

# Fifth Grade Health Core Curriculum



# Elementary Health Core

## Fifth Grade

### Healthy Self

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

### Substance Abuse Prevention

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

### Human Development and Relationships

- Objective 1: Counselor
- Objective 2: Teachers Resource Manual
- Objective 3: Nurses and Gentlemen

### 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: Teachers Resource Manual

### 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  
 www.activelearning.org

## Fifth Grade Core Curriculum

### *Healthy Self*

Grade	Standard	Objective	Resources
5 <sup>th</sup> Grade	<b>Standard 1: The students will learn ways to improve mental health and manage stress.</b>	<b>Objective 1: Summarize how communicating with others can help improve overall health.</b> <ol style="list-style-type: none"> <li>Compare the benefits of social interaction and time alone.</li> <li>Communicate the need for social interaction and time alone.</li> <li>Adopt behaviors to help maintain mental health; e.g., reading, exercise, lifelong learning, abstaining from substance abuse.</li> </ol>	<b>Counselors will teach these lessons.</b> Lego Lingo-Jim Bushman Cup Stacking-Robert Mundinger Pass Right/Pass Left- ATT p. 170 Natural High 2- video- ISBN # 0974681504- Sundt Memorial Foundation 30 MM- Book: I Miss Franklin P. Shuckles by Ulana Snihura lesson #12 (Green) What Would You Do? A Kids Guide to Tricky and Sticky Situations by Linda Schwartz & Sherri Butterfield Bridge to Terabithia by Katherine Paterson Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum
5 <sup>th</sup> Grade	<b>Standard 1: The students will learn ways to improve mental health and manage stress.</b>	<b>Objective 2: Demonstrate coping behaviors related to grief and loss.</b> <ol style="list-style-type: none"> <li>Recognize the tasks associated with the grief and loss process; i.e., acknowledge loss or death, feel the feelings, go on living and loving.</li> <li>Recognize emotions associated with grief and loss.</li> <li>Identify common ways individuals may cope with loss.</li> <li>Identify ways to help others through the grieving process.</li> </ol>	<b>Counselors will teach these lessons.</b> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=231">http://www.uen.org/Lessonplan/preview.cgi?LPid=231</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=379">http://www.uen.org/Lessonplan/preview.cgi?LPid=379</a> By Yourself- MATT p. 129 Strong Kids- program 30 MM- Lesson 1 & 2, Year 1 <b>Grief, Loss, and Trauma- District resource book- contact Monica Hullinger</b> Book: Don't Despair on Thursday Book: Always and Forever by Alan Durant *Book: A Child's Grief Journey by Amy Jay Barry Book: Healing Activities for Children In Grief by Gay McWhorter Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum
5 <sup>th</sup> Grade	<b>Standard 1: The students will learn ways to improve mental health and manage stress.</b>	<b>Objective 3: Predict the influence body image may have on body acceptance.</b> <ol style="list-style-type: none"> <li>Explain body image and body acceptance.</li> <li>Recognize influences on body shape and size; e.g., diet, disabilities, exercise, heredity.</li> <li>Recognize factors that may affect body image; e.g., media, peers, self expectations.</li> </ol>	<a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=73">http://www.uen.org/Lessonplan/preview.cgi?LPid=73</a>  <b>Ten steps to build self-esteem</b> <a href="http://www.nebo.edu/curriculum/health/files/5_self.pdf">http://www.nebo.edu/curriculum/health/files/5_self.pdf</a>
5 <sup>th</sup> Grade	<b>Standard 1: The students will learn ways to improve mental health and manage stress.</b>	<b>Objective 4: Demonstrate constructive ways of managing stress.*PD</b> <ol style="list-style-type: none"> <li>Explain how both positive and negative events can cause stress.</li> <li>Identify physiological, emotional, cognitive, and behavioral responses to stress.</li> <li>Predict how neglecting personal responsibilities may increase stress.</li> <li>Develop and apply a personal stress management plan.</li> </ol>	<b>Counselors will teach these lessons.</b> <b>Stress: Pre-teen Pressures</b> by Debra Goldentye <b>Bad Hair Day?: A Guide to Dealing With Everyday Stress</b> by Nancy Scott-Cameron <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=379">http://www.uen.org/Lessonplan/preview.cgi?LPid=379</a> 30 Min Miracles-Managing Stress Circle Jungle-ATT p. 106 Come on Six-MATT p. 137 Stress Test- ATT p. 205 <b>PD Lesson # 6</b> 30MM- lesson # 5 and #6 (Green) Tom Jackson book # 3 Lessons "Hair Trigger"- page 108 and "He Said...She Said" page- 113  Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum

# *Substance Abuse Prevention*

<b>Grade</b>	<b>Standard</b>	<b>Objective</b>	<b>Resources</b>
5 <sup>th</sup> Grade	<b>Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.</b>	<p>Objective 1: Explore how relationships can contribute to self-worth. *PD</p> <ul style="list-style-type: none"> <li>a. Recognize different ways people influence each other.</li> <li>b. Differentiate between positive and negative influences.</li> <li>c. Accept mistakes and learn from them.</li> <li>d. Participate in discussion on the benefits of positive self-talk.</li> <li>e. Practice positive reinforcement with others.</li> </ul>	<p>Would I Ever Lie to You? Caralyn Buehner  <b>PD Lesson #2</b>  <b>PD Lesson #3</b></p> <p>Self-Esteem <a href="http://www.interactive-bot.com/wordpress">http://www.interactive-bot.com/wordpress</a> go to February 2007</p> <p><a href="http://thewinningattitude.com/2007/03/04/practice-postive-self-talk/">http://thewinningattitude.com/2007/03/04/practice-postive-self-talk/</a></p>
5 <sup>th</sup> Grade	<b>Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.</b>	<p>Objective 2: Use decision-making skills to increase the likelihood of positive outcomes. *PD</p> <ul style="list-style-type: none"> <li>a. Describe how advertising may influence individual choices.</li> <li>b. Predict the consequences of a variety of choices.</li> </ul>	<p><u>Drugs and the Media</u> by Mary Price Lee and Richard S. Lee  <b>PD Lesson #5</b></p>
5 <sup>th</sup> Grade	<b>Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.</b>	<p>Objective 3: Summarize the physiological effects of substance use. *PD</p> <ul style="list-style-type: none"> <li>a. Identify the effects of tobacco use, including smokeless tobacco, on the body.</li> <li>b. Identify the effects of alcohol use on the body.</li> <li>c. Identify the effects of drug use on the body.</li> </ul>	<p><u>Alcohol</u> by Ruth Chier</p> <p><b>Pd Lesson # 1,2 &amp; 3</b> Tobacco Prevention Teachers Guide</p>

# *Human Development and Relationships*

<b>Grade</b>	<b>Standard</b>	<b>Objective</b>	<b>Resources</b>
5 <sup>th</sup> Grade	<b>Standard 3: The students will understand and respect self and others related to human development and relationships.</b>	<p>Objective 1: Demonstrate qualities that help form healthy interpersonal relationships.</p> <p>a. List ways of showing respect and care for others.</p> <p>b. Practice effective communication skills.</p> <p>c. Respect personal boundaries.</p>	<p><b>Counselors will teach these lessons.</b>  <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=59">http://www.uen.org/Lessonplan/preview.cgi?LPid=59</a></p> <p>M&amp;M Madness- MATT p. 221            Treasure Hunt- -ATT p. 135            Spiderman- MATT p. 272            30 MM- The Man, The Boy and the Donkey – Joanna Cole -lesson #10 (Green)            Pass Right –Pass Left- ATT page- 170            Tom Jackson book # 3 lesson “Bull’s Eye” – page 65</p> <p>Tales that Teach-curriculum.-Contact Teresa Winkler for more info.            30 Minute Miracles- IMC curriculum</p>
5 <sup>th</sup> Grade	<b>Standard 3: The students will understand and respect self and others related to human development and relationships.</b>	<p>Objective 2: Summarize the basic functions of the digestive and glandular systems.</p> <p>a. Review the major body systems and their basic functions.</p> <p>b. Describe the digestive and glandular systems.</p> <p>c. Explain how good hygiene can help offset the effects of the glandular system.</p>	<p><a href="http://www.uen.org">www.uen.org</a> go under K12 Education choose Utah Core Curriculum choose Health Education choose grade 5 go to Standard 3</p> <p><u>Blood and Gore</u> by Vicki Cobb  <u>Cells and Systems</u> by Holly Wallace  <u>Eating and Digestion</u> by Angela Royston  <u>The Digestive System</u> by Regina Avraham</p>
5 <sup>th</sup> Grade	<b>Standard 3: The students will understand and respect self and others related to human development and relationships.</b>	<p>Objective 3: Identify body changes that accompany puberty. *MP</p> <p>a. Summarize the role of the endocrine system and its impact; e.g., emotional fluctuations, body changes.</p> <p>b. Describe basic structures of female and male reproductive systems and identify their respective functions.</p> <p>c. Practice behaviors that maintain good hygiene.</p>	<p><b>Teachers of Maturation will teach this (nurses, counselors, and select teachers)</b></p>

# *Disease Prevention and HIV/AIDS Education*

<b>Grade</b>	<b>Standard</b>	<b>Objective</b>	<b>Resources</b>
5 <sup>th</sup> Grade	<b>Standard 4: The students will understand concepts related to health promotion and disease prevention.</b>	Objective 1: Define viruses and how they are transmitted. <ol style="list-style-type: none"> <li>a. List several diseases caused by viruses.</li> <li>b. List the primary modes of transmission of HIV.</li> <li>c. Recognize how infected yet symptom-free people can infect others.</li> </ol>	<a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=1368">http://www.uen.org/Lessonplan/preview.cgi?LPid=1368</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=379">http://www.uen.org/Lessonplan/preview.cgi?LPid=379</a>  <u>Bacteria and Viruses</u> by Leslie Lemaster <u>AIDS</u> by Andrew T. McPhee <u>Be a Friend: Children Who Live With HIV Speak</u> by Lori S. Wiener and Philip A. Pizzo <u>Myths and Facts about Aids</u> by Anna Forbes
5 <sup>th</sup> Grade	<b>Standard 4: The students will understand concepts related to health promotion and disease prevention.</b>	Objective 2: Demonstrate decision-making and Refusal Skills® for HIV prevention. <ol style="list-style-type: none"> <li>a. List situations that pose a risk for transmission of HIV.</li> <li>b. Identify, avoid, manage, or escape situations involving exposure to body fluids.</li> </ol>	

# *Safety and Injury/Violence Prevention*

<b>Grade</b>	<b>Standard</b>	<b>Objective</b>	<b>Resources</b>
5 <sup>th</sup> Grade	<b>Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.</b>	Objective 1: Describe potential hazards, safety procedures, and first aid within a variety of circumstances. (SC) <ol style="list-style-type: none"> <li>a. Identify and avoid potential hazards in a variety of situations.</li> <li>b. Describe precautions to take when around chemicals, electricity, or water.</li> <li>c. Describe emergency procedures to follow in case of chemical, electrical, or water-related accidents.</li> <li>d. Demonstrate how to safely use safety equipment; e.g., basic first aid kit, fire extinguisher, Emergency Medical System.</li> </ol>	<u>Electricity</u> by Steven Parker  <u>Kids to the Rescue: First Aid Techniques for Kids</u> by Maribeth Boelts <u>The Kids' Guide to First Aid: All About Bruises, Burns, Stings, Sprains, and Other Ouches</u> by Karen Buhler Gale
5 <sup>th</sup> Grade	<b>Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.</b>	Objective 2: Predict the effects of <b>violence on society.</b> <ol style="list-style-type: none"> <li>a. Identify the dangers of mimicking violent behavior.</li> <li>b. Analyze the impact of violence portrayed in the media.</li> </ol>	
5 <sup>th</sup> Grade	<b>Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.</b>	Objective 3: Develop vocabulary that shows respect for self and others. <ol style="list-style-type: none"> <li>a. Identify comments that would show respect and caring for others.</li> <li>b. List positive ways to speak to self.</li> <li>c. Analyze the value in creating respectful, healthy relationships.</li> </ol>	<a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=11338">http://www.uen.org/Lessonplan/preview.cgi?LPid=11338</a>  <b>Positive and negative influences</b> <a href="http://www.nebo.edu/curriculum/health/file/5_influ.pdf">http://www.nebo.edu/curriculum/health/file/5_influ.pdf</a>

# *Nutrition and Fitness*

<b>Grade</b>	<b>Standard</b>	<b>Objective</b>	<b>Resources</b>
5 <sup>th</sup> Grade	<b>Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.</b>	Objective 1: Predict the impact of the Dietary Guidelines for Americans on health. *NU a. Know the Dietary Guidelines for Americans. b. Relate how following the Dietary Guidelines for Americans may impact the health of individuals as well as communities; e.g., obesity, heart disease, cancer, insurance rates, missed work days.	<a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=955">http://www.uen.org/Lessonplan/preview.cgi?LPid=955</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=956">http://www.uen.org/Lessonplan/preview.cgi?LPid=956</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=957">http://www.uen.org/Lessonplan/preview.cgi?LPid=957</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=958">http://www.uen.org/Lessonplan/preview.cgi?LPid=958</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=233">http://www.uen.org/Lessonplan/preview.cgi?LPid=233</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=259">http://www.uen.org/Lessonplan/preview.cgi?LPid=259</a>  <u>Everything but the Kitchen Sink: Weird Stuff You Didn't Know About Food</u> by Frieda Wishinsky & Elizabeth MacLeod
5 <sup>th</sup> Grade	<b>Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.</b>	Objective 2: Evaluate personal activity level and food intake with the Dietary Guidelines for Americans and plan ways to improve health. (PE) *NU a. Compare daily food intake and caloric output with Dietary Guidelines for Americans. b. Determine how changes in personal activity level and/or food intake may benefit personal health.	<a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=955">http://www.uen.org/Lessonplan/preview.cgi?LPid=955</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=956">http://www.uen.org/Lessonplan/preview.cgi?LPid=956</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=957">http://www.uen.org/Lessonplan/preview.cgi?LPid=957</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=958">http://www.uen.org/Lessonplan/preview.cgi?LPid=958</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=66">http://www.uen.org/Lessonplan/preview.cgi?LPid=66</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=233">http://www.uen.org/Lessonplan/preview.cgi?LPid=233</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=259">http://www.uen.org/Lessonplan/preview.cgi?LPid=259</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=248">http://www.uen.org/Lessonplan/preview.cgi?LPid=248</a>  <u>Nutrition Sense: counting Calories, Figuring Out Fats and Eating Balanced Meals</u> by Linda Bickerstaff
5 <sup>th</sup> Grade	<b>Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.</b>	Objective 3: Recognize influences that may affect body types and sizes. a. Summarize the role of nutrition and exercise in body development. b. Determine how heredity and environment can influence body shape and size. c. Recognize the impact that puberty has on body growth, shape, and size.	<a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=955">http://www.uen.org/Lessonplan/preview.cgi?LPid=955</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=956">http://www.uen.org/Lessonplan/preview.cgi?LPid=956</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=957">http://www.uen.org/Lessonplan/preview.cgi?LPid=957</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=958">http://www.uen.org/Lessonplan/preview.cgi?LPid=958</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=69">http://www.uen.org/Lessonplan/preview.cgi?LPid=69</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=233">http://www.uen.org/Lessonplan/preview.cgi?LPid=233</a>
5 <sup>th</sup> Grade	<b>Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.</b>	Objective 4: Participate in a physical activity that is enjoyable and fosters confidence. (PE) a. Identify a fun physical activity. b. Participate in an activity that is challenging and rewarding.	<a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=955">http://www.uen.org/Lessonplan/preview.cgi?LPid=955</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=956">http://www.uen.org/Lessonplan/preview.cgi?LPid=956</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=957">http://www.uen.org/Lessonplan/preview.cgi?LPid=957</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=958">http://www.uen.org/Lessonplan/preview.cgi?LPid=958</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=233">http://www.uen.org/Lessonplan/preview.cgi?LPid=233</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=54">http://www.uen.org/Lessonplan/preview.cgi?LPid=54</a>  <u>Food For Fuel: The Connection Between Food and Physical Activity</u> by Betsy Dru Tecco



# *Consumer and Community Health*

<b>Grade</b>	<b>Standard</b>	<b>Objective</b>	<b>Resources</b>
5 <sup>th</sup> Grade	<b>Standard 7: The students will understand the value of service and effective consumer practices.</b>	Objective 1: Participate in service learning that assists the preservation of natural resources. (SC) a. Identify natural resource protection needs. b. Examine situations where a person or group assists the protection of natural resources. c. Plan, implement, and report on a natural resource service project.	<a href="http://www.epa.gov">www.epa.gov</a> <a href="http://www.health.utah.gov/lab/chemistry/index">www.health.utah.gov/lab/chemistry/index</a> <a href="http://www.health.utah.gov">www.health.utah.gov</a> <a href="http://www.edhelper.com">www.edhelper.com</a> This is a GREAT site for all parts of education!  Miss Rumphius by Barbara Cooney Ordinary Mary's Extraordinary Deed by Emily Pearson Volunteering to Help in Your Neighborhood by Claudia Esler Volunteering to Help the Environment by Suzanne J. Murdico
5 <sup>th</sup> Grade	<b>Standard 7: The students will understand the value of service and effective consumer practices.</b>	Objective 2: Determine the influence of media on individual purchasing. (LM) a. Analyze the influence of media on needs and wants. b. Describe how media strategies may contribute to impulsive buying.	<a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=73">http://www.uen.org/Lessonplan/preview.cgi?LPid=73</a> <a href="http://www.edhelper.com">www.edhelper.com</a> This is a GREAT site for all parts of education!
5 <sup>th</sup> Grade	<b>Standard 7: The students will understand the value of service and effective consumer practices.</b>	Objective 3: Explore a variety of health-related professions. a. Research health-related professions. b. Select and report on a health-related profession.	<a href="http://www.en.wikipedia.org/wiki/Allied_health_professions">www.en.wikipedia.org/wiki/Allied_health_professions</a> <a href="http://www.edhelper.com">www.edhelper.com</a> This is a GREAT site for all parts of education! <a href="http://www.neaahp.org/healthlinks">www.neaahp.org/healthlinks</a>

# 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](http://www.teachwithmovies.org) (may have a fee)

[www.uen.org](http://www.uen.org) Gives lesson plans that follow core

[www.uen.org/dms/](http://www.uen.org/dms/) E-media can download materials

## HANDOUT #1A



## Ten Steps to Building Your Own Self-Esteem



### 1. Watch what you say to yourself.

Even though we don't always notice it, we're almost continually "talking to ourselves" about everything: our feelings, our problems, other people, or school. Often what we're "telling ourselves" causes us to have either high or low self-esteem. We can talk to ourselves in either a critical way or an encouraging way. Underline any of these examples of self-talk that sound familiar to you.

#### EXAMPLES OF CRITICAL SELF-TALK

- I'm so dumb!
- I never do anything right.
- I always screw up.
- I'm not good enough.
- I really blew it.
- I'll never learn to do it.
- I should have gotten that—I'm really stupid!
- I never do anything right.
- Everyone thinks I'm dumb.
- I'm **such** a klutz.
- If I try it, they'll all probably laugh.
- Nobody likes me.
- I'm not very popular.
- I look so weird!
- I shouldn't have even tried.

#### EXAMPLES OF ENCOURAGING SELF-TALK

- I can do this if I stick with it.
- I'll just relax and do my best.
- Even Einstein made mistakes.
- Making mistakes is part of growing up.
- There's a lot about me that's good.
- Making mistakes doesn't make me a bad person.
- I won't put myself down—I can try again.
- I'm a mixture of pluses and minuses just like everyone else.
- I've done hard things before—I can do this too.
- Lots of people like me.
- I'm a neat kid. I don't have to be perfect.

## HANDOUT #1B



## Ten Steps to Building Your Own Self-Esteem (continued)



### 2. Visualize yourself as you'd like to be.

Put your imagination to work by picturing yourself as competent and self-assured. Do what Olympic athletes do—mentally prepare yourself for success by seeing yourself as successful. Athletes rehearse events in their minds, picturing themselves going through each step of the event exactly as they hope it will happen. The same technique will help you prepare for any situation in which you want to do well.

### 3. Realize you're unique!

Of the 70 billion people who have lived or are alive now, there has never been anyone like you. No one has your special combination of looks, thoughts, feelings, talents, and skills. No one can respond to others in your unique way.

### 4. Pay more attention to your strengths than your faults.

Think about what you **like** about yourself, not what you don't like.

### 5. Forgive yourself when you make a mistake.

Treat yourself the way you'd treat someone you really liked. Accept yourself as a person with good points and faults, just like everyone else.

HANDOUT #1c



**Ten Steps to Building  
Your Own Self-Esteem  
(continued)**



**6. Do something that makes you respect yourself.**

No amount of positive thinking can do as much for self-esteem as taking action to change something you don't like about yourself. Start with one thing as your goal, develop a plan to reach it, then **do it**.

**7. Notice progress.**

When you do something you're proud of, dwell on it a little and praise yourself for it. We're not used to doing that for ourselves. When things go wrong, we're often hard on ourselves. When things go well, congratulate yourself the way a good friend would.

**8. Get involved in some physical activity.**

There's a real sense of achievement when you work hard to improve in some physical activity or sport you enjoy.

**9. When you feel down, ask for support.**

If you can't think of anything good about yourself, ask someone you trust to remind you of some of your good points.

**10. Do something nice for somebody else.**

Doing something for someone is a sure-fire method to raise self-esteem.

**I want to be a strong person. To be strong, I need to be in control of myself.**

**Sometimes I really want to hit or scream at someone. When I feel this way, I can stop, think, and act in a way that does not hurt anyone—including myself.**

**I'm tired of getting into trouble. This time, I'm going to think before I do something that will get me into trouble.**

**Sometimes I make mistakes and lose my cool. But I can do better next time, because I am smart.**

**I am responsible for what I do and say. No one makes me angry. I decide how I want to act.**

**I can keep my cool when things don't go my way. I can take three deep breaths and tell myself that it doesn't matter.**

**I believe in myself. I can remain calm and relaxed. I have done it before, and I can do it again.**

**When I don't know what to do, maybe I am scared or lonely or embarrassed. I will remember that I am strong and that I can be honest with myself and with others.**

**It's OK to be angry. It's just not OK to hurt another person by hitting or talking mean.**

**I can have angry feelings and still be in control and not hurt others. I can stand up for myself.**

**I can notice when I am becoming angry and learn to calm down before I speak or act.**

**I am getting angry. I am breathing deeply and counting to 10. I can do it.**

**I was able to be angry and stand up for myself without getting myself into trouble. I like this feeling of being proud of myself.**

**I can stand up for myself. If I am teased, I can do something besides running away, hitting, or calling names. I can use "I" statements or humor to stand up for myself and my feelings.**

# **POSITIVE SELF-STATEMENTS**

## POSITIVE AND NEGATIVE INFLUENCES

### RELATED CORE CURRICULUM OBJECTIVE

- 4050-0204. Contribute ideas in group discussions.  
4050-0208. Participate in the evaluation of ideas.  
4050-0306. Predict logical outcomes or state a reasonable conclusion.  
0504-03. Locate specific information in reference materials.  
7050-0104. Discuss how economic status, where we live, parents, school, and peers influence one's personality and our perceptions of others.  
7050-0105. List techniques that can help them resist anti-personal and anti-social persuasion from peers, adults, or the media.

<b>CORE SUBJECT AREA</b>	<b>LEVEL</b> 5
Responsible Healthy Lifestyles Language Arts	<b>Lesson 1</b>

### PROGRAM GOAL(S)

Self-Esteem

### PERFORMANCE OBJECTIVE(S)

Students will recognize a variety of different ways people influence each other and will be able to differentiate between both positive and negative influences.

### MATERIALS NEEDED

Paper  
Pencils  
Scissors  
Chalk and chalkboard

### NEW VOCABULARY

Positive  
Negative  
Unique

### LESSON AT A GLANCE

1. Discuss the following question: What kind of people do students look up to and what are their characteristics?
2. How are emotions affected by positive and negative influences?
3. Discuss positive versus negative influences.

## **POSITIVE AND NEGATIVE INFLUENCES**

Level 5 Lesson 1

### **INTRODUCTION (Setting Focus)**

Ask students to write on a piece of paper the names of three different persons they admire who have a positive influence on them. Next, have students write a paragraph describing what it is about these people that influences them.

### **BODY (Strategies/Activities)**

1. Upon completion of the foregoing writing assignment, invite class members to share what they have written. Encourage as many students as possible to share what they have written. Talk about how this positive influence makes them feel.
2. Upon completion of the sharing activity, conduct a discussion of both the common and the unique characteristics of those persons whom students admire. Write the characteristics on the chalkboard.
3. Conduct a class discussion of some negative influences class members have observed in the lives of others and in their own lives when various people have persuaded them to do things that are not in their best interest. From what circumstances or settings in our lives do negative influences usually come? Write student suggestions on the chalkboard. Examples are:
  - a. Being dishonest.
  - b. Disobeying parents.
  - c. Failing to do our share of work.
  - d. Goofing off in school.
  - e. Being unkind.
  - f/ Disobeying school rules.

### **CLOSURE (Wrap-up and Extension)**

Finish the discussion. Focus on the circumstances or settings in our lives from which positive influences usually come and how each of these make us feel. Some examples might be:

1. Home and family.
2. School.
3. Relatives.
4. Church.
5. Community activities.
6. Friends.
7. Pets.
8. Hobbies.



## POSITIVE SELF-TALK

### RELATED CORE CURRICULUM OBJECTIVE

- 1050-0106. Begin a drawing with methods such as blocking in, simplifying as a stick figure, and drawing the action.
- 1050-0107. Use a variety of media and materials in implementing the objectives of Standard 1.
- 4050-0101. Follow multiple step directions.
- 4050-0105. Listen attentively to comments of others.
- 4050-0202. Ask questions to gain additional information.
- 4050-0203. Answer questions related to the topic.
- 4050-0204. Contribute ideas in group discussions.
- 4050-0304. Analyze cause and effect relationships.
- 7050-0103. Discuss appropriate ways of sharing feelings of success and disappointment.
- 7050-0105. List techniques that can help them resist anti-personal and anti-social persuasion from peers, adults, or the media.

### PROGRAM GOAL(S)

Self-Esteem  
Healthy Life Skills

### PERFORMANCE OBJECTIVE(S)

Students will learn, discuss, and demonstrate that they feel better by saying positive things about themselves and others. They will recognize that it is okay to make mistakes.

### MATERIALS NEEDED

Chalk and chalkboard  
Colored pencils  
Video: "I Think I Am" (Self-Concept) Your Choice, Our Chance (Teacher's Guide) pps. 9-13  
Classroom chart or overhead: "I'm Worth It" (made by individual teacher) available in  
Teacher's Guide  
Worksheet: "Beliefs About Myself" (Teacher's Guide)

### NEW VOCABULARY

Positive self-talk  
Negative self-talk  
Affirmation  
Put downs

## POSITIVE SELF-TALK ✓ Level 5 Lesson 2

### LESSON AT A GLANCE

1. Discuss how people deal with mistakes.
2. Discuss the difference between negative and positive self-talk.
3. List on the chalkboard some positive things people might say to themselves.
4. Assign students a topic for creating a cartoon.
5. Have students create a positive affirmation bag.

### INTRODUCTION (Setting Focus)

1. Understanding Our Feelings:
  - a. Accept responsibility for mistakes.
  - b. Say to yourself, "But, I'm still okay and there is good in me."
  - c. Allow time to feel the emotion. It's okay to feel this emotion.
2. Ask the class, "What are some common mistakes people make?" "How do you feel when you make a mistake?" Discuss answers.
3. View video "I Think I Am."

### BODY (Strategies/Activities)

1. Discuss with class some negative things people might say to someone when that person makes a mistake. These negative remarks are called put-downs. What are some negative things students call themselves when they make mistakes? This is called negative self-talk.
2. Discuss with the class some positive things people might say to a person. These positive things are called affirmations. Discuss what things a person might say to himself/herself if he/she does something well. This is called positive self-talk or affirmations.
3. Brainstorm and list on the chalkboard examples of positive self-talk.
4. On affirmation--activities which may be used:
  - a. Have each student decorate their own paper sack with positive characteristics about themselves.
  - b. Each student writes some positive self talk on a separate piece of paper for every student in the class and places it in that person's bag.

### CLOSURE (Wrap-up and Extension)

Explain to the class that one reason people start using drugs is that they get down on themselves. Everyone makes mistakes--no one is perfect. People grow and learn through mistakes. If a person changes negative self-talk to positive self-talk, he/she can and will feel better. Tell the students: "Tell yourself good things, and you'll do more things well." Explain to each student that each individual is unique and that is good.