://www.fda.gov/TobaccoProducts/default.htm> (Includes e-cigarettes)

Smoke-Free Kids <http://www.smokefreekids.info/05teachers.htm> (10-12 year olds)

Discovery Education <http://www.discoveryeducation.com/teachers/free-lesson-plans/smoking.cfm>
<http://www.discoveryeducation.com/teachers/free-lesson-plans/prescription-for-trouble.cfm> (Prescription Drug Abuse)

P.A.L. Tobacco Prevention <http://www.azdhs.gov/tobaccofreeaz/resource> *Tobacco Prevention Accessory Lesson (P.A.L.)*

Lungs are for Life <http://lungsareforlife.ca> (*There are resources for all grade levels. Click appropriate grade level link at top of opening page.*)

Office of Adolescent Health: Substance Abuse <http://www.hhs.gov/ash/oah/adolescent-health-topics/substance-abuse/tobacco/>

U.S. Drug Enforcement Agency Publications/ Teacher Guides - <http://www.dea.gov/pr/publications.shtml>

[Growing up Drug-Free: A Parent's Guide to Prevention \(2012\)](#) - DEA partnered with the U.S. Department of Education to revise this publication that was originally published in 1998. The 55-page booklet is organized in 6 major sections: 1) How This Book Will Help You? 2) What Substances Do Kids Use? 3) Why Do Kids Use Drugs? 4) How Do I Teach My Child About Drugs? 5) What If I Think My Child is Using Drugs? 6) Resources. Parents and caregivers will find this publication a user-friendly and valuable guide for what to do and how to communicate about the harmful effects of illicit drugs and alcohol to children from elementary through high school.

[Drugs of Abuse \(2011\)](#) - Drugs of Abuse delivers clear, scientific information about drugs in a factual, straightforward way. With the information in this guide, parents and caregivers can help their children make smart choices and avoid the consequences of drug abuse. This publication covers topics including the Controlled Substances Act and introduces drug classes including narcotics, stimulants, marijuana/cannabis, inhalants, steroids

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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Alcohol, Tobacco and Other Drugs **Grade Band 6-8**

Books:

Auth, Jeannine. *Emmy's Question*. Morningtide Press, 2010 (How her mother's drinking problem affects Emmy's life)

Homik-Beer, Edith. *For Teenagers Living With a Parent Who Abuses Alcohol/Drugs*. iUniverse; Authors Guild Backinprint.com ed. edition, 2001

Hastings, Jill and M. Typo. *An Elephant in the Livingroom*. Hazelton, 1994 (Excellent, even if it is dated. (Helps teachers to understand what it is like living with an alcoholic)

Straus Farber, Susan. *Healing Days: A Guide for Kids Who Have Experienced Trauma*. Magination Press, 2013.

Taylor, C. *The House That Crack Built*. Chronicle Books, 1992 (Still very current for today! Helps students to see how illegal drugs affect so many people, even people who do not knowingly use the drug. Takes a well-known nursery rhyme and brilliantly transformed it into a powerful poem about the tragic problem of illegal drugs and its victims.)

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Sexual Health Grade Band 6-8

Catholic Identity: Mark 10:15

I tell you the truth. You must accept the kingdom of God as a little child accept things, or you will never enter it.

Ask: What is purity? How are abstinence, purity, and this Bible scripture connected?

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5-6 days: Grade Six			
SH.6.1.1	Describe healthy ways to express affection, love, and friendship.		<ul style="list-style-type: none"> Discuss difference and similarities of affection, love and friendship. 	Affection
SH.6.1.2	Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.		<ul style="list-style-type: none"> Emphasize: need to respect yourself and others; avoid saying things about puberty that could embarrass you or your friends or others. 	Relationships
SH.6.4.1	Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.		<ul style="list-style-type: none"> Emphasize: Being touched or touching someone in inappropriate ways is unacceptable. Making sexual remarks or spreading rumors is hurtful. Trusted adults can be available for support when you are going through puberty. 	Respecting self and others
SH.6.1.3	Summarize basic male and female reproductive body parts and their functions.		<ul style="list-style-type: none"> ASK: Why is communicating with parents, guardians, trusted adults about sexually-related issues beneficial? Explain (teacher), model (teacher) and practice (students) how to ask a trusted adult for help with a puberty or sexual issue. 	Penis
SH.6.1.4	Determine the benefits of being sexually abstinent.		<ul style="list-style-type: none"> Emphasize: Abstinence Benefits 	Testicles
SH.6.1.5	Explain the importance of setting personal limits to avoid sexual risk behaviors.		<ul style="list-style-type: none"> What is meant by “setting personal limits”? What is the benefit of doing this? 	Scrotum
SH.6.2.1	Analyze how relevant influences of family and media affect sexual health practices, behaviors, and relationships.		<ul style="list-style-type: none"> Review the key male and female body parts as well as their functions. 	Urethra
SH.6.1.6	Explain how HIV is transmitted.		<ul style="list-style-type: none"> Explain how family and media may affect sexual health practices and behaviors. 	Sperm
SH.6.1.7	Describe usual signs and symptoms of HIV.		<ul style="list-style-type: none"> Review Human Immunodeficiency virus: how transmitted, basic symptoms, effects on immune system. 	Semen
SH.6.1.8	Explain the short- and long-term consequences of HIV/AIDS.		<ul style="list-style-type: none"> Review Acquired Immunodeficiency Syndrome: T4-cells, opportunistic diseases, treatment 	Vagina
SH.6.1.9	Summarize ways to decrease the spread of HIV/ AIDS.		<ul style="list-style-type: none"> STD and STI = same; basic symptoms that could indicate a STI/STD 	Cervix
SH.6.1.10	List the major symptoms of STDs/STIs.		<ul style="list-style-type: none"> Discuss the characteristics of safe, respectful, responsible relationships. 	Uterus
SH.6.8.1	Collaborate with others to advocate for safe, respectful, and responsible relationships.			Fallopian tubes

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Sexual Risks Grade Band 6-8

Catholic Identity:

You are the future of family life. You are the future of the joy of loving. You are the future of making your life something beautiful for God..... A pure love.

--Blessed Mother Theresa

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5-6 days: Grade Seven/Eight			
SH.8.1.1	Explain the qualities of a healthy dating relationship.	<ul style="list-style-type: none">• <u>ASK</u>: What would be the ideal dating relationship? Why?• Discuss the emotional, social, legal and spiritual risks of sending or posting inappropriate photos on social media.• Sexual rights: Why individuals have the explicit right to say no to any type of sexual contact• Emphasize why sexual abstinence is the safest, most effective way to protect one’s self from HIV, STD/STIs, and pregnancy/• Review the basic male and female reproductive organs and their functions.• Emphasize significance of Breast self-examination and testicle self-examination.• Explain how BSE and TSE can be effectively performed.• Explain the most common symptoms of STDs/STIs: (Genital itching: Genital discharge; Painful urination; Deep, low stomach pain; Blisters, rashes, sores, warts on or around genital area)• Explain asymptomatic and that many STDs can be asymptomatic, especially for women.• Difference between bacterial and viral STDs/STIs (<u>Bacterial examples</u>: Chlamydia, Syphilis, Gonorrhea <u>Viral examples</u>: HPV, Genital Herpes, HIV)	Healthy dating Relationship Texting Sexting Sexual abstinence Syphilis Gonorrhea Chlamydia Genital Herpes Human papilloma Virus (HPV) Asymptomatic Virus Bacteria Perception of Norms Perceived Norm Actual Norm Potentially Healthy alternative	
SH.8.1.2	Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).			
SH.8.1.3	Explain why individuals have the right to refuse sexual contact.			
SH.8.1.4	Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.			
SH.8.7.1	Explain the importance of being responsible for practicing sexual abstinence.			
SH.8.1.5	Summarize basic male and female reproductive body parts and their functions.			
SH.8.7.2	Summarize how to perform effectively a BSE and TSE.			
SH.8.1.6	Explain how the most common STD/ STIs are transmitted.			
SH.8.1.7	Describe usual signs and symptoms of common STDs.			
SH.8.1.8	Explain that some STDs and HIV are asymptomatic.			
SH.8.1.9	Explain the short- and long-term consequences of common STDs.			
SH.8.1.10	Summarize which STDs can be cured and which can be treated.			

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Sexual Risks Grade Band 6-8

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5-6 days: Grade Seven/Eight (cont.)			
SH.8.2.1	Explain how perceptions of norms influence healthy and unhealthy sexual practices, behaviors, and relationships.			
SH.8.4.1	Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors.			
SH.8.5.1	Identify circumstances that help or hinder making a decision related to a potentially risky sexual situation.			
SH.8.5.2	Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision.			
SH.8.5.3	Choose a healthy alternative when making a sexual health-related decision.			

RESOURCES:

Centers for Disease Control www.cdc.gov/HealthyYouth

Tambrands www.tampax.com (educational materials primarily for females)

Abstinence Only Teaching Resources (FOR PURCHASE) <http://www.selectmedia.org/programs/>

- Promoting Health Among Teens! Abstinence Only (Ages 12-15 and 15-18)
- Making a Difference (Ages 12-15 and 15-18)

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

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RESOURCES (cont.)

Sex Respect (COMMERCIAL CURRICULUM) www.sexrespect.com/main.html by Coleen Kelly Mast (Commercial Abstinence Only resources include teacher's guides, student workbooks, parent guides, downloadable seminars, etc.) 6th grade-10th grade

Worth the Wait (COMMERCIAL CURRICULUM) <http://www.worththewait.org> (The program's mission is to educate adolescents and adults on the consequences of teen sexual activity including the medical, social, economic, and legal impacts.) 8th grade – 12th grade

Choosing the Best (COMMERCIAL CURRICULUM – Abstinence-Centered, Some Contraception Information) <http://www.choosingthebest.com/> (The mission of the program is to educate teens on the health advantages of delayed sexual activity and empower them to make the healthiest choices, in order to reduce unplanned pregnancies and STDs, improving life outcomes for teens and their families.) 8th grade – 12th grade)

- **Free Brief video FOR TEACHERS:** <http://choosingthebest.com/index.php/sexting/video>
- **Free Sexting Scenarios for the Classroom** <http://www.choosingthebest.com/curricula-updates/2-uncategorised/85-choosing-the-best-way-new-section-on-social-media-sexting>

A.C. Green Youth Foundation <http://www.ACGREEN.com> (The A.C. Green Youth Foundation is about building character, building strong bodies and strong minds, winning and losing with dignity, teamwork, and sacrifice. We provide programs that ignite dreams and an abstinence program that says it's okay to wait until marriage.)

BOOKS:

Draw the Line – Respect the Line: Setting the Limits to Prevent HIV, STD, and Pregnancy. Available from ETR (Educational Training Resources) <http://pub.etr.org/ProductDetails.aspx?id=100000029&itemno=Z002> (Grades 6, 7 and 8)

DiMarco, Haley and Michael. ***True Purity: More Than Just Saying No to You-Know-What.*** Revell, 2013. (What comes to mind when you think of the word "purity"? Abstinence from sex? A list of don'ts? Super-spiritual behavior? The DiMarcos say it goes much deeper! Showing that purity starts in the heart and involves every thought, action, and desire, they help teens make wise choices---and assure them that God's grace can redeem lost virtue.)

ETR. **Health Facts: Abstinence** (Available from ETR - Educational Training Resources) <http://pub.etr.org/category.aspx?id=100000029>

GRADE BAND 6-8

SEXUAL HEALTH

The Archdiocese of Cincinnati has established the following Sexual Health Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Eight.

Sexual Health Application

The Sexual Health portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of sexual health that aligns with Catholic Identity. Today's children are maturing physically at an earlier age than did previous generations. Therefore, it is imperative that youth have the tools necessary to understand the physical, emotional and social changes inherent in puberty. Unfortunately, media – music, internet, movies and television - have become major contributors to *adolescent sexuality confusion* by sending mixed messages about sexual development and related behaviors. According to a Kaiser Family Foundation study, six-eight percent of all network primetime TV programs contained either conversations about sexuality or sexual behaviors. By taking a proactive position, the Archdiocese of Cincinnati intends to provide appropriate, accurate, healthy information and skills that will better prepare our students to make sexual decisions which align with Catholic teaching.

SUMMARY

The 6-8 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired sexual health concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of sexual health learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs):

A sexual health curriculum should enable students to:

- HBO 1. Establish and maintain healthy relationships.
- HBO 2. Be sexually abstinent.
- HBO 3. Engage in behaviors that prevent sexually transmitted disease (STD), including HIV infection.
- HBO 4. Engage in behaviors that prevent unintended pregnancy.

SUMMARY (cont.)

A sexual health curriculum should enable students to : (cont.)

HBO 5. Avoid pressuring others to engage in sexual behaviors.

HBO 6. Support others to avoid or reduce sexual risk behaviors.

HBO 7. Treat others with courtesy and respect without regard to their sexuality. HBO 8. Use appropriate health services to promote sexual health.

Grade Six:

Sixth grade students review the basics of puberty which they learned in grade five health. After they explore differences and similarities among affection, love and friendship sixth graders look at the value of communicating their relationship and sexual health concerns and issues with parents and other trusted adults, and practice how to effectively request assistance with those concerns. They discuss the benefits of being sexually abstinent and review the basic structures and functions of the reproductive system. Finally, grade six students learn the basics of sexually transmitted diseases and HIV/AIDS prevention.

Grade Seven/Eight:

Beginning with a discussion of healthy relationships, seventh/eighth graders, critically examine the negative consequences of posting inappropriate pictures or photos on social media. They understand their rights to refuse sexual contact and how those rights align with their values. During the review of basic reproductive parts, seventh/eighth grade students learn about Breast Self-Examination and Testicular Self-Examination procedures. Following a more comprehensive discussion of sexually transmitted diseases and HIV/AIDS, students practice peer resistance skills and decision-making skills in the context of sexual health.

The Archdiocese of Cincinnati stipulates the following personal health and wellness exit outcomes by the end of grade eight:

National Health Education Standard 1

1. Describe healthy ways to express affection, love, and friendship.
2. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.
3. Determine the benefits of being sexually abstinent.

The Archdiocese of Cincinnati stipulates the following personal health and wellness exit outcomes by the end of grade eight: (cont.)

National Health Education Standard 1 (cont.)

4. Explain why individuals have the right to refuse sexual contact.
5. Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.
6. Explain the importance of setting personal limits to avoid sexual risk behaviors.
7. Explain how the most common STDs are transmitted.
8. Explain how HIV is transmitted.
9. Describe usual signs and symptoms of common STDs.
10. Describe usual signs and symptoms of HIV.
11. Explain that some STDs and HIV are asymptomatic.
12. Explain the short- and long-term consequences of common STDs.
13. Explain the short- and long-term consequences of HIV.
14. Summarize which STDs can be cured and which can be treated.

National Health Education Standard 2

1. Analyze how relevant influences of family affects sexual health practices, behaviors, and relationships.
2. Analyze how relevant influences of media and technology affect sexual health practices, behaviors, and relationships.
3. Explain how perceptions of norms influence healthy and unhealthy sexual practices, behaviors, and relationships.

National Health Education Standard 4

1. Demonstrate the effective use of verbal and nonverbal communication skills to promote sexual health and healthy relationships.
2. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others.
3. Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors.
4. Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health and healthy relationships.

The Archdiocese of Cincinnati stipulates the following sexual health exit outcomes by the end of grade eight: (cont.)

National Health Education Standard 5

1. Identify circumstances that help or hinder making a decision related to a potentially risky sexual situation.
2. Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.
3. Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision.
4. Choose a healthy alternative when making a sexual health-related decision.

National Health Education Standard 7

1. Explain the importance of being responsible for practicing sexual abstinence.
2. Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
(Testicular Self-Examination, Breast Self-Examination, specifically)

National Health Education Standard 8

1. Collaborate with others to advocate for safe, respectful, and responsible relationships.

GRADE BAND 6-8

SAFETY and VIOLENCE PREVENTION

The Archdiocese of Cincinnati has established the following Safety and Violence Prevention Knowledge and Skills Expectations to make clear to teachers, students and parents the functional knowledge, essential understandings and health-related skills students need to acquire by the end of Grade Eight.

Safety and Violence Prevention Application

The Safety and Violence Prevention portion of the Archdiocese of Cincinnati's Health Education Curriculum is designed to provide students with not only the functional knowledge, but also with the skills, beliefs and attitudes essential to the development of healthy behaviors. . Both safety and violence prevention are intertwined in this portion of the curriculum. It is essential to teach students how to prevent violence in their own lives and how to respond to a potentially violent situation. Likewise, students need to understand the importance of avoiding negative safety risks. By practicing both safety and violence prevention strategies, students are better prepared to live a healthy, enjoyable life.

SUMMARY

The 6-8 grade band focus is built and reinforced from grade level to grade level. Each year the students' will use their acquired Safety and Violence Prevention concepts and skills with more sophistication and independence. Ultimately, with the Archdiocese of Cincinnati's progressive scope and sequence of Safety and Violence Prevention learning experiences, students will achieve the Healthy Behavior Outcomes (HBOs):

A pre-K–12 Safety and Violence Prevention curriculum should enable students to :

SAFETY:

- HBO 1.** Follow appropriate safety rules when riding in or on a motor vehicle.
- HBO 2.** Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs.
- HBO 3.** Use safety equipment appropriately and correctly.
- HBO 4.** Apply safety rules and procedures to avoid risky behaviors and injury.
- HBO 5.** Avoid safety hazards in the home and community.
- HBO 6.** Recognize and avoid dangerous surroundings.
- HBO 7.** Get help for oneself or others when injured or suddenly ill.
- HBO 8.** Support others to avoid risky behaviors and be safe.

VIOLENCE PREVENTION:

- HBO 1.** Manage interpersonal conflict in nonviolent ways.
- HBO 2.** Manage emotional distress in nonviolent ways.
- HBO 3.** Avoid bullying, being a bystander to bullying, or being a victim of bullying.
- HBO 4.** Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.

SUMMARY (cont.)

A pre-K–12 Safety and Violence Prevention curriculum should enable students to : (cont.)

VIOLENCE PREVENTION (cont.)

HBO 5. Avoid situations where violence is likely to occur.

HBO 6. Avoid associating with others who are involved in or who encourage violence or criminal activity.

HBO 7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.

HBO 8. Get help to prevent or stop inappropriate touching.

Grade Six

Sixth grade students distinguish between innocent teasing and bullying. They explore the concept of respecting all individuals regardless of their differences. Moreover, they also spend time looking at risk taking and what can influence individuals to engage in negative risk behaviors as well as the nature of unintentional injuries. Since this is a computer-age, students examine internet safety and make a commitment to being safe and following safety and violence prevention guidelines.

Grade Seven/ Eight

Students in seventh/ eighth grade examine interpersonal conflict, particularly bullying. They practice basic conflict management techniques that can be applied to a variety of interpersonal conflicts, including bullying situations. Similarly, students practice healthy communication skills, namely by creating and delivering appropriate I-messages.

The Archdiocese of Cincinnati stipulates the following Safety and Violence Prevention exit outcomes by the end of grade eight:

National Health Education Standard 1

1. Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.
2. Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others.
3. Analyze the benefits of reducing the risks of injury.
4. Describe ways to manage interpersonal conflict nonviolently.
5. Determine the benefits of using non-violence to solve interpersonal conflict.
6. Explain why it is important to understand the perspectives of other in resolving conflict situations nonviolently.
7. Identify a variety of non-violent ways to respond to stress when angry or upset.
8. Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).

The Archdiocese of Cincinnati stipulates the following Safety and Violence Prevention exit outcomes by the end of grade eight: (cont.)

National Health Education Standard 1 (cont.)

9. Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.
10. Explain how intolerance can lead to violence.
11. Describe examples of dangerous or risky behaviors that might lead to injuries.

National Health Education Standard 2

1. Explain the influence of school rules and community laws on safety and injury prevention practices and behaviors.
2. Analyze how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.
3. Analyze how relevant influences of media and technology affect personal violence practices and behaviors.
4. Explain how personal values and beliefs influence personal violence prevention practices and behaviors.
5. Analyze how relevant influences of family and peers affect personal safety and injury prevention practices and behaviors.
6. Analyze how relevant influences of family and peers affect personal violence practices and behaviors.
7. Explain how perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors

National Health Education Standard 4

1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury and violence.
2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to promote safety and avoid or reduce injury and prevent violence.

National Health Education Standard 7

1. Make a commitment to practice safety and injury prevention.

National Health Education Standard 8

1. State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others. State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.
2. Persuade others to prevent violence

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Safety and Violence Prevention Grade Band 6 -8

Catholic Identity: Self-control Proverbs 25:28 *Like a city whose walls are broken down is a man who lacks self-control.* Ask: What would happen to a city if its wall were broken down?(would be easily attacked by enemies) What happens to us if we do not have self-control ? (become weak; sin can destroy us little by little) Review examples of Biblical characters who lacked self-control: Eve, Adam, Cain, Israelites complaining in wilderness to Moses, Prodigal son.

Standard	Description	Content Focus	*Key Target	Academic Vocabulary
	Lesson 1 – 5-6 Days: Grade Six			
SVP.6.1.1	Describe ways to reduce risk of injuries while riding in a motor vehicle.	<ul style="list-style-type: none">What do you do to make yourself as safe as possible when riding in a motor vehicle? (<i>Seat belts, ride in back seat of car, never ride with intoxicated driver, etc.</i>)Discuss types of personal injuries and how these injuries could be prevented. (i.e., bicycle accidents, skateboarding accidents, falls, fires, gun accidents, etc.) Discuss Universal PrecautionsFind examples of personal injury articles in newspapers and/or television to analyze with students.Why are most “accidents” actually “predictable events”? (<i>Emphasize the meaning of intentional injuries vs. unintentional injuries.</i>)Discuss recent injuries and how these injuries may have been prevented.Emphasize: The most common cause of death for kids, ages 10-14, is unintentional injuries, such as car crashes, drowning, burns, injuries involving guns, etc. any of these deaths could have been prevented if a choice and its possible consequences had been more carefully considered.Discuss how a person’s values and feelings (internal influences) may affect the safety choices they make.(e.g., self-concept, etc.)<u>Ask:</u> How can peers and family members influence your safety choices? (both positively and negatively)	<ul style="list-style-type: none">Personal InjuriesRisky behaviorsLife-threatening injuriesUnintentional injuriesUniversal PrecautionsCarelessPreventableConsequencesInternal InfluencesPeersElectronicallyCommitment	
SVP.6.1.2	Explain the importance of helmets and other protective equipment for sports and recreation.			
SVP.6.1.3	Summarize possible short-term and long-term consequences of unintentional injuries.			
SVP.6.1.4	Describe ways to reduce risk of injuries from firearms.			
SVP.6.1.5	Describe why household products are harmful if ingested or inhaled.			
SVP.6.2.1	Explain how personal values and feelings influence safety choices.			
SVP.6.2.2	Analyze how the role of peers, family and media on a person’s safety choices.			
SVP.6.1.6	Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others.			
SVP.6.4.1	Demonstrate how to communicate clear expectations, boundaries, and personal safety choices to a peer.			
SVP.6.8.1	Advocate for a bully-free school.			

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.

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ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



SAFETY AND VIOLENCE PREVENTION Grade Band 6-8

Catholic Identity: The Beatitudes

Blessed are the merciful, for they shall obtain mercy.

Blessed are the peacemakers for they shall be called children of God.

What is the relationship between these two beatitudes and conflict management?

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 – 6-7 Days: Grade Seven/ Eight (cont.)		
SVP.8.1.1	Summarize the need for practical safety rules.	<ul style="list-style-type: none"> Discuss how and why safety rules originate. (<i>Many times safety rules are put in place because individuals were injured doing something that did not have specific safety guidelines, etc</i>) <u>Ask:</u> Where are places safety rules are needed? Why? Online safety rules – why needed and what are the most important online guidelines. Review the basics of advocacy: Take a strong stand; support that stand with accurate facts; passionately express your stand. (<i>Give students several options for advocating for youth using online safety guidelines. Assess with a rubric of critical cues for advocacy.</i>) Review roles of perpetrator, victim, bystander to violence or bullying. <u>Ask:</u> How are bullying, fighting and verbal abuse similar? (<i>all forms of violence; some type of force is being used to intentionally harm another, there's a ripple effect [may affect people other than intended victim], may have negative consequences such as legal, personal, job and/or social.</i>) In a bullying situation: How could a bystander's actions make the situation worse? Better? Discuss appropriate ways to address a bullying situation. Discuss reasons why violence may happen: <i>may happen due to not knowing any other way of dealing with strong feelings, environmental influences, misinformation, negative peer pressure</i> <u>Emphasize negative consequences:</u> <i>personal injury or death; property damage; reputation damage; jail time; job loss; change in future plans; loss of friends or family support/ respect, etc.)</i> 	Practical Safety Rules Online Safety Guidelines Advocacy Bullying Verbal Abuse Bystanders Victim Perpetrator Intentional injury Perspective Interpersonal Conflict Self-control Conflict resolution Strategies Practical Safety Rules Online Safety Guidelines Advocacy Bullying Verbal Abuse Bystanders Victim Perpetrator Intentional injury Perspective Interpersonal Conflict Self-control Conflict resolution Strategies
SVP.8.1.2	Explain the need for online safety rules		
SVP.8.1.3	Describe necessary online safety guidelines or rules.		
SVP.8.8.1	Advocate for youth learn and use online safety guidelines or rules for youth		
SVP.8.7.2	Explain the similarities between bullying, fighting, and verbal abuse.		
SVP.8.1.4	Explain the role of bystanders in escalating, preventing or stopping bullying, fighting and violence.		
SVP.8.1.5	Describe the short-term and long-term consequences of violence		
SVP.8.1.6	Explain why it is important to understand the perspective of others in resolving a conflict.		
SVP.8.1.7	Summarize the benefits of using non-violence to solve interpersonal conflict.		
SVP.8.4.1	Demonstrate ways to appropriately deal with a conflict with another person.		
SVP.8.4.2	Demonstrate non-violent conflict resolution strategies.		
SVP.8.4.3	Demonstrate effective ways to address a bullying situation: both verbally and nonverbally.		

ARCHDIOCESE OF CINCINNATI – HEATH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



Safety and Violence Prevention Grade Band 6 -8

Standard	Description	Content Focus *Key Target	Academic Vocabulary
	Lesson 1 –6-7 days: Grades Seven/ Eight	<ul style="list-style-type: none"> Discuss the benefits of non-violent approaches <u>Emphasize</u> basic conflict resolution strategies: <ol style="list-style-type: none"> Remain calm (take a deep breath, use positive self-talk “I can handle this appropriately”, etc. Express a desire to resolve the situation calmly. (e.g.” I don’t want to fight over this. I have nothing against you.” Reframe the situation by listening to the other person’s perspective. (<i>Keep a respectful distance, do not interrupt, respond with “I see” or a simple paraphrase of what the other person has said, then ask “Is that correct?”</i>) Use an “I message” to state your position. I feel _____ [an emotion, not a thought] when you _____. [unbiased description of what happened] What I need is _____. [genuine statement of what you need; say this with no blaming, no shaming, no criticism] Show respect for other person (e.g. “I can see where you If you did something wrong, apologize. Agree to either compromise or to “agree to disagree”. Express gratitude, if person agrees to either of these resolutions. <p>NOTE: Be sure to follow the steps to teaching a skill: Introduce skill and explain why needed; teach the steps; demonstrate the skill; provide independent practice with feedback; assess the skill with a rubric of critical elements.</p>	

Safety and Violence Prevention

Grade Band 6 -8

RESOURCES: *(Free unless otherwise stated.)*

Statistics and facts about injuries www.cdc.gov/injury/wisqars/index.html.

Youth Over Violence <http://youthoverviolence.org/>

Bullying in U.S. Schools: 2012 Status Report (May download free from <http://www.violencepreventionworks.org/public/index.page>

Give Respect www.giverespect.org/

- http://www.giverespect.org/assets/pdf/Tips_for_Teachers.pdf

Kids Health www.kidshealth.org

See IT and STOP IT <http://www.seeitandstopit.org/pages/>

Youth Violence Project <http://curry.virginia.edu/research/labs/youth-violence-project>

Clearinghouse of Bullying Information and Services www.bullying.org

Bullies and Bystanders <http://www.pacer.org/bullying/resources/toolkits/classroom/besmartbewell.asp>

National Bullying Prevention Center <http://www.pacer.org/bullying/resources/toolkits/classroom/mh-starting-the-discussion.asp> (Middle & High School)

Teens Against Bullying Videos <http://www.pacer.org/bullying/video/listing.asp?category=teensagainstbullying>

Tolerance http://www.tolerance.org/search/apachesolr_search/bullying (Gr. 6-8)

Safety and Violence Prevention

Grade Band 6 -8

RESOURCES (cont.)

Teens Against Bullying Website <http://www.pacerteensagainstabullying.org/tab/>

- Created by and for teens, this website is a place for middle and high school students to find ways to address bullying, to take action, to be heard, and to own an important social cause. A few of the highlights include:
 - Learn how to recognize bullying behavior.
 - Explore methods to respond effectively.
 - Review common assumptions, then decide if they are “Definitely True” or “No Way”.
 - Language is Important: The way we talk about people impacts how we think about them.
 - Reasons Teens Don’t Tell: Learn some of the reasons and a way to reframe the conversation.
 - Real Teens Speak Out: Stories from teens and for teens.
 - Peer (School) Projects: Ideas for school – and community – engagement.

We Will Generation <http://www.pacer.org/bullying/wewillgen/>

- Can sign an Online pledge to support students who are being bullied and to create a safe school, community and on-line environment
- Can sign a petition to become a teen against bullying

Bullying Awareness Lessons, Activities and Resources http://4-h.ca.uky.edu/files/STC11_Bullying_Program.pdf

Bullying Lesson Plan (PBS) http://www.pbs.org/newshour/extra/lessons_plans/bullying-education-resources/

Bullying Prevention in Positive Behavior Support http://www.pbs.org/newshour/extra/lessons_plans/bullying-education-resources/

Bullying Prevention Toolkit for Middle School Educators http://www.pbs.org/newshour/extra/lessons_plans/bullying-education-resources/

- Many resources(both print and video) for teachers (2013)

Stop Bullying Now Campaign Video Toolkit for 9-13 Year Olds <http://www.stopbullying.gov/>

ARCHDIOCESE OF CINCINNATI – HEALTH EDUCATION CURRICULUM MAPPING

The Archdiocesan Standards are integrated into the Content Focus on the Curriculum Map and reinforced in each unit taught.



RESOURCES (cont.)

Net Smartz <http://www.netsmartz.org/Teens>

Safety On-Line <http://www.staysafeonline.org/teach-online-safety/middle-and-high-school/>

Books:

Beane, Allan *Together We Can be Bully Free* May download for free from:

http://www.freespirit.com/files/OTHER/BullyFree_MiddleSchoolGuide.pdf

**Also have A Mini Guide for Educators, free as well.

Cohen-Posey, Kate. (1995). *How to Handle Bullies, Teasers and Other Meanies*. Rainbow Books.

Romain, Trevor. (1997). *Bullies are a Pain in the Brain*. Free Spirit.

Romain, Trevor. (1998). *Cliques, Phonies and other Baloney*. Free Spirit.

Sheras, Peter (2002). *Your Child: Bully or Victim? Understanding and Ending School Yard Tyranny*. New York : Skylight Press.

Gervay, Susanne. *I Am Jack*. Kane Miller Publisher, 2012 (Gr. 6)

Ludwig, Trudy. *Confessions of a Former Bully*. Tricycle Press, 2010.