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| **Standard 1: Understanding the concepts that lead to health and prevention** |
|  **Benchmarks** |  **Garden Example Lessons** |
| HE.3-5.1.1 – The student can explain how physical health can affect emotional well-being and vice versa. How can healthy eating and increased exercise contribute to overall health? |  |
| HE.3-5.1.2 – The student can describe how healthy eating and increased physical activity can prevent disease. (Obesity, diabetes, etc.) |  |
| HE.3-5.1.3 – The student will be able to describe how good nutrition can prevent problems and is important for proper growth and development. |  |
| HE.3-5.1.4 – The student can assess and avoid dangerous situations. (Working with tools, working with simple machines, sun protections, food safety in the garden, etc.) |  |
| HE.3-5.1.5 & .6 - The student can identify consequences of adopting a tobacco and alcohol free lifestyle. |  |
| HE.3-5.1.7 – The student can identify changes in physical, emotional, and social growth in humans. |  |
| HE.3-5.1.8 – The student can describe the relationship between personal behavior (over eating and weight, or sugar and tooth decay, etc.) and well-being. |  |
| HE.3-5.1.9 – The student can describe the consequences of environmental effects that affect the body (sun exposure, chemicals, molds and mildew, etc.) |  |
| HE.3-5.1.10 – The student can describe ways to prevent disease (healthy eating, physical exercise, etc.) |  |
| **Standard 2: Accessing Information: Access valid health information and health promoting products & services** |
| HE.3-5.2.1- The student can describe where to find true information on health in the home, school and community. |  |
| HE.3-5.2.2 – The student explains where true information comes from and why. Student can identify trusted sources. |  |
| **Standard 3: Self-Management: Practice health/enhance behaviors/reduce risks** |
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| HE.3-5.3.1 – The student can use appropriate strategies for dealing with emotional and stressful situations. |  |
| HE.3-5.3.2 – The student can compare behaviors that are safe, risky, or harmful to self and others.  |  |
| **Standard 4: Analyzing Influences: Understanding the influences of culture, family, peers, media, technology and other factors that influence health.** |
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| HE.3-5.4.1 – The student can identify inner and outer factors that influence health and health decisions. |  |
| **Standard 5: Interpersonal Communication: Use to enhance health (Group Work in Outdoor Classroom)** |
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| HE.3-5.5.1 – The student can use appropriate strategies for effective verbal and non-verbal communication in various settings. |  |
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| HE.3-5.5.2 – The student can identify strategies that can be used to avoid miscommunication and misunderstanding. |  |
| HE.3-5.4.3 – The student can demonstrate positive strategies in dealing with conflict and dispute. |  |
| **Standard 6: Decision Making and Goal Setting: Use to enhance health** |
| HE.3-5.6.1 – The student can use the decision-making model (identify the problem, barriers and alternatives, choose best alternative, evaluate choice) and can identify a health problem that could be solved with this model. |  |
| HE.3-5.6.2 – The student can predict the possible outcomes of health related decisions (the decision not to brush teeth, not eat healthy foods, not exercise, etc.) |  |
| HE.3-5.6.3 – The student sets a personal goal, can describe why it is important, and can take steps to reach that goal (nutrition/physical activity, or others) |  |
| **Standard 7: Advocacy – Advocate for personal, family, and community health** |
| HE.3-5.7.1 – The student can identify community organizations, agencies or individuals who advocate for increased health. |  |
| HE.3-5.7.2 – The student gives a brief presentation on something they are doing to stay healthy and tells why they would recommend this practice to others. |  |