

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**Curriculum Guide for Course: Skills-Based Health**

**Grade: 3-5**

## Program of Studies

This curriculum guide serves as an outline for the Reading Public Schools elementary skills-based health program, which is designed to actively promote the health and wellness of all students. In an effort to create high quality skills-based health, this document will serve as the guiding foundation for Skills-Based Health Education curriculum and instruction across the district. Skills-Based Health Education as an academic subject consists of planned, sequential programs of curricula and instruction, based on standards, which results in all students, developing the knowledge, skills and confidence needed to maintain optimal levels of health.

## National Standards

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

## Skills

Students will be able to:

- Demonstrate effective verbal and nonverbal communication skills related to setting boundaries for safe and unsafe touch.
- Describe how family influences personal health practices and behaviors.
- Encourage others to make positive health choices related to being safe at home.
- Identify how peers can influence healthy and unhealthy behaviors .
- Describe how the school and community can support personal health practices and behaviors related to peer pressure.
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal hygiene.
- Identify responsible personal health behaviors related to stress management.
- Choose a healthy option when making nutrition-related decision.
- Access valid health information from a variety of resources.





<b>UNITS</b>	<b>Essential Questions</b>	<b>Key Activities</b>
<p><b>3rd Grade</b></p> <p><b>Advocacy, Analyzing Influences, Communication</b></p> <p><b>Unit:</b> Staying Safe</p> <p><b>Topics:</b></p> <p>My Body, My Boundaries</p> <p>Healthy Home, Healthy Me</p> <p>The Influences of Peer Pressure</p>	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate effective verbal and nonverbal communication skills related to setting boundaries for safe and unsafe touch as well as how to get help when in a threatening or unsafe situation.</li> <li>• Why is it important to demonstrate effective verbal and nonverbal communication skills when in a threatening situation?</li> <li>• How can we communicate that we need help?</li> <li>• How does family influence personal health practices and behaviors?</li> <li>• What are ways to encourage others to make positive health choices related to being safe at home?</li> <li>• How are we influenced by our peers?</li> <li>• How do we analyze which peer influence is healthy</li> </ul>	<ul style="list-style-type: none"> <li>• My Body, My Boundaries PP</li> <li>• Practice scenarios</li> <li>• Video: Boss of my Body</li> <li>• Video: My Body, My Boundaries</li> <li>• Assessment Scenarios</li> <li>• Healthy Home, Healthy Me PP</li> <li>• Healthy Home, Healthy Me Letter (Healthy Tips)</li> <li>• The Influence of Peer Pressure PP</li> <li>• Peer Pressure Practice Scenarios</li> <li>• Peer Pressure Assessment Scenarios</li> </ul>
<p><b>4th Grade</b></p> <p><b>Self-Management</b></p> <p><b>Unit:</b> Developing Healthy Habits</p> <p><b>Topics:</b></p> <p>Personal Hygiene</p> <p>Managing Stress</p> <p>Developing Healthy Eating Habits</p>	<ul style="list-style-type: none"> <li>• How do our healthy practices and behaviors effect our personal hygiene?</li> <li>• How can we manage our personal behaviors in order to improve our personal hygiene?</li> <li>• What is stress?</li> <li>• How do we reduce stress?</li> <li>• Why do certain foods offer you longer lasting energy?</li> </ul>	<ul style="list-style-type: none"> <li>• Hygiene PowerPoint (PP)</li> <li>• Personal Hygiene Check In Sheet</li> <li>• Stress Management (PP)</li> <li>• Stress Management Stations &amp; Assessment</li> <li>• Developing Healthy Eating Habits PP</li> </ul>
<p><b>5th Grade</b></p> <p><b>Accessing Info, Communication, Decision Making</b></p> <p><b>Unit:</b> Be Prepared</p> <p><b>Topics:</b></p> <p>Puberty</p> <p>Use, Misuse, Abuse (Prescription, OTC, Alcohol)</p>	<ul style="list-style-type: none"> <li>• How can you access valid health information?</li> <li>• What does it mean to choose a healthy choice?</li> <li>• Why is it important to understand the outcome to our health-related decision?</li> <li>• How do interpersonal communication skills enhance health and avoid or reduce health risks?</li> <li>• How can we manage or resolve conflicts?</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty Videos</li> <li>• Puberty Assessment</li> <li>• Managing Peer Conflict PP</li> <li>• Managing Peer Conflict Scenarios and Assessments</li> <li>• Decision Making PP</li> <li>• Decision Making Practice Scenarios and Assessments</li> </ul>