GRADE 1

Health Education Provided 4 Ways:

- **5 Minute Health: Skill Builders** - To meet the eight Florida Standards for Health Education, students will practice speaking, listening, and writing about health concepts and skills during the 5 minutes of standalone health time. Teachers will use the Skill Builder activities to provide turn and talk, quick write, or other communication practices for students. For some Skill Builder activities, teachers should remind students of the health-related books, stories, videos, or other sources of information that were previously read, viewed, observed, or heard. See pages 3-15

- **ELA Modules** – Health Education Trade Books and Skill Builder prompts align with ELA Modules. Health instruction may be extended during ELA time by using the Health trade books and/or implementing the suggested health writing activities listed at the end of each Module within this packet.

- **Physical Activity during Health Education** – On the days students do NOT participate in physical education, additional Health Education instructional time will provide students with teacher-facilitated physical movement activities. See the guidelines for safety and management along with suggested activities. Additional activities and resources are located on the elearn site under Health, Physical Activities. See pages 19-20

- **Invite Outstanding Guest Presenters into your Class**
  - MORE HEALTH, Inc. - high quality interactive fun lessons: Dental 1 and Pedestrian and Bicycle Safety (will be scheduled) contact Laci Stokes, (813)288-8180, email LStokes@MoreHealthInc.org
  - Johns Hopkins All Children’s Hospital – variety of resources (ask); contact Kellie Gilmore, 727-767-6923, kgilmor6@jhmi.edu and Safe Routes to School – All Children’s pedestrian and bike safety programs; contact Tiffany Sabiel, (727) 767-4124, Tiffany.Sabiel@jhmi.edu
  - St. Joseph's Children's Hospital - NEW engaging presentations, Get Your Fit On and Germaine the Germ Thing; contact Aimee Evans at (813) 615-0589 x223

Additional Instructional Resources provided on eLearn site:
- Health Education Standards and Foundations
- Health Trade Books – full listing of what each teacher should have (your AP can make request to Instructional Materials office for missing items; some items are still available)
- Health Education Curriculum Guide - year-long guide with detailed instructions
- How to Grade Health (See pages 16-16 in this packet)
- Physical Activity link to eLearn site (also under Health)
- Stand-alone Lessons and Materials to meet FL DOE and PCS required instruction on Internet safety, Nutrition, Pedestrian Safety, Social/Emotional Health, etc
5 Minute Health: Skill Builders aligned to ELA Module A

CORE CONCEPTS

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

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

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

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

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

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

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

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

ANALYZING INFLUENCES SKILL ACTIVITIES

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

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

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

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

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

**Benchmark- HE.1.C.2.4 Recognize health consequences for not following rules.**
28. How do you feel when you are in an argument with a friend? How do you settle the argument without losing your friend?
29. What do you do when someone hurts your feelings?
30. How do you respond when you realize that you hurt someone else’s feelings?

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

**INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES**
Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Benchmark- HE1.B.4.2 Describe good listening skills to enhance health.**
31. What do you look like when you are being a good listener?
32. Show me an example of the right way to wait for your turn. Show me an example of the wrong way to wait for your turn.
33. How could you let a speaker know that you understand what they are saying?
34. What is the right way to ask questions when you are confused about what is being taught? What are some wrong ways to ask questions when you are confused about what is being taught?

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

**Benchmark- HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks.**
35. Raise your hand if you know if you have a smoke alarm at your home. How is a smoke alarm helpful?
36. Who can show us how to “Stop, Drop, and Roll”? 
5 Minute Health: Skill Builders aligned to ELA Module B

CORE CONCEPTS

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

**Benchmark- HE.1.C.1.1 Identify healthy behaviors**
1. What is included in a healthy breakfast?
2. Why is it important to eat breakfast?
3. What foods might be included in a healthy lunch?
4. What foods might be included in a healthy supper?
5. Why is drinking plenty of water important?

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

**Benchmark- HE.1.C.1.3 Describe ways to prevent common communicable diseases.**
6. What are the steps to washing your hands the right way?
7. When should you wash your hands?
8. Show me the right way to cover a sneeze or cough?
9. How does covering your sneeze or cough help other people?
10. What are some other ways you can make sure that you don’t get others sick?
11. What do you hate about getting a shot? Why is getting shots important?
12. What could happen if you share food or silverware with someone else?
13. What are some other things you shouldn’t share to keep others from getting sick?

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

**Benchmark- HE.1.C.1.6 Identify Health Care Providers**
14. What is a doctor? What does a doctor do?
15. What are paramedics? What do they do?
16. What does the school nurse do?
17. What is a dentist? Have you ever been to the dentist? If yes, what did they tell you to do to keep your teeth healthy?

ANALYZING INFLUENCES SKILL ACTIVITIES

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

**Benchmark-HE.1.C.2.3 Identify what the school and community do to support personal health practices and behaviors.**
18. What healthy foods did you notice in our school lunch line today? What healthy foods did you select?

**Benchmark- HE1.C.2.5 Name examples of media messages that relate to health behaviors.**
19. Have you seen any commercials/billboards for fast food? Was the food healthy or unhealthy? How do you know?
20. Have you seen any commercials/billboards for milk? Did the commercial/billboard make you want to drink milk or eat milk products? Why do you think they put billboards up for milk?
22. Have you seen any commercials/billboards that made you hungry? Were they showing any healthy foods?
23. What are some unhealthy snacks you have seen advertised? Did you want to go and buy them after you saw the ad? Why or why not?
24. Does anyone know what an infomercial is?
25. Has anyone seen a commercial or billboard that encouraged people to avoid unhealthy substances such as smoking or drugs?

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

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

Benchmark- HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places.
26. How can you be safe around a hot stove?
27. What are some other items around the house that can get hot?

DECISION-MAKING SKILL ACTIVITIES

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

Benchmark- HE1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed.
28. What do tobacco and smoke do to the body?
29. What do you think your family wants to decide about tobacco?
30. Who chooses what you eat for breakfast? How does he/she/you decide what you should eat?
31. Who chooses what you eat for lunch? How does he/she/you decide what you should eat?
32. Who chooses what you should eat for supper? How does he/she/you decide what you should eat?
33. Who can demonstrate proper hand washing?
34. When should we wash our hands?

Benchmark- HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.
35. How many of you brush your teeth every day? What can happen if you don’t brush regularly?

SELF-MANAGEMENT SKILL ACTIVITIES

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

Benchmark- HE.1.P.8.1 Encourage others to make positive health choices.
36. Who does the food shopping for your family? When they ask for your help, do you suggest healthy foods?
37. What are your favorite healthy foods?

Writing Prompt: Write, draw, or list your favorite healthy foods and explain why you like them.
5 Minute Health: Skill Builders aligned to ELA Module C

CORE CONCEPTS

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

Benchmark- HE.1.C.1.1 Identify healthy behaviors
38. Why is wearing a helmet when you ride your bike important?
39. What are some other times you should wear a helmet?
Possible Writing Prompt: Write to explain how wearing a helmet can protect you

Benchmark- HE.1.C.1.2 Recognize the physical and social dimensions of health.
40. Empathy means caring about someone else’s feelings. How could you show empathy to someone who is feeling sad?
41. How could you show empathy to someone who is being bullied?
42. How could you show empathy to someone who is being left out?
43. What time do you go to bed? Do you think that you get enough sleep to help you do your best work at school?
44. What can you do to make sure that you get ready for bed on time?
45. What can you do to make sure that you get ready for school on time?
Writing Prompt: Write about a time that you showed empathy to someone or when someone showed empathy to you

Benchmark- HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.
Possible Read Aloud: I Keep Myself Safe (new for 2016-2017)
46. Who can show me the right way to cross the street?
47. Where is the proper place to cross the street?
48. How do we know when it is the right time to cross the street?
49. What should you wear to be safe on a bike?
50. Where should you ride your bike?
51. Should you ride your bike after dark? What do you need if you do ride your bike after dark?
52. What are the signals for showing that you are turning left or right or stopping your bike?
Writing Prompt: Draw and label a street and show things that help keep you safe on that street.

ANALYZING INFLUENCES SKILL ACTIVITIES

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

Benchmark-HE.1.C.2.1 Identify how children learn health behaviors from family and friends.
53. How many of you have a set bedtime? Who makes sure that you go to bed on time? What do they have you do before you go to bed?
54. Who has a rule about how much time you get to watch TV? Is the rule different at different houses?
55. Who has a rule about how much time you get to spend playing video games? Is the rule different at different houses?
56. Does anyone’s family celebrate holidays or family occasions? What do you celebrate and how does your family make it special?
57. Does anyone have or go to birthday parties? What was one thing that was especially fun at a birthday party you attended?

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

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES
Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.

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

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

DECISION-MAKING SKILL ACTIVITIES
Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

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

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

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

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

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

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

61. Review the proper place to cross the street. Who in your family is best at remembering to cross in the right place?
5 Minute Health: Skill Builders aligned to ELA Module D

CORE CONCEPTS

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

Benchmark- HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.
62. Why should you wear a seatbelt when you are riding in a car?
63. What are some other ways to stay safe in a car?
64. Why do young children need to sit in the back seat of a car?
65. How do you feel when you’re safe?
Writing Prompt: Draw and write about how to keep yourself safe in a car.

ANALYZING INFLUENCES SKILL ACTIVITIES

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

Benchmark-HE.1.C.2.3 Identify what the school and community do to support personal health practices and behaviors.
66. What do you think it means when someone says, “I belong”?
67. What kinds of feelings do you have when you feel like you “belong”?
68. Who are some people with whom you belong?
Writing Prompt: Draw a concept web with the word “belong” in the middle- then draw or write different things in your life that make you feel like you belong.

Benchmark- HE.1.C.2.4 Recognize health consequences for not following rules.
69. What are some different kinds of pollution? How does pollution happen?
70. How does pollution hurt the environment?
71. What are some things you can do if you see garbage on the ground or in the water?
Writing Prompt: Draw and label how pollution hurts the environment.

ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES

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

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

Benchmark- HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places.
Possible Read Aloud: I know First Aid (new for 2016-2017)
72. Review the warning labels/symbols found in hazardous places.
73. What are some signs about swimming you might see at a pool? Why do you think they hang these signs up?
74. What are some signs about swimming you might see at the beach?
75. Where else might you see signs about swimming? Why are those signs important?
Writing Prompt: Create a swimming sign and a location you might find your sign.

DECISION-MAKING SKILL ACTIVITIES
Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.

Benchmark- HE.1.B.5.2 Identify healthy options to health-related issues or problems.
76. How many of you have a special seat in the car? Why is it important to make sure that you sit in a special seat or wear a seatbelt while riding in a car?

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

Benchmark- HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks.
77. How can stopping to think before you act help you make safe decisions?

Benchmark- HE.1.P.8.1 Encourage others to make positive health choices.
78. What can you do when you know that someone has forgotten to do something important?
**5 Minute Health: Skill Builders aligned to ELA Module E**

**CORE CONCEPTS**

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

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

79. How do you know how to dress for the weather?
80. Who can help you dress for the weather?
81. How might you dress differently on a cold day instead of a hot day?

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

**ANALYZING INFLUENCES SKILL ACTIVITIES**

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

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

*Read Aloud: I know First Aid (New for 2016-2017)*

82. What are some ways you’ve gotten injured? How can you prevent being injured next time?
83. Have you ever done anything that caused someone else to get hurt? What could you have done differently so that no one would get hurt?

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

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

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

**INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES**

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

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

85. When you need help at home, whom can you ask?
86. When you need help at school, whom can you ask?
87. What is aggressive behavior? Who would you report it to at school?
88. Who would you report aggressive behavior to at home?
89. Review bullying. Review how bullying is reported/handled at your school.
90. What should you do if you think someone is being bullied?
91. Review the good touch/bad touch and touching rule lessons.
92. Practice saying “no” and telling a trusted adult if someone is doing things that make you feel uncomfortable.

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

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

**DECISION-MAKING SKILL ACTIVITIES**

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

Benchmark- HE.1.B.5.2 Identify healthy options to health-related issues or problems.
100. If you see something dangerous (matches, gun, broken glass, etc.) what should you do?

Benchmark- HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.
101. What are some things that kids can do to help the environment?

*Writing Prompt: Write and draw about a way that a kid your age could help the environment*
5 Minute Health: Skill Builders aligned to ELA Module F

CORE CONCEPTS

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

Benchmark- HE.1.C.1.1 Identify healthy behaviors
102. What are some ways to stay safe on the swings?
103. What are some ways to stay safe on a slide?
104. What are some other items found on a playground? How can you use the equipment safely?
105. How is exercising a healthy behavior?
106. What is your favorite activity during PE?

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

Benchmark- HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.
Possible Read Aloud: I Keep Myself Safe (new for 2016-2017)
107. What are some ways to stay safe in a pool?
108. What are some ways to stay safe at the beach?
109. What are some ways to stay safe on a boat?

ANALYZING INFLUENCES SKILL ACTIVITIES

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

Benchmark-HE.1.C.2.1 Identify how children learn health behaviors from family and friends.
110. How many of you exercise with your family? What kinds of activities do you do? How does exercising with others make it more enjoyable?
111. How many of you play a sport after school? Who comes to watch your games?

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

Benchmark- HE1.C.2.5 Name examples of media messages that relate to health behaviors.
112. Has anyone seen a commercial or billboard that encouraged physical activity?

DECISION-MAKING SKILL ACTIVITIES

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

Benchmark- HE1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed.
113. Who makes the rules for places you go to play in the water (pool, beach, boating, etc.)? Who reinforces those rules?

SELF-MANAGEMENT SKILL ACTIVITIES

Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.
**Benchmark- HE.1.P.7.1** Tell about behaviors that avoid or reduce health risks.
114. Who knows how to swim?
115. What equipment can help if you don’t know how to swim?
116. What adults can help keep you safe while you are swimming?
117. Why is it important to swim with a buddy?
118. Why is it important to follow the rules on the playground?
119. Why do we use sunscreen?
120. What can happen if you forget to put on sunscreen?

**Benchmark- HE.1.P.8.1** Encourage others to make positive health choices.
121. Who makes sure that you use sunscreen? Have you ever had to remind him/her to remember the sunscreen?

**ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES**

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

**Benchmark- HE.1.B.3.1** Determine the meaning of warning labels and signs on hazardous products and places.
122. Review the labels found on medicine. Why should you check with an adult before you open the bottle?

**Benchmark- HE.1.B.3.2** Identify trusted adults and professionals who can help promote health.
123. What are some things your parents do to help you stay healthy?
124. What are some things your teacher does to help you stay healthy?
125. What are some things your PE coaches do to help you stay healthy?
126. What are some things your guidance counselor does to help you stay healthy?
127. What are some things the school nurse does to help you stay healthy?
128. What other adults help you stay healthy?

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

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

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

The Joint Commission on Health Education Standards

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

National Health Education Standards: Achieving Health Literacy, 1995

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

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

1. Florida Standards for Health Education
2. Health Curriculum Guide (literacy connections to use during reading block) ✅ **NOTE: the Health reading texts are embedded within PCS ELA Modules.**
3. 5 Minute Health: Skill Builder (5 minute daily prompts for quick writes/journaling/turn and talk); Skill Builders are referenced in Health Curriculum Guide and align with ELA Modules.
4. Locally developed/FL DOE REQUIRED lessons
5. List of classroom books/resources
6. Health Assessment Rubric
7. Links to Physical Activity eLearn site

1st Grade - 5 Minute Health: Skill Builders
To produce health literate students, all Health Education instruction must incorporate activities that help students develop their health knowledge, attitudes, beliefs, and behaviors:

### Activities to Produce Health Literate Students

<table>
<thead>
<tr>
<th>What Students Believe (Attitudes)</th>
<th>Influence of Others on Health Behaviors (Healthy Norms)</th>
<th>Students’ Confidence to Act (Perception of Control)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activities encourage students to value healthy behaviors.</td>
<td>• Activities help students understand that family, friends, and teachers want students to act in healthy ways.</td>
<td>• Activities allow students opportunities to anticipate situations where they need to make healthy choices.</td>
</tr>
<tr>
<td>• Activities help students connect healthy behaviors with desired health outcomes.</td>
<td>• Activities increase students’ motivation to comply with the wishes of family, friends, and school.</td>
<td>• Activities help students develop supportive knowledge &amp; skills that build confidence to practice healthy actions.</td>
</tr>
</tbody>
</table>

*from the above, students express healthy intentions leading to students’ healthy behaviors*

### What Skill Builders do for your students!

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

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

### Grading Health

Health grades are blended with other content to become a floating assessment. These assessments may be based on teacher observations using the Health Rubric for each grade posted on eLearn. The 5 Minute Health Skill Builders include a variety of writing prompts and other activities that may be assessed using the grade level rubric for Health.
Health Education Grading Rubric
K-2

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

<table>
<thead>
<tr>
<th>Lesson Objective</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Seldom</th>
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1st Grade Physical Activity during Health Education

Physical Activity Breaks are extremely beneficial to students. Five minute breaks should occur throughout the day in all subject areas. Extended physical activity time will occur at least twice a week during Health Education. Collectively, these 5-minute and 20-minute movement activities will help students to reduce stress, increase their physical activity, reenergize their brains for improved lesson focus, and have FUN!

Please keep this handout with your daily plans as a helpful guide throughout the year.

CONSIDERATIONS FOR ALL GRADE LEVELS:

SAFETY:
- Rules for safe movement on campus must be established with your class at the beginning of the year. These rules may be similar to your classroom expectations.
- Outside areas and playground equipment rules should be discussed with your school’s PE staff. Rules and expectations should be the same across all grade levels.
- Physical activity during Health Education will be instructional time; teachers are expected to be engaged with the class and maintain visibility and proximity to all students at all times.
- Teachers should always be aware of any possible outside nuisances such as broken glass, ant piles, various animals, sand spurs, and sticks from trees. Have a plan to contact the HPO or front office if anything arises.
- Incidents: Have a plan to contact office if a student is injured during PA. Collaborate with Administration for best plan.

SPACE:
- Boundaries for space outside should be established between teachers and the PE staff. Courtesy for the PE class’s instructional space should ALWAYS be considered when using outside areas.
- Establish safety practices when using classroom space for movement activities; floor space should be free of books/bags/other objects, students should be spaced out to not interfere with others’ movement.

EQUIPMENT:
- Management of equipment in your classroom
  - Keep equipment together in a basket or bag
  - Choose a student helper to gather, collect and inventory equipment after PA
- Recommended classroom equipment
  
<table>
<thead>
<tr>
<th>Equipment</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Jump ropes</td>
<td>8 – 10</td>
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<tr>
<td>Playground balls; 8-10” in size</td>
<td>2 - 4</td>
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<td>Dice - several pieces</td>
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<tr>
<td>Ball pump with extra pump needles</td>
<td></td>
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<tr>
<td>10 Cones (more is always better)</td>
<td>10 - 12</td>
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<tr>
<td>15 – 20 Bean Bags</td>
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<tr>
<td>Decks of cards; both playing and Uno cards</td>
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<tr>
<td>Equipment bag or large laundry basket for storage</td>
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</tbody>
</table>

- Where to find equipment
  - Collaborate with PE teacher; keep in mind they may not have equipment to lend
  - Refer to list of resources and grants to earn/win equipment (back of page)
  - Collaborate with PTA/Boosters to promote fundraisers to build sets of classroom PA equipment
- Easy 5-minute PA break activities (Combine a few for 20 minute Physical Activity during Health)
  1) Jammin’ Minute  2) GoNoodle  3) Adventure to Fitness
  4) Fitness Walks  4) Fit Sticks  4) GeoMotion

Ten easy to remember Health Related Physical Activities for 1st Grade!
Find the directions for these games on the Health e-Learn site under Physical Activities.

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<table>
<thead>
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<tbody>
<tr>
<td>Rock, Paper, Scissors-Numbers</td>
<td>Health Dice</td>
<td></td>
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<tr>
<td>Houdini Hoops</td>
<td>Germ Tag</td>
<td></td>
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<tr>
<td>Shake Break (GoNoodle)</td>
<td>Healthy Fitness Break</td>
<td></td>
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<tr>
<td>Food Plate Spell</td>
<td>Food Plate Shuffle</td>
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<tr>
<td>Food Plate Bingo</td>
<td>Parachute</td>
<td></td>
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</tbody>
</table>

RESOURCES FOR ACTIVITIES AND GRANTS/FUNDING FOR EQUIPMENT

<table>
<thead>
<tr>
<th>Organization</th>
<th>Physical Activity</th>
<th>Web Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pinellas County Schools</td>
<td>e-Leaning Center various media</td>
<td><a href="http://elearn.pcsb.org">http://elearn.pcsb.org</a></td>
</tr>
<tr>
<td>GoNoodle</td>
<td>Online website various media</td>
<td><a href="https://www.gonoodle.com">https://www.gonoodle.com</a></td>
</tr>
<tr>
<td>Jam School Program</td>
<td>Short exercise videos</td>
<td><a href="http://www.jamschoolprogram.com">http://www.jamschoolprogram.com</a></td>
</tr>
<tr>
<td>Adventure to Fitness</td>
<td>Long and short exercise videos</td>
<td><a href="http://adventur%E7%98%A2ofitness.com">http://adventur瘢ofitness.com</a></td>
</tr>
<tr>
<td>Eat Smart Move More</td>
<td>Online website various media</td>
<td><a href="http://www.eatsmartmovemorenc.com">http://www.eatsmartmovemorenc.com</a></td>
</tr>
<tr>
<td>National Football League</td>
<td>Fuel Up To Play 60 various media</td>
<td><a href="https://www.fueluptoplay60.com">https://www.fueluptoplay60.com</a></td>
</tr>
<tr>
<td>Alliance for a Healthier Generation</td>
<td>Online website various media</td>
<td><a href="https://www.healthiergeneration.org">https://www.healthiergeneration.org</a></td>
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<tr>
<td>Active Academics</td>
<td>Online website various media</td>
<td><a href="http://www.activeacademics.org">http://www.activeacademics.org</a></td>
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</tbody>
</table>

Grant Funding Resources

<table>
<thead>
<tr>
<th>Organization</th>
<th>Physical Activity</th>
<th>Web Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pinellas Education Foundation</td>
<td>Fuel Up To Play 60</td>
<td><a href="https://www.fueluptoplay60.com">https://www.fueluptoplay60.com</a></td>
</tr>
<tr>
<td>Walgreens Giving Back to the Community</td>
<td>Let’s Move Active Schools</td>
<td><a href="http://www.letsmoveallschools.org">http://www.letsmoveallschools.org</a></td>
</tr>
<tr>
<td>Walmart Foundation</td>
<td></td>
<td><a href="http://giving.walmart.com/foundation">http://giving.walmart.com/foundation</a></td>
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<tr>
<td>Junior League St. Petersburg</td>
<td></td>
<td><a href="http://www.jlstpeter.org">http://www.jlstpeter.org</a></td>
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</table>

Other Resources

<table>
<thead>
<tr>
<th>Lead money</th>
<th>Dollar Tree</th>
<th>Oriental Trading</th>
<th>Walmart</th>
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HEALTH EDUCATION OBSERVATIONS: To assess how students are meeting the Health Education Standards during Physical Activity, go to the Health eLearning site for your grade level: http://elearn.pcsb.org/course/view.php?id=182. This site links to the Physical Activities site.