

Health Education

Elementary Level

in the

**Rush-Henrietta
Central School District**



Introduction

This booklet contains information about the Rush-Henrietta Kindergarten through Fifth Grade Health Education Curriculum. This curriculum is based on *National Health Education Standards*, *The New York State Navigate By the Stars Health Standards*, and Rush-Henrietta curriculum development guidelines.

Rush-Henrietta elementary health educators recognize that each student's home is the place where learning begins and where healthy habits and values are first developed. Parents and other family members are their children's first teachers and role models. Health educators strive to provide a safe comfortable forum for elementary students to explore new ideas and additional information. This forum will allow students to extend their knowledge and better develop healthy lifestyles.

Please review the information provided here. Parents are welcome to preview any materials used in health instruction. School nurse teachers and classroom teachers welcome any questions or concerns parents have about the Health Education Curriculum.

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: Please save this booklet for reference throughout your child's :
: elementary years. If you need another copy, contact the school :
: nurse teacher. :
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Philosophy and Goals

The elementary teachers and school nurse teachers provide the Kindergarten through Grade Five Health Education Curriculum. We are dedicated to the physical, social, and emotional well being of our students.

The philosophy of our curriculum is to:

- Provide physical and emotional support for the students as they grow.
- Assist students in gaining a high quality of life.
- Emphasize the role of health and wellness in every phase of development.

The goals of our curriculum are to:

- Promote the understanding of health and wellness.
- Provide students with information and skills that enable them to set goals, make informed decisions, communicate, and manage health issues.
- Encourage responsible attitudes about healthful living.
- Promote social, emotional, and physical health.

Instruction is based on the essential question: What health knowledge and skills do I need to know and be able to do to be safe and healthy? Our focus is skill development. The skills students will be practicing include self-management, relationship management, stress management, communication, decision-making, planning and goal setting, and advocacy. Embedded in the skill development are the functional knowledge areas of Alcohol, Family Life, HIV/AIDS, Physical Activity and Nutrition, Tobacco, Unintentional Injury, and Violence Prevention.

Teachers and school nurse teachers focus on the following instructional behaviors:

- Review NYS and district standards and curriculum.
- Promote an open, safe environment for discussion of sensitive topics.
- Support, encourage, and model communication, goal setting, and decision-making.
- Provide factual information in a non-biased manner.
- Guide individual, small group, and whole class work/discussion.
- Assess and build on prior knowledge of students.
- Use a variety of materials and techniques including models, computers, demonstrations, and role-playing.
- Administer authentic assessments to monitor student learning and plan for future instruction.
- Celebrate student success.

Health Education

Health Education in Rush-Henrietta Elementary Schools is a shared responsibility between the classroom teacher and the school nurse teacher. The school nurse teacher provides instruction primarily covering sensitive topics such as puberty, violence prevention, and HIV/AIDS prevention. The classroom teacher teaches topics such as family life, nutrition, physical activity, and unintentional injury. Additional instructional support may be provided by physical education teachers, mental health professionals, and/or other staff.

Health Instruction

- Is an ongoing process that continues throughout our students' lives.
- Provides a safe atmosphere that encourages individual student risk-taking in voicing opinions and offering potential solutions.
- Incorporates real-life safety and survival skills.
- Emphasizes decision-making skill development over content.
- Provides opportunities for students to analyze healthy choices and set personal goals.
- Demonstrates health as the cornerstone for successful living.
- Is the perfect venue for the integration of other curricula (math, language arts, and social sciences).

Student Behaviors: *Students:*

- Are actively engaged in learning.
- Understand the importance of goal setting for maintaining good health.
- Apply knowledge to making healthy decisions.
- Gain confidence in making choices for healthy living.
- Accept responsibility for their choices.
- Develop communication skills for sharing knowledge and seeking help.
- Share their health knowledge.

“Every human being is the author of his own health or disease.”

~ **Buddha** ~

Grade Level Focus of Health Instruction By Topic

Alcohol & Other Drugs

Kindergarten	What is safe and not safe to taste or smell? Who can help me decide? How can I stay safe around things I'm not sure about? What is OK and not OK for me to put in my mouth? Who can help me know what is safe to taste, smell, or touch?
Third	How can I develop the skills that I need to take medicine safely? How can I reduce my health risks in relation to medicine and drug use? What supports do I need to take medication safely? How can I develop the skills that I need to take medication and drugs safely? What health information and resources are available to me?
Fifth	What is alcohol? What is an inhalant? What harmful effects can they have on my body? How do they affect my ability to make good choices? Can either drug become habit forming?

“It is health that is real wealth and not pieces of gold and silver.”

~ **Mohandas Gandhi** ~

Grade Level Focus of Health Instruction By Topic

Family Life

Kindergarten	What makes a family? What does a family look like? What jobs do people have in a family? What is privacy? How do we show respect to friends and family members?
First	What is special about me? How are boys and girls alike and different?
Second	What are the responsibilities of a member of a healthy family? What makes a family a family? How are families different from one another? What kinds of jobs can I have when I grow up?
Third	How do the traditions from different parts of the world make families seem different? What are the responsibilities of a member of a family? How can families learn from each other?
Fourth	What changes will my body experience as I grow? Who can I talk to about the changes that I experience? When can I expect these changes? Will my emotions change as well? What are hormones and how do they affect me?
Fifth	What changes will happen during puberty? What changes will occur in my responsibilities? Who can I go to for information about puberty? How can I talk to my parents about puberty?

“Give a man health and a course to steer, and he'll never stop to trouble about whether he's happy or not.”

~ **George Bernard Shaw** ~

Grade Level Focus of Health Instruction By Topic

HIV/AIDS

Kindergarten	Why is it important to wash my hands? Why do I need to worry about germs? How do I feel when I am healthy? How do I feel when I am sick? How can I catch a cold? Why should I cover my mouth when I cough/sneeze?
First	How can I catch a cold? Why should I cover my mouth when I cough/sneeze? Why do we worry about germs? Why is it important for me to wash my hands?
Second	How does my body protect itself from germs and diseases? How can I keep myself healthy and free of disease? Where do germs live?
Third	How can I protect myself from some diseases by making good health choices? What is the difference between communicable and non-communicable diseases? Why is it important for me to wash my hands? How does our body protect us from germs and HIV/AIDS?
Fourth	What is my immune system? Why do I need to get shots? What are HIV and AIDS? How do I protect myself from HIV and AIDS?
Fifth	What are the ways that a person can acquire HIV/AIDS? How can I use refusal skills to protect myself from HIV/AIDS? How does HIV affect someone's body? What might a person with HIV/AIDS look like? Who can I talk to about HIV and AIDS?

Grade Level Focus of Health Instruction By Topic

Physical Activity and Nutrition

Kindergarten	Why do I need food? Why are fruits and vegetables good for me? Why do I need exercise? Why is too much junk food bad for my body? What kind of physical activities do I do that are good for my body?
First	What are the food groups in the Food Guide Pyramid? How much of each group do I need each day? What makes a healthy breakfast? How much physical activity do I need to be healthy? What kind of physical activities do I do that are good for my body?
Second	How do I plan a nutritious school lunch? Why do I need food? What does each group of foods do for my body? What kind of physical activity do I do that are good for my body? Do I get enough physical activity?
Third	How can I eat well at a fast food restaurant? What is fast food made up of? What kind of physical activity can I do that is good for my body? How do I pick a healthy school lunch? How do advertisements try to affect me?
Fourth	What information can be found on a food label? Why does my body need proteins, carbohydrates, and fats? What are good sources of proteins, carbohydrates, and fats? How does my body use proteins, carbohydrates, and fats?
Fifth	What can food labels tell me? For what does my body use each nutrient? How do I plan a meal with proper calories and nutrients? What are the barriers to my being healthy?

Grade Level Focus of Health Instruction By Topic

Tobacco

Second How do I use my strengths to stay away from second-hand smoke? Who can support me to stay away from tobacco? How can I help others to stay healthy?

Fourth How do I use my strengths to stay away from second-hand smoke? Who can support me when I have questions about tobacco? How can I develop the knowledge and skills I need to keep from smoking? How do my beliefs influence my feelings about smoking? How does advertising affect my ability to make choices related to smoking and tobacco use?

Fifth How do I develop the confidence to use the knowledge and skills I need to keep from smoking? How can I successfully say no to my peers? How can I reduce my health and safety risks as they relate to tobacco use? How do I use my strengths to stay away from second-hand smoke? How do my beliefs influence my feelings about smoking?

“Leave all the afternoon for exercise and recreation, which are as necessary as reading.”

~ **Thomas Jefferson** ~

Grade Level Focus of Health Instruction By Topic

Unintentional Injury

Kindergarten What is my full name? What safety rules do I need to know (fire, car, bicycles, sports, and water)? How do I get help for emergencies? What information do I need to know about myself and where I live? How do I keep myself safe while riding in a car? Why is it important to wear a helmet while riding a bike? What safety equipment should I wear to protect my body? What do I need to keep me safe near the water? How can I keep myself safe in a fire? How can I help prevent fires?

First What is my phone number and address? What safety rules do I need to know (fire, car, bicycles, sports, and water)? How do I call 911? What information do I need to know about myself and where I live? How do I keep myself safe while riding in a car? Why is it important to wear a helmet while riding a bike? What safety equipment should I wear to protect my body? What do I need to keep me safe near the water? How can I keep myself safe in a fire? How can I help prevent fires?

Second What is my personal information? When do I call 911? How do I keep myself safe on the playground and around animals? What information do I need to know about myself and where I live? Why is it important to wear a helmet while riding a bike? How can I be safe when playing on a playground? What do I need to know to keep myself safe around animals?

Unintentional Injury Continued

- Third What skills, information, and protective gear do I need to use to stay safe while playing? Why is it important to wear a helmet while riding a bike? What should I do if I find a gun? What safety information do I need to know and be able to do when walking or playing outside? How can mouth guards, helmets, and knee and elbow pads protect my body? What do I need to keep me safe near the water?
- Fourth How heavy should my backpack be? What may happen to my body if my backpack is too heavy? How can I decide what belongs in my backpack?
- Fifth What safety rules must I use, model, and share? What do I need to know and be able to do to be safe on the playground? What do I need to know and be able to do to be safe on a bike, skateboard, or skates? What do I need to know and be able to do to be safe on a boat? What do I need to know and be able to do to be safe in a motor vehicle? What do I need to know and be able to do to be safe around guns? What gear helps to keep me safe?

“If we could give every individual the right amount of nourishment and exercise, not too little and not too much, we would have found the safest way to health.”

~ **Hippocrates** ~

Grade Level Focus of Health Instruction By Topic

Violence Prevention

Kindergarten How can I be a good friend when I am feeling angry, frustrated, or afraid? What does a stranger look like? How are people different? How are people the same? What is a friend? How can I keep myself safe from abduction or abuse? What are the rules about private parts and touching? Who can help me when I am being bullied or abused?

First How can I handle angry feelings? Who are my trusted adults? What does it feel like and look like to be angry? What is the difference between an OK promise and an unsafe promise? Who can help me when I feel I am in danger? How do I keep safe from abduction and abuse?

Second What do my feelings mean and how can I express them in a healthy way? How do I keep myself safe from unwanted touches? What is anger? What do all my feelings mean? How can I handle angry feelings? How do other people handle their angry feelings? Why do things bother me at sometimes and not at other times? Who can help me when I feel I am in danger? With whom is it safe for me to talk? With whom is it safe for me to go?

Violence Prevention Continued

- Third What should I do when I am in conflict with my friend, classmate, or family? How can I be safe on the Internet? What should I do if I find a weapon? How can I stay safe when I am home alone? What is stress? How can I deal with my stress effectively? How can I stay out of a fight? How can I learn to live peacefully with other people? What is the buddy system? Who are the trusted adults in my life? What can I do if someone touches my private parts? What does a stranger look like?
- Fourth How can I keep myself safe in dangerous situations (weapon safety, Internet safety, and personal safety)? What makes me feel strong and competent in difficult situations? How can I learn to understand my feelings? How can I keep myself in control in difficult situations? Who can help me when I feel I am in danger? What safety rules do I need to follow when using the Internet? What do I do if I'm touched in ways that make me feel uncomfortable? What do I need to know about gun safety?
- Fifth What is a bully and what does bullying look like? Why do some people bully others? What information is not safe to post on the Internet? What is sexual abuse and whom can I talk to if someone touches me in a way that makes me feel uncomfortable? How can I express my feelings in healthy ways? Who are the adults in my life that I trust?

“The first wealth is health.”

~ **Ralph Waldo** ~

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