

09_Personal Health and Responsibility Copied from: K-2, Copied on: 01/13/23

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Cycle**
Length: **NA**
Status: **Published**

General Overview, Course Description or Course Philosophy

Personal Health and Responsibility is a choice made by the individual. By taking steps to ensure a healthy and happy life, students are making responsible choices to ensure a quality life, and prevent illness. By practicing proper hygiene skills, eating well, and making healthy choices, students are taking proactive steps in keeping themselves and others safe and healthy. In addition to these choices, personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness. Creating healthy habits in areas of food and water intake, avoiding harmful substances, and living a healthy lifestyle all contribute to having a quality life. In addition, students will learn about the impacts that alcohol and drugs may have on the body. Students will learn that they have a personal responsibility for what they consume and put into their bodies.

Topics of nutrition and personal hygiene will be covered by the school nurse.

Dressing for the weather will be touched upon by classroom teachers.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Personal hygiene and self-help skills promote healthy habits.

Individuals enjoy different activities and grow at different rates.

How do I prevent the spread of germs?

What is hygiene and why does it matter?

What is the best way to get complete nutrition?

Nutritious food choices promote wellness and are the basis for healthy eating habits.

What are nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

Choosing a balanced variety of nutritious foods contributes to wellness.

Explain why some foods are healthier to eat than others

What can I do to take care of myself?

How can I keep myself safe?

How does caring for myself and others keep them safe?

People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

Healthy vs. unhealthy eating habits

The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

CONTENT AREA STANDARDS

HE.K-2.2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
HE.K-2.2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
HE.K-2.2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
HE.K-2.2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
HE.K-2.2.1.2.PGD.5	List medically accurate names for body parts, including the genitals.
HE.K-2.2.2.2.N.1	Explore different types of foods and food groups.
HE.K-2.2.2.2.N.2	Explain why some foods are healthier to eat than others.
HE.K-2.2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
HE.K-2.2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
HE.K-2.2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
HE.K-2.2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
HE.K-2.2.3.2.DSDT.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HE.K-2.2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
HE.K-2.2.3.2.HCDM.1	Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.
HE.K-2.2.3.2.HCDM.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

LA.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

STUDENT LEARNING TARGETS

Learning target attached

Declarative Knowledge

Students will understand that:

Physical activity and good hygiene keep the body health

Healthy habits and self-care help to keep us and others well/safe

It is a person's personal responsibility to take care of their health

Caring for our health keeps us safe

Nutritious food choices promote wellness and are the basis for healthy eating habits

Personal hygiene- sleep, drink water, physical activity, dress for the weather, all impact health

Medicines can be used to help health issues

When medicines are used the wrong way, they are being used in a harmful way

Procedural Knowledge

Students will be able to:

- See relationship between caring for one's health and quality of life
- Identify ways that they personally care take care of self
- Identify why fruits and vegetables are healthy choices
- explain how sleep, water, exercise, and persona hygiene contribute to a healthy life-style
- explain how medicine when use correctly is to help one's health
- Explain effects of tobacco use on personal hygiene, health, and safety.
- List medically accurate names of body parts, including the genitals.

EVIDENCE OF LEARNING

Formative Assessments

- Questions & Answers
- Discussions
- Turn and Talk
- Observations
- Participation
- Exit Ticket
- What Stuck post-it
- Pair share for problem solving and skill feedback
- Chat and Stretch review of lesson concept

Summative Assessments

For this unit, summative assessments can/will include:

Drawing of "Best version of ME" (may carry over with self-portrait unit of Art)
"Me in the seasons"- drawing picture and/or explanation of dressing correctly for the seasons

RESOURCES (Instructional, Supplemental, Intervention Materials)

Hygiene: <https://www.youtube.com/watch?v=l6XGE-Xuq3M>

Nutrition: <https://www.youtube.com/watch?v=EhfOZMOF9W4>

Eat the rainbow: <https://www.youtube.com/watch?v=L1StpMfMwXY>

Body Systems Resources:

https://www.youtube.com/c/CoachMegerFitnessGames/playlists?view=50&sort=dd&shelf_id=7

How to brush your teeth and Hygiene:

https://www.youtube.com/watch?v=aOebfGGcjVw&list=PLTsRXsTDMYqgijjKXHbBoNsXyan13_6nq

Sci-Kids <https://www.youtube.com/c/scishowkids/videos>

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

<http://education.wichita.edu/m3/tips/health/kdg/safety/lessonKs.htm>

American Heart Association

<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

<https://www.aacpp.com/pdf/parents/English/Be-Happy-be-healthy.pdf>

<https://www.shapeamerica.org/events/healthmovesminds/>

<https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal>

<https://www.state.nj.us/education/modelcurriculum/peh/>

<https://www.cdc.gov/healthyschools/sher/standards/index.htm>

<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

<https://www.jump rope.org.au/>

<https://www2.heart.org/site/SPageServer/?pagename=AHALandingPage>

<https://www.myplate.gov/>

[https://www.focusedfitness.org/curriculum/fab5/peace?utm_source=email&utm_medium=email&utm_campaign=Palos+Sports+\(Prospecting\)+Meditation+and+PEACE+Program+January+2022](https://www.focusedfitness.org/curriculum/fab5/peace?utm_source=email&utm_medium=email&utm_campaign=Palos+Sports+(Prospecting)+Meditation+and+PEACE+Program+January+2022)

INTERDISCIPLINARY CONNECTIONS

Science: relate to body systems, illnesses, germs, hygiene

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Modifications:

- Special Education Students

-Allow errors

-Rephrase questions, directions, and explanations

-Allow extended time to answer questions, and permit drawing, as an explanation

-Accept participation at any level, even one word

-Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners

- Assign a buddy, same language or English speaking

- Allow errors in speaking

- At-Risk Students

- Provide extended time to complete tasks

- Consult with Guidance Counselors and follow I&RS procedures/action plans

- Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary

- Gifted and Talented Students

- Provide extension activities

- Build on students' intrinsic motivations