

Fourth Grade Health Core Curriculum



Elementary Health Core

Fourth Grade

Healthy Self

- Objective 1: PD a,b,c
- Objective 2: Counselor
- Objective 3: Counselor
- Objective 4: Counselor & PD 2nd

Substance Abuse Prevention

- Objective 1: PD all
- Objective 2: PD all
- Objective 3: PD all
- Objective 4: PD all

Human Development and Relationships

- Objective 1: Teachers Resource Manual
- Objective 2: Teachers Resource Manual
- Objective 3: Teachers Resource Manual

Disease Prevention and HIV/AIDS Education

- Objective 1: Teachers Resource Manual
- Objective 2: Teachers Resource Manual
- Objective 3: Teachers Resource Manual

Safety and Injury/Violence Prevention

- Objective 1: Teachers Resource Manual
- Objective 2: Teachers Resource Manual
- Objective 3: Teachers Resource Manual
- Objective 4: Counselors & PD 2nd

Nutrition and Fitness

- Objective 1: Teachers Resource Manual
- Objective 2: Teachers Resource Manual
- Objective 3: Teachers Resource Manual
- Objective 4: Teachers Resource Manual

Consumer and Community Health

- Objective 1: Teachers Resource Manual
- Objective 2: Teachers Resource Manual
- Objective 3: Teachers Resource Manual

ATT=Activities That Teach- Book by Tom Jackson
 MATT=More Activities That Teach- Book by Tom Jackson
 PD=Prevention Dimensions- contact Monica
 30 MM= 30 Minute Miracles- IMC

Fourth Grade Core Curriculum

Healthy Self

<u>Grade</u>	<u>Standard</u>	<u>Objective</u>	<u>Resources</u>
4 th Grade	Standard 1: The students will learn ways to improve mental health and manage stress.	<p>Objective 1: Demonstrate effective decision-making based on positive self-worth. *PD</p> <p>a. Identify characteristics of positive self-worth; e.g., ability to set goals, self-efficacy and values, physical, social and mental health.</p> <p>b. Apply the decision making process; i.e., identifying the problem, gather information, identify alternatives, predict the immediate and long-term consequences, make the best choice, act, evaluate results.</p> <p>c. Identify factors that may influence decision-making; i.e., media, peers, environment, self-worth.</p>	<p>http://www.uen.org/Lessonplan/preview.cgi?LPid=160 http://www.uen.org/Lessonplan/preview.cgi?LPid=104 Making Healthy Choices by Carolyn Newton It's Up To You, What Would You Do? By Sandra MeLeod Humphrey Body Systems: The Respiratory and Circulatory Systems by Barbara Donovan My Secret Bully by Trudy Ludwig Wemberly Worried by Kevin Henkes Hunches in Bunches by Dr. Suess Princess Fidgety Feet by Pat Posner Enemy Pie by Derek Munson</p> <p>PD Lesson #5</p>
4 th Grade	Standard 1: The students will learn ways to improve mental health and manage stress.	<p>Objective 2: Practice constructive application of assertiveness.</p> <p>a. Describe assertiveness.</p> <p>b. Predict the results of assertive communication.</p> <p>c. Use assertive communication in role play.</p>	<p>Counselors will teach these lessons. http://www.uen.org/Lessonplan/preview.cgi?LPid=160 30 MM- Magic Sentence Harassment Hurts- video (49509) Talking with T.J.- Conflict Resolution- video and lesson plan Book: Please Stop, I Don't Like That- www.youthlightbooks.com</p> <p>Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum Yes, You Can Say No" presentation by Family Treatment and Support Center Phone: 1-801-229-1181</p>
4 th Grade	Standard 1: The students will learn ways to improve mental health and manage stress.	<p>Objective 3: Set goals to enhance personal health.</p> <p>a. Recognize how physical, mental, and social health interrelate.</p> <p>b. Evaluate personal health in each of these areas.</p>	<p>Counselors will teach these lessons. http://www.uen.org/Lessonplan/preview.cgi?LPid=161 Book: I'm Gonna Like Me 30 MM- Lesson 1 & 2, Year 1 Book: A Bad Case Of Stripes by David Shannon – A fun book that can be used to talk about eating good. Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum</p>

4 th Grade	<p>Standard 1: The students will learn ways to improve mental health and manage stress.</p>	<p>Objective 4: Explore positive options for managing stress.</p> <p>*PD</p> <ol style="list-style-type: none"> a. Define stress. b. Identify behaviors or situations that may cause conflict or stress. c. Create a personal stress management plan. 	<p>Counselors will teach these lessons.</p> <p>30 MM- Lesson 1 & 2, Year 1</p> <p>Book: <u>Don't Pop Your Cork On Monday</u></p> <p>PD Lesson #6</p> <p>30MM- Book: Switch on the Night by Ray Bradbury Lesson #2 (Green)</p> <p>Lesson Chill Out and Deal With Stress Grades 3-6 (UEN)</p> <p>__Tales that Teach-curriculum.-Contact Teresa Winkler for more info.</p> <p>30 Minute Miracles- IMC curriculum</p>
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Substance Abuse Prevention

<u>Grade</u>	<u>Standard</u>	<u>Objective</u>	<u>Resources</u>
4 th Grade	Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.	Objective 1: Discover personal strengths and talents that make one unique. *PD a. Identify strengths and talents in classmates. b. Identify personal strengths and talents. c. Summarize how a variety of strengths and talents contribute to the uniqueness of people.	http://www.uen.org/Lessonplan/preview.cgi?LPid=161 PD Lesson #2
4 th Grade	Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.	Objective 2: Identify the qualities of positive role models . *PD a. Name role models or people who are admired. b. Compare characteristics of role models. c. Differentiate between behaviors that reflect a positive attitude and those that may indicate a negative attitude. d. Identify characteristics to be incorporated into life	http://www.uen.org/Lessonplan/preview.cgi?LPid=101 PD Lesson #7
4 th Grade	Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.	Objective 3: Predict the possible consequences of substance use . a. Analyze how social messages regarding the use of alcohol, tobacco, and other drugs may misrepresent the negative effects of each. b. Identify a variety of social, health, and economic problems associated with the abuse of alcohol, tobacco, and other drugs.	<u>Student Safety Tips: 45 that Every 3rd-5th Grader Must Know</u> by Tony Newsom <u>Tall Tales</u> by Karen Day <u>Nicotine and Tobacco</u> by Ruth Chier <u>It's Okay to Be Different</u> by Todd Parr
4 th Grade	Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.	Objective 4: Model responsible decision making . *PD a. List and explain the steps for decision-making and Refusal Skills®. b. Demonstrate <i>decision-making and Refusal Skills®</i> in responding to negative influences.	PD Lesson # 6 –Tobacco Prevention Teachers Guide

Human Development and Relationships

<u>Grade</u>	<u>Standard</u>	<u>Objective</u>	<u>Resources</u>
4 th Grade	Standard 3: The students will understand and respect self and others related to human development and relationships.	Objective 1: Summarize the functions of the cardiovascular and respiratory systems. a. Review the major body systems and their basic functions. b. Describe the cardiovascular and respiratory systems. c. Demonstrate ways to strengthen the cardiovascular and respiratory systems.	www.uen.org go under K12 Education choose Utah Core Curriculum choose Health Education choose grade 4 go to Standard 3 <u>Respiration and Circulation</u> by Rebecca Johnson <u>Blood</u> by Ralph Mitchell
4 th Grade	Standard 3: The students will understand and respect self and others related to human development and relationships.	Objective 2: Develop <i>skills</i> for building healthy interpersonal relationships . a. Show respect for the uniqueness of others, regardless of gender; e.g., abilities, talents, strengths, characteristics, and hopes for the future. b. Demonstrate <i>assertive communication</i> . c. Respect personal boundaries.	www.uen.org go under K12 Education choose Utah Core Curriculum choose Health Education choose grade 4 go to Standard 3 <u>Cliques, Phonies & Other Baloney</u> by Trevor Romain
4 th Grade	Standard 3: The students will understand and respect self and others related to human development and relationships.	Objective 3: Exhibit qualities associated with healthy body image . a. Identify hereditary influences on body types. b. Recognize the physical changes associated with development. c. Model ways to show care and acceptance of the body; e.g., posture, hygiene, exercise, balanced diet.	www.uen.org go under K12 Education choose Utah Core Curriculum choose Health Education choose grade 4 go to Standard 3

Disease Prevention and HIV/AIDS Education

Grade	Standard	Objective	Resources
4 th Grade	Standard 4: The students will understand concepts related to health promotion and disease prevention.	Objective 1: Determine how communicable diseases are spread. a. Compare modes of transmission of diseases . b. List ways that people cannot contract HIV.	http://www.uen.org/Lessonplan/preview.cgi?LPid=1366 Disease Prevention by Alexandra Powe Alex, the Kid with AIDS by Linda Walvoord Girard and Blanche Sims Be a Friend: Children Who live With HIV Speak by Lori S. Wiener and Philip A. Pizzo
4 th Grade	Standard 4: The students will understand concepts related to health promotion and disease prevention.	Objective 2: Demonstrate personal hygiene and universal precautions . a. Demonstrate proper hand washing. b. List reasons to avoid contact with blood and other body fluids. c. Describe procedures to follow in the event of a blood spill. d. Demonstrate <i>decision-making and Refusal Skills</i> ® for HIV prevention .	http://www.uen.org/Lessonplan/preview.cgi?LPid=1364 Act SMART handout-Ways to Resist Pressure
4 th Grade	Standard 4: The students will understand concepts related to health promotion and disease prevention.	Objective 3: Demonstrate ways to help people living with HIV and other diseases . a. Identify ways to show compassion for others. b. Identify needs of people who are living with long-term illnesses. c. Plan an activity promoting compassion for people living with long-term illnesses.	http://www.uen.org/Lessonplan/preview.cgi?LPid=1367

Safety and Injury/Violence Prevention

Grade	Standard	Objective	Resources
4 th Grade	Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.	Objective 1: Determine how to participate safely in recreational activities. (SC) a. List recreational and athletic activities and potential injuries. b. Identify safety equipment and procedures needed for various recreational and athletic activities. c. Practice safety precautions associated with changes in weather.	http://www.healthinsite.gov.au/topics/Recreation_Related_Injuries http://www.injuryprevention.org http://www.health.state.ny.us/enviornmental/emergency/weather/lightning/ Participate safely in recreational activities http://www.nebo.edu/curriculum/health/files/4_safe.pdf
4 th Grade	Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.	Objective 2: Make decisions about taking appropriate risks. a. Analyze dares, risks, and challenges. b. Predict the outcomes of taking reasonable and unreasonable risks. c. Apply <i>decision-making skills</i> to dares, risks, and challenges.	http://pbkids.org/itsmylife/games/in_charge_flash/html http://faculty.fuqua.duke.edu/~clemen/bio/DMSkills.pdf Decisions for taking risks http://www.nebo.edu/curriculum/health/files/4_risks.pdf
4 th Grade	Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.	Objective 3: Demonstrate basic first aid procedures. a. Identify procedures for responding to minor injuries; e.g., animal and insect bites, bleeding, burns, cuts, and scratches. b. Know the general emergency number to call for a more severe injury or situation; i.e., 911 phone number.	<u>The Kids' Guide to First Aid: All About Bruises, Burns, Stings, Sprains & Other Ouches</u> by Karen Buhler Gale <u>Kids To the Rescue: First Aid Techniques for kids</u> by Maribeth Boelts http://www.dinah.com/conceptmap.php http://www.bsatroop680.org/first_aid_guide.htm http://www.bsatroop680.org/First_Aid/Bleeding.htm http://www.bsatroop680.org/First_Aid/first_Aid_cuts_and_scrapes.htm http://www.bsatroop680.org/First_Aid/first_aid_insect.htm#Spider%20Bites Basic First Aid http://www.nebo.edu/curriculum/health/files/4_firstaid.pdf
4 th Grade	Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.	Objective 4: Model various nonviolent ways to resolve conflict. *PD a. Identify situations that cause anger or frustration. b. List ways to deal effectively with anger or frustration. c. Identify how destructive behavior can cause conflict. d. Predict how constructive behavior might reduce conflict.	Counselors will teach these lessons. http://www.uen.org/Lessonplan/preview.cgi?LPid=163 http://www.npc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans/media-literacy-grades-1-2/ 30 MM- Circle of Revenge and Mediation 30 MM- Anger as Secondary Emotion-Kisses Book: <u>Don't Rant and Rave on Wednesday</u> PD Lesson # 30MM- Story: A Pocket Full of Rocks by Larry Hillar lesson #3 (Green) Also lesson # 4 Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum Book: <u>Bill Cosby's Little Bill The meanest Thing To Say</u> Tom Jackson book #3 Lesson - "Blow Hard" page 52 <u>Don't be a Menace on Sundays!: The Children's Anti-Violence Book</u> by Adolph Moser <u>Rose Blanche</u> by Roberto Innocenti

Nutrition and Fitness

Grade	Standard	Objective	Resources
4 th Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	Objective 1: Specify key vitamins and minerals and their functions. *NU a. Name vitamins and minerals vital to a healthy body; e.g., vitamins B and C, minerals calcium and iron. b. Determine the functions of key vitamins and minerals. c. Name foods rich in key vitamins and minerals. d. Identify nutritional problems related to vitamin and/or mineral deficiencies.	http://www.uen.org/Lessonplan/preview.cgi?LPid=949 http://www.uen.org/Lessonplan/preview.cgi?LPid=959 http://www.uen.org/Lessonplan/preview.cgi?LPid=951 http://www.uen.org/Lessonplan/preview.cgi?LPid=952 http://www.uen.org/Lessonplan/preview.cgi?LPid=953 http://www.uen.org/Lessonplan/preview.cgi?LPid=954 http://www.uen.org/Lessonplan/preview.cgi?LPid=976 <u>Food and Nutrition for Every Kid</u> by Janice VanCleave
4 th Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	Objective 2: Determine the relation between food intake and activity. (PE) *NU a. Define calories. b. Estimate the number of calories needed for growth and body function. c. Predict the change in caloric requirements due to participation in activities. d. Plan a balanced food intake for one day.	http://www.uen.org/Lessonplan/preview.cgi?LPid=949 http://www.uen.org/Lessonplan/preview.cgi?LPid=959 http://www.uen.org/Lessonplan/preview.cgi?LPid=951 http://www.uen.org/Lessonplan/preview.cgi?LPid=952 http://www.uen.org/Lessonplan/preview.cgi?LPid=953 http://www.uen.org/Lessonplan/preview.cgi?LPid=954 http://www.uen.org/Lessonplan/preview.cgi?LPid=976 http://www.uen.org/Lessonplan/preview.cgi?LPid=103 http://www.uen.org/Lessonplan/preview.cgi?LPid=159
4 th Grade	Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.	Objective 3: Summarize how and why bodies differ in shape and size. a. Recognize individual growth patterns. b. Explain the role that heredity plays in growth and development. c. Describe the role of nutrition in growth and development.	http://www.uen.org/Lessonplan/preview.cgi?LPid=949 http://www.uen.org/Lessonplan/preview.cgi?LPid=959 http://www.uen.org/Lessonplan/preview.cgi?LPid=951 http://www.uen.org/Lessonplan/preview.cgi?LPid=952 http://www.uen.org/Lessonplan/preview.cgi?LPid=953 http://www.uen.org/Lessonplan/preview.cgi?LPid=954 http://www.uen.org/Lessonplan/preview.cgi?LPid=976

Nutrition Education: See

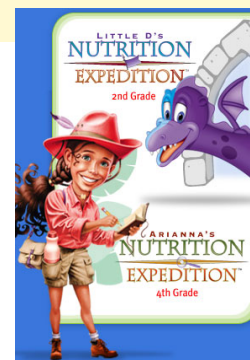
Fun and Easy Ways to Teach Nutrition

New Nutrition Education Curriculum for 2nd and 4th Grades

Free teacher resources from Utah Dairy Council.

<http://www.utahdairyCouncil.com/42.html>

Enroll at <http://www.nutritionexplorations.org/educators/>



PE activities:

http://www.nebo.edu/curriculum/health/files/4_PE.pdf

<i>Consumer and Community Health</i>			
Grade	Standard	Objective	Resources
4 th Grade	Standard 7: The students will understand the value of service and effective consumer practices.	Objective 1: Participate in service learning that benefits Utah. (SS) a. Identify needs of Utah and/or its citizens. b. Examine situations when people or groups assist Utah. c. Plan, implement, and report on service benefiting Utah.	http://www.uen.org/Lessonplan/preview.cgi?LPid=459 * “This site provides LOADS of information on service learning. It is organized into several searchable databases, as well information resource areas where you can request publications (newsletters, articles, etc.). It provides links to many other service sites on the web, as well as special sections for Learn and Serve America grantees, with a list of Learn and Serve state contacts and Learn and Serve programs.” http://www.servicelearning.org/ <u>Miss Rumphius</u> by Barbara Cooney <u>Ordinary Mary’s Extraordinary Deed</u> by Emily Pearson <u>Volunteering to Help in Your Neighborhood</u> by Claudia Isler <u>Volunteering to Help the Environment</u> by Suzanne J. Murdico
4 th Grade	Standard 7: The students will understand the value of service and effective consumer practices.	Objective 2: Analyze how media strategies and techniques affect consumer practices. (LA) (LM) a. Identify the strategies and techniques used in a variety of media. b. Demonstrate the various strategies and techniques used by media. c. Compare effectiveness of various strategies and techniques.	http://www.uen.org/Lessonplan/preview.cgi?LPid=459 *Pbskids.org/dontbuyit is a great website that shows kids strategies and techniques the media uses and even lets them make their own advertisements. It is very interactive and kid-friendly. http://pbskids.org/dontbuyit/ *Lesson plan
4 th Grade	Standard 7: The students will understand the value of service and effective consumer practices.	Objective 3: Identify the role of health professionals in the school. a. List various health professionals within the school system and the services provided. b. Define the role of each health professional within the school system. c. Identify situations in which the services can and should be accessed.	*Invite the health professionals at your school (nurse, psychologist, counselor, lunch workers, etc) to come talk to your class about what they do.

Human Development and Relationships

Standard 3 Grades 3-6

Web sites:

Web sites:

Core Academy at USU

<http://coreacademy.usu.edu/Materials/>

Heart Power Online

<http://www.americanheart.org/presenter.jhtml?identifier=3028650>

This website has great lesson plan ideas by grade or core on health.

Jordan Educational Media, Inc. You can get video clips for teaching.

<http://www.jordaneducationmedia.com/>

<http://charactercounts.org>

www.teachwithmovies.org (may have a fee)

www.uen.org Gives lesson plans that follow core

www.uen.org/dms/ E-media can download materials

Grade 4 Standard 5 Objective 1

Utah State Health Core 4th Grade:

Objective 1

Determine how to participate safely in recreational activities.

- List recreational and athletic activities and potential injuries.
- Identify safety equipment and procedures needed for various recreational and athletic activities.
- Practice safety precautions associated with changes in weather.

Materials Needed/Attachments

- Activity/Potential Injury Teacher Copy for overhead
- Activity/Potential Injury Student Copy
- Flash cards of weather changes for groups or partners.
 - The master is three pages long.
 - Copy enough copies for every small group or partnership.

Instructional Procedure

- Working individually students work to come up with as many recreational activities as possible and list them in the first column.
- As a class the students contribute and compile their lists of activities into one class list. The class then discusses and lists all of the potential injuries and safety equipment and precautions that they would take that would involve the recreational activities.
- As a class discuss that just as we often participate in recreational activities it is important to pay attention to the weather and how it affects the activities we participate in.
- In either partners or small groups the students play the game memory with different weather questions regarding changes in the weather. The key for the cards is simply if on the master next to each other then it is the right answer.

Teacher Resources

- http://www.healthinsite.gov.au/topics/Recreation_Related_Injuries
- <http://www.injuryprevention.org/>

Name: _____

Activity	Potential Injury	Safety Equipment and Precautions

<p>You are with a group of friends playing soccer at the park. It starts to sprinkle and then begins to rain really hard. With the rain there is also thunder and lightning. What should you do?</p>	<p>Find a low spot away from trees, metal fences, pipes, tall or long objects.</p> <p>(http://www.health.state.ny.us/environmental/emergency/weather/lightning/)</p>
<p>It is a nice fall day and you are swimming with your family. You see dark thunder clouds in the distance, and then you hear the lightning. What should you do?</p>	<p>If you are swimming, fishing or boating and there are clouds, dark skies and distant rumbles of thunder or flashes of lightning, get to land immediately and seek shelter.</p> <p>(http://www.health.state.ny.us/environmental/emergency/weather/lightning/)</p>
<p>Your whole family is driving in your van to Disneyland. About an hour into the trip it starts thundering and lightning. What should you do?</p>	<p>If you are in a car and it has a hard top, stay inside and keep the windows rolled up.</p> <p>(http://www.health.state.ny.us/environmental/emergency/weather/lightning/)</p>
<p>You want to have a picnic with your friends so you go outside and look at the sky to check out the weather. What would the sky look like if there is a thunderstorm coming?</p>	<p>Recognize the signs of an oncoming thunder and lightning storm - towering clouds with a "cauliflower" shape, dark skies and distant rumbles of thunder or flashes of lightning. Do not wait for lightning to strike nearby before taking cover.</p> <p>(http://www.health.state.ny.us/environmental/emergency/weather/lightning/)</p>

<p>If there is a sudden _____ in temperature most likely there is a storm coming.</p>	<p>DROP</p>
<p>There is a storm coming if there is a sudden drop in air pressure on your _____.</p>	<p>BAROMETER</p>
<p>You watch the weather man before school in the morning. He tells you it is going to snow. You go outside and it is really warm, and you think the weather man is crazy. Should you wear your jacket?</p>	<p>YES, you should wear your jacket and prepare for snow. This is just one of the tricks with high and low pressure.</p>
<p>Mom says that you can go swimming when it is 80 degrees. What tool do you use to find out what the temperature it is?</p>	<p>Thermometer</p>

<p>Your on vacation with your family and you hear a really loud siren. Your parents turn on the news and see that there have been tornado sightings. What should you do?</p>	<p>If there's no basement or cellar in your home, a small room in the middle of house -- like a bathroom or a closet -- is best. The more walls between you and the outside, the better.</p> <p>(http://www.statefarm.com/learning/disasters/learning_disas_tornado.asp)</p>
<p>Your parents tell you there is going to be a hurricane so you have three options. What are they?</p>	<p>Go to a designated shelter, Go to a safer place inland, Ride out the storm in your home (if local authorities permit you to stay)</p> <p>http://www.statefarm.com/learning/disasters/learning_disaster_hurricane.asp</p>
<p>You and your family decide to ride out a hurricane at home. What should you do?</p>	<p>If you stay home, stay indoors and away from windows and glass doors. Get on the opposite side of the house from the wind.</p> <p>http://www.statefarm.com/learning/disasters/learning_disaster_hurricane.asp</p>
<p>You are outside singing in the rain. All of a sudden it starts to hail huge pieces. What should you do?</p>	<p>Seek shelter, as hail of any size could be dangerous when pelted in high winds.</p> <p>http://www.statefarm.com/learning/disasters/learning_disaster_hurricane.asp</p>

Grade 4 Standard 5 Objective 2

Utah State Health Core 4th Grade

Objective 2

Make decisions about taking appropriate risks. Analyze dares, risks, and challenges.

- Predict the outcomes of taking reasonable and unreasonable risks.
- Apply decision-making skills to dares, risks, and challenges.

Materials Needed/Attachments

- Dares, Risks, Challenges
- Dare Stories

Instructional Procedure

- Ask the class what does decision making mean? Try to push them a little further to think deeper. Q: So what is a "good" decision?
 - A: One that works out well.
 - Q: Do good decisions always work out well?
 - A: Yeah, that's what a good decision is.
 - Q: But what does that mean, "works out well?"
 - A: Oh, I don't know; somebody gets what they want.
 - Q: What if the choice also brings things that aren't wanted?
 - A: Like buying a car that's cheaper but it might break down more?
 - Q: Yeah.
 - A: Well, if you end up with something you don't want, maybe it was a bad decision.
- As a class discuss and make a list of skills or things they've done to help them make decisions.
 - Family
 - Friends
 - Time
 - Resources
 - Information
 - Etc.
- Choose student to role play the different scenarios. As a class predict what would happen in the situation with different decisions.
- Students take the different scenarios and they write the end of the story with a good decision and a bad decision.
- To finish the lesson have students write two paragraphs about a time when they were faced with a difficult decision.

Teacher Resources

- http://pbskids.org/itsmylife/games/in_charge_flash.html
- <http://faculty.fuqua.duke.edu/~clemen/bio/DMSkills.pdf>

Dares, Risks, Challenges

Story 1

Joshua and Matthew were walking home from school together. Matthew's mom told him that in order to get home he needs to walk the long way so he doesn't have to cross the railroad tracks. Joshua told Matthew that if they go the shorter route nothing will happen to them. Also if Matthew will cross the tracks with Joshua he promised him that he can have his favorite football.

Predict the outcome: _____

Apply Decision Making Skills: _____

Story 2

During lunch Sam cut in front of Jennifer to get lunch. Jennifer sat down to eat but just couldn't forget about Sam cutting in front of her. Jennifer was very popular at school and all the girls wanted to be her friend. Jennifer told Becca it would be really cool if she squirted ketchup on Sam.

Predict the outcome: _____

Apply Decision Making Skills: _____

Story 3

Kristin always tried her hardest in school. She had never missed a homework assignment. On Tuesday she wasn't feeling very well and forgot to do her homework. When she got to school she realized what had happened. She knew that she was supposed to turn in her homework before she sat down. She knew she could get her homework done before her teacher Mr. Jones got back from the office.

Predict the outcome: _____

Apply Decision Making Skills: _____

Story 4

It was Francine's first day of 4th grade. She was so excited to be at a new school. She walked into her classroom and heard a group of girls giggling. They were laughing at a girl that was wearing clothes that looked different. The other girl was sitting at her desk with her head down. If Francine wanted to be cool she knew she would have to start laughing too.

Predict the outcome: _____

Apply Decision Making Skills: _____

Grade 4
Standard 5
Objective 3

Utah State Health Core 4th Grade

Objective 3

Demonstrate basic first aid procedures.

- Identify procedures for responding to minor injuries; e. g., animal and insect bites, bleeding, burns, cuts, and scratches.
- Know the general emergency number to call for a more severe injury or situation; i. e. , 911 phone number

Materials Needed/Attachments

- Flip book (class set of white paper – 8 ½ “ by 11 ”)
- School Nurse (optional)
- First Aid Notes

Instructional Procedure

- Make the Flip book
 - Fold a sheet of paper in half vertically (hot dog) so that one side is one inch longer than the other side.
 - Cut the shorter side in fourths, up towards the fold (mountain top) to create four flaps. This can be done easily by folding the paper in half hamburger style and then folding it in half again. Unfold and cut to mountain tops.
 - Label the four flaps
 - Bites
 - Burns
 - Bleeding
 - Cuts
 - Label under the flaps Minor Injuries (Don't Call 911) at this point you can discuss when it is appropriate to call 911.

Bites	Burns	Bleeding	Cuts
Minor Injuries (DON'T CALL 911)			

- As a class go over the procedure for responding to a burn. Students should list under the flap what they should do. There is some information attached, but for more information go to http://www.bsatroop680.org/first_aid_guide.htm
- At this point the class can continue working as a whole with the teacher or nurse instructing what to do. A second option is to split into three groups. Each group becomes an expert on one of the areas. The information should be copied and passed out to them for note taking. After 10 minutes each expert goes and makes a group with experts from other groups. Creating a group that can share about all different areas.

Teacher Resources

- <http://www.dinah.com/conceptmap.php>
- http://www.bsatroop680.org/first_aid_guide.htm

Burns

Burns can be one of the most traumatic injuries to deal with. The victim can be in severe pain, there can be the smell of burnt flesh and depending on the degree of the burn, and charred clothing can be attached to the victims flesh. The first step in dealing with burns is to determine the level of the burn. It should be realized that First and second degree burns can be caused by prolonged exposure to intense sunlight.

Classification of burn:

- First Degree – skin is reddened
- Second Degree – skin is blistered
- Third Degree – skin cooked or charred, the burn may extend into the underlying tissue. In sever cases skin or appendages may be burned off.

Treatment:

First degree and second degree burns, only covering up to about 1% (like the size of a hand) body surface:

1. Wash/soak burned portions in cold water
2. Wash burned are in soapy water
3. Place sterile gauze over burned area
4. Bandage burned area snugly

Large burns of any degree

1. If a doctor or hospital is available within 30 minutes or less:
 - Treat victim for shock
 - Get victim to advanced medical treatment, attempt no treatment
2. If advanced medical aid is not readily available (like in an outdoor/camping/backpacking setting):
 - Remove clothing from burned area. Cut around clothing/cloth that sticks to burned area
 - Apply antiseptic cream to burned area
 - Cover burned area with sterile dressings
 - Bandage snugly (not too tight however)
 - Treat for shock
 - If victim is conscious, allow them to drink all the water they desire. Commercial sport drinks are even better than water if available
 - Get victim as soon as possible to advanced medical support

Do Not!

Touch the burned area with fingers

Breath on the burn

Break or drain blisters

Change any dressings that have been applied. Only advanced medical support should change or remove any dressings applied as first aid

<http://www.bsatroop680.org/First Aid/first Aid Burns.htm>

External Bleeding

Place a pressure dressing (several layers of sterile gauze) over the wound. Secure it in place firmly enough to stop the bleeding or hold it in place with firm hand pressure. Whenever possible, elevate the wound.

If no sterile bandages are available, use a thick pad of the cleanest cloth on hand. Sheets, towels, handkerchiefs or other freshly laundered clothing can be used if nothing better is available. In a serious emergency, when severe bleeding is encountered, do not hesitate to apply direct pressure with your bare hand, unless better methods are available.

<http://www.bsatroop680.org/First Aid/first Aid Bleeding.htm>

TREATMENT OF MINOR CUTS AND SCRAPES

1. Remove as much loose debris from the wound as possible, rinsing with clean water, if available.
2. Gently clean wound with an antiseptic wipe.
3. If the wound gapes open slightly, it can be pulled closed with a butterfly closure.
4. Apply a thin layer of antibiotic ointment.
5. Cover the wound with an adhesive bandage. For larger wounds, use gauze pads and adhesive tape.
6. Watch for signs of infection, such as:
 - . swelling, redness or warmth around the wound.
 - . discharge of pus.
 - . red streaks around the wound
7. If infection develops, consult a physician.

<http://www.bsatroop680.org/First Aid/first Aid cuts and scrapes.htm>

GENERAL INSECT STINGS

1. If a stinger is present, remove it by scraping away or gently pulling it out with forceps.
2. Apply paste of baking soda and cold cream or use a commercially available sting aid for topical relief of mosquito and other insect bites. Calamine lotion will also relieve itching
3. If multiple stings, or unusual reaction (i.e. excessive reddish skin or breathing issues), or a history of severe reactions, take victim immediately to advanced medical support.

Spider Bites

Description and Identification of Spiders:



**Brown^[9]
Recluse**

Description

Oval-body with eight legs. Light yellow to medium dark brown. Has distinctive mark shaped like a fiddle on its back. Body from 3/8 to 1/2 inch long, 1/4 inch wide, 3/4 inch from toe-to-toe

Habitat

Prefers dark places where it's seldom disturbed. Outdoors, old trash piles, debris and rough ground. In-doors attics, storerooms closets. Found in Southern Midwestern US

Problem

Bites producing an almost painless sting that may not be noticed at first. Shy, it bites only when annoyed or surprised. Left alone, it won't bite. Victim rarely sees the spider.

Treatment:

1. Keep victim lying down, quite and warm. If the victim must be moved, use a stretcher
2. Get advanced medical aid immediately

Description**Black Widow Spider****Habitat**

Color varies from dark brown to glossy black.

Densely covered with short microscope hairs. Red or yellow hourglass marking on-the underside of the female's abdomen. Male does not have this and is not poisonous. Overall length with legs extended is 1 1/2 inch. Body is 1/4 inch wide.

Problem

Found with eggs and web. Outside: in vacant rodent holes, under stones, logs, in long grass, hollow stumps & bush piles. Inside in dark corners of barns, garages, piles of stone wood. Most bites occur in outhouses. Found in Southern Canada through US, except Alaska.

Description

Bites causing local redness. Two tiny spots may appear. Pain follows almost immediately. Larger muscles become rigid. Body temperature rises slightly. Profuse perspiration and tendency toward nausea follow. It's usually difficult to breathe or talk. May cause constipation, urine retention.

Treatment:

1. Keep victim lying down, quite and warm. If the victim must be moved, use a stretcher
2. Get advanced medical aid immediately



Tarantula

Description

Large dark, "spider" with a furry covering. From 6 to 7 inches in toe-to-toe diameter.

Habitat

Found in South western US and the tropics. Only the varieties found in the tropics are poisonous.

Problem

Bites produce a pinprick sensation with negligible effect. It will not bite unless teased.

Treatment:

1. Wash the wound with soap and water
2. Apply a cold pack
3. Apply antibiotic cream to prevent infection

http://www.bsatroop680.org/First_Aid/first_Aid_insect.htm#Spider%20Bites

4th Grade Core Curriculum

PE Activities

Car and Driver

One person is the car and the other person (driver) gets behind them and places their hands on the cars shoulders. At a given signal they take turns directing each other from one end of the room to the other. When they feel confident in the ability of the driver to get them safely across the room, they can try it with their eyes closed. For safety reasons, they should walk and avoid bumping into others. Music can be added to signal when to start and when to switch roles.

Straddle Ball

Students stand in a circle with legs spread apart. They try to strike a ball through the legs of the other players by using the palms of their hands. If it goes out of the circle, the person who hit it last has to retrieve it.

Bodyguards

One person stands in the center of a group of four students. On a signal, they surround the person and hold hands as they move the person to a designated spot. When they get to that spot, another person goes to the center.

Houdini Hoops

Students form a circle and join hands. A hula hoop is passed around the circle by the students without letting go of their hands.

Time Bomb

Students pass a ball (bomb) quickly back and forth in a circle. On a signal, they line up behind whoever has the ball and pass it from the front of the line to the last person, who yells, "Time Bomb". Different ways of passing the ball can be used (over and under, etc.)

911

Students scatter around the gym. Two or three people are it and wear pinnies. They tag people who become sick and yell 911. Other students who are not sick can "save" them by doing 3 or 4 jumping jacks, pushup, sit-ups, etc. with them. A person can't be tagged while they are helping save someone.

Hoops and Beanbags

Place hoops in four corners of the gym with beanbags inside. Divide class into four teams. Object of the game is to get beanbags one at a time from the other hoops and walk them back to their hoop. Winning team has the most beanbags when a whistle is blown. Can't toss beanbags or guard your hoop.

Frisbee Flip-over

Scatter Frisbees around the room. Divide the class into two teams. On a signal, the students on one team try to flip the Frisbees over, while the team tries to flip them back.

Can use hands to flip them the first round, then change to using only feet to flip them over. The students can be asked to crawl on all fours instead of being on their feet.

Pin Knock Out

Three bowling pins are set up on each side of the court. Students attempt to knock over the pins by throwing or rolling balls toward the cones. Players are out if a ball hits into them or when someone catches it in the air. When eliminated, they have to go to the side and help their team by retrieving the balls that come to the side. Any player can also save their entire team by shooting a basket on the opposite end of the floor.

Frisbee Football

Divide the class into two teams. The team who has the Frisbee must advance it to the other goal by passing it and catching it. If it hits the ground, the other team gets four tries to score. A variation would be to allow a student to run with the Frisbee until tagged. Another variation is to play the game using a football.

Frisbee Golf

Divide the class into groups of four. Have them play golf using hoops for the holes. They keep score and follow golf rules, with the player farthest from the hoop going first and taking turns.

Exercise Tag

Students scatter around the room. Two or three players are it and use a yarn ball to tag the others. When a player is tagged, they go to a designated spot and do exercises until everyone is tagged.

Capture the Flag

Divide the class into two teams. Set up a corner with four cones as the flag area with a towel or jersey for the flag. Also set up a jail where prisoners go when they are tagged. The object is to get the other team's flag and return it to your side of the field without getting tagged. Those who are tagged go to the jail until someone can sneak across and free them. A variation can be played by using a football for the flag. A player who makes it to the flag area can throw the football to a teammate. A winter version called "Capture the Snowball" can be played where students make a snowman and place a snowball on top of it for the other team to try and capture.

Freeze Tag

Choose two or three players to be it. They run around and try to tag the other players. When a player is tagged, they must stand still with their legs apart. Other players can thaw them by crawling through their legs.

Fox and Geese

Have the students wear boots, gloves, and coats. After a recent snowstorm, have the students form a line and lead them as they make a large circle in the snow. Make two perpendicular lines through the center of the circle. Also make a small circle outside the main trail for the fox's den. Choose two or three foxes and have them wear a red vest.

They other players are the geese and must run from the foxes. If they are tagged or go off the trail, they are dead and go to the fox's den. They can build a hill inside the den by piling up the snow, while waiting for the game to start over.

Dog Sled Races

Use several plastic sleds brought from home. Have the students take turns pulling each other through a race course. They can also have several "dogs" and race as teams.

Frisbee Baseball

The rules of baseball are followed with players using a Frisbee instead of a bat and ball.

4 Goal Soccer

Divide the class into four teams and wear jerseys. Set up four goals for each team to defend. Players can score at any of the other goals.

Stretching with Frisbees

Have students line up in groups of 4 to 6 players. Pass the Frisbee in different ways from the front of the line to the back (Over and Under, Side to Side, Toss and Catch)

Music "That's Amore" by Dean Martin

Stretch with Bands

Use Theraband strips to stretch with. Music "Day O" or "Soul Man" by Blues Brothers.

Rock, Paper, Scissors

Students compete by jumping three times and landing. Feet together are a rock. Feet apart are paper. Feet in lunge position are scissors. Players can collect tokens as they win different players.

Dances

The Chicken Dance, The Hokey Pokey, The Bunny Hop, Cha-Cha Slide, The Freeze, Mexican Hat Dance, Virginia Reel, Maori Sticks, Tinikling.

Musical Hoops

Students scatter around the gym. Hoops are placed around the floor. When the music starts, players dance around. When it stops, they run to a hoop. One hoop is removed each time the music stops.

Flag Tag

Students attach a belt with flags around their waist. On a signal, they try to pull off the tags of the other students. Students who have their tag pulled must retrieve it and go to a designated area and do some exercises (push ups, sit ups, etc.) before returning to the game.

Monkeys and Bananas

Similar to Flag Tag, except it is played on the playground equipment. Those who lose their bananas become monkeys. Play continues until all bananas are collected. A

variation is to play this on the playground and the players have to run from one safe area to another while being chased.

Keep Away

Players form a circle, with one person in the center. Use a volleyball and “bump” it around the circle while keeping it away from the person who is it. If the center person touches the ball, then the last player to pass it becomes “it”. Variations would include using other types of balls (soccer, basketball, football).

Guard the Pin

Players form a circle with one person in the center who guards a bowling pin. The other players roll a ball quickly back and forth until the pin is knocked over.

Parachute Games

Divide class in half while seated around a large parachute. One half lays down as the other half sits up. They continue this “up down” rhythm similar to rowing a boat.

Walk in a circle while holding on to the parachute with the right hand, also skip, gallop, and run. Switch hands and go the other direction using the same movements. Place foam balls on parachute and have students bounce them up and down like popcorn.

Choose two or three “sharks” to get under the parachute. They try pulling the legs of the others so they go under the parachute and become sharks. A few students can be lifeguards who try to rescue the ones being pulled under. Rules need to be followed such as only pull on one leg or one arm at a time. Don’t hold onto the parachute when being pulled.

Other activities include making a mushroom by having students quickly raise the parachute and walk towards the center. They can also try trapping the other students under the parachute as you call out the month they were born and they have to run under the parachute. Have them kneel on one knee and lift the parachute as you call out the names of the months.

Hula Hoops

Have the students hop in and out of the hoop. Try it with one foot, then both feet. Have them run around their hoop. Next, have them rotate it around their arm, neck, one foot, and their waist. Have them try tossing it up and catching it. Try spinning around while it is in the air and catching it. Try rolling it, skipping with it, and having it come back to you by doing a backspin. Avoid placing it over another student and pulling on it, because this bends the hoops.

Basketball

Play dribble tag, where everyone has to dribble and moves around the gym trying to knock the other players’ ball away from them. It can also be played with partners, where one dribbles and the other waits outside the playing area. They switch places when one stops dribbling or has their ball knocked away.

Do relays to practice dribbling- right handed, left handed, dribble without looking at the ball.

Form circles and have students practice chest pass, bounce pass, overhead pass.
Practice lay-ups, jump shots, set shots.
Participate in Hoop Shoot contests.
Choose teams and play a tournament in March during March Madness week.
Other group games can include: Pig , Elimination, Poison.

Four Square, Hopscotch,

Teach the students the correct way to play these games that can be played at recess.

I Spy

This game is good for schools that have portable classrooms. Someone is “it” and runs around the portable. The other players hide and run from the player who is it. When they are spotted, the player who is it yells, “I Spy _____” and says the person’s name. They have to go to the porch of the portable and wait there until all of the players are caught.

Scooter Sharks

Several players are the sharks and lay down on their scooters. The other players are goldfish and try to get food (beanbags, balls) and return the food to their corner. If they are tagged by a shark, they have to go back to their corner without the food and let another player have a turn. They also trade if they are successful in bringing back food. Mats or hoops can be set up in the corners as collecting places for the food.

Sharks and Islands

The players who are sharks lay on scooters and try to tag the other players who try to get from one island (mat) to the next. If they are tagged, they go to a designated place and wait until the game resumes.

Blob

One player is it and chases the others until he tags someone. Then they hold hands and chase together. This continues as the chain gets bigger, until everyone is caught.

Stone, Bridge, Tree

Four people are in a group. One is the runner, who jumps over the rock (person squatting), slides under the bridge (person with legs apart), and runs around the tree (person with raised arms. The runner then becomes the rock and the others progress in sequence with the tree becoming the runner, etc.

Hunter and Prey

Four hunters carry around foam or yarn balls as their ammo. They throw the balls at the players who lay on their backs and stick their arms and legs in their air when hit. This strengthens the abdominal muscles.

Pirates

Students move to different commands:
Starboard-run to the right
Port-run to the left.

Bow-run to the front
Stern-run to the back
Hit the deck-lay down
Scrub the deck-kneel and pretend to scrub
Captain's coming- stand at attention

Have them get in groups of five or six. Use a mat for the ship and scooters placed under it to move about. Toilet plungers can be used for oars. The students can battle other ships by using foam balls as cannon balls. They can also try to collect treasure (beanbags) placed around the room.

Fly's Up

Several players hit tennis balls into the air from the edge of the playing field using tennis racquets. Other players try to catch the ball. They can be up when they catch a fly ball or a total of five ground balls.

Two on One

One player is a pitcher, another is the batter, and one or more others are fielders. The batter hits the pitched ball and runs around a base as many times as they can until the ball is retrieved. The person who was pitcher becomes the next batter, and the player who retrieves the ball becomes the pitcher. This can be played with tennis or other balls and bats or racquets.

Alaskan Kickball

Divide the class into two teams. One team is in a line and the other is scattered. The first player in line throws the ball and begins running around the rest of his teammates who are in line. They count aloud each time the runner makes it around the team. The other team retrieves the ball and lines up behind the person who has the ball. They quickly pass the ball over their heads or through their legs until the last person gets the ball and yells, "Stop".

Jump Ropes

Have the students try the following: Side swing, Side swing-jump-swing, front jump, backward jump, double jump. Use long ropes and try double dutch. Have them do a relay race to a place where some ropes are and jump a certain way or amount and run back to the starting line. Have some students demonstrate different ways of jumping and have the others try to "follow the leader".

Teach students rhymes to jump to (Cinderella, Strawberry Shortcake, etc.).

Rope Pull Contest

Have all of the girls in one line and the boys in another line. Have them line up shortest to tallest. Have the first two girls pull on the rope until one wins. Continue the contest with the winner staying in until all have been eliminated. Have the boys compete next. Place mats against the walls behind the ones pulling for safety purposes.

Stunts

Chinese get-ups are performed by sitting back-to-back with a partner and locking arms. Try to stand up at the same time. Wheelbarrows are made by one partner laying down and the other partner holding onto their legs while the first one walks on their hands. Pyramids are made by having several students on all fours, while smaller students build a second or third row on top of them.

Toe Touch and Walk-students walk around while holding onto their toes.

Also try forward rolls, sideways rolls, cartwheels, and handstands against the wall. Turk Stand is done by crossing the legs while standing and then sitting down. Try to return to a standing position without using your hands. Line pull contests can be done by having partners try to pull the other across a line or off the line when both are standing on it.

Pull Ups

Use the classroom door and chair. Feet cannot touch the door. The door must be kept from moving.

Sneaker Slap

Player line up side by side in two teams about 20 feet apart. They face away from each other and put their hands out behind them. The teacher calls out a name of one player, who sneaks up and slaps the hand of one of the players on the opposite team. That person chases the first one back to his line. If he tags him before he makes it back, then they join the other team. This is a more injury free game than the Red Rover version.

Steal the Bacon

Divide the class into two teams. Number off both sides. When a number is called out, the two players run to the center where an object (towel) is placed. They try to grab it and run back to their side without being touched.

Everyone's It

On a given signal, the students chase each other around the room. The player who is tagged must sit down. The other players continue tagging each other until everyone is caught. A variation is to have those sitting down also tag the students who are running around.

Fitness Games from Dynamic Physical Education by Pangrazi

Challenge Courses

Set up an obstacle course where students have to crawl, jump, roll, or walk around objects such as cones. Use mats for tunnels and walk on a balance beam (p.269, 285-286).

Move to the Drum

Use a drum or another percussion instrument to pound out a rhythm for students to move to. (p. 270)

4 Corners

Set up mats in the four corners of the gym with a different fitness routines at each one. Students move from one mat to the next on a signal. Vary the method of moving between mats –such as skipping, crawling, hopping, etc. (p. 271)

Race Track

Have students work with a partner. One of them runs around the gym while the other does exercises. Then they switch places. Use various exercises while they are in the “pit stop” such as sit ups, push ups, etc. Use music if available to signal when to go. (p. 271-279)

Follow the Leader

Have students spread out on the floor. Choose a leader to come up to the front and lead the class in different exercises. See p. 271-279 for exercises. It is also a good activity to take the students on a tour of the building and the playground at the beginning of the year or when the gym is unavailable by having them follow a leader.

Exercise to Music

Have students do movements or exercises to music (p. 282-288)

Partner Exercises

Have students choose a friend to exercise with (p. 292-293).