

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>1. The student will describe how physical, social, and emotional environments influence personal health.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Brainstorm ways to enhance social and emotional environments (e.g., classroom rules). • Demonstrate knowledge of physical activity and explain how it relates to physical health. • Discuss healthy ways to adjust to family changes (e.g., divorce, death, remarriage, moving, births, homelessness). • List basic first-aid rules. • List health and safety rules for taking medication (e.g., more is not better; don't share medicine). • Illustrate the components of a healthy meal. • Describe unhealthy group behaviors (e.g., cliques, harassment, gangs) and the effect on individuals. • Discuss the influence of friends on personal health (e.g., smoking, relationships, bullying, gangs, violence). • Discuss how environment and physical activity impact health (e.g., asthma, allergies, lead poisoning).
<p>2. Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>1. The student will explain how media influences the selection of health information, products and services.</p>	<ul style="list-style-type: none"> • Discover strategies that media uses to persuade consumers to buy snacks. • Explore television's early morning food ads that influence third graders. • Compare and discuss health information you have heard on television or on the Internet. • Create your own ad to promote healthy choices for your peers.
<p>3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>1. The student will compare behaviors that are safe to those that are risky or harmful.</p>	<ul style="list-style-type: none"> • Identify personal choices that promote health-enhancing behaviors and reduce health risks. • Compare, contrast, and role-play consequences of safe/healthy and risky/harmful behaviors (e.g., bicycle, fire, water, pedestrian, natural disasters). • Role model healthy behaviors for younger students. • Identify situations that might require getting help from an adult.
	<p>2. The student will demonstrate strategies to improve or maintain personal health.</p>	<ul style="list-style-type: none"> • Describe actions of healthy friendships. • Practice positive thinking such as self-affirmations. • Explain healthy ways to express emotions. • Show evidence of healthy choices in nutrition (e.g., log, diagram, chart). • Identify foods that provide energy for exercise and activity. • Describe how to avoid risky situations (e.g., cliques, bullying, gang behavior). • Identify how violence and gangs may affect your health and safety.

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4. Students will analyze the influence of culture, media, technology, and other factors on health.	1. The student will describe how culture influences personal health behaviors.	<ul style="list-style-type: none"> • Identify and discuss cultural differences related to personal health (e.g., food choices, recreational activities). • Tell stories about how name-calling and teasing regarding cultural differences affects personal health (e.g., hurt feelings, truancy). • Journal ways to reduce stress.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.	1. The student will distinguish between verbal and nonverbal communication.	<ul style="list-style-type: none"> • Predict intended communication by watching a TV scene without sound. • Explain the importance of matching verbal and nonverbal communication. • Practice using nonverbal communication while using active listening skills. • Identify nonverbal safety signals for injury prevention (e.g., classroom, playground).
	2. The student will identify attentive listening skills to build and maintain healthy relationships.	<ul style="list-style-type: none"> • Give examples of attentive listening skills seen in the classroom. • Role-play active listening skills. • Identify differing points of view within a given scenario. • Write a letter expressing empathy toward the needs of another person. • Mind-web the meaning of being a good friend. • Practice compromise as a solution to conflict. • Demonstrate ways to show disapproval without unhealthy conflict.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	1. The student will explain when to ask for assistance in making health-related decisions and setting health goals.	<ul style="list-style-type: none"> • Brainstorm situations where health assistance might be needed. • Use behavior rehearsal to practice asking for assistance. • Discuss situations when and how to help a friend. • Identify 3 – 5 choices in a given scenario and explain possible consequences to those choices. • Set realistic goals for healthful behaviors (e.g., nutrition, fitness). • List action steps in the goal plan.
7. Students will demonstrate the ability to advocate for personal, family, and community health.	1. The student will identify community agencies that advocate for healthy individuals, families, and communities.	<ul style="list-style-type: none"> • Mind-web helpers who keep the community healthy. • Identify strategies for reporting dangerous situations involving self/others (e.g., injury prevention). • Brainstorm ways to make home, school, and community environments healthier places. Support strategies with relevant valid information. • Write and illustrate a story that shows how to support people who face challenges (e.g., the elderly, people with disabilities).